Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

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SCENARIO INFORMATION

Institution	University: University of Fribourg (CH), International students Faculty: Humanities / Faculté des lettres / Philosophische Fakultät	
Title of scenario	**Studying abroad – communicating locally** (Studying in an international master program and communicating by e-mail in the local language)	
Topic in keywords	Writing e-mails, forms of salutation, complimentary close, exemplary phrases and chunks	
Student	Name: ID:	
Deadline	Date:	Received:
Form(s) of assessment	☒ Teacher ☒ Peer ☒ Self-assessment	
Setting	You are studying in an international Master Program in English together with international and local students or you are studying in a bilingual university in one of the two official languages. You have little competences in the (other) local language, which is not necessary for your studies. To improve your contact with locals and colleagues and for better integration locally, you would like to be able to understand e-mails and to write e-mails, or parts thereof in different languages especially also in the local language.	
Tasks overview	**Task 1 (10-12 hours): Gathering information and examples, analyzing them, creating a personal database to use for writing e-mails in different languages** You would like to write e-mails or parts of them in a local language, even if you have only basic competences in a local language and even though it would be no problem to communicate in English or another language. For this you will need to: 1.1. Activate and brush up your knowledge about effective e-mails in different languages and define your personal needs. 1.2. Collect specific information about how to write e-mails in different languages and thus also in the local language. Collect examples of e-mails in the local language. Analyze and compare e-mails in several languages (e.g. greetings, terms of address). Extract exemplary phrases and chunks in several languages for further use. 1.3. Analyse the cultural differences in writing e-mails in different languages and create a checklist.	
	Task 2 (6-8 hours): You would like to write e-mails or only some parts of it in the local language to improve your contact with locals for better integration. For this you will need to: 2.1. Create a personal database with chunks/phrases to use in e-mails in several languages, especially in the local language for further use. 2.2. Develop awareness of cultural differences when writing e-mails in different languages. 2.3. Write examples of model e-mails in the local and two other languages for further use.	
	Task 3 (6-8 hours): Reflecting the learning process and documentation of the competences in writing e-mails in different languages. For this you will need to: 3.1. Reflect on your approach and learning outcomes. 3.2. Document your learning process in the European Language Portfolio.	

Resources						
Multilingual student profile required for scenario outputs		*Reading*	*Listening*	*Spoken interaction*	*Spoken production*	*Writing*
	L1 (i.e. Spanish, Finish, Polish, French etc.)	C2	-	-	-	C1
	L2: study language (i.e. English or in a bilingual context first local language)	C1	-	C1	-	C1
	L2: the local language or in a bilingual context second local language (i.e. German, Dutch etc.)	A2/B1	-	-	-	A2/B1
	Intercultural skills and competences	X	-	x	-	x
	Strategies (including multilingual multicultural strategies)	x	-	-	-	x
	Independent learning skills and competences (including examination skills and competences)	*Yes*				

In order to illustrate their specific multilingual and multicultural profiles, students can store samples of their work in the Dossier of their **Academic ePortfolio**.

To familiarise yourself with the terminology, assessment criteria and assessment grids from the MAGICC project or the reference levels of the Council of Europe's Common European Framework of Reference for Languages, please consult the MAGICC **Transparency tools**.

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Assessment scheme

Level of mastery	Inadequate	Basic	Satisfactory	Full
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %

to be used with the corresponding MAGICC assessment grid (http://sepia.unil.ch/magicc)

Task 1

✎(10-12 hours): Gathering information and examples how to write e-mails.

Expected outputs:

- Mind map with five criteria for effective e-mails and notes on how to meet them.
- List with core elements of e-mails.
- Personal list with five situations for writing e-mails in different languages.
- List with three situations in which you would write e-mails in the local language (or in a language used in your professional context but in which you have minimal competences).
- Examples in different languages for effective e-mails.
- A well-organized list or database with typical phrases and chunks for e-mails (different forms of address, complimentary closing, typical phrases to manage frequent communication situations related to work or personal study subjects, little jokes etc.) for further use.

1.1	**Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences** ▷ Peut gérer l'apprentissage dans une perspective d'apprentissage tout au long de la vie en se servant de ses compétences multilingues et multiculturelles ▷ Kann eigenes Lernen in Hinblick auf lebenslanges Lernen steuern und sich dabei der eigenen mehrsprachigen und multikulturellen Kompetenzen bedienen **Skills / strategies**: Independent learning skills and strategies to manage and direct own learning ▷ Stratégies et aptitudes pour l'apprentissage en autonomie ▷ Strategien und Fertigkeiten für das selbstgesteuerte Lernen	**Level of mastery / Percentage**	**Comment**

	Learning outcomes:			
	- Identify personal learning needs - Set appropriate goals for own learning - Explore and make use of how one's individual multilingual and multicultural profile and prior knowledge can serve as a resource for learning (identify and use regularities and differences, shared pattern between languages for known and unknown languages, compare, contrast) ▷ **Acquis de formation :** - Identifier des besoins d'apprentissage personnels - Fixer des objectifs appropriés pour son propre apprentissage - Explorer et faire usage de la manière dont le profil multilingue et multiculturel individuel et les connaissances préalables peuvent servir de ressource pour l'apprentissage (identifier et utiliser des régularités et des différences, des structures communes entre les langues pour les langues connues et inconnues, comparer, contraster) ▷ **Lernergebnisse:** - Persönliche Lernbedürfnisse identifizieren - Angemessene Ziele für das eigene Lernen setzen - Herausfinden, wie das eigene individuelle mehrsprachige und multikulturelle Profil und Vorwissen als Ressource für das Lernen dienen können und daraus Nutzen ziehen (Regelmässigkeiten und Unterschiede erkennen und nutzen, gemeinsame Muster zwischen bekannten und unbekannten Sprachen erkennen, vergleichen und kontrastieren)			
Assessment criteria and task specification	Planning: - Prior knowledge - Self-knowledge (appropriateness)	**Sub-task 1.1.1** • What do you already know about effective e-mails in general in different languages? Create a mind map with at least five criteria for effective e-mails. Name the differences in the languages you know. • Please specify how to meet the five criteria. • What do you know about the structure of an e-mail? Name the core elements of e-mails in languages you know and write them down.		
	Effectiveness in execution I: - Goal setting - Selection of tasks and means (appropriateness)	**Sub-task 1.1.2** • Define in which situations in your studies you need to or you would like to be able to write e-mails. Make a list of five situations. • Identify your personal needs in writing e-mails in the local language. Define in which three situations you would like to write e-mails or part of them in the local language. Compare these situations with those of the other list. Note the differences. • Choose three situations you would like to work with.		

1.2	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources**	Level of mastery / Percentage	Comment
	▷ Peut accéder à, évaluer et gérer des informations et des sources de savoir multilingues et multiculturelles		
	▷ Kann auf mehrsprachige und multikulturelle Informationen und Wissensquellen zugreifen, sie beurteilen und managen		

Skills / strategies: Academic and professional reading strategies and information management
- ▷ Compétences, aptitudes et stratégies de lecture académiques et professionnelles multilingues et multiculturelles
- ▷ Mehrsprachige und multikulturelle akademische und berufsspezifische Lesekompetenzen, - fertigkeiten und -strategien

Learning outcomes:
- Activate prior knowledge and use own repertoire as advance organiser for reading activity and to manage coexistence of different languages in reading situation to match the available potential with requirements of task
- Draw upon one's knowledge of different languages of the individual repertoire, including L1, to optimize comprehension of written texts in the language of instruction, other languages and even in unknown languages establishing regularities, similarities and contrasts between languages (text type conventions, lexical knowledge including concepts and terminology, sounds, grammar structures (construction rules, word order, etc.), paragraph structures, etc.)
- Organise information for further use (information management: use of key words in different languages, classify and organise information)
- ▷ **Acquis de formation :**
- Activer ses connaissances préalables et utiliser son propre répertoire pour anticiper une activité de lecture et pour gérer la coexistence de différentes langues dans une situation de lecture afin de faire correspondre le potentiel disponible aux exigences de la tâche
- Faire usage de ses connaissances de différentes langues du répertoire individuel, incluant la L1, pour optimiser la compréhension de textes écrits dans la langues d'enseignement, dans d'autres langues et même dans une langue inconnue en établissant des régularités, des similarités et des contrastes entre les langues (conventions du type de texte, connaissance lexicale incluant concepts et terminologie, des sons, les structures grammaticales (règles de construction, ordre des mots, etc.), des structures de paragraphe, etc.)
- Organiser l'information en vue d'une utilisation ultérieure (gestion de l'information, utilisation de mots-clés dans différentes langues, classer et organiser l'information)
- ▷ **Lernergebnisse:**
- Vorwissen aktivieren und das eigene Repertoire zum Vorausplanen vor dem Lesen nutzen und die Koexistenz von verschiedenen Sprachen in einer Lesesituation bewältigen, um das vorhandene Potential den Anforderungen der Leseaufgabe gerecht einzusetzen
- Die eigenen Kenntnisse in verschiedenen Sprachen, einschliesslich der L1 nutzen, im Hinblick auf die Optimierung des Verständnisses von schriftlichen Texten in der Unterrichtssprache, in anderen Sprachen und selbst in unbekannten Sprachen, indem man Regelmässigkeiten, Ähnlichkeiten und Kontraste zwischen den einzelnen Sprachen etabliert (Textsortenmerkmale, lexikalisches Wissen einschliesslich Konzepte und Fachbegriffe, Laute, grammatische Strukturen (Satzbau, Wortstellung, etc.), Struktur der Absätze, etc.)
- Informationen im Hinblick auf eine spätere Verwendung organisieren (Informationsmanagement, Stichwörter in verschiedenen Sprachen benutzen, Informationen ordnen und organisieren)

<table>
<tr><td rowspan="2" style="writing-mode: vertical">Assessment criteria and task specification</td><td>Effectiveness in execution I:
- Overview
- Decoding
- Reference tools: reading (range, appropriateness, flexibility)</td><td>

Sub-task 1.2.1
- Collect examples of effective e-mails in several languages (L1, L2, L3, Lx).

- Analyze and compare your examples. For this apply translanguaging and other inferring and decoding strategies to retrieve information and meaning (intercom-prehension strategies such as comparing and contrasting, translation, inferring from context.) Use a variety of visual techniques to strengthen understanding.
  Inform you in the Internet or by using the documents you find in the attachment.

- Collect phrases and chunks which you would like to use in your future e-mails. Create a personal list.

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<tr><td>Effectiveness in execution II:
- Checking
- Highlighting
- Information management
- Monitoring and adjustment: reading (range, appropriate-ness, flexibility)</td><td>

Sub-task 1.2.2
- Organize information for further use appropriately.

- Please list the core elements of e-mails and create/develop a synopsis with four columns:

Category	L1	L2	L3

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1.3	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources** ▷ Peut accéder à, évaluer et gérer des informations et des sources de savoir multilingues et multiculturelles ▷ Kann auf mehrsprachige und multikulturelle Informationen und Wissensquellen zugreifen, sie beurteilen und managen **Skills / strategies**: Intercultural skills and competences for academic and professional reading management ▷ Aptitudes et compétences interculturelles pour la lecture académique et professionnelle ▷ Interkulturelle Fertigkeiten und Kompetenzen für akademisches und berufsspezifisches Lesen **Learning outcomes:** - Identify and interpret information in its cultural context - Distinguish and compare academic and professional texts for their cultural elements and conventions ▷ **Acquis de formation :** - Identifier et interpréter une information dans son contexte culturel - Distinguer et comparer des textes académiques et professionnels pour leurs éléments culturels et leurs conventions ▷ **Lernergebnisse:** - Informationen in ihrem kulturellen Kontext identifizieren und interpretieren	**Level of mastery / Percentage**	**Comment**

Assessment criteria and task specification	- Akademische und fachspezifische Texte unter Berücksichtigung ihrer kulturellen Elemente und Konventionen unterscheiden und vergleichen			
	Openness: Tolerance of ambiguity: reading (acknowledgement, adaptation)	**Sub-task 1.3.1** Compare the different ways to open and close e-mails in different languages. Discuss the differences and the different interpretations about politeness, being formal or informal etc.		
	Adaptability II: Communicative awareness: reading (self-knowledge, questioning, analysis)	**Sub-task 1.3.2** • Do you ever recognize different cultural values, norms or conventions that may mislead or impair understanding in reading (or writing) e-mails? Exchange your experience with your colleagues. Note down problems. Try to locate reasons for these problems. • Do you find examples of this in your collected e-mails? Please locate and note down three examples. • Compare your own culturally-embedded values, norms, convention for e-mails with those in different languages and explain why they may be misleading or impair understanding when reading e-mails. • Write a checklist: "What one should never do when writing e-mails in L1, L2, L3."		

Overall achievement for task 1

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	**Overall achievement for task 1**
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Task 2
✆ **(6-8 hours)**

Expected output:
- Checklist: "What you should never forget when writing e-mails: Dos & Don'ts of writing e-mails for three languages including a local language.
- A well-organized list or database with typical phrases and chunks for e-mails (different forms of address, complimentary closing, typical phrases to manage frequent communication situations related to work or personal study subjects, little jokes etc.) for further use.
- Three different e-mails or parts of e-mails written in a local language, three of them should be more formal, four could be more informal.

2.1.	**Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context** ▷ Peut conceptualiser et communiquer des informations, du savoir et de l'expertise dans un contexte multilingue et multiculturel ▷ Kann in einem mehrsprachigen und multikulturellen Kontext Informationen, Wissen und Fachkompetenz konzeptualisieren und kommunizieren **Skills / strategies**: Strategies for academic and professional writing ▷ Stratégies pour l'écriture académique et professionnelle ▷ Strategien für akademisches und berufsspezifisches Schreiben **Learning outcomes:** - Manage the co-existence of several languages in an academic writing situation and use one's own repertoire (including L1) for communicative effectiveness (e.g. comparison of text type conventions, paragraph structure, sentence construction, word order, punctuation rules in different languages) - Ask for assistance in formulations (face-to-face, online) - Receive feed-back and exploit it to improve one's own writing skills ▷ **Acquis de formation :** - Gérer la coexistence de plusieurs langues dans une situation d'écriture académique et utiliser son propre répertoire (y compris la L1) à des fins d'efficacité communicative (par ex. comparaison des conventions de types de texte, structure des paragraphes, construction de phrase, ordre des mots, règles de ponctuation dans différentes langues) - Demander de l'aide dans les formulations (en tête à tête, en ligne) - Recevoir un feedback et l'exploiter afin d'améliorer ses compétences de rédaction ▷ **Lernergebnisse:** - Gérer la coexistence de plusieurs langues dans une situation d'écriture académique et utiliser son propre répertoire (y compris la L1) à des fins d'efficacité communicative (par ex. comparaison des conventions de types de texte, structure des paragraphes, construction de phrase, ordre des mots, règles de ponctuation dans différentes langues) - Demander de l'aide dans les formulations (en tête à tête, en ligne) - Recevoir un feedback et l'exploiter afin d'améliorer ses compétences de rédaction	**Level of mastery / Percentage**	**Comment**

Assessment criteria and task specification	Planning: - Prior knowledge - Resources, - Preparation: writing (appropriateness)	**Sub-task 2.1.1** Create a list or a database with typical phrases and chunks for e-mails in different languages for further use.		
	Effectiveness in execution I: - Compensation - Reference tools - Monitoring: writing (range, appropriateness, flexibility)	**Sub-task 2.1.2** Apply flexibly a variety of strategies in writing e-mails. Use your own multilingual and multicultural profile to fill the gaps. Use compensation strategies. Locate and use appropriate reference tools		
	Effectiveness in execution II: - Self-correction - Editing - Feedback on product: writing (range, appropriateness, flexibility)	**Sub-task 2.1.3** Ask someone for help. Integrate feedback to improve writing.		

2.2.	**Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context** ▷ Peut conceptualiser et communiquer des informations, du savoir et de l'expertise dans un contexte multilingue et multiculturel ▷ Kann in einem mehrsprachigen und multikulturellen Kontext Informationen, Wissen und Fachkompetenz konzeptualisieren und kommunizieren **Skills / strategies**: Academic and professional writing skills ▷ Compétences d'écriture académique et professionnelle ▷ Akademische und berufsspezifische Schreibkompetenzen **Learning outcome:** - Write e-mails, (…) related to one's field or work in different languages ▷ **Acquis de formation:** - Ecrire des e-mails, (…) en rapport avec son domaine ou travail dans différentes langues ▷ **Lernergebnis:** - Mails verfassen, (…) mit Bezug auf das eigene Fachgebiet oder die eigene Arbeit	**Level of mastery / Percentage**	**Comment**

			Level of mastery / Percentage	Comment
	Macro-readability-Guidance for reader, accessibility: Format and presentation (format convention, visual organization)	**Sub-task 2.2.1** Follow accepted norms and conventions for e-mails such as: forms of address, complimentary closing etc.		
	Thematic development: Text structure (logical organization, coherence and cohesion)	**Sub-task 2.2.2** Write a clearly organized e-mail that is coherent and uses suitable linking devices for a smooth flow of text.		
	Micro-readability I: Grammatical accuracy (Syntax, form, spelling and punctuation, range of structures)	**Sub-task 2.2.3** Use an adequate range of grammatical structures. Follow accepted norms and conventions for e-mails you defined in the checklist.		
	Overall communication quality: Capture and maintain attention (ease, originality)	**Sub-task 2.2.3** Produce a text adapted to the target reader and which is interesting to read for the target reader.		

2.3.	**Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context** ▷ Peut conceptualiser et communiquer des informations, du savoir et de l'expertise dans un contexte multilingue et multiculturel ▷ Kann in einem mehrsprachigen und multikulturellen Kontext Informationen, Wissen und Fachkompetenz konzeptualisieren und kommunizieren **Skills / strategies**: Intercultural skills and competences for academic and professional writing ▷ Aptitudes et compétences interculturelles pour l'écriture académique et professionnelle ▷ Interkulturelle Fertigkeiten und Kompetenzen für akademisches und berufsspezifisches Schreiben **Learning outcome:** - Understand intercultural differences in written communication in different academic and professional contexts, analyse one's own writing from a cultural perspective and accommodate it accordingly ▷ **Acquis de formation :** - Comprendre les différences interculturelles dans la communication écrite dans différents contextes académiques et professionnels, analyser ses propres textes à partir d'une perspective culturelle et les ajuster en conséquence		**Level of mastery / Percentage**	**Comment**

	▷ **Lernergebnis:** - Interkulturelle Unterschiede bei der schriftlichen Kommunikation in verschiedenen akademischen und beruflichen Kontexten verstehen; die eigenen Texte aus einer kulturellen Perspektive heraus analysieren und sie entsprechend anpassen		
Assessment criteria and task specification	Adaptability I: Behavioral flexibility: writing (acknowledgement, identification/comparison, adaptation)	**Sub-task 2.3.1** Show how you adapt your writing for a different academic and professional writing culture. Mark examples in your e-mails and write a short explication.	
	Adaptability II: Communicative awareness: writing (self-knowledge, questioning, analysis, adaptation)	**Sub-task 2.3.2** Recognize that different cultural conceptions can be present when writing texts even when using a lingua franca.	
	Knowledge: Knowledge discovery: writing (Acquisition, versification, differentiation)	**Sub-task 2.3.3** Acquire, use and verify cultural knowledge	

Overall achievement for task 2

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	**Overall achievement for task 2**
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Task 3

✍ **(6-8 hours): Reflecting the learning process and documentation of the competences in writing e-mails in different languages**

Expected outputs:
- List three points noting what you did well and two points noting what you could do better, with an explanation.
- Examples for competences in writing e-mails in different languages, documented in the dossier in the European Language Portfolio.

3.1.	**Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences** ▷ Peut gérer l'apprentissage dans une perspective d'apprentissage tout au long de la vie en se servant de ses compétences multilingues et multiculturelles ▷ Kann eigenes Lernen in Hinblick auf lebenslanges Lernen steuern und sich dabei der eigenen mehrsprachigen und multikulturellen Kompetenzen bedienen **Skills / strategies**: Examination skills and strategies ▷ Stratégies et compétences d'examination ▷ Prüfungsstrategien und -kompetenzen **Learning outcome:** - Reflect on one's own approaches and strategies and design a way to improve them ▷ **Acquis de formation:** - Réfléchir à ses propres approches et stratégies et concevoir une manière de les améliorer ▷ **Lernergebnis:** - Die eigenen Ansätze und Strategien reflektieren und Verbesserungsmöglichkeiten konzipieren	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification — Effectiveness in execution II: Monitoring, adjustment (appropriateness, flexibility)	**Sub-task 3.1** Reflect on your approaches and strategies by solving the tasks in this scenario. Note what you did well (three aspects) and two aspects that you would improve the next time. Where would you need help?	

Overall achievement for task 3

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	**Overall achievement for task 3**
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Modularising Multilingual and Multicultural Academic Communication Competence for BA and MA level

www.magicc.eu

INSTITUTIONAL INFORMATION

Institution	University: University of Fribourg, International students Faculty: Humanities / Faculté des lettres / Philosophische Fakultät
Programme	Programme: not yet integrated / solution: integrierbar im MA Mehrsprachigkeit oder im MA Fremdsprachendidaktik als autonomes Angebot / Projekt; oder im BA DaF> Module/Course: im MA als autonomes Projekt / im BA DaF im Rahmen des Sprachkurses DaF, jedoch nur zweisprachig)
Cycle	☒ BA ☒ MA ☐ Other, please specify _____
Expected learning outcomes of programme/ module/course/	- Can use e-mails in different languages to improve the contact to (local) people - Can adept him/herself in the local context
Number of ECTS	1 ECTS
Type of assessment	☒ Continuous ☐ Final exam ☐ Validation of module ☒ Other: Portfolio/Dossier