



Modularising Multilingual and Multicultural Academic Communication
Competence for BA and MA level
www.magicc.eu

REPORT ON MAGICC Final feed-back and dissemination event

The MAGICC final feed-back and dissemination event was combined with the *13th Conference of the European Confederation of Language Centres in Higher Education: "Language Centres in Higher Education: Exploring and Shaping Plurilingual Profiles and Practices"*. CercleS 2014 - <http://www.cercles2014.org>

4 - 5 September 2014
University of Fribourg, Switzerland,

Barbara Sawicka, Dorota Żarnowska, Poznan University of Technology, Poland

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1 INTRODUCTION

From 4 – 5 September 2014 the MAGICC Final Feedback and Dissemination Event took place in Fribourg, Switzerland. The aim of this event was twofold: firstly, to share results with 12 invited external stakeholders and make results visible to a larger audience within and beyond partner institutions and secondly, to obtain input from external stakeholders for effective exploitation of the project results at different levels. The anticipated output was how this project might contribute to promoting multilingual and multicultural approaches and their assessment at pedagogical level in different institutions, how it might contribute to promoting multilingualism and multiculturalism at institutional level in higher education and what the stakeholders might imagine the impact of MAGICC to be in terms of language policies in this domain, and concrete implementation of project results.

In order to achieve maximal impact of its results, the MAGICC closing conference took place within the framework of the 13th Conference of the European Confederation of Language Centres in Higher Education (CercleS 2014)¹ under the title "Language Centres in Higher Education: Exploring and Shaping Plurilingual Profiles and Practices" on 4-5 (6) September 2014 in Fribourg, Switzerland (<http://www.cercles2014.org>). 290 persons, not only from Europe but also from beyond, took part in this international conference. As Language Centres in Europe are the potential major actors for the implementation of the MAGICC outcomes, this choice allowed a large number of stakeholders outside the partner institutions to discover the MAGICC results. Detailed information on this conference and powerpoint presentations used during the sessions are available on the CercleS2014 website.

In his official opening address to all the participants at the conference, the Rector of the University of Fribourg, CH, Guido Vergauwen, specifically mentioned the importance of the outcomes of the MAGICC project for redesigning university language policies and pedagogical approaches, in order to respond to changed needs in the EHEA².

The findings and results of this three-year ERASMUS multilateral Project, supported by the EU Lifelong Learning Programme (2011 – 2014): "Modularising Multilingual and Multicultural Academic Communication Competence for the BA and MA levels" were presented in Section 6 of the conference. The following themes were covered:

- A conceptual framework: transnationally shared learning outcomes defining the constitutive elements of multilingual and multicultural academic and professional communication competences with aligned assessment criteria and grids
- Scenarios for developing and assessing students' multilingual and multicultural core communication competences for academic and professional purposes: innovative activities and tasks
- Transparency tools for shared transnational understanding to improve recognition of broad and multi-dimensional forms of assessment: a set of performance samples for international harmonisation and standardisation of the marking procedures.

¹ www.cercles.org: "this association "brings together some 290 Language Centres, Departments, Institutes, Faculties or Schools in Higher Education whose main responsibility is the teaching of language. Its members have several thousand academic, administrative and technical staff, and some 250, 000 students who learn all the world's main languages. CercleS is committed to the highest possible standards in language education and research.

Aims

-To support language centres in European establishments of higher education, for the provision of language training backed up by appropriate technological and pedagogical resources.

-To promote research in foreign language learning at international level.

-To encourage international and interdisciplinary cooperation between language centres in order to enable them to co-ordinate the pursuit of their objectives."

² Guido Vergauwen: "We all know that language is definitely a matter of individual and collective identity – with a strong accent on cultural and even national aspects. At the same time it is an issue of social communication: the fact to be able to know a language and to communicate which as an impact – of course – on economic and political advantages. A university which considers plurilinguism as its own vocation has the overcome the understanding of plurilinguism as a sort of parallel monolingualism, where all languages live together without real contact with each other. We have to foster human and scientific exchange between speakers of different languages – as we offer e.g. special diplomas for bilingual studies and try to integrate academic and intercultural dimensions into the personality of our graduates. I am sure that the project MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence), whose results will be presented during this conference will transmit criteria and sustainable outlines as well as best practices in this field for our centres. "

- An academic ePortfolio expanding the features of the Council of Europe's European Language Portfolio to match new needs in Higher Education: visibility and recognition of academic and professional communication competences.

Besides the presentation of the MAGICC results in a specific section (Section 6 with one 3-hour session, on Thursday afternoon 4 September, 15:00 – 18:00, and two 2-hour sessions on Friday 5 September 2014, 10:30 – 12:45 and 14.00 – 16:00), the MAGICC project also presented a **poster** at the conference, thereby not only people participating in Section 6 could be informed about the project, but all the participants of the CercleS2014 conference.

All the external stakeholders present participated in Section 6. They were invited to:

1) comment from their own perspective on the presentations and workshops, focussing on the potential usefulness and contribution that MAGICC outputs might have for pedagogy, employability, and policy.

2) participate in a 45-minute interactive "Recommendations workshop" at the end of the meeting with the objective of obtaining a set of recommendations for the implementation of the MAGICC results at institutional (pedagogical) and policy levels (institutional, national, European), as well as identifying what potential barriers there might be for the implementation and how these might be overcome, i.e. what actions and decisions might be needed.

Section 6 was open to other participants of the conference. 20 – 30 participants joined Section 6 for different presentations.

This report concerns the stakeholders' and the experts' feedback and recommendations of the project results and its possible applications and impact taking into consideration policy level, institutional level and didactic perspective. The 12 external stakeholders were proposed by the different MAGICC partners. They were chosen with the view that they would best be able to further the implementation and exploitation of the project results, both inside and outside the partner institutions. (They included language and communication teachers, students, university decision makers, members of other European associations (European Language Council-ELC/CEL), participants in other European projects in the domain (CARAP and LUCIDE) and professors from outside the domain of languages and communication).

Participants of Section 6 were welcomed by Dr. Brigitte Forster Vosicki, the coordinator of the MAGICC project, who also presented the objectives of the project and the event.

The two days of the meeting were structured as follows:

Day 1 04 Sept. 2014 - Project output presentations given by: Brigitte Forster Vosicki, Anne Räsänen, Teija Natri, María Luisa Pérez, Cavana, Cornelia Gick, Bärbel Kühn, Marina Allal

Day 2 05 Sept. 2014

- Project output presentations given by: María Luisa Pérez Cavana, Jürgen Friedrich, Maria Fernandez-Toro, Dorota Żarnowska, Patricia Kohler, Cornelia Gick
- Workshop on Transparency tools led by Estelle Meima, Jeroen van Engen
- After the presentations of the different outputs, external stakeholders and participants were invited to ask questions and give comments. At the beginning of the event, the stakeholders received a "Note-taking sheet" in order to keep track of the presentations and note down important aspects for implementation that could be fed into the "Recommendations workshop"
- "Recommendations workshop": Stakeholders were invited to work in different groups, in relation to their competence domain. They could choose between: 1) Teaching and learning; 2) Institutional level; 3) Policy level
- MAGICC project partners were provided with a set of recommendations; some of them in a written form.

2 PARTICIPANTS

Project partners:				
Country	Partner No	Institution / Organisation	First name	Family name
DE	P11	Freie Universität Berlin	Marina	Allal
UK	P3	The Open University	Caroline	Coffin
PT	P5	Universidade do Algarve Faro	Manuel	Célio Conceição
PT	P5	Universidade do Algarve Faro	Sandra	Bolo (replacement)
UK	P3	The Open University	Jim	Donohue
UK	P3	The Open University	Maria	Fernandez-Toro
CH	P1	Université de Lausanne	Brigitte	Forster Vosicki
CH	P8	Université de Fribourg	Cornelia	Gick
DE	P10	Universität Bremen	Artrid	Bushmann-Goebels
FI	P2	Jyväskylän yliopisto	Marita	Hämälä
CH	P8	Université de Fribourg	Patrici	Kohler
DE	P10	Universität Bremen	Bärbel	Kühn
NL	P4	Rijksuniversiteit Groningen	Estelle	Meima
FI	P2	Jyväskylän yliopisto	Teija	Natri
CH	P8	Université de Fribourg	Stefanie	Neuner-Anfindsen
UK	P3	The Open University	Maria Luisa	Perez Cavana
FI	P2	Jyväskylän yliopisto	Anne	Räsänen
CH	P1	Université de Lausanne	Céline	Restrepo Zea
PL	P6	Politechnika Poznańska	Barbara	Sawicka
CH	P1	Université de Lausanne	Nadia	Spang Bovey
PL	P6	Politechnika Poznańska	Liliana	Szczuka-Dorna
DE	P11	Freie Universität Berlin	M. Giovanna	Tassinari Pfeiffer
NL	P4	Rijksuniversiteit Groningen	Jeroen	Van Engen
PL	P6	Politechnika Poznańska	Dorota	Żarnowska
External stakeholders:				
BG	E.Ev.	University of Sofia, External evaluator of MAGICC project	Maria	Stoicheva
DE	E.Exp.	University of Bremen, Professor for Computer Sciences	Jurgen	Friedrich
PL	E.Exp.	Politechnika Poznanska, English language teacher	Iwona	Gajewska-Skrzypczak
CH	E.Exp.	Université de Fribourg, student	Katharina	Karges
FI	E.Exp.	Jyväskylän yliopisto, speech communication teacher	Lotta	Kokkonen
PT	E.Exp.	University Nova of Lisbon, professor of terminology and languages for specific purposes	Teresa	Lino
DE	E.Exp.	Freie Universität Berlin, former president of the ELC/CEL	Wolfgang	Mackiewicz
DE	E.Exp.	Universität Giessen, professor didactics for Roman Languages	Helene	Martinez
CH	E.Exp.	Université de Fribourg, professor MA in European Business,	Dirk	Morschett
DE	E.Exp.	Universität Giessen, CARAP project,	Anna	Schroeder-Sura

GB	E.Exp.	London School of Economics, LUCIDE project	Peter	Skrandies
CH	E.Exp.	Université de Fribourg, student	Michele	Wern
NL	E.Exp.	Rijksuniversiteit Groningen, former rector, coordinator International Classroom project, University of Groningen	Frans	Zwarts

3 DAY 1 – PROJECT OUTPUT PRESENTATIONS’ ABSTRACTS

The session was chaired by Manuel Célio Conceição, UAlg, PT

3.1 Modularising Multilingual and Multicultural Academic Communication Competence: Rationale and purpose of the MAGICC project

Brigitte Forster Vosicki

Multilingual and multicultural communication competences are key transversal competences because they are vital for living, studying and working in an internationalised, knowledge-based society and economy. The ability to communicate in multilingual and multicultural settings is a new qualification goal for each cycle in the modernisation agenda of the European Higher Education Area. Yet, this competence has not been considered in depth nor applied systematically.

The three-year ERASMUS Multilateral project MAGICC supported by the EU Lifelong Learning Programme has described and conceptualised this competence for the higher education level, to complement the CEFR. It provides transnational tools for integrating academic, multilingual and intercultural communication competences and lifelong learning skills into students' academic profiles.

MAGICC builds on European reference documents and explores the emerging domain of multilingual and multicultural learning. It aims at using and expanding the multilingual repertory of a student in its entirety, as opposed to monolingual approaches, and addresses issues related to communication in multilingual and multicultural contexts.

The MAGICC conceptual framework contains learning outcomes specific to the aims and needs of higher education, with aligned assessment criteria and grids. It is the basis for a set of innovative action-oriented multilingual and multicultural academic or professional communication scenarios including tasks for performance evaluation, and for tools enabling familiarisation with CEFR and MAGICC assessment grids and benchmark samples for transnational harmonisation of alternative assessment forms. It also forms the basis for an academic ePortfolio to provide visibility and recognition of students' multilingual and multicultural profile to third parties.

3.2 Towards the MAGICC conceptual framework

Anne Räsänen, Teija Natri

The presentation reports the multidimensional approach and main steps taken to develop the MAGICC conceptual framework. Starting with systematic desk research into the existing conceptualizations of multi/plurilingual and multi/intercultural competences, as well as life-long learning and employability skills, the next step was to collect and analyze data gathered from all partner institutions and existing national and European projects on descriptors already in place for academic level competences, practices and assessment. In addition, the Common European Framework of Reference for Languages was consulted for the general descriptors relevant also for the academic level. In order to ensure social relevance of the framework, the third step was to develop questionnaires for students, faculty, and employers and ask them to rank the synthesized skill and competence descriptors in terms of their importance for graduates' academic and professional competences needed for study purposes as well as for the global labour market.

The first draft of the conceptual framework was refined on the basis of this stakeholder consultation and led to the version presented to a new group of selected stakeholders in a consultation seminar. The three main action-oriented, multilingual and multicultural competences established through this stepwise process for the BA and MA levels, with some variable focuses, address management of information and knowledge sources, conceptualization and communication of information and expertise, and management of learning from a lifelong perspective. They form the essence of the conceptual framework, detailed further into specific skills and strategies that combine descriptors for academic, discipline-specific, professional, intercultural, and life-long learning competences and their aligned assessment.

3.3 The MAGICC conceptual framework: a basis for the development of graduates' multilingual and multicultural communication profiles

Brigitte Forster Vosicki

This presentation deals with the MAGICC conceptual framework which is an institution-independent, open framework describing multilingual and multicultural academic and professional communication competence. It contains transnationally shared learning outcomes, defining constitutive elements of this competence and contains aligned assessment criteria and grids for improving reliability of multidimensional forms of assessment at a transnational level. It integrates the following EHEA quality criteria: social relevance, action orientation, learner-centred perspective of lifelong learning and transnational readability and comparability.

It is structured around three main categories: first, the ability to access, evaluate and manage multilingual and multicultural information and knowledge sources, second, to conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context and third, to manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competence.

The framework builds on the CECR communicative activities, but adopts a multilingual and multicultural approach. It has a triple focus on each sub-activity: core multilingual communication skills for academic and professional reading, listening, spoken interaction, spoken production and writing skills, related intercultural skills based on the INCA framework and related strategies. Each of these categories contains aligned assessment criteria and grids. For independent learning and examination skills, learning outcomes for skills and strategies are not separated.

The MAGICC conceptual framework is a basis for the development, assessment and documentation of this competence in an explicit and structured manner during BA and MA level and applies to language specialists and policy makers.

3.4 MAGICC scenarios: learning opportunities for the development of academic multilingual and multicultural competence

Maria Luisa Perez Cavana, Bärbel Kühn, Cornelia Gick

One of the main objectives of the MAGICC project was to create a transversal module with sample scenarios to develop academic multilingual and multicultural competence for higher education at BA and MA level.

These scenarios are learning-outcome and learning-output oriented and include innovative and effective types of tasks or activities as simulations and role plays. The scenarios are based on the three core competences: receptive, productive and lifelong learning in relation to academic, intercultural and strategic competences. They are applicable to various professional settings and discipline areas.

The core of the module consists of a set of scenarios which enable students to demonstrate their academic and professional communication competence in multilingual settings. For this purpose a template to design scenarios was developed based on the conceptual framework of the MAGICC project.

The creation of the scenarios was a challenging task also in terms of developing assessment criteria, descriptors and transparency tools.

The scenario template has been used to create ten pedagogical scenarios relevant for BA and MA studies. Seven of these scenarios have already been piloted with students and tutors from different European universities.

This paper will present the scenario template and the main characteristics of the MAGICC scenarios and explain the rationale behind them. It will also report on the pilot experience testing the multilingual scenarios for both students and tutors. It will finally discuss the main challenges encountered and the potential of using the scenarios in specific university contexts.

3.5 Innovative aspects of the MAGICC pedagogical scenarios: concrete examples

Marina Allal

The MAGICC pedagogical scenarios represent one of the main results of the MAGICC project together with the MAGICC transparency tools and the academic ePortfolio. The 10 different scenarios are composed of a series of innovative and action-oriented tasks and activities based on the MAGICC conceptual framework. They aim at developing and assessing multilingual and multicultural academic and professional communication competences as part of students' academic profiles. They consist of simulations or role-plays relevant to situations where the students have to act in real-life academic and professional contexts. The MAGICC scenarios were developed both to be implemented into study programmes or for individual and cooperative learning, and include self- and teacher assessed activities. They are applicable to various local settings.

What is innovative about the MAGICC scenarios is that they do not only involve several languages or multilingual and translanguaging skills, but also aim at developing and assessing explicitly intercultural competences and strategies related to the different communicative activities as well as independent learning skills.

Furthermore, the scenarios offer a new opportunity for students in European higher education to increase their awareness of their own multicultural and multilingual repertoire and to develop strategies for making use of this repertoire and prior knowledge to promote learning and effective communication. The different scenarios are based on a coherent template which can be used for the design of new scenarios based on the same principles, in relation to the needs of different universities.

In this contribution, we will present some scenarios and demonstrate their innovative aspects and show how they contribute to the goals of the MAGICC project.

4 DAY 2 - PROJECT OUTPUT PRESENTATIONS' AND WORKSHOP'S ABSTRACTS AND STAKEHOLDERS' RECOMMENDATIONS

The sessions were chaired by Marina Allal, FUB, DE and Liliana Szczuka-Dorna, PUT, PL

4.1 Developing language awareness through multilingualism: the MAGICC project

Maria Luisa Perez Cavana

One of the main study fields of language awareness has focused on multilingualism, where a significant amount of research has been produced over the last decade (Jessner 1999, Kemp 2001, Cenoz 2000). In particular the work developed by Jessner (1999, 2008) using dynamic system theory have proved to be very productive to explore and explain the complexity involved in multilingual systems.

The MAGICC project (Modularising Multilingual and Multicultural Academic competence in BA and MA level), funded by the European Lifelong Learning Programme, aims to develop multilingual academic competence using a transversal module of scenarios for both the BA and the MA-cycle.

The scenarios involve innovative and effective types of activities and tasks for developing students' multilingual and multicultural core communication competences for academic and professional purposes.

These scenarios have been piloted by the different European partners and a significant corpus of samples of multilingual students from different nationalities has been collected and analysed.

Using in-depth interviews with participants of the pilots, this paper aims to study the students' perceptions of developing language awareness based on their multilingual performances working with the MAGICC scenarios. The main focus is the students' experience of engaging in plurilingual tasks and interactions and how this has affected their language awareness. The five domains of Language Awareness: affective, social, power, cognitive and performance, as described by James & Garrett (1991) have been taken as an initial reference point. The method used for the study is a qualitative approach phenomenologically-orientated, as the main focus is how the students have experienced working in a multilingual setting.

4.2 Become familiar with MAGICC's assessment criteria and grids (workshop)

Estelle Meima

Working with assessment criteria and new assessment grids can be daunting and may seem as an impossible task to overcome. In this session, however, we will illustrate the transparency tools that have been created in the MAGICC project to increase the user-friendliness and understandability of these grids for different kinds of stakeholders (teachers, students, policy makers, employers).

Not only is there a familiarization process for new users to become acquainted with the terminology, assessment criteria and grids from the MAGICC project, but there are also authentic samples of student work that can be viewed to gain insight first into the different reference levels of the CEFR and second into the three MAGICC levels (basic, satisfactory and full) for multilingual language and communication competences, and intercultural communication competences or strategies.

There will also be indications why the samples have been assessed the way they have in relation to specific task descriptions and assessment grids. This is to improve the quality of assessment for broad forms of assessment through reflective practice and shared transparent argument. These samples can also be used in an individual or group training and face-to-face context before assessing one's own students' work.

After a brief show-and-tell of the tools and where to locate them, we will examine some of the samples as a group, giving you hands-on experience in working with the MAGICC transparency tools. This will contribute in creating a shared understanding and consistency in teacher assessment in order to improve recognition of students' competences by other universities and employers.

4.3 MAGICC Academic ePortfolio - Media support for developing and documenting multilingual and multicultural academic communication competences

Jürgen Friedrich, Maria Fernandez-Toro, Dorota Zarnowska, Patricia Kohler

Student mobility, new multilingual and multicultural learning environments and working and living in internationalised contexts require qualifications that go beyond academic and professional knowledge and expertise. Multilingual and multicultural communication competences are now also of great importance for students.

Therefore, the MAGICC project has developed an interactive, flexible and supportive ePortfolio system for higher education students as well as for other stakeholders (teaching staff, faculties, policy makers, employers).

The Academic ePortfolio is based on the MAGICC conceptual framework and expands the Council of Europe's European Language Portfolio (ELP). Students can not only highlight in a coherent and transnational manner their general multilingual profile, but also their specific academic and professional communication skills, intercultural skills and strategies, for better recognition by third parties (Language Passport). They can monitor their learning process integrating formal, informal and non-formal learning environments, design study plans, and reflect on their own learning, thus supporting self-directed learning

and evaluate and reflect upon their intercultural skills (Language Biography). The ePortfolio contains various kinds of evidence illustrating their multilingual and multicultural profile and independent learning competences (Dossier).

Associated with the Academic ePortfolio, there is a toolbox which provides information on the theoretical approach, offers tools for harmonising assessment at a transnational level and contains pedagogical scenarios for multilingual and multicultural communication situations.

The presentation deals with the theoretical basis of the ePortfolio approach, as well as practical implementation issues and presents first results of the system evaluation.

4.4 Implementierung der Resultate des MAGICC-Projekts an der zweisprachigen Universität Freiburg/Fribourg, CH: Was bringt das Projekt? Wo liegen die Stolpersteine?

Cornelia Gick, Patricia Kohler

Im Projekt MAGICC wurden Instrumente entwickelt, die helfen, den Aufbau von mehrsprachigen Kommunikationskompetenzen zu konzeptualisieren und sichtbar zu machen.

Das Framework bietet Kompetenzbeschreibungen in den drei Kernkompetenzen Rezeption, Produktion und lebenslanges Lernen an. Diese Kompetenzbeschreibungen nehmen Bezug auf Sprachhandlungen im akademischen Kontext, wie z.B. Entnahme von Informationen aus Fachtexten usw. Dabei werden auch Strategien und interkulturelle Aspekte mit berücksichtigt.

Es wurde weiterhin ein von den Learning outcomes her gedachtes Template für die Konzipierung von mehrsprachigen Szenarien entwickelt. Diese Szenarien zeigen exemplarisch, wie handlungsbezogen und produktorientiert am Aufbau der Kompetenzen gearbeitet werden kann. Es handelt sich um die Aufnahme von realen akademischen Kommunikationssituationen, Simulationen oder Rollenspielen.

Eine Website ermöglicht an Hand von konkreten Beispielen, sich darüber zu informieren, wie Kompetenzen bewertet werden. Ein elektronisches Portfolio steht Interessierten zur Verfügung, um die eigene Mehrsprachigkeitskompetenz zu dokumentieren und sichtbar zu machen.

Dieser Beitrag skizziert, welche Entwicklungen dank des Erarbeiteten in den verschiedenen Institutionen: dem Sprachenzentrum, den verschiedenen Fakultäten und den einzelnen Studienbereichen speziell im Hinblick auf die Vermittlung von akademischen Mehrsprachigkeitskompetenzen möglich werden oder werden könnten. Er nimmt dabei Bezug auf die unterschiedlichen Bedürfnisse und auf bestehende Ansätze oder Programme wie z.B. Bilingue plus und entwirft exemplarisch ein Modell zum Aufbau von Mehrsprachigkeitskompetenzen an der Universität Freiburg. Abschliessend benennt der Beitrag Voraussetzungen, die gegeben sein müssen, damit diese Entwicklungen erfolgreich umgesetzt werden.

4.5 Stakeholders' and experts' comments and recommendations

The "Recommendations workshop" comprised two parts:

Part I. 20-minute discussions in 3 groups each concentrating on a different perspective of the project results: policy level, institutional level and didactic level

Part II. Oral feedback and recommendations given by the 3 stakeholder groups and individual participants.

The representatives of the groups gave the following feedback and recommendations:

- **Policy level perspective group**

Due to demographic changes in Europe, universities will have to compete for international students. This will require the improvement of university teachers' communication competence in different (foreign) languages and this at a high conceptual level. In this view MAGICC is seen as a valuable tool to guide teachers through this process. Nevertheless, the MAGICC toolkit was considered as complex; further measures are considered necessary to support the user to access the tools more easily. It is also recommended that policymakers be encouraged to take these challenges into serious consideration.

- **Institutional level perspective group**

The MAGICC toolkit seems to be a means for raising awareness of the importance of multilingualism among students of various fields. The intercultural and strategic competence components of the project are very important and should be emphasized for mutual understanding. As they facilitate communication both in monolingual and in multilingual environments preventing misunderstandings due to cultural indifference and ignorance, it is recommended that MAGICC should be disseminated among teachers of various faculties and discipline areas, not only among language and communication teachers. The concept of MAGICC should be communicated in layman's terms.

- **Didactic level perspective group**

MAGICC seems to be a good tool to be used in a didactic process. However, there is a need to conduct teacher training sessions before it is used in the classroom. Teachers and students should be familiarized with transparency and assessment tools in advance, so working on scenarios does not lead to confusion. A construction of a special online platform for teachers to exchange ideas is suggested. The terminology used in project materials and by project partners should be consistent and the structure should be made concise. A research-based MAGICC II follow-up project is considered to be a good continuation for the project.

- **Individual participants' recommendations**

Ella Michèle Wern's and Teresa Lino's suggestions are documented in Annex 1 and 2.

Nicoletta Mariolini, Déléguée fédérale au plurilinguisme (Federal delegate for plurilingualism of the Swiss government, responsible for plurilingualism in the Swiss federal administration), was also invited to the final feedback and dissemination event in Fribourg. As she had other urgent obligations at this date, Brigitte Forster Vosicki presented the project to her individually on 8 October 2014. Her most important recommendation was that the employers and recruiting services need training in order to be able to use these tools effectively for their (future) employees.

5 WRAP-UP

The whole meeting was concluded by project coordinator, Brigitte Forster Vosicki who thanked all the partners for fruitful cooperation, stakeholders and experts for their input and recommendations and all the participants for taking part in the event.

6 ENCLOSURES: INDIVIDUAL PARTICIPANTS' RECOMMENDATIONS

Recommendations MAGICC Ella Michèle Wern, Fribourg 2014 (Annex 1)

Posters produced by stakeholder groups and Teresa Lino's MAGICC feedback, Fribourg 2014 (Annex 2)

7 FOLLOW UP ACTIVITIES FOR FURTHER IMPLEMENTATION

In relation to the different recommendations given, and in order to support widespread implementation of the results of the MAGICC project, Dr Liliana Szczuka-Dorna of the Poznan University of Technology, PL (MAGICC partner 6) took the initiative to circulate an expression of interest (on 28.09.2014) to all MAGICC partners and organise a meeting in order to design a follow-up project for MAGICC. The Accompanying Measures Program, which aims at disseminating project results, is one of the possibilities taken into consideration.

8 ANNEX 1: RECOMMENDATIONS ELLA MICHÈLE WERN, FRIBOURG 2014

PERSONAL RECOMMENDATIONS ABOUT MAGICC FROM A STUDENT OF THE PILOT PROJECT (SCENARIO: SPRACHLERNERFAHRUNGEN REFLEKTIEREN: SPRACHKOMPETENZEN (MIT DEM ESP) SICHTBAR MACHEN)

- Create pedagogical scenarios also for other sectors (not only language and business)
- MAGICC wants to hand over responsibility to the students when it comes to assessment: students assess themselves, which is an important step in the process of their learning. But: Reading through and applying the assessment criteria grids is a task on its own. The criteria are too difficult to understand, even if the student has worked with the transparency tools to get familiar with the criteria. Especially for “non-specialist” (students who don’t study languages, so for example business students don’t know the specialised vocabulary and it is too much to ask them to get familiar with the criteria – it is not their domain, they need to apply language skills in their profession but they don’t have to be able to read language/culture assessment criteria).
- E-Portfolio: Good idea, but I think students should also have the possibility to do a paper version of the portfolio. The choice of using paper or electronic devices is a personal choice in my opinion. Both have advantages and disadvantages. I see the Portfolio as a Vorzeigedokument so a paper version might be more useful for an employer. A handbook “How to read a Portfolio” might be useful as well as a content list for more transparency.
- When one of the scenarios is introduced to the students, show one example so that one possible outcome is clear.
- The realisation of a scenario is not only an outcome but also a process: the assessment criteria try also to assess processes (which may be interior and therefore invisible). Example: “prepares for writing activity effectively and appropriately” ← the preparations for writing are not visible in the end product. Other example: The assessment criteria tries to assess “self-knowledge” which is (in my opinion) a pre-condition in order to solve the task (but it is not a task in itself)
- Transparency tools: Not only teachers but also students who are going to work with a scenario need familiarization with the complex criteria (I didn’t do this unfortunately).
- I had some difficulty to consider all the criteria in the assessment grids: the sub-tasks and the assessment criteria aren’t always in agreement with each other (the sub-tasks are phrased in a superficial way in comparison to the grids)
- Again some feedback on the criteria: In my opinion there is too much room for interpretation between “satisfactory” and “full”. A rater training might be needed.
- Time suggestions for the scenarios: They are not enough because you need to get familiar with the tasks. Furthermore there is no time for trial and error – to figure out what might be relevant and what not. The adequate care suffers under these circumstances but there is also a positive aspect: students learn to work under time pressure.
- Terminology: Make clear the difference between assessment criteria and learning outcomes (I didn’t know the difference and it was very confusing).
- The scenario should not only be evaluated on the basis of individual (but consecutive) tasks, but also on a holistic basis. Some elements occur in several sub-tasks and there is a risk for repetition. But if you decide to write it only once, it is absent in another sub-task.
- Promotion of the MAGICC Project to employers, staff and students: show the value and interest of these competences to them → describe situations in which competences acquired throughout MAGICC scenarios can be useful.

9 ANNEX 2: POSTERS PRODUCED BY STAKEHOLDER GROUPS AND TERESA LINO'S MAGICC FEEDBACK, FRIBOURG, CH, 2014

- consistency in terminology
 - between languages
 - within one language
- teachers' training for a specific scenario
 - before the training
- teachers' group: platform
 - communication during the course
- research
- transparency
 - before the beginning for the students
 - support for learners

COMPETITION FOR
INTERNATIONAL
STUDENTS

WHAT'S IN IT FOR
ME

TEACHERS,
NONNATIVE LANGUAGE
& ~~AND~~ LEVEL OF
TEACHING

GUIDELINE FOR
TEACHING
BASED ON MAGIC

CONCISE

TRANSPARENT &
RELIABLE TOOLS

WHO ARE YOUR
SUPPORTERS?

(INSTITUTIONAL
LEVEL)

EMPLOYABILITY
&
MULTILINGUALISM

LANGUAGE OF
SCIENCE IS
BROKEN ENGLISH

Institutional implementation

1. Organise activities to raise the awareness that multilingual competence beyond ENG might be relevant even in an otherwise monolingual context.
2. Put forward the importance of intercultural and strategic competence for mutual understanding (even without language skills).
↑ but rather including them!

3. Disseminate the idea through teacher training (especially in non-linguistic subjects!)

4. Communicate the general idea of MAGICC in laymen's terms.

MAGICC group thoughts (short meeting) on implementation

- Bremen: Already implemented in Autonomous Learning Centre
MAGICC raised awareness
Not used the competence descriptors in total (^{some of} them ^{informally})
- Work with the framework as much as with scenarios – to solve problem of curriculum being full.
- Teacher is more open to plurilingualism in their own class + acknowledge students as resources in own class
- Have to pro-actively create a collaborative class

- Be open to guide students but also their autonomy

DÉVELOPPEMENT INSTITUTIONNEL

- stratégies de politiques linguistiques des institutions -

IL FAUDRA :

1. Adapter et/ou changer les plans curriculaires (en langue maternelle et en langues étrangères) :
 - en sciences humaines et sociales
 - en sciences et technologies (différents domaines).
2. Établir les plans curriculaires en articulation avec les marché(s) de travail et les potentiels employeurs.
3. Sensibiliser et former les enseignants à l'approche multilingue de l'enseignement/apprentissage des langues.
4. Donner une place visible (avec des crédits) aux langues.
5. Garantir de bons niveaux de performance dans les langues étrangères à l'entrée de la 1^{ère} année de l'Université.
6. Sensibiliser les étudiants aux langues de spécialité (discours scientifique, terminologie, philosophie de spécialité), en langue maternelle et en langues étrangères.
7. Créer des espaces multilingues dans les plans curriculaires : décloisonner les langues.
8. Revoir les critères d'évaluation : ils ne doivent pas être seulement monolingues et centrés sur la structure d'un système linguistique d'une langue, mais doivent accentuer l'évaluation

de la communication multilingue (par la somme des évaluations monolingues, mais en articulation) et sur la langue en usage réel.

8. Utiliser les instrumenta MAGIEE pour les activités de motivation, réhabilitation, diagnostique en langues
9. Promotion de la conscientisation des besoins en langues et de l'utilisation du langues dans les marché(s) du travail : → importance du pouvoir économique des langues.
10. "Décentrer" de l'anglais et adapter à d'autres contextes multilingues, tels que le portugais (ou d'autres langues), l'espace européen^{*}, l'espace bispanophone (ou d'autres espaces linguistiques)

* ex : l'Angola, entre autres

11. Potentielles difficultés :
 - la non préparation / formation des enseignants
 - les systèmes de crédits nationaux non-adap→ pour dépasser ces difficultés :

- dissémination de l'approche / Projet MAGIEE approche organisationnelle et pédagogique que de l'enseignement des langues
- promotion dans les institutions la qualité des propositions de changement des cours et des plans curriculaires, en conséquence des résultats de ce Projet