

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

### MAGICC CONSULTATION INTERVIEW – FACULTIES

The purpose of the interview is to survey the opinions and experiences of the interviewees regarding the kinds of language and communication related skills and competences that are needed in today's internationalised, multilingual and multicultural contexts, including academic study, professional career development, and workplaces. Your answers are extremely valuable for directing and updating higher education programmes in Europe.

This gives you the possibility to have an impact on how multilingual and multicultural academic communication skills could and should be developed in higher education in order to provide a good basis for successful study and future careers.

The interviews are conducted at the nine partner institutions of the MAGICC project.

**Country:** \_\_\_\_\_

**Institution's name:** \_\_\_\_\_

**Faculty:** \_\_\_\_\_

**Name of faculty representative:** \_\_\_\_\_

**Name of interviewer:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### BACKGROUND INFORMATION

1. At what degree level do you teach?  Bachelor's  Master's  Both

2. What subjects/in which academic domain do you teach?

\_\_\_\_\_

3. Does the university degree for which you teach include any language and/or communication study?

No language and communication studies are included in the degree

Yes

3a. If yes, in which languages (Language 1 refers to the local language of instruction)

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

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

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

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

**3b. If yes,** how many ECTS credit points do students obtain for language and communication studies: \_\_\_\_\_

**3c. If yes,** what kind of language study? Please select one type of study for each language:

<i>Type of study</i>	<i>Language</i>				<i>Comments</i>
	1	2	3	4	
Language as a subject					
General language study (e.g. survival skills, basic- intermediate-advanced level studies, grammar, writing, etc.)					
Discipline/profession -specific language study (e.g. Professional writing in the mother tongue, German for engineers, Business English, French for marketing)					
Academic language study (eg. seminar skills, scientific writing, presentation skills, negotiation skills, etc.)					
Subject(s) taught through a foreign language (one language, bilingual or trilingual study programmes)					
Other (please specify):					

**3d. If yes,** is there a specific language level/profile required to obtain these ECTS credits?

Yes

No

Please specify \_\_\_\_\_ (in terms of the CEFR)

**4. Are there optional possibilities for students to develop their language and communication skills and competences (in faculties, language centres, buddy programmes, etc.)**

Yes

No

Please specify \_\_\_\_\_

**5. Is there a proficiency level requirement in the language of instruction for international students and/or local students in your programme(s)?**

Yes

No

Please specify which language(s) and which level(s) \_\_\_\_\_

**6. Is it common for your students to do studies or internships or a portion of their studies abroad (e.g. in the Erasmus programme)?**

Yes

No

If yes, please estimate their percentage \_\_\_\_\_

**7. Are any of these experiences acknowledged in the form of language/internationalisation credit points in the degree?**

Yes

No

**8. Have you yourself studied or worked abroad?**

Yes

No

If yes, in which country/ies? \_\_\_\_\_

## **EXPECTED GENERAL LEARNING OUTCOMES during university study**

**9. 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**

1 = not important

2 = not very important

3 = quite important

4 = very important

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

BA = Bachelor's studies

MA = Master's studies

BO = Both cycles

N/A = not applicable

<b>ACADEMIC COMMUNICATION COMPETENCES</b>	L1	L2	L3	L4	CYCLE
<b>Receptive skills</b>					
<i>Can use appropriate reading and listening strategies to distinguish salient points and to take notes for further use</i>					
<i>Is able to distinguish between various kinds of academic texts (e.g. reports, surveys, position papers) and identify their discourse structures and typical concepts and terminology</i>					
<i>Can read fairly long, demanding discipline-specific texts with confidence and adequate speed and summarise even complex subjects orally and in written form</i>					
<i>Is able to manage and evaluate information from written and Internet sources and utilize it for study/professional purposes</i>					
<i>Can follow discipline-specific linguistically complex lectures, presentations and seminars and take notes for further use</i>					
<i>Can distinguish and identify a speaker's argumentation styles for further use.</i>					

<b>ACADEMIC COMMUNICATION COMPETENCES</b>	L1	L2	L3	L4	CYCLE
<b>Productive skills</b>					
<i>Can take part in a wide variety of spoken interactions, using appropriate discourse strategies, non-verbal communication/ pausing/stress/intonation</i>					
<i>Can communicate competently and efficiently in an academic context/ demonstrating a good command of both general and specialised vocabulary</i>					
<i>Can work purposefully in groups, negotiating and building on the contribution of others/interacting for joint presentations and reporting</i>					
<i>Can prepare &amp; give clear/well-structured/audience-relevant spoken presentations on particular topics/fields using appropriate styles and techniques</i>					
<i>Can follow the discipline-specific and intercultural conventions in his/her formal writing</i>					
<i>Can organise, synthesize and evaluate research information for various formats of academic communication, including non-specialist audiences</i>					
<i>Can manage various kinds of oral and written communication situations related to projects, including meetings, client encounters, presentations, project plans, reports, minutes, etc.</i>					
<i>Can understand and adapt to the special communication requirements of an interdisciplinary study or work context</i>					
<i>Can adapt to the requirements of multilingual communication in multicultural study or work contexts</i>					

<b>EMPLOYABILITY SKILLS</b>	L1	L2	L3	L4	CYCLE
<i>Can express solid expertise in his/her field</i>					
<i>Can communicate with confidence for harmonious professional relations and interaction needed in the execution of tasks</i>					
<i>Has well-developed media and information literacy and good ICT skills for execution of tasks</i>					
<i>Has flexible presentation, problem-solving and team working skills</i>					
<i>Has developed multilingual and multicultural competence for networking and collaborating internationally in face-to-face and virtual contexts</i>					

**10. Please rate how important the development of the following competences is for your students and in which cycle.**

**Importance**

- 1 = not important
- 2 = not very important
- 3 = quite important
- 4 = very important

**Cycle during which to be developed**

- BA = Bachelor's studies
- MA = Master's studies
- BO = Both cycles
- N/A = not applicable

<b>MULTILINGUAL/MULTICULTURAL STRATEGIES AND COMPETENCE</b>	IMPORTANCE	CYCLE
<i>Is able to switch smoothly from one language to another and adapt to different communication styles in different languages</i>		
<i>Is able to draw upon his/her knowledge of different languages for comprehension of written or oral sources of an unknown language</i>		
<i>Can summarize orally or in written form in his/her own language or some other language within his/her repertoire information presented in different languages</i>		
<i>Can act as an intermediary and interpreter for people who do not understand what is being communicated</i>		
<i>Is able to interpret information in its cultural context and to demonstrate understanding and awareness of culture and its influence on communication</i>		
<i>Is aware of his/her own culture-embedded values, norms, and customs of other cultural norms and communication styles that may lead to misunderstanding or conflict</i>		
<i>Is aware that different cultural conceptions come into play even if a common language is used in a multilingual and multicultural group</i>		
<i>Is able to analyse his/her own communication, emotional and cognitive reactions, and behavior from a cultural perspective</i>		
<i>Can accept the co-existence of several languages in a communicative situation and use his/her own repertoire for participation and communicative effectiveness</i>		
<i>Is able to use and diversify his/her own multilingual, multicultural and intercultural repertoire in knowledge building and extension of expertise</i>		

<b>LIFE-LONG LEARNING - LEARNER AUTONOMY</b>	<b>IMPORTANCE</b>	<b>CYCLE</b>
<i>Understands the importance of continuously developing one's own professional expertise and know-how</i>		
<i>Can identify personal learning needs, set objectives, design a suitable plan of study or further training, find appropriate learning activities, assess whether objectives have been achieved, detect new needs</i>		
<i>Is able to apply appropriate metacognitive skills and strategies needed for self-directed learning on a life-long basis</i>		
<i>Is able to do self-assessments and give and receive peer feedback</i>		
<i>Is able to make use of multilingual and multicultural sources and experiences in developing one's expertise continuously</i>		

**11. How important do you think good language and communication skills are for students' performance and success during academic studies in an internationalised context?** Language 1 refers to the local language of instruction.

	<i>very important</i>	<i>quite important</i>	<i>not that important</i>
Language 1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

## **WORK-RELATED SKILLS FOR GRADUATES**

**6. In which job sector(s) will your students most typically be employed?**

(Please tick the appropriate sector(s) from the list below.)

- Marketing, business services and public relations
- Tourism, hotels and restaurants
- Banking and finance
- Wholesale and retail trade
- Manufacturing, construction and transport
- Technical planning, production and maintenance
- Information and communications technologies

- Education and training
- Public administration
- Health care and social work
- Management and supervision
- Research and development
- Customer service
- Acting as language expert (e.g. translating, interpreting, technical documentation, etc.)
- Other (please specify): \_\_\_\_\_

**7. How important do you think good language and communication skills are for students' work performance in their field(s) of operation?** Language 1 refers to the local language.

	<i>very important</i>	<i>quite important</i>	<i>not that important</i>
Language 1 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language 4 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments:**

**8. Please rate how important in your professional field it is to cope well with the following work-related situations of language use. Please also rate during which university cycle the skills needed in these situations should be developed.** Language 1 refers to the local language.

- Language 1 \_\_\_\_\_
- Language 2 \_\_\_\_\_
- Language 3 \_\_\_\_\_
- Language 4 \_\_\_\_\_

**Importance**

- 1 = not important
- 2 = not very important
- 3 = quite important
- 4 = very important

**Cycle during which to be developed**

- BA = Bachelor's studies
- MA = Master's studies
- BO = Both cycles
- N = not appropriate

<b>WORK-RELATED LANGUAGE AND COMMUNICATION SKILLS</b> (list adapted from TNP3/2)	L1	L2	L3	L4	CYCLE
1. <i>Understanding and interacting in (informal) social situations at work</i>					
2. <i>Understanding and interacting in job-related communication situations (e.g. hosting a visitor, telephoning, travel, talking about your job, etc.)</i>					
3. <i>Following discussions and presentations in professional contexts</i>					
4. <i>Giving a structured presentation on a topic within your field of work.</i>					
5. <i>Responding to follow-up questions from an expert or non-expert audience</i>					
6. <i>Team-working e.g. in problem-solving and project contexts in the workplace</i>					
7. <i>Participating in, and leading, meetings/negotiations</i>					
8. <i>Networking and collaborating in virtual environments</i>					
9. <i>Reading and writing e-mails and short factual texts (e.g. memos, short reports, www-pages, etc.) related to your field or work</i>					
10. <i>Reading specialised articles and reports related to your field of work and summarising or reporting on them</i>					
11. <i>Communicating to manage international relations and customer contacts</i>					
12. <i>Writing project proposals or technical documentation</i>					
13. <i>Writing a report which synthesises and evaluates information and arguments from a number of sources</i>					
14. <i>Understanding and interacting in important multicultural contexts (i.e. with an awareness of intercultural differences in communication)</i>					
15. <i>Writing for and presenting to a scientific/professional audience in your field.</i>					
16 <i>Other situations (please specify):</i>					

**9. Please rank below the five most important skills and competences on the above list. Place the most important as the first, the second as the second and so on:**

1. Item number: \_\_\_\_\_
2. Item number: \_\_\_\_\_
3. Item number: \_\_\_\_\_
4. Item number: \_\_\_\_\_
5. Item number: \_\_\_\_\_

**10. Do you feel that the language and communication training that the students receive at your university is adequate in terms of their academic needs (access and critical management of multilingual information, conceptualisation and oral and written communication of knowledge and expertise in different languages) and future job and profession?**

*not adequate at all*    *not very adequate*    *quite adequate*    *very adequate*



## IMPLEMENTATION OF MAGICC MODULES

**11. What would be the possibilities for implementing MAGICC modules at your faculty in order to develop BA and MA students' multilingual and multicultural academic communication competence?**

**12. Do you have existing regulations concerning integration of language and communication modules in your study programme/discipline area?**

Yes

No

Please specify \_\_\_\_\_

**13. Would there be any obstacles for the integration of MAGICC language and communication modules at your faculty/institution?**

Yes

No

**If yes, what would be the biggest obstacle?**

\_\_\_\_\_

**14. Taking into consideration admission criteria of your faculty and programmes, regulations, credit recognition issues, etc., what might be a possible programme or discipline in which the MAGICC language and communication modules could be implemented?**

**15. Other comments**

**Thank you very much for your co-operation!**



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