



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

www.magicc.eu

REPORT ON MAGICC 1st feedback and dissemination event

February 2013

Date: Friday 1 February 2013, 14.00 – 19.00,

Venue: University of Algarve, Faro, Portugal, Building 1, Campus de Gambelas, Anfiteatro Teresa Júdice Gamito

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

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

TABLE OF CONTENTS

| | | |
|-----|--|------------------------------------|
| 1 | Introduction | 3 |
| 2 | List of participants..... | Erreur ! Signet non défini. |
| 3 | Panel 1 Specialists in different domains | 4 |
| 3.1 | Madeleine Gardeur, Advisor International Affairs to the Executive Board University of Groningen, NL | 5 |
| 3.2 | Jacques Lanarès, Vice-Rector for Quality and Human Resources of the University of Lausanne, CH | 5 |
| 3.3 | Antero Puhakka, Editor of Finnish Aarresaari report, University of Eastern Finland, Joensuu, FI...5 | |
| 3.4 | Jorge Moedas, Employer representative, LUSORT Algarve, PT | 6 |
| 3.5 | Stefan Trzcielinski, Vice-rector for Education at Poznan University of Technology, PL..... | 6 |
| 3.6 | Student representative, University of Algarve, PT | 6 |
| 3.7 | Panel 1 Follow-up Discussion | 6 |
| 4 | Panel 2 Specialists in the field of languages | 7 |
| 4.1 | Cecilia Garrido, Associate Dean of the Faculty of Education and Language Studies, Open University, UK | 7 |
| 4.2 | Peter Lenz, Project coordinator at the Institut für Mehrsprachigkeit, University of Fribourg, CH | 7 |
| 4.3 | Karen Lauridsen, Coordinator of the EU IntlUni Erasmus Academic Network, Aarhus University, DK | 8 |
| 4.4 | Steve Thorne, Professor in Applied Linguistics at RUG Groningen, University of Groningen, NL and at University of Portland OR, USA | 8 |
| 4.5 | Panel 2 Follow-up Discussion | 9 |
| 5 | Workshop | 9 |
| 5.1 | Workshop concept and procedure..... | 9 |
| 5.2 | Discussions feedback | 10 |
| 6 | Wrap-up | 11 |

1 INTRODUCTION

On 1st February, 2013 MAGICC First Feedback and Dissemination Event took place in Faro, Portugal. The aim of the meeting was to hear comments of external stakeholders and experts in the field of linguistics on the Draft Conceptual Framework elaborated by MAGICC partners.

Their objective was to obtain critical feedback to assure project quality regarding the social relevance of the learning outcomes proposed by the project. The learning outcomes concern multilingual and multicultural academic communication competence. The goal of the meeting was also to explain the objectives and expected outcomes of the MAGICC project to a wider circle of possible future users. This report concerns the stakeholders' and the linguists' input into the project work.

All the participants were welcomed by Prof. dr João Pinto Guerreiro, Rector of the University of Algarve and Prof. Dr. Manuel Célio Conceição, Pro-rector and local organizer of the University of Algarve, Portugal.

Wolfgang Mackiewicz, President of the European Language Council (CEL/ELC), Freie Universität Berlin, Germany, who was supposed to set the scene, did not arrive due to his illness.

Brigitte Foster Vosicki, MAGICC project coordinator, presented the project and the objectives of the event.

The meeting was divided into three parts:

Panel 1- Specialists in different domains

Panel 2 – Specialists in the area of languages

Workshop – Recommendations and advice for the project

The meeting was concluded with Brigitte Foster Vosicki's remarks on the value of the meeting and the novelty of the project's approach to multilingualism and multiculturalism in European Higher Education system.

2 PARTICIPANTS

Project Partners:

| Country | Partner Nr | Institution / Organisation | First name | Family name |
|---------|------------|------------------------------|------------|-----------------------|
| DE | P11 | Freie Universität Berlin | Marina | Allal |
| UK | P3 | The Open University | Imna | Alvarez |
| CH | P8 | Université de Fribourg | Catherine | Blons-Pierre |
| PT | P5 | Universidade do Algarve Faro | Manuel | Célio Conceição |
| PT | P5 | Universidade do Algarve Faro | Maria | da Conceição Bravo |
| UK | P3 | The Open University | Maria | Fernandez-Toro |
| CH | P1 | Université de Lausanne | Brigitte | Forster Vosicki |
| DE | P10 | Universität Bremen | Jürgen | Friedrich |
| CH | P8 | Université de Fribourg | Cornelia | Gick |
| CH | P8 | Université de Fribourg | Patricia | Kohler |
| DE | P10 | Universität Bremen | Bärbel | Kühn |

| | | | | |
|----|-----|-----------------------------|----------------|--------------------|
| NL | P4 | Rijksuniversiteit Groningen | Estelle | Meima |
| FI | P2 | Jyväskylän yliopisto | Teija | Natri |
| UK | P3 | The Open University | María Luisa | Perez Cavana |
| FI | P2 | Jyväskylän yliopisto | Anne | Räsänen |
| CH | P1 | Université de Lausanne | Céline | Restrepo Zea |
| PL | P6 | Politechnika Poznanska | Barbara | Sawicka |
| DE | P11 | Freie Universität Berlin | Maria Giovanna | Tassinari Pfeiffer |
| CH | P1 | Université de Lausanne | Nadia | Spang Bovey |
| NL | P4 | Rijksuniversiteit Groningen | Jeroen | van Engen |
| PL | P6 | Politechnika Poznanska | Dorota | Żarnowska |

Other Participants:

| | | | | |
|-----|--------|---|-----------|--------------|
| NL | E.Exp. | Rijksuniversiteit Groningen | Madelaine | Gardeur |
| UK | E.Exp. | The Open University | Cecilia | Garrido |
| PT | E.Exp. | Universidade do Algarve Faro | João | Guerreiro |
| CH | E.Exp. | Université de Lausanne | Jacques | Lanarès |
| DK | E.Exp. | Aarhus Universitet | Karen | Lauridsen |
| CH | E.Exp. | Université de Fribourg | Peter | Lenz |
| PT | E.Exp. | LUSORT Algarve | Jorge | Moedas |
| FI | E.Exp. | Itä suomen yliopisto | Antero | Puhakka |
| PT | E.Exp. | Universidade do Algarve Faro | Joel | Vilaça |
| USA | E.Exp. | Rijksuniversiteit Groningen and University of Portland, USA | Steve | Thorne |
| PL | E.Exp. | Politechnika Poznanska | Stefan | Trzcielinski |

Abbreviations:

E.Exp. External Expert

3 PANEL 1 – SPECIALISTS IN DIFFERENT DOMAINS

The panel was chaired by Nadia Spang Bovey, University of Lausanne, CH.

All the experts were asked in advance to present their 10 minute-opinions on different questions in relation to the multilingual and multicultural academic and professional communication competence outlined in the MAGICC conceptual framework. The main question was:

From the point of view of your particular field and your role/function do you consider that the competences, skills and strategies described are relevant and necessary in your domain and if so why and in what way?

The individual experts referred to:

1. **Mobility:** for supporting diversity and the possibility of active participation in a multilingual and multicultural society (*Madeleine Gardeur, RUG, NL*)
2. **Quality:** for effective learning in an internationalised context and in multilingual and multicultural classrooms (*Jacques Lanarès, UNIL, CH*)
3. **Student employability:** for improved chances of integration into an internationalised, changing and knowledge-based labour market (*Antero Puhakka, University of Eastern Finland, FI*)
4. Regional, national, European and international labour market: for employability and progress within an enterprise so as to achieve one's potential and contribute successfully to company performance (*Eng. Jorge Moedas, LUSORT Algarve, PT*)
5. **Institutional image:** for the reputation of the institution in internationalized academia (Prof. dr. *Stefan Trzcielinski, PUT, PL*)
6. **Academic success:** for equitable access and quality performance of students during academic studies in an internationalised context (*Luís Baltazar, Student representative, UAlg, PT*)

3.1 *Madeleine Gardeur, RUG, NL* - Mobility: for supporting diversity and the possibility of active participation in a multilingual and multicultural society

- Positive feedback
 - The project supports student and staff mobility
 - Focus on at least three languages including L1 is considered a valuable approach
 - Intercultural issues are crucial in European academic settings both for staff and students
- Issues to be considered by MAGICC partners
 - The ways of implementation of project ambitious plans

3.2 *Prof. Jacques Lanarès, UNIL, CH* - Quality: for effective learning in an internationalised context and in multilingual and multicultural classrooms

- Positive feedback
 - The project supports deep learning of languages, among others such elements as: interactivity, feedback, reflexivity, creating information links)
 - The project supports Reflective Practice Cycle: Practice, Analysis, Generalization and Transfer
- Issues to be considered by MAGICC partners
 - The problem of skills integration into real life situations is to be carefully considered
 - The framework seems to be too complex; priorities should be focused on not to exclude other possibilities and to facilitate creativity

3.3 *Antero Puhakka, PhD, University of Eastern Finland, FI* - Student employability: for improved chances of integration into an internationalized, changing and knowledge-based labour market

- Positive feedback
 - Employability in the project is considered an important and complex issue
 - Importance of skills such as problem solving, team work, communication and information acquisition is emphasized
 - MAGICC final product seems to be relevant for students seeking employment

- Issues to be considered by MAGICC partners
- Employability skills seem to be hard to define as they depend on e.g. field of study, personality, practical experience
- The term 'employability' in the Conceptual Framework instead of 'employability skill' is suggested
- Suitability of the project concept for all subjects seems to be uncertain
- The problem of skills integration

3.4 Jorge Moedas, LUSORT Algarve, PT, employer representative - Regional, national, European and international labour market: for employability and progress within an enterprise so as to achieve one's potential and contribute successfully to company performance

- Positive feedback
- The importance of multicultural knowledge and competences, focused on in the project, was stressed
- Issues to be considered by MAGICC partners
- none

3.5 Prof. Dr Stefan Trzeciński, PUT, PL - Institutional image: for the reputation of the institution in internationalized academia

- Positive feedback
- The importance of multilingual and multicultural knowledge and competences, focused on in the project, was emphasized in the context of university recognition
- Issues to be considered by MAGICC partners
- none

3.6 Joel Vilaça, student representative, Universidade do Algarve Faro, PT - Academic success: for equitable access and quality performance of students during academic studies in an internationalized context

- Positive feedback
- The project may well motivate students to study a third language
- The value of multicultural knowledge, skills and competences is emphasized
- Issues to be considered by MAGICC partners
- none

3.7 Panel 1 Follow-up Discussion

The panelists pointed to various aspects in the presentations. It was observed that the issue of multiculturalism and multilingualism considers various HE institutions to a different extent. However, the problem is crucial and needs to be incorporated into university curricula.

4 PANEL 2 - SPECIALISTS IN THE FIELD OF LANGUAGES

The panel was chaired by Maria Luisa Perez Cavana, The Open University, UK

All the specialists were asked in advance to present their 10 minute-opinions concerning the description of multilingual and multicultural academic communication competence in the MAGICC conceptual framework:

1. Is the structure of the conceptual framework relevant?
2. Are the competences, skills and strategies described relevant and do they cover the field? Is something missing? If so, what?
3. Are the assessment criteria for the different domains relevant and do they cover the fields? Is something missing? If so what?
4. Are the competence descriptors relevant from the point of view of the documentation of language and communication skills to the outside world and for highlighting/describing students' competence in this domain?
5. For L2s, what would you consider a minimum level profile in relation to these competences?

4.1 Cecilia Garrido, Associate Dean of the Faculty of Education and Language Studies, Open University, UK

- Positive feedback
 - The structure of Conceptual framework is regarded as well prepared
 - Suggested competences and skills are relevant
 - Suggested assessment criteria and competence descriptors are regarded as well thought through
 - The goals of the project are perceived as very ambitious
- Issues to be considered by MAGICC partners
 - The framework may be a little too complex and cause the user's confusion: some additional interpretation might be useful
 - Multicultural competences should be articulated more clearly, e.g. a space for reflexivity should be created
 - Scenario examples should include critical incidents to create the opportunity for students to engage in otherness in a more challenging way
 - The process of implementation needs to be clarified, e.g. What are the modes of implementation (e-portfolio or other means)?, guidance for independent users and teachers, opportunities to compile a bank of exemplars, also for assessment

4.2 Peter Lenz, Project coordinator at the Institut für Mehrsprachigkeit, University of Fribourg, CH

- Positive feedback
 - The project is an important pioneering work
 - The framework contains an extremely rich collection of descriptors
 - The structure of Conceptual framework seems to be plausible

- Issues to be considered by MAGICC partners
 - Multilingual and multicultural approach seems not to be focused on enough
 - Assessment criteria are quite unclear, more specification appears to be necessary
 - Bloom's taxonomy should be used consistently – reference "A Taxonomy for Learning, Teaching and Assessing" Anderson & Krathwohl et al. (2001); The Role of Metacognitive Knowledge in Learning, Teaching and Assessing" Pintrich (2002)
 - Main objectives as regards factual knowledge, conceptual and procedural knowledge should be transparent
 - Lanqua should be drawn upon in more detail
 - Transferable elements of metacognitive knowledge should be in focus of LLL (Life-long learning)
 - MAGICC Conceptual framework needs clearer diagrams
 - the status of can-do statements was raised (illustrative, typical, exhaustive)
 - The nature of assessment criteria and their scale relation was questioned
 - The problem of capturing the variability of performance in the assessment process was highlighted
 - Assessment should follow the 'holistic' standard model - reference: Bachman & Palmer (1996 & 2010), Bachman (2002)

4.3 Karen Lauridsen, Coordinator of the EU IntlUni Erasmus Academic Network, Aarhus University, DK

- Positive feedback
 - The rationale of the document and the project is important and needed
- Issues to be considered by MAGICC partners
 - The criteria for choosing reference sources and links between them are not clear enough
 - Lack of coherence between taxonomies (Bigg's and Bloom's taxonomies)
 - There should be specific assessment criteria for learning outcomes evaluating students' performance (in percent ?)
 - Learning outcomes might also serve as assessment criteria
 - Intended progression in the framework is not clear enough
 - L1+2 languages idea might be misunderstood as learning languages separately instead of a new multilingual approach
 - Section 4 minimum levels are not clear as far as entrance requirements or learning outcomes are concerned

4.4 Steve Thorne, Professor in Applied Linguistics at RUG Groningen, University of Groningen, NL and at University of Portland OR, USA

- Positive feedback
 - Conceptual framework progressive elements:
 - emphasis on three languages;
 - language understood as repertoires, actions;
 - acknowledgement of global migrations and flows;
 - translanguaging, multiliteracies, intercomprehension;
 - academic discourse competence involving a long process of socialization
 - The process of implementation

- distinction between 'learning outcomes' (minimum goal) and 'assessment criteria' (metric)
- academic scenarios thoughtful and representative
- Issues to be considered by MAGICC partners
 - Clarification of terminology used in Conceptual framework was suggested (multi/pluri/trans/polylingualism)
 - The issue of pedagogy and e-portfolio assessment under the conditions of linguistic superdiversity was raised
 - Exemplar case studies are needed
 - The problem of motivating students to benefit from final MAGICC e-portfolio and their work integrity were raised
 - The problem of harmonization with Bologna and CEFR was raised

4.5 Panel 2 Follow-up Discussion

The follow-up discussion comprised the following issues which are relevant for MAGICC project:

1. Semiotic agility, interactive communicative engagement
2. The place of MAGICC module in university curricula, evaluating progress, repetitive forms of assessment
3. Number of languages to study and to be assessed in the project
4. Motivation to get involved in developing one's polilingualism and multiculturalism
5. The concept of developing communicative expertise during language acquisition process

5 WORKSHOP

5.1 Workshop concept and procedure

The workshop was monitored by Anne Räsänen, University of Jyväskylä, FI.

The objective of this point of the meeting was to obtain feedback from the meeting participants on:

- How can MAGICC outcomes (scenarios, transparency tools, ePortfolio) based on the principles of the conceptual framework contribute to supporting HE efforts towards reaching the Bologna 2020 goals?
- (Bologna objectives: Social dimension: equitable access and completion, Lifelong learning, Employability, Student-centred learning and the teaching mission of higher education, Education, research and innovation, International openness, Mobility, Multidimensional transparency tools).
- What is needed?
- What could HE institutions do?
- What would your recommendation/advice be?

The participants were divided into 6 mixed groups (specialists in the field/ policy experts, employers, MAGICC members and members from the audience / 2 groups for each question. Time allowed for working within groups was 40 minutes. This part was followed by a short debriefing session.

Questions for the groups to answer, related to expected MAGICC outcomes:

1. How could the different faculties be made aware of the importance of language and communication skills as a transversal key competence for knowledge construction, and of the importance of an appropriate multilingual and multicultural profile as a guarantee for the maintenance of diversity of approaches in teaching, learning and research?
2. What might be the role and impact of a dominant lingua franca in relation to the local language, to scientific language and to regional economic development?
3. What kind of profile of BA and MA graduate competences should be promoted in Higher Education, in terms of multilingual and multicultural communication, i.e. what should these graduates be able to demonstrate?
4. How should skills and competences be presented in order to ensure acknowledgement of students' multilingual and multicultural academic communication competence on the labour market and by other stakeholders?

5.2 Discussions feedback

After discussions in groups various recommendations and advice were articulated by the participants of the meeting.

Question 1. How could the different faculties be made aware of the importance of language and communication skills as a transversal key competence for knowledge construction, and of the importance of an appropriate multilingual and multicultural profile as a guarantee for the maintenance of diversity of approaches in teaching, learning and research?

Recommendation and advice

- 'To explicitly state the language level requisite for each course or cursus programme (e.g. reading of technical manual in foreign languages – Spanish, French, English, German – because they don't exist in Portuguese)'
- 'Emphasis on needs analysis in the perspective of market needs; close relationship of language faculties with other faculties – discuss and implement together, more practical attitude of language departments to further collaboration with other faculties and markets.'

Question 2. What might be the role and impact of a dominant lingua franca in relation to the local language, to scientific language and to regional economic development?

Recommendation and advice

- 'Use the strategies acquired from learning English to the learning of another language (transferable skills); use it as a tool for development of skills (e.g. reflection can be in English about other languages); use multicultural classes/groups to share the opportunity to communicate in English to explain cultural differences and promote other languages;
- 'Documents should be in different languages.'

Question 3. What kind of profile of BA and MA graduate competences should be promoted in Higher Education, in terms of multilingual and multicultural communication, i.e. what should these graduates be able to demonstrate?

Recommendation and advice

- 'It is not really a matter of levels as the competences refer to both levels. The recommendation is to make them independent of the levels but there should be a progression, especially that in some faculties people stop at BA level and they should have certain progression in their education.'

Question 4. How should skills and competences be presented in order to ensure acknowledgement of students' multilingual and multicultural academic communication competence on the labour market and by other stakeholders?

Recommendation and advice

- 'Translate the framework into concrete generic examples to show the value and interest of these competences to employers, staff and students.'
- 'Describe situations that show the competences that students acquire – it must be very short like: I can work with people, with many different backgrounds, nationalities and cultures as I have worked during my studies with groups of students of at least eight different nationalities.'

6 WRAP-UP

The whole meeting was concluded by project coordinator, Brigitte Foster Vosicki who thanked all the external experts for their input and inspiration to the project and the organizers for their competent work.