



WP5: Transparency Tools

7 February 2014, Groningen

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Overview

- > Transparency Tools
 - CEFR
 - MAGICC
- > Workshop
- > Feedback



	<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Spoken production</i>	<i>Writing</i>
French	B2	-	-	B1/B2	-
English/Spanish/German	-	B2	B2	B2	B2
Intercultural skills and competences	X	-	X	-	-
Strategies (including multilingual multicultural strategies)	X	-	X	-	-



Transparency Tools: CEFR

- › Familiarisation and standardisation CEFR
- › Academic writing and presentation skills:
 - English
 - Spanish (only writing)
 - French



Example: English presentation skills

Pre-exercise: familiarisation of global scales

C2

Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1

Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



Example continued

Exercise 1: English presentation descriptors scrambled

1. Can produce clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion. **Overall C1**
2. Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur. **Accuracy C1**
3. Has sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so. **Range B2**
4. Can link a series of shorter, discrete simple elements into a connected, linear sequence of points. **Coherence B1**



Example continued

Exercise 2:

This academic presentation is at a B2 level. Discuss in pairs why it is a B2 for range, coherence, accuracy, fluency and overall. Please refer to your descriptors to justify your assessment.

Task for the student: Give a short presentation about the university programme you are taking. You should discuss the following points:

1. Give a short overview about the programme;
2. Outline what your competences are once you graduate and discuss your job possibilities;
3. Explain why you have chosen to take this programme – justify your answer;
4. Describe your experience up till now;
5. Describe the ideal profile of a perspective student for this programme.

<http://www.erk.nl/docent/training/Engels/en-spr-05/>



Expert feedback

Language range and use	The student has a fairly broad range of language, choosing the appropriate jargon for this topic.	B2
Grammatical accuracy	Although she makes some grammatical errors, they do not cause misunderstandings.	B2
Fluency	The student speaks with a fairly even tempo.	B2
Coherence	The student uses complex sentences and produces a fairly coherent story.	B2
Pronunciation	The speech is clear and natural	B2



Exercise 3:

Please view this academic presentation. Once again, indicate what level you believe it is for range, coherence, accuracy, fluency and overall. Please refer to your descriptors to justify your assessment.

Task for the student: give an academic presentation on a topic related to your field of study (economics). It must be between 5 -8 minutes long.

This presentation was given by a first-year economics student.



Transparency Tools: MAGICC

1. Familiarisation of concepts and terminology
2. Familiarisation of assessment grids
3. Samples of student work
4. Assessment practice of student work

Workshop!





Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-comprehension: Relevance of material Overall effect Required standard		Assesses the usefulness, relevance and/or overall effect of information with difficulty or inappropriately. Rarely identifies if a text corresponds to academic or professional standards.	Generally assesses appropriately the usefulness, relevance and/or overall effect of information. Generally identifies if a text corresponds to academic or professional standards.	Assesses the usefulness, relevance and/or overall effect of information appropriately. Clearly identifies if a text corresponds to academic or professional standards.
Understanding of discourse development: Overview of structure and content Purpose, key points, specific information Logical development		Surveys text for an overview of structure and content inappropriately or very limitedly. Demonstrates limited understanding of purpose. Rarely identifies the main idea, key points and/or specific information by skimming and scanning a written text. Identifies the logical development of ideas inappropriately or very limitedly.	Generally surveys text for an overview of structure and content appropriately. Demonstrates reasonable understanding of purpose. Generally identifies the main idea, key points and/or specific information by skimming and scanning a written text. Generally identifies the logical development of ideas.	Surveys text for an overview of structure and content appropriately. Demonstrates full understanding of purpose. Clearly identifies the main idea, key points and/or specific information by skimming and scanning a written text. Fully identifies the logical development of ideas.
Micro-comprehension:		Shows little understanding of details in texts	Shows reasonable understanding of details in texts	Understands details of texts





P1_UNIL: Scenario: Postcatastrophe building project_D4_2013

P1-EN-B2/C1 -1 (Jay)

Task 1 (5 hours): Informing oneself about specific aspects of negotiation/cooperation in an intercultural context

Article: Centre d'information, de conseil et de formation Professions de la coopération internationale (2007): "Communication interculturelle I" (www.cinfo.ch)
http://www.ymca.int/fileadmin/library/6_Communications/1_General_Tools/Communication_interculturelle_1.pdf

Expected outputs:

1.1 Written text of min. 200 words explaining strategies used before and during reading and bi-lingual poster on the article, containing at least two main points on each chapter of the article

1.1	Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources Skills / strategies: Academic and professional reading strategies and information management Learning outcomes: Use a variety of strategies to manage a reading situation and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information		Level of mastery / Percentage	Comment
Assessment criteria	Planning: Prior knowledge, prediction	Sub-task 1.1.1 <ul style="list-style-type: none"> - <i>What do you already know on the topic of intercultural communication? Please note at least 2 elements you conceive may be important.</i> - <i>Before reading the article, predict 3 possible ways the article may be organised, include ideas about the possible content.</i> 		
	Effectiveness in execution I: Overview, decoding, reference tools	Sub-task 1.1.2 <ul style="list-style-type: none"> - <i>Name two examples where you draw upon your knowledge of different languages, including your L1(s) and/or applied translanguaging and/or other inferring, decoding or compensation strategies to retrieve information and meaning, translation, inferring from context or to cover gaps when writing (or preparing to writing) the poster and the summary in another language of your repertoire than the one of the article.</i> - <i>What kind of on-line or off-line resources did you use for the task and what for? Give one example of use.</i> 		



<p>Effectiveness in execution II: Checking, highlighting, information management, monitoring</p>	<p>Sub-task 1.1.3</p> <ul style="list-style-type: none"> - Use visual techniques during reading to optimize orientation and understanding (mark main points, underline, mark unclear passages, find titles, key words, personal comments, etc.). Give two examples which show which techniques you used and how you used them and explain why they are appropriate for the purpose. - Describe the main differences between your predictions prior to reading and the actual structure and content of the article. - Organize the main points in a poster (mind-map). Put all the main notions in two/three languages (language of the article/language of the summary/other). Mention a minimum of 6 main notions with at least 3 sub-elements each, sufficiently clear for use as a support for an oral presentation on the content of the article. <ul style="list-style-type: none"> o Selection of relevant information o Logical organization of information (in two languages) o Use of numbers, arrows, colours, etc. 		
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Strategies for reading- 200 words

17.12.13 Before

reading the article, I did like a mind map of what it could contain : brainstorming on intercultural communication. Meeting people, traveling, living abroad were ^{the} first things I thought of. I thought it might be talking about different^s ways of communication in different^s cultures explaining with examples. I thought the article would be organised in examples. Several situations which explain some specific and typical situation in an intercultural context. While reading I underlined all the informations I considered as relevant to remember them and linked them to the following points of the article. Moreover, I linked the theoretical ideas to the practical experiences I could have of intercultural communication to image the idea in order to understand and remember them. As the article quit long is, it visually helped me to underline the text : after reading part 5 I just had to give a look to the part 1 and remember immediately which were the main points. Generally, each part ^{were} referring to the main idea which ^{were} given at the very beginning of the article. ^{sp} Therefore, I put a cross next to the this idea to note every relevant argument ^{of} it. This article was very interesting, especially because I knew half of the theme but I was not conscious that it was playing such a crucial role in communication. It ^{means} I probably have to do a lot of efforts to manage a good communication in intercultural situation.



Task 1 (5 hours): Informing oneself about specific aspects of negotiation/cooperation in an intercultural context

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		Skills / strategies: Academic and professional reading strategies and information management			
		Learning outcomes: Use a variety of strategies to manage a reading situation and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information			
Assessment criteria	Planning: Prior knowledge, prediction	Sub-task 1.1.1 - What do you already know on the topic of intercultural communication? Please note at least 2 elements you conceive may be important. - Before reading the article, predict 3 possible ways the article may be organised, include ideas about the possible content.		Satisfactory	Organisational aspects missing. Three possible ways haven't been stated clearly.
	Effectiveness in execution I: Overview, decoding, reference tools	Sub-task 1.1.2 - Name two examples where you draw upon your knowledge of different languages, including your L1(s) and/or applied translanguaging and/or other inferring, decoding or compensation strategies to retrieve information and meaning, translation, inferring from context or to cover gaps when writing (or preparing to writing) the poster and the summary in another language of your repertoire than the one of the article. - What kind of on-line or off-line resources did you use for the task and what for? Give one example of use.		Satisfactory	knowledge of different languages seem to be disregarded.



P1 - EN - B2/C1 + Jay

Effectiveness in
 execution II:
 Checking, highlighting,
 information management,
 monitoring

Sub-task 1.1.3

- Use visual techniques during reading to optimize orientation and understanding (mark main points, underline, mark unclear passages, find titles, key words, personal comments, etc.). Give two examples which show which techniques you used and how you used them and explain why they are appropriate for the purpose.
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 - o Selection of relevant information
 - o Logical organization of information (in two languages)
 - o Use of numbers, arrows, colours, etc.

Satisfactory

O'K

clearly/visually
 illustrated on original
 article but not referred
 to in the paragraph
 on reading strategies.



Feedback?

