

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

www.magicc.eu

SCENARIO INFORMATION

Institution	University: University of Bremen Faculty: Centre of Foreign Languages / Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)	
Title of scenario	Business Turkish – Adapting Selling and Buying Habits in Intercultural Contexts	
Topic in keywords	Business Turkish, special habits, intercultural contexts	
Student	Name: ID:	
Deadline	Date:	Received:
Form(s) of assessment	<input checked="" type="checkbox"/> Teacher <input checked="" type="checkbox"/> Peer <input checked="" type="checkbox"/> Self-assessment	
Setting	<p>You are a student of business economics and have Turkish as your language of origin. German-Turkish business relations are of crucial importance. This scenario should help you to develop language competencies, useful for your studies. Furthermore, you could learn how to effectively use your multilingual repertoire in writing and speaking. Due to the fact, that in your context English serves as a link language between German and Turkish, all three languages will be involved in this project.</p>	
Tasks overview	<p>Task 1: Discussing and writing a short descriptive summary For this you will need to:</p> <ol style="list-style-type: none"> 1.1. Watch a video-clip on some general aspects of selling/buying habits in three countries 1.2. In your group, discuss the cultural differences of buying and selling as seen in the video 1.3 Write a short summary of your results 	
	<p>Task 2: Gathering information and writing a statement about selling habits of traders catering for tourists in Turkey, Germany and England (could be done with other languages /multilingual groups as well) For this you will need to:</p> <ol style="list-style-type: none"> 2.1. Ask your peers for experience 2.2. Find information on the internet and ask your student tutors, you meet once a week for individual learning advisory, for tips and make notes 2.3 Together with your peers, write a short summary of your findings 	
	<p>Task 3: Getting creative - production of a short scenario / role play about selling habits of traders catering for tourists in Germany for Turkish people (other groupings are possible here as well) For this you will need to:</p> <ol style="list-style-type: none"> 3.1. Transfer the Turkish scenario of the video-clip in Task 1 to Germany (resp. England): Think of a possible situation you and your group would like to present and think of useful vocabulary for the role play (you can also use the summaries from tasks 1+ 2) 3.2. Produce two video scenarios of possible trading situations 	
	<p>Task 4: Presenting and discussing your ideas You will be presenting your project. For this you will need to:</p> <ol style="list-style-type: none"> 4.1 Invite students from courses of German as second and as foreign language, students learning Turkish as a foreign language and students of the project course (learning Turkish as first language) 4.2 Present your project illustrating communication problems concerning cultural aspects and the strategies you have used to solve them. 4.3 Finally answer the questions of the audience– in German, Turkish and English as well 	

Resources	<p>Task 1: Video-clip, dictionary, phrase-bank Task 2: Research material for intercultural selling/buying habits (Internet, Articles, Books) Task 3: Video camera, dictionaries Task 4: Powerpoint-slides, discussion phrases, discourse strategies</p> <p><u>Resources for all tasks:</u> http://www.phrasebank.manchester.ac.uk/: general resource for academic writers http://www.uefap.com/: Using English for Academic Purposes https://owl.english.purdue.edu/: Comprehensive resource for different types of disciplines and assignments http://www.presentationprep.com/how-to-present-in-english-non-native-speaker/: 14 ways to present more easily and confidently http://www.cgu.edu/pages/861.asp: - conference writing guide with information about how to organize and handle presentations</p>																																														
Multilingual student profile required for scenario outputs	<table border="1"> <thead> <tr> <th></th> <th><i>Reading</i></th> <th><i>Listening</i></th> <th><i>Spoken interaction</i></th> <th><i>Spoken production</i></th> <th><i>Writing</i></th> </tr> </thead> <tbody> <tr> <td>Turkish</td> <td>-</td> <td>B2</td> <td>B2</td> <td>B2</td> <td>B1</td> </tr> <tr> <td>English</td> <td>-</td> <td>B2</td> <td>B2</td> <td>B2</td> <td>B1</td> </tr> <tr> <td>German</td> <td>-</td> <td>B1</td> <td>B2</td> <td>B2</td> <td>B1</td> </tr> <tr> <td>Intercultural skills and competences</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>X</td> </tr> <tr> <td>Strategies (including multilingual multicultural strategies)</td> <td>-</td> <td>X</td> <td>-</td> <td>X</td> <td>X</td> </tr> <tr> <td>Independent learning skills and competences (including examination skills and competences)</td> <td colspan="5" style="text-align: center;">YES</td> </tr> </tbody> </table>						<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>	Turkish	-	B2	B2	B2	B1	English	-	B2	B2	B2	B1	German	-	B1	B2	B2	B1	Intercultural skills and competences	-	-	-	-	X	Strategies (including multilingual multicultural strategies)	-	X	-	X	X	Independent learning skills and competences (including examination skills and competences)	YES				
	<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>																																										
Turkish	-	B2	B2	B2	B1																																										
English	-	B2	B2	B2	B1																																										
German	-	B1	B2	B2	B1																																										
Intercultural skills and competences	-	-	-	-	X																																										
Strategies (including multilingual multicultural strategies)	-	X	-	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**.

www.magicc.eu

Assessment scheme				
Level of mastery Percentage %	Inadequate 0 – 49.9 %	Basic 50 – 59.9 %	Satisfactory 60 – 79.9 %	Full 80 – 100 %
<i>to be used with the corresponding MAGICC assessment grid (http://sepia.unil.ch/magicc)</i>				

Task 1

↳ Discussing and writing a short descriptive summary

Expected output: Discussion and short descriptive summary

1.1	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources		Level of mastery / Percentage	Comment
	<p>Skills / strategies: Strategies for academic and professional listening and information management</p> <p>Learning outcomes: Employ one’s own multilingual repertoire and prior knowledge and use a variety of strategies to strengthen, enrich and diversify access to information, processing, retaining and classifying new information and manage the co-existence of several languages</p>			
Assessment criteria and task specification	Planning: - Prior knowledge - Prediction	<p>Sub-task 1.1.1</p> <ul style="list-style-type: none"> • Think about what you already know about the topic “Business Affairs” in different countries (Turkey, England, Germany). <ul style="list-style-type: none"> ○ Please note at least 4 elements that might be important. 	○	
	Effectiveness in execution I	<p>Sub-task 1.1.2</p> <ul style="list-style-type: none"> • Listen to the information in the videos and take notes on the behavior of people buying and selling things. • Pay attention to the intercultural differences and try to notice 3 main differences. <ul style="list-style-type: none"> ○ Apply translanguaging and other inferring and decoding strategies for rapid access and overview of meaning of texts ○ Understand in different languages spoken texts and interaction even when not clearly structured and when relationships are only implied and not signaled ○ Explicitly accommodate to situations where several languages coexist and are used in a communicative situation 		

	Effectiveness in execution II	<p>Sub-task 1.1.3</p> <ul style="list-style-type: none"> • Summarize, synthesize, rephrase, etc. speech in written form to process and/or share information according to purpose, in language of speech or some other language within one's own repertoire <ul style="list-style-type: none"> ○ Organize information for further use appropriately ○ Compare your notes with your peers and discuss. ○ Write a short summary in two/three languages of the differences in behavior of people buying and selling things in the above mentioned cultural contexts. 		
--	-------------------------------	--	--	--

1.2	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Academic and professional spoken interaction skills</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> - Communicate competently and efficiently in different languages on a wide range of topics and complex issues and matters - Adapt to the coexistence of several languages in academic communication and use one's own repertoire for communicative effectiveness - Participate/lead group work/team work in one's own field and report on the outcomes in different languages - Show understanding of culture and different individual multicultural profiles and their influence in communication and have an overall understanding of the kinds of communicative difficulties that can arise in an intercultural context 		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Macro-comprehensibility	<p>Sub-task 1.2.1</p> <ul style="list-style-type: none"> • What do you think is the main information conveyed in the video-clip you have watched? Give your personal opinion <ul style="list-style-type: none"> ○ Produce discourse organized so as to be easily followed 		
	Discourse development, Micro-comprehensibility I	<p>Sub-task 1.2.2</p> <ul style="list-style-type: none"> • Discuss your contributions in your group relating to cultural differences in buying/selling habits in the above mentioned cultures. <ul style="list-style-type: none"> ○ Use an adequate range of grammatical structures 		

1.3	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Academic and professional writing skills</p> <p>Learning outcome:</p> <ul style="list-style-type: none"> - Use one's own multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences - Summarize, synthesize, rephrase in written form in one's own language or some other language within one's own - Write a text with appropriate (focused) and relevant content to topic and task 		Level of mastery / Percentage	Comment
Assessment criteria and task specification	<p>Macro-readability Guidance for the reader, accessibility: Format and presentation</p>	<p>Sub-task 1.3.1</p> <ul style="list-style-type: none"> • Think of the main arguments (identified in the video) for your summary and note them down. <ul style="list-style-type: none"> ○ Organize at least a list of 5 important points. 		
	<p>Topic content: Content</p> <ul style="list-style-type: none"> - Information points covered - Relevance 	<p>Sub-task 1.3.2</p> <ul style="list-style-type: none"> • Write a short summary of your main points and pay attention to the reader/audience (non-experts). <ul style="list-style-type: none"> ○ Thus: be informative 		

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

👉 Gathering information and writing a statement about selling habits of traders catering for tourists in Turkey, Germany and England (could be done with other languages /multilingual groups as well)

Expected output: A statement about selling habits of traders catering for tourists in Turkey, Germany and England (could be done with other languages /multilingual groups as well)

Assessment criteria and task	2.1. Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional spoken interaction skills Learning outcomes: - Speak with fellow students about topics in one's own field, formulate questions on specialized issues - Understand and adapt to the special communication requirements of a multidisciplinary work context in different languages and make effective contribution to multidisciplinary teams in different languages		Level of mastery / Percentage	Comment		
	Topic development	Sub-task 2.1.1 <ul style="list-style-type: none"> • Think of possible questions you would like to ask your peers to get the necessary information. 				
	Macro-comprehensibility - Clarity of message	Sub-task 2.1.2 <ul style="list-style-type: none"> • Interview your peers, applying the above mentioned questions and respond adequately to your peers. <ul style="list-style-type: none"> ○ Produce discourse organized to be easily followed 				
Assessment criteria and task specification	2.2. Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences Skills / strategies: Independent learning skills and strategies to manage and direct own learning Learning outcomes: - Evaluate electronic and other language learning materials critically - Locate resources for possible help		Level of mastery / Percentage	Comment		
	Effectiveness in execution I	Sub-task 2.2.1 <ul style="list-style-type: none"> • Think of possible resources to look at for the missing information <ul style="list-style-type: none"> ○ identify appropriate learning tasks and materials 				
	Effectiveness in execution I	Sub-task 2.2.2 <ul style="list-style-type: none"> • Decide now which information is still missing and as your student tutor for further hints. Take notes. <ul style="list-style-type: none"> ○ Identify and apply helpful learning techniques, methods and strategies 				

2.3.	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Intercultural skills and competences for academic and professional writing</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Recognize that different cultural conceptions can be present when writing texts even when using lingua franca - Acquire, use and verify cultural knowledge 		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Adaptability I: Behavioural flexibility	<p>Sub-task 2.3.1</p> <ul style="list-style-type: none"> • Decide with your peers which information you want to include in your summary <ul style="list-style-type: none"> ○ Compare and contrast different academic and professional writing cultures, specific requirements for academic and professional texts and research writing (e.g. specific text type and discourse conventions, target reader) in a given situation for identifying and highlighting the local requirements. 		
	Knowledge: Knowledge discovery	<p>Sub-task 2.3.2</p> <ul style="list-style-type: none"> • Together with your peers, write a summary of your findings. <ul style="list-style-type: none"> ○ Ensure that concepts/ terminology refer to the same notions and representations in different languages /cultural contexts. 		

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

👉 Getting creative - production of a short scenario / role play about selling habits of traders catering for tourists in Germany for Turkish people (other groupings are possible here as well)

Expected output: A short scenario / role play about selling habits of traders catering for tourists in Germany for Turkish people

3.1.	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Strategies for academic and professional writing</p> <p>Learning outcomes: Activate resources and adequately prepare the written production</p>		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Effectiveness in execution I	<p>Sub-task 3.1.1</p> <ul style="list-style-type: none"> • On the basis of your written statements/summaries, think of typical negotiations in Germany, Turkey and the UK and decide on a plot for your two short scenarios. <ul style="list-style-type: none"> ○ Apply flexibly a variety of strategies and manage time, stress and re-motivate yourself 		
	Effectiveness in execution II	<p>Sub-task 3.1.2</p> <ul style="list-style-type: none"> • Write the script for your scenario <ul style="list-style-type: none"> ○ Self-correction and editing 		
3.2.	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Academic and professional spoken production skills</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Present detailed descriptions, information and instructions, feedback, etc. on a wide range of topics or fields and on complex issues in different languages - Summarise, synthesise, rephrase, etc. orally in one's own language or some other language within one's own repertoire (oral or written) information presented in different languages 		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Topic development: Content and structure	<p>Sub-task 3.2.1</p> <ul style="list-style-type: none"> • Produce two short video-scenarios based on the script. 		

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 %	

Task 4

👉 Presenting and discussing your ideas

Expected output: Presentation and discussion of multilingual project and reflective text

Assessment criteria and task specification	4.1. Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional writing skills Learning outcome: Write emails and short factual texts related to one’s field or work in different languages	Level of mastery / Percentage	Comment
	Overall communicative quality: Capture and maintain attention - Ease - Originality	Sub-task 4.1.1 <ul style="list-style-type: none"> • Invite students taking part in courses for German as a Second and Foreign Language, Turkish and English to attend your project presentation. <ul style="list-style-type: none"> ○ Use emails etc. for inviting them. 	

4.2.	<p>Core competence: Can conceptualize and communicate information, knowledge and expertise in a multilingual and multicultural context</p> <p>Skills / strategies: Strategies for academic and professional spoken production</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Consciously prepare one’s presentation (conception, visual support, rehearsal) - Assess the effect of different styles, discourse structures or formulations in a specific language in relation to target audience - Reflect on one’s own presentation strategies and design a way to improve them - Receive peer feedback and use it constructively reflect on one’s own presentation strategies and design a way to improve it 		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Effectiveness in execution I and II	<p>Sub-task 4.2.1</p> <ul style="list-style-type: none"> • Present your multilingual project (2 video-clips) in front of a multilingual audience. <ul style="list-style-type: none"> ○ Monitor success of spoken production and react flexibly to the situation. ○ Apply flexibly a variety of appropriate strategies including translanguaging strategies to optimise understanding, adapt contributions to an audience with varying level profiles of the language(s) of speech. ○ Apply flexibly a variety of compensation strategies to cover gaps in vocabulary or structure including translanguaging strategies. 		
	Assessment and reflection: Own production and production strategies	<p>Sub-task 4.2.2</p> <ul style="list-style-type: none"> • Prepare to handle the Q & A-session. <ul style="list-style-type: none"> ○ Analyse and assess own achievement in relation to appropriate criteria. ○ Integrate feedback constructively in order to improve production. ○ Broaden one’s own multilingual and multicultural repertoire. 		

4.3.	<p>Core competence: Can manage learning in a lifelong learning perspective, making use of own multilingual competence</p> <p>Skills / strategies: Independent learning skills and strategies to manage and direct own learning</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> - Identify personal learning targets - Activate prior knowledge - Design a plan for study - Apply learning styles and strategies appropriate to the task and learning process 		Level of mastery / Percentage	Comment
Assessment criteria and task	<p>Assessment and reflection</p> <p>Learning behaviour / experience / process</p>	<p>Sub-task 4.3.1</p> <ul style="list-style-type: none"> • Reflect materials and strategies you have applied to solve the task. <ul style="list-style-type: none"> ○ Recognize one's own plurilingual profile. ○ Reflect on own spoken presentation or communication strategies in order to improve them. ○ Recall knowledge and be aware about the influence of motivation on effective learning. ○ Monitor success. 		

Overall achievement for task 4

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 4
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 Bremen Faculty: Faculty: Centre of Foreign Languages / Fremdsprachenzentrum der Hochschulen im Land Bremen (FZHB)
Programme	Programme: Mehrsprachigkeitsprogramm / Multilingual Programme Module/Course: B.A., General Studies (Projekt Akademische Mehrsprachigkeit)
Cycle	<input checked="" type="checkbox"/> BA <input type="checkbox"/> MA <input type="checkbox"/> Other please specify _____
Expected learning outcomes of programme/module/course/	<ul style="list-style-type: none"> - Understand in different languages spoken texts and interaction even when not clearly structured and when relationships are only implied and not signalled; - Explicitly accommodate to situations where several languages coexist and are used in a communicative situation; - Summarise, synthesize, rephrase, etc. speech in oral and/or written form to process and/or share information according to purpose, in language of speech or some other language within one's own repertoire - Understand and adapt to the special communication requirements of a multidisciplinary work context in different languages and make effective contribution to multidisciplinary teams in different languages
Number of ECTS	1-3 (depending on learning agreement)
Type of assessment	<input checked="" type="checkbox"/> Continuous <input type="checkbox"/> Final exam <input type="checkbox"/> Validation of module <input type="checkbox"/> Other please specify _____