



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



Piloting of scenarios: Student and teacher feedback

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The scenarios piloted

- ▶ **The University of the Algarve:** Hosting a multilingual group of business partners
- ▶ **University of Bremen:** Business Turkish – multilingual Project Work (Improving listening comprehension)
- ▶ **Freie Universität, Berlin:** L'Adaptation publicitaire at the FU Berlin
- ▶ **University of Fribourg:** Dossier / Sprachkompetenzen
- ▶ **University of Jyväskylä:** (to be piloted in March)
- ▶ **Université de Lausanne:** Post catastrophe building project
- ▶ **The Open University, UK:** Presenting a proposal in a business context

Teachers' feedback: Q1-3

Q1& Q2: Participants' profile

▶ 14 teachers

- Gender: 9 (64.29%) females, 5 (35.71%) males
- Institution: 1 Algarve, 3 Bremen, 1 Freie, 1 Fribourg, 7 Lausanne, 1 OU

Q3: Clarity of scenario tasks

13 responses

Yes: 9 (69.23%)

No: 3 (23.08%)

I am not sure: 1 (7.69%)

Teachers' feedback: Q3 comments

Q3: Clarity of tasks

▶ Difficulties for students:

- ▶ “the **concepts needed one to one explanations** which was time consuming.”
- ▶ “students have had some **difficulties to understand** the tasks”
- ▶ “For the students there is **too much jargon**”

▶ Difficulties for teachers:

- ▶ “the **translanguaging** aspects of the tasks were not [clear].”
- ▶ “There was far **too much paper**, it wasn't easy to identify which parts needed to be filled in with which particular category”
- ▶ “there is simply **too much text.**”
- ▶ “we were presented with **a lot of documentation** all at the same time”

Teachers' feedback: Q4

Q4: Usefulness of assessment criteria

13 responses

Yes: 9 (69.23%)

No: 1 (7.69%)

I am not sure: 3 (23.08%)

For students:

“it served its purpose as a **guidance tool** in helping students think more consciously about the reading strategies they had adopted.”

“Some students **felt so lost** in the evaluation criteria they couldn't focus on what they were supposed to do”

For teachers:

“it seems **difficult for me to decide** if it is "full" or "satisfactory”

“I found myself **going for the middle option** quite a lot "satisfactory”

“**Not every criteria fit**”

“**vocabulary** does not figure in the criteria”

5

Teachers' feedback: Q5

Q5: Use of assessment grid

13 responses

Easy: 8 (61.54%)

Difficult: 5 (38.46%)

Very easy/ difficult: 0

“I have **changed it slightly** to my needs”

“it would be easier in my **mother tongue**”

“Difficult at first due to being **overloaded with paperwork**”

“Difference between partially/ generally /fully is also very **open to subjective interpretation**”

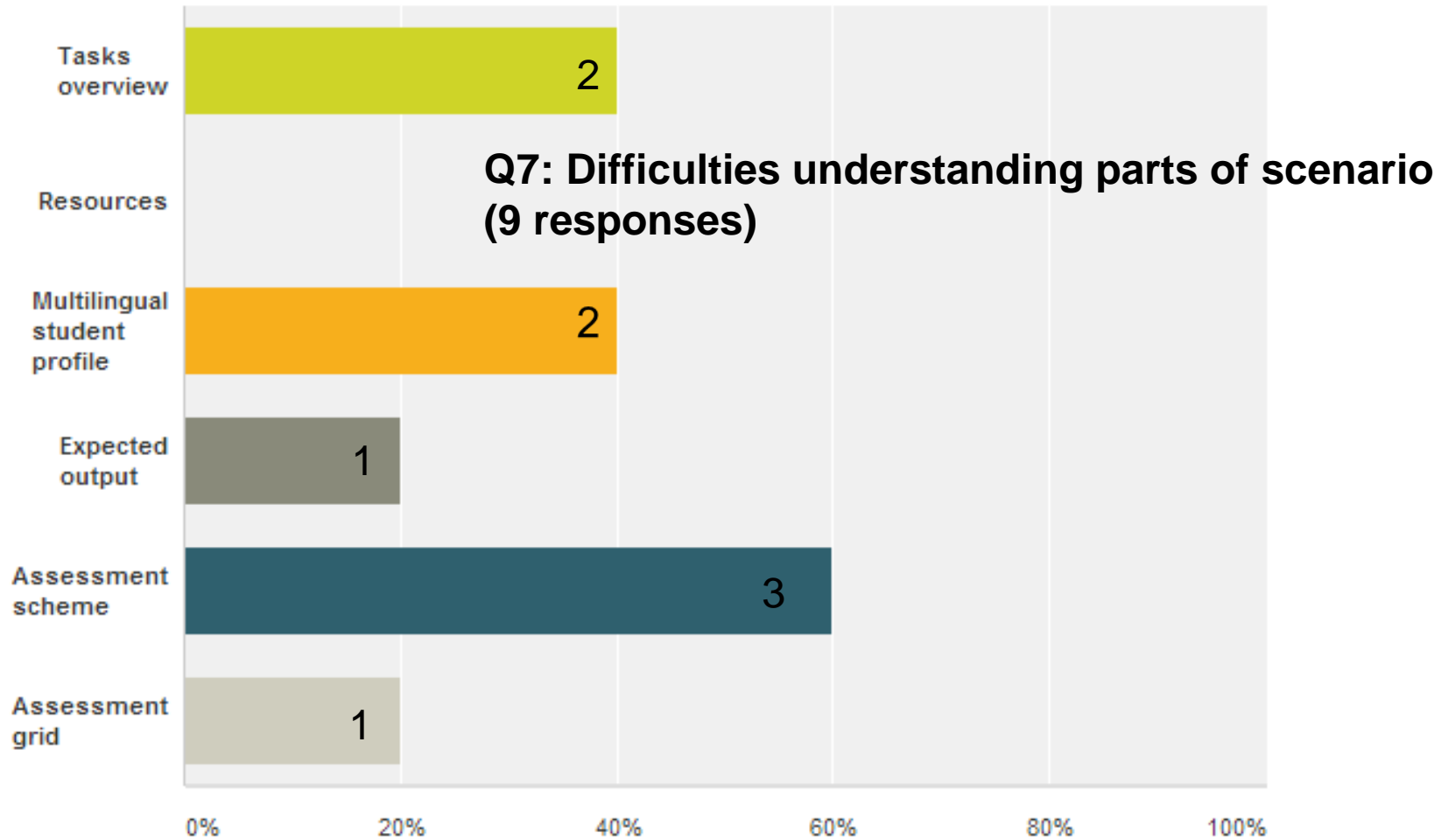
“I tended to **simplify** eg 60%, 65%, 70% but not use the numbers in between”

Teachers' feedback: Q6

Q6: Usefulness of parts of scenario

	1–most useful	2–	3–	4–	5–	6–less useful	Average
Tasks overview	46.15% 6	23.08% 3	7.69% 1	15.38% 2	0% 0	7.69% 1	4.77
Resources	30.77% 4	15.38% 2	30.77% 4	7.69% 1	15.38% 2	0% 0	4.38
Multilingual student profile	0% 0	15.38% 2	38.46% 5	7.69% 1	15.38% 2	23.08% 3	3.08
Expected output	15.38% 2	30.77% 4	0% 0	38.46% 5	7.69% 1	7.69% 1	3.85
Assessment scheme	0% 0	7.69% 1	0% 0	15.38% 2	53.85% 7	23.08% 3	2.15
Assessment grid	7.69% 1	7.69% 1	23.08% 3	15.38% 2	7.69% 1	38.46% 5	2.77

Teachers' feedback: Q7



Teachers' feedback: Q8

Q8: Changes to be made in scenario (12 responses)

Specific to scenario tasks. Each institution needs to consider comments.

Q9: Awarding credits

13 responses

Yes: 10 (76.92%)

No: 1 (7.69%)

I am not sure: 2 (15.38%)

Teachers' feedback: Q10

Q10: Further comments

Positive:

“There are **a good help** in planning a multilingual model.”

“a **good experience** for the students.”/ “they **enjoyed the project.**”/ “found this experience very **interesting**”

Negative:

“it **takes a lot of time**, to analyse and to assess the output and to give feedback.”/ “more time needs to be spent in **preparing the students** for the activities”/ “have **time to understand** the information”

“find a better way to **promote the use of more than two languages**”

“students seem to feel that evaluating their intercultural performance **is not what they need, want or expect**”

Teachers' feedback: Q10

Q10: Further comments

Positive:

“There are **a good help** in planning a multilingual model.”

“a **good experience** for the students.”/ “they **enjoyed the project.**”/ “found this experience very **interesting**”

Negative:

“it **takes a lot of time**, to analyse and to assess the output and to give feedback.”/ “more time needs to be spent in **preparing the students** for the activities”/ “have **time to understand** the information”

“find a better way to **promote the use of more than two languages**”

“students seem to feel that evaluating their intercultural performance **is not what they need, want or expect**”

Students' feedback: Q1-3

Q1-2: Participants' profile

- ▶ 50 students
 - Gender: 36 (72%) females, 14 (28%) males
 - Institution: 1 Algarve, 9 Bremen, 6 Freie, 5 Fribourg, 1 Jyväskylä, 26 Lausanne, 2 OU

Q3: Awareness of language skills

46 responses

Yes: 33 (71.74%)

No: 5 (10.87%)

I am not sure: 8 (17.39%)

Students' feedback: Q3 comments

Q3: Awareness of skills

- ▶ Strategies: “some clues on how to **structure our learning.**”
- ▶ Language (awareness) competence: “a way to see **one's evolution** of the given language skill” / “I was **able to explain** myself and being understood” “I have realized **how I could use the language** now but also **what was difficult for me**” / “I tend to **overestimate my ability to communicate** in foreign languages.” / “I can see that **my language is fluent** when i have to “freestyle””
- ▶ Language preference: “Especially **in German**” / “most comfortable speaking **English**”
- ▶ Intercultural: “we had to navigate to **understand differences**”

Students' feedback: Q4

Q4: Awareness of multilingual profile

46 responses

Yes: 29 (63.04%)

No: 9 (19.57%)

I am not sure: 8 (17.39%)

First time experience for many

Students' feedback: Q5

Q5: Development of academic communicative competence

46 responses

Yes: 30 (65.22%)

No: 5 (10.87%)

I am not sure: 11 (23.91%)

Speaking: Use of connectors in speech and how to get a better flow/ to defend my ideas while taking into account the others' ideas/ How to react and negotiate

Listening: to real speeches

Reading: identify collocations and other useful phrases in a speech

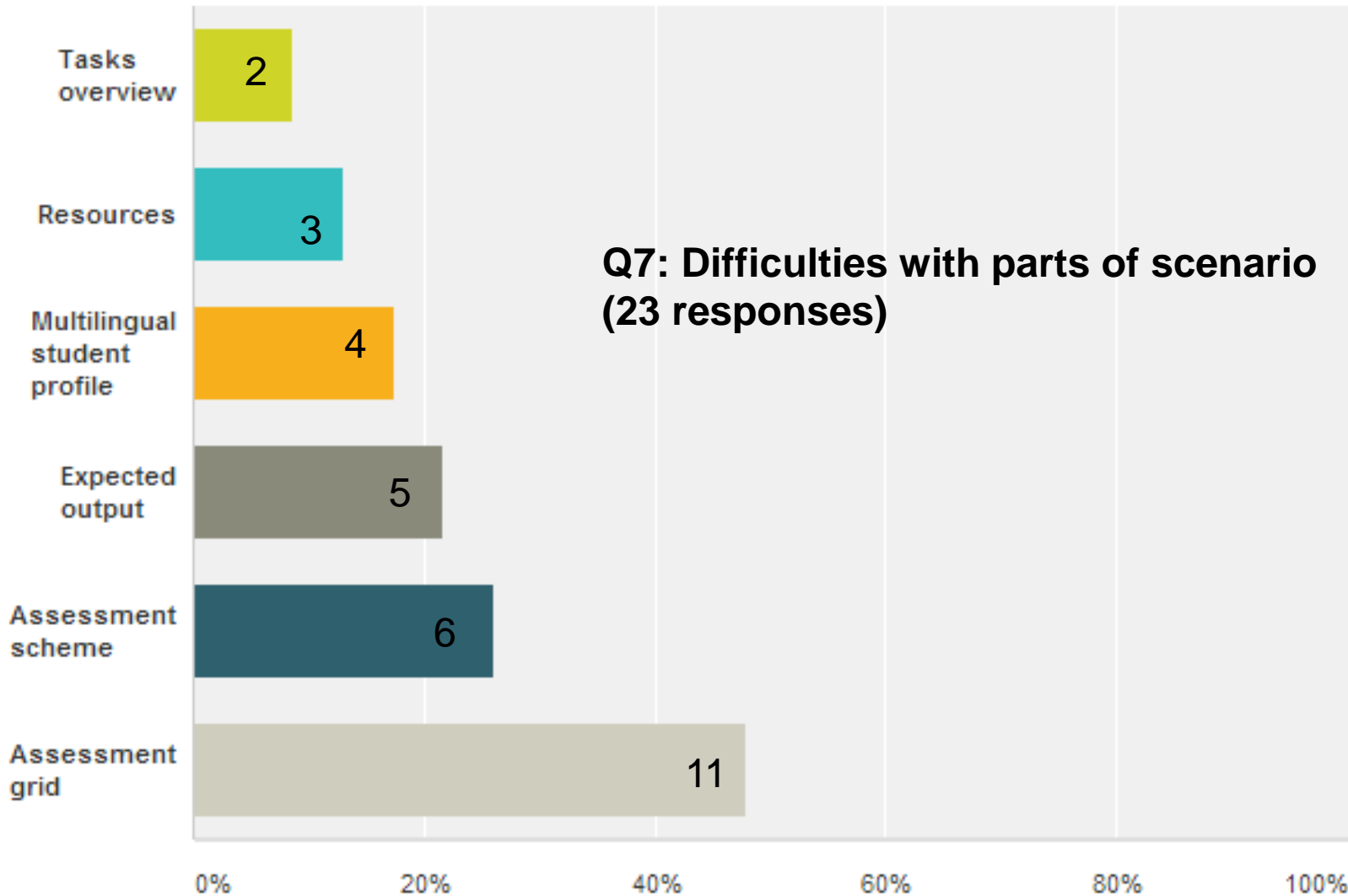
Group work: discover new ways to work in groups,

Students' feedback: Q6

Q6: Usefulness of parts of scenario

–	1–most useful	2–	3–	4–	5–	6–less useful	Average Ranking–
Tasks overview	33.33% 14	30.95% 13	11.90% 5	9.52% 4	2.38% 1	11.90% 5	4.48
Resources	28.57% 12	19.05% 8	26.19% 11	11.90% 5	9.52% 4	4.76% 2	4.31
Multilingual student profile	11.90% 5	21.43% 9	26.19% 11	21.43% 9	9.52% 4	9.52% 4	3.76
Expected output	21.43% 9	7.14% 3	19.05% 8	33.33% 14	9.52% 4	9.52% 4	3.69
Assessment scheme	0% 0	14.29% 6	14.29% 6	19.05% 8	38.10% 16	14.29% 6	2.76
Assessment grid	4.76% 2	7.14% 3	2.38% 1	4.76% 2	30.95% 13	50% 21	2.00

Students' feedback: Q7



Students' feedback: Q8

Q8: Changes in scenario (25 responses)

Specific to scenario tasks. Each institution needs to consider comments.

Q9: Gaining credits

43 responses

Yes: 31 (72.09%)

No: 9 (20.93%)

I am not sure: 3 (6.98%)

Students' feedback: Q10

Q10: Further comments (13 responses)

“An **interesting** experience, different from the usual lessons at the university”

“have some **more of these scenarios** in our self-access-centre”

“The presentation written in one language and delivered in another assumed a level of knowledge of commercial language **not generally taught** in normal academic situations”

“It was **fun** to do it”

“I **loved** the subject”