



Modularising Multilingual and Multicultural  
Academic Communication Competence  
for BA and MA level (2011-2014)

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**MAGICC 1<sup>st</sup> feedback and dissemination event**  
**University of Algarve, Faro, PT, 1 February 2013**

Presentation of MAGICC Project and  
objectives of the event

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# Structure

- ❖ General objectives of meeting
- ❖ MAGICC project and consortium
- ❖ Background of project
- ❖ Reference points, approach and work packages
- ❖ Towards the conceptual framework
- ❖ Structure of the MAGICC conceptual framework



# GENERAL OBJECTIVES OF MEETING

3

# Objectives of the meeting

- ❖ Inform a wider audience of the project and its interim results
- ❖ Get feedback and input for improvement on the work as part of the quality plan of the project



# MAGICC PROJECT AND CONSORTIUM

5



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



# MAGICC – [www.magicc.eu](http://www.magicc.eu)

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



LLP 2011 - ERASMUS, Multilateral Projects

4. Support to the modernisation agenda for higher education  
3-year programme (2011 -2014)

# MAGICC Project partners 1

## **MAGICC consortium: 9 partner organisations from 7 European countries, 25 members:**

P1 - Université de Lausanne / University of Lausanne, CH

P2 - Jyväskylän yliopisto / University of Jyväskylä, FI

P3 - The Open University, UK

P4 - Rijksuniversiteit Groningen / University of Groningen, NL

P5 - Universidade do Algarve / University of Algarve, PT

P6 - Politechnika Poznanska / Poznan University of Technology, PL

P8 - Université de Fribourg / University of Fribourg, CH

P10 - Universität Bremen / University of Bremen, DE

P11 - Freie Universität Berlin / Free University of Berlin, DE

- ❖ *External evaluator: Assoc. Prof. Dr. Maria Stoicheva, Sofia University "St. Kliment Ohridski" (BG)*
- ❖ *Associated partner: European Centre for Modern Languages of the Council of Europe (ECML)*



# BACKGROUND OF PROJECT

8



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# Starting point of project 1: New qualification goals for the EHEA

## Bologna process: modernisation agenda of the EHEA

- ➔ New qualification goals for the 3 cycles - one of them:  
"can communicate ..
  - ❖ First cycle (BA): information, ideas, problems and solutions to both specialist and non-specialist audiences
  - ❖ Second cycle (MA) : their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously"

*A Framework for Qualifications of the European Higher Education Area: 2005, pp. 66-68*

- ➔ Implementation of Bologna process : this competence has not yet been considered in depth nor applied systematically

# Starting point of project 2: Knowledge construction and multilingual and multicultural competence

Ability to communicate is described separately, but other goals are related to language and communication competences

## → Bologna cycle descriptors

- ❖ Knowledge and understanding
- ❖ Applying knowledge and understanding
- ❖ Making judgements
- ❖ Communication skills
- ❖ Learning skills

Learning to become an academic expert requires language, because it is through language that knowledge is constructed and mediated, and afterwards communicated to and shared with others.

*Räsänen/Natri (2012): MAGICC WP 1 Synthesis report*

# Starting point of project 3: Internationalisation and multilingual and multicultural competence

## → Changes:

- ❖ Increase in number of heterogenous groups
- ❖ New language(s) for learning (prerequisite level B2+ at entry – conceptual level language use)
- ❖ Differences in knowledge construction due to new languages or mix of languages
- ❖ New intercultural communication competences / new strategies

*Räsänen, 2012*

**Adequate multilingual and multicultural academic communication competence and strategies for students and graduates are essential**

- As a resource for managing diversity
  - As a guarantee of diversity



# REFERENCE POINTS, APPROACH, EXPECTED RESULTS

# Reference points 1: EHEA quality criteria

## Integration of Bologna quality criteria:

- ❖ **Social relevance:** take into account academic and non-academic stakeholders' needs
- ❖ **Action orientation:** ability to act effectively in multilingual and multicultural situations
- ❖ **Learner centered perspective of lifelong learning:** learning process
- ❖ **Transnational readability and comparability:** non-specialist understands what a student is able to do and how well he can do it
- ❖ **Maintenance of diversity**

## Reference points 2: theoretical basis

Individual multilingual competence means: being competent, at different levels and different types of competences, in more than two languages:

- ❖ It includes **all languages**, also the mother tongue
- ❖ Languages are not separated from each other but are in a **complex interrelationship** - multilingual repertory – which in its entirety represents a resource in order to be able to act in diverse use situations (no monolingual approach)
- ❖ It is always used and constructed by and within **social interaction**
- ❖ It is composed of a dynamic and complex ensemble of **constantly evolving** components

# MAGICC approach 2

- ❖ Explore the emerging, still under-conceptualised domain of multilingual and multicultural learning:
  - aiming at using and expanding the multilingual repertory of a student in its entirety
  - addressing issues related to communication in multilingual und multicultural settings as opposed to monolingual regimes
  
- ❖ Diversity versus *lingua franca* (English) – English part of a wider plurilingual and pluricultural profile

# MAGICC approach 2

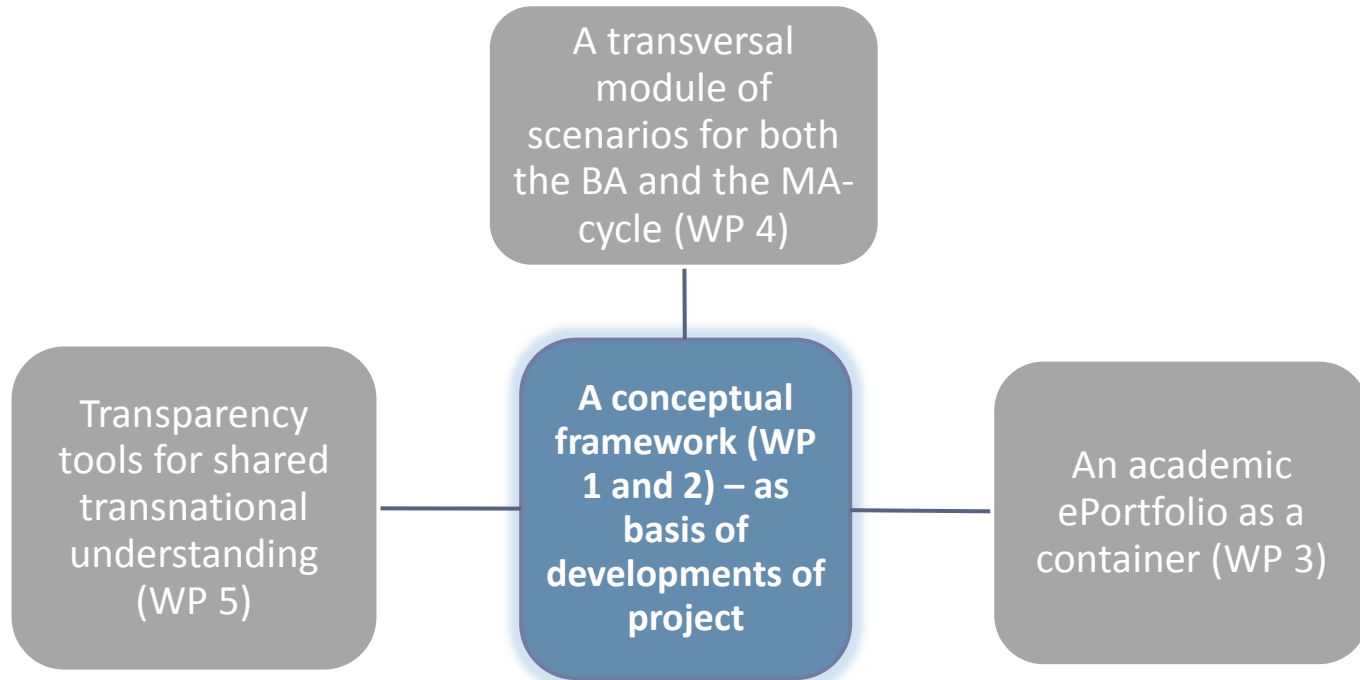
- ❖ Abandon the search for a homogeneous level in only one language and monolingual approaches (construction of multilingual profiles of the individual learner (comparative approaches, intercomprehension strategie, CLIL/bi-tri-lingual scenarios)
- ❖ Collaboration between languages – take into account in the learning process the links between languages: multilingual and alternative models of assessment



# MAGICC approach 3

- ❖ Build on European reference documents
  - Common European Framework of Reference for Languages (CEFR)
  - The CoE pioneer work in language portfolios
  
- ❖ Draw on relevant institutional, national and European projects (LanQua, TNPs,....)
  
- ❖ Create complementary tools for the CEFR
  - specific to the needs and aims of higher education
  - enhance transparency and comparability aimed at rendering academic communication competence acknowledgeable for internal and external stakeholders.

# Expected outcomes of the project

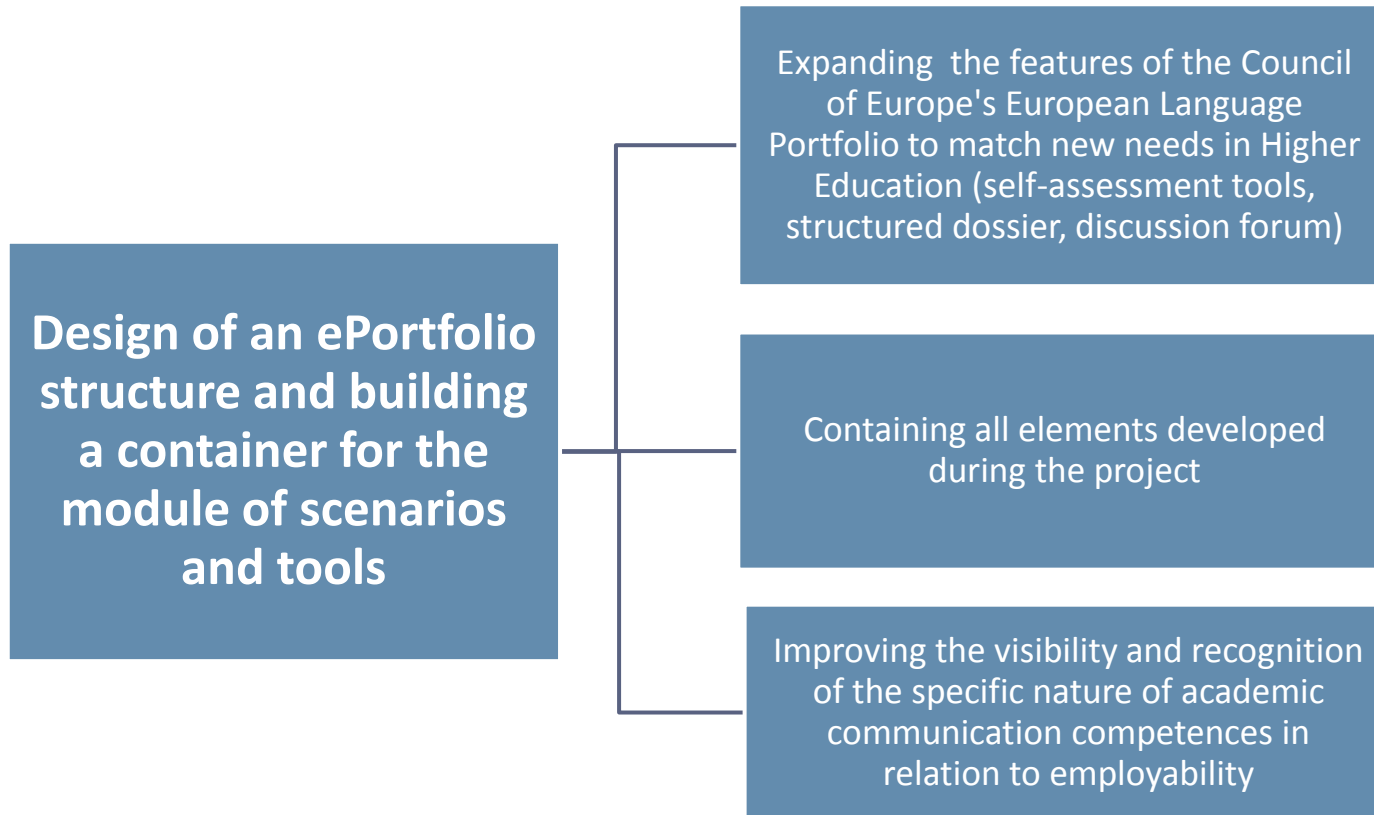


## Including consultation with key stakeholders

Implementation strategies of the module in different partner institutions

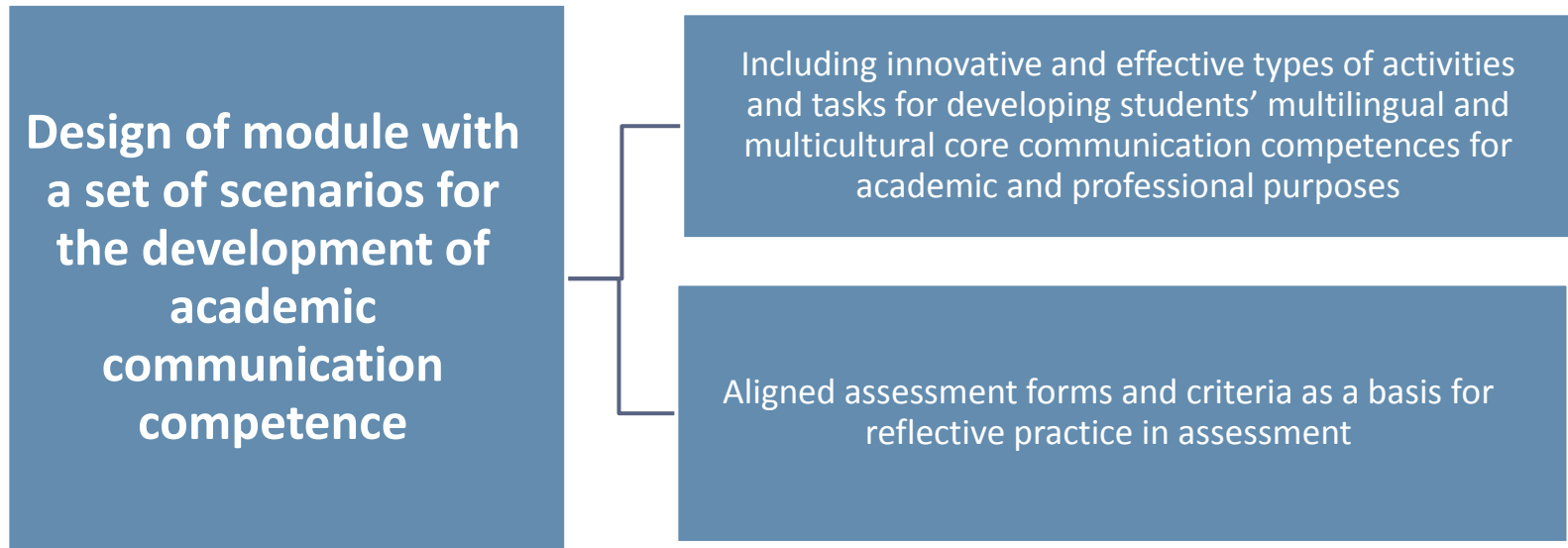
# Work package: WP 3

*Jürgen Friedrich, DE*



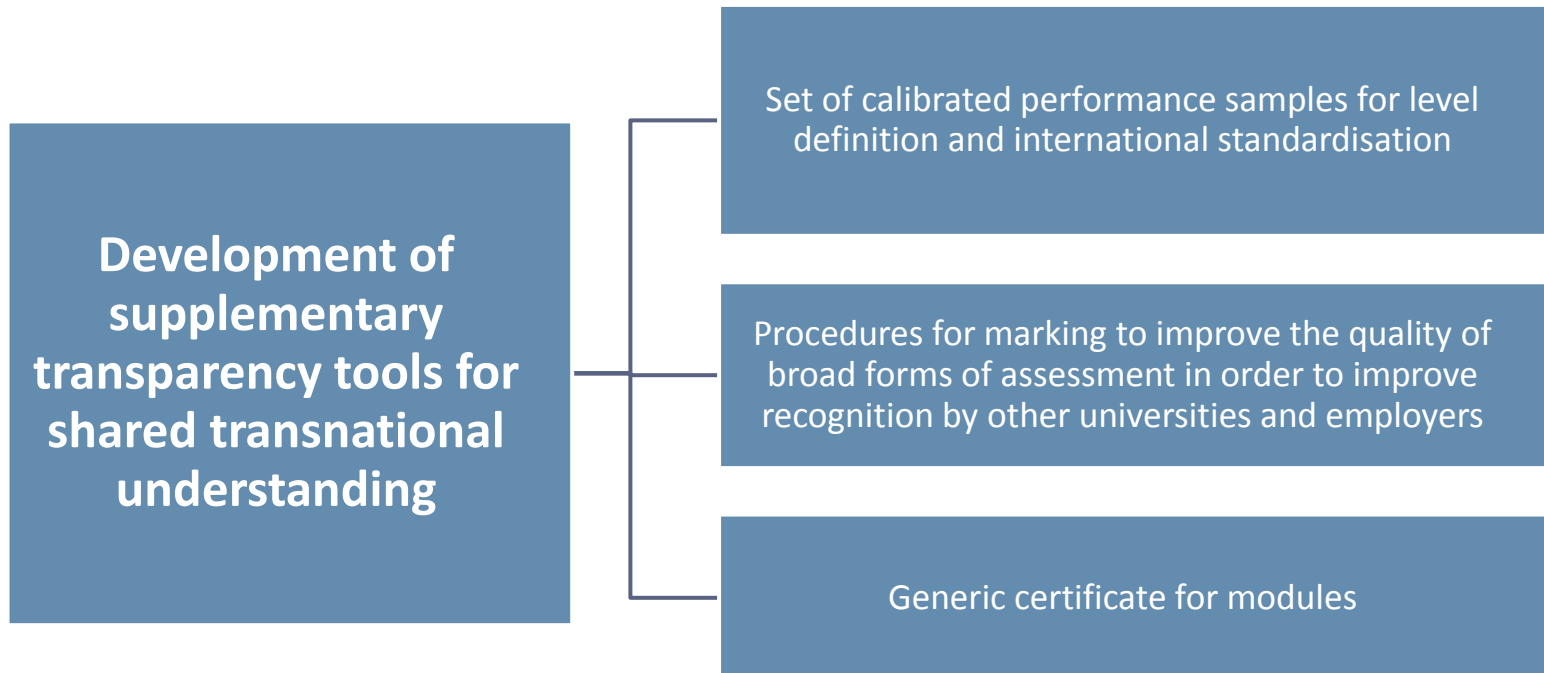
# Work package: WP 4

*Maria Luisa Perez Cavana, UK*



# Work package: WP 5

*Estelle Meima and Jeroen van Engen, NL*





# TOWARDS THE CONCEPTUAL FRAMEWORK

22

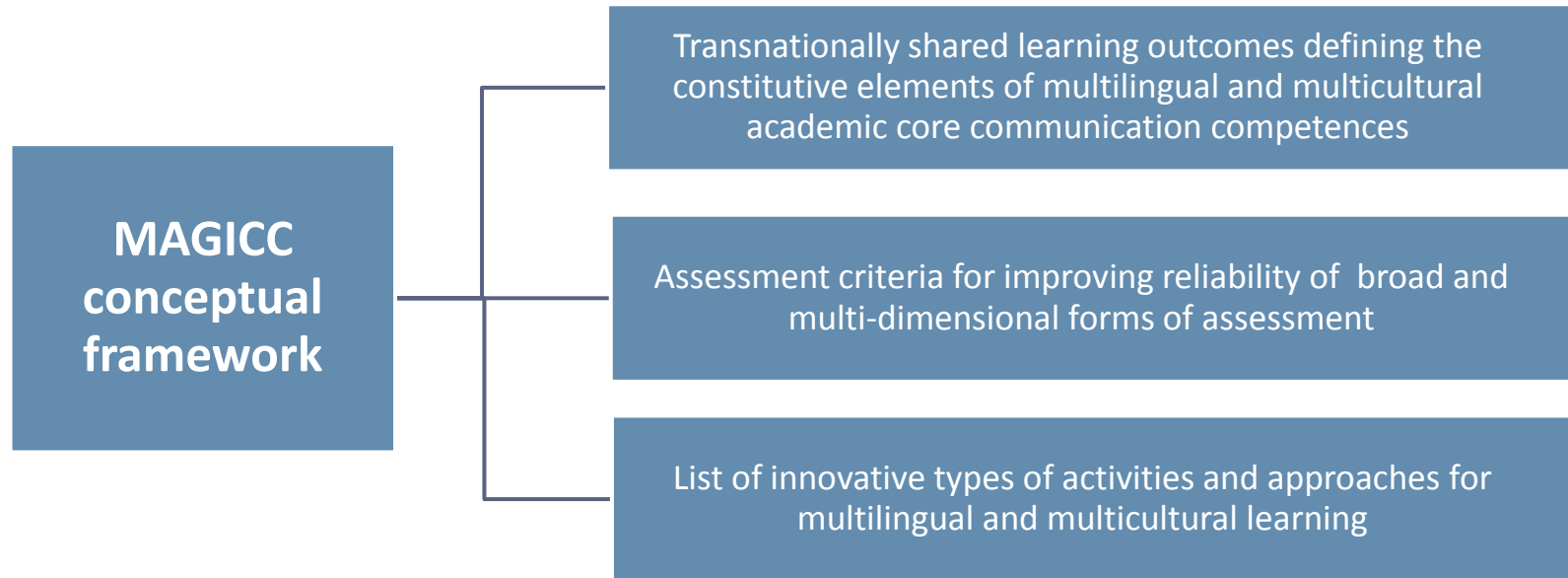


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# Towards the MAGICC conceptual framework

*Anne Räsänen and Teija Natri, FI*



Cooperation with key stakeholders (needs)

# Toward the conceptual framework 2

## 1st step: desk research on three axes (template) carried out in early 2012:

- ❖ Innovative initiatives and practices, existing tools in the area in partner institutions
  - ❖ Relevant national and European projects
  - ❖ The Council of Europe's "Common European Framework of Reference for Languages" (CEFR) and complementary studies and tools for the CEFR developed under the auspices of the Council of Europe
- ➔ Mapping the field and establishing the state of the art (existing/missing elements)

*Räsänen/Natri (2012): Synthesis report on data collected in WP1: [www.magicc.eu](http://www.magicc.eu)*



# Towards the conceptual framework 4

## 2<sup>nd</sup> step: consultation of key stakeholders for relevance of learning outcomes

- ❖ Guided interviews with employer, student, and faculty representatives on the basis of a questionnaire (elaborated on the basis of the results of WP1)
- ❖ The interviews are conducted at the nine partner institutions of the MAGICC project (Oct.-Nov. 2012)
- ❖ Same set of learning outcomes, related to:
  - Receptive and productive academic communication competences
  - Employability skills
  - Multilingual/multicultural strategies and competence
  - Lifelong learning skills – learner autonomy
  - Work-related language and communication skills

# Stakeholder consultation 2: guided interviews

**Please rate how important the following competences are for your students and in which language(s). Please also rate during which university cycle the skills for these competences should be developed.** (Language 1 refers to the local language of instruction.)

Language 1 \_\_\_\_\_

Language 2 \_\_\_\_\_

Language 3 \_\_\_\_\_

Language 4 \_\_\_\_\_

## **Importance Cycle during which to be developed**

1 = not important BA = Bachelor's studies

2 = not very important MA = Master's studies

3 = quite important BO = Both cycles

4 = very important N/A = not applicable

# Results of consultation process

## **The different student/faculty/employer representatives consider:**

- ❖ that the academic and work related language and communication competences are relevant and necessary in at least 2 (and up to 4) different languages
- ❖ that both the multilingual and multicultural strategies and competences and the lifelong learning skills are relevant and necessary
- ❖ that these competences should be developed during BA and/or MA level

*WP2 Synthesis report on the outcomes of interviews with stakeholders: [www.magicc.eu](http://www.magicc.eu)*



# STRUCTURE OF DRAFT CONCEPTUAL FRAMEWORK

# Structure of Draft 1 conceptual framework

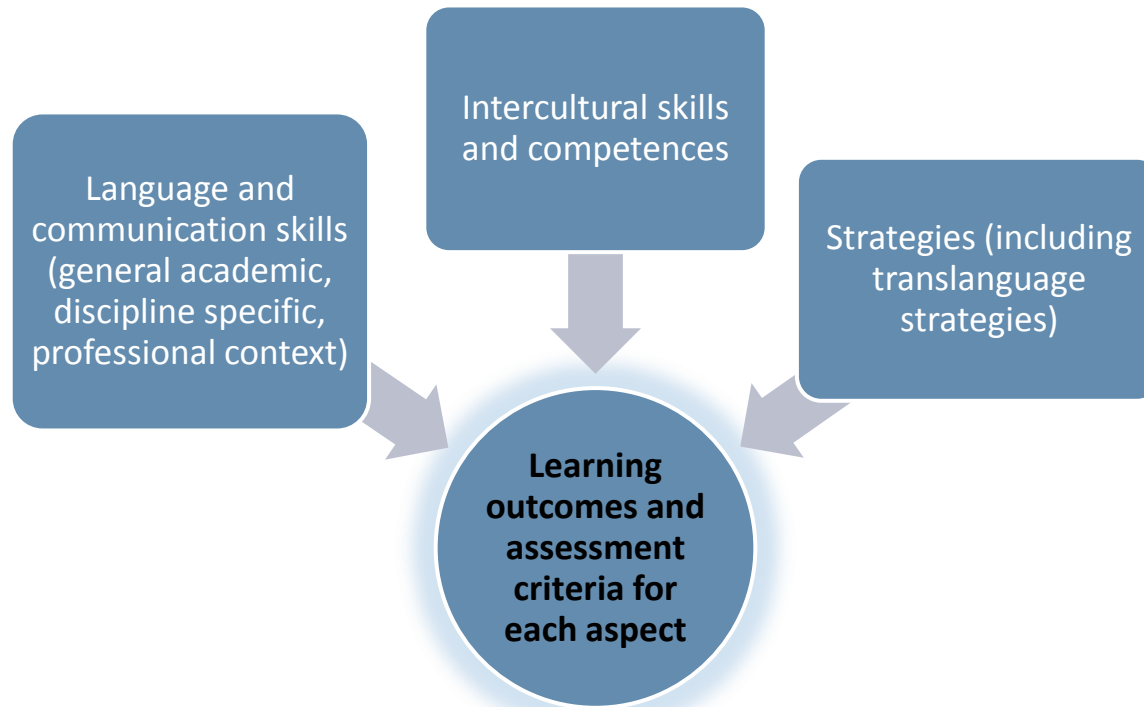
1. Rationale, definitions, objectives, minimum entry levels, relevance to cycles

2. Conceptual framework: core multilingual and multicultural academic communication competences, skills and strategies and assessment criteria

3. Scenarios, standardisation, assessment, activities

# Core multilingual and multicultural academic communication competences, skills and strategies and assessment criteria

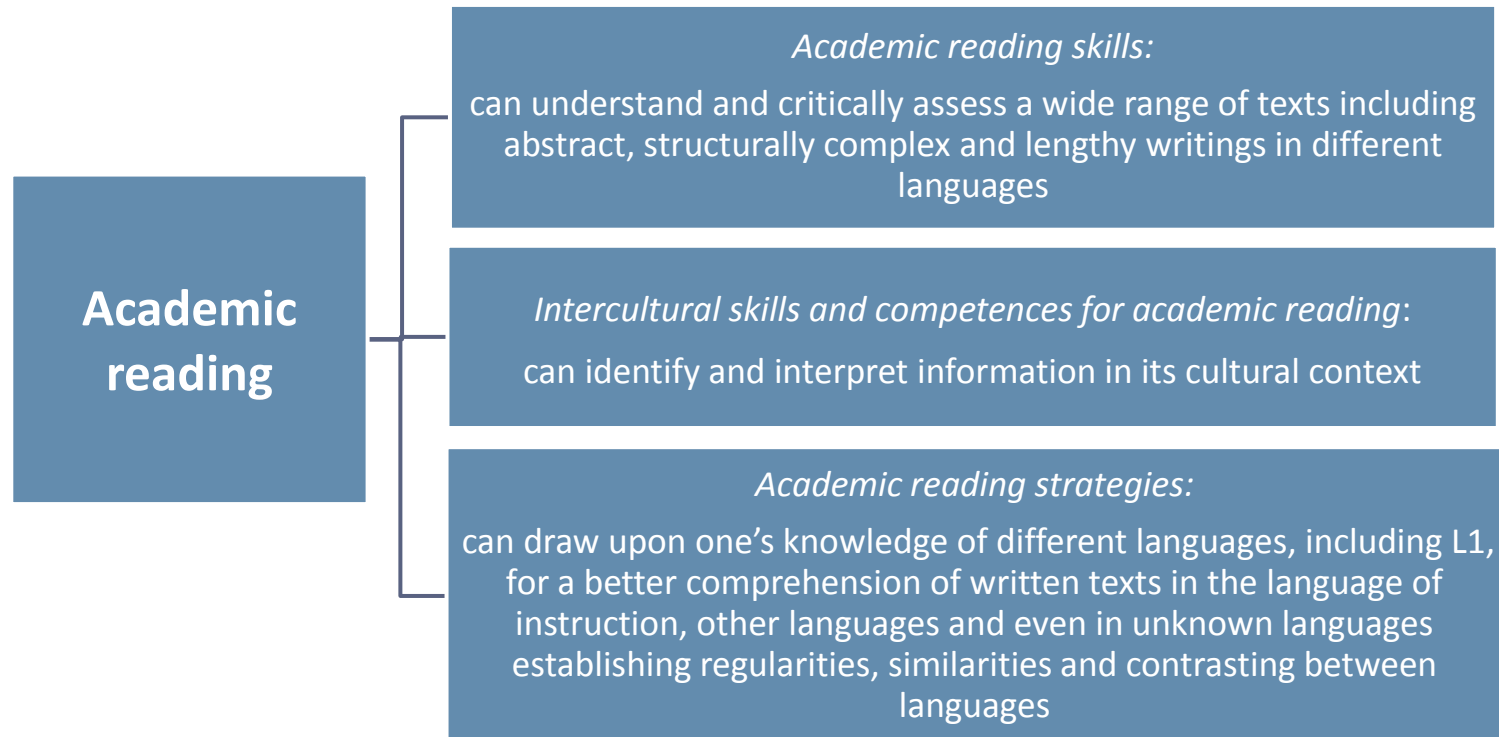
Based on CEFR categories but: **Integration** of the different aspects of multilingual and multicultural academic communication competences:



For academic reading, listening, spoken interaction, spoken production, writing skills, independent learning and examination skills

# Learning outcomes

Statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning



# Assessment criteria

What requirements must be met, how something should be done (e.g. a presentation), what should/should not be present (e.g. conventions) etc.

## **MAGICC assessment criteria:**

- ❖ Based on existing frameworks where possible (CEFR, INCA) but adapted to HE, some are specifically created
  - ❖ Adopt a communication point of view: e.g. effect on target reader, function
  - ❖ Are generic, allow to cover various text types and activities
- ➔ will be defined at basic, intermediate and advanced level and where possible in relation to reference levels



# Communicative language activities: example writing

Macro-readability-Guidance of reader, accessibility

- Format conventions
- Visual organisation

Topic content: Content

- Information points covered
- Relevance

Thematic development: Text structure

- Logical organisation
- Coherence and cohesion

Micro-readability I: Grammatical accuracy

- Syntax, Form, Range of structures
- Spelling, Punctuation

Micro-readability II: Vocabulary control and range

- Appropriateness, Register and style
- Range

Overall communicative quality: Capture and maintain attention

- Ease
- Originality

# Assesement criteria- Intercultural competence

based on: <http://www.incaproject.org/framework.htm>

## Openness

- *Respect for otherness*: ability to look at all customs and values from a distance, regarding them at the same time as worthwhile in their own right
- *Tolerance of ambiguity*: ability to accept ambiguity and lack of clarity and deal with it constructively

## Knowledge

- *Knowledge discovery*: ability to acquire and actually use cultural knowledge
- *Empathy*: ability to intuitively understand what other people think and how they feel

## Adaptability

- *Behavioural flexibility*: ability to adapt one's own behaviour to different requirements and situations),
- *Communicative awareness*: ability to identify and consciously work with communicative convention

*Lenz & Berthele 2010, Assessment in Plurilingual and Intercultural Education, p. 10*

# Assesment criteria - strategies

Strategies and assessment criteria related to each communicative activity and to independent learning and examination skills

## Background awareness

- *Reading:* ability to show awareness and understanding of the potential of one's own multilingual and multicultural profile and prior knowledge for effective reading and diversified knowledge building

## Effectiveness

- *Reading:* ability to apply a variety of appropriate strategies for academic reading in a multilingual and multicultural context in relation to specific purposes

## Assessment and reflection

- *Reading:* ability to analyze and assess own achievement
- *Reading:* ability to reflect on one's own reading strategies in order to improve them

# Input from selected experts in different fields

## ❖ 1. Specialists in different domains (Panel 1):

*Social relevance of the competences outlined in the conceptual framework:* in relation to quality, mobility, student employability, regional, national, European and international labour markets, academic success and institutional image

## ❖ 2. Specialists in the area of languages (Panel 2):

*Feedback on approach:* structure of the framework, competences and assessment criteria described, documentation of student's competence

## ❖ 3. All participants (workshop):

*Recommendations and advice for the project*



THANK YOU