

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

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### SCENARIO INFORMATION

|                              |  |           |
|------------------------------|--|-----------|
| <b>Institution</b>           | Université de Lausanne, CH<br>Centre de langues  |           |
| <b>Title of scenario</b>     | <b>Post-catastrophe building project in a multicultural context</b>  |           |
| <b>Topic in keywords</b>     | Communication in multicultural settings and intercultural communication competence, cooperation and negotiating, house construction  |           |
| <b>Student</b>               | Name:<br>ID:   |           |
| <b>Deadline</b>              | Date:  | Received: |
| <b>Form(s) of assessment</b> | <input checked="" type="checkbox"/> Teacher <input type="checkbox"/> Peer <input type="checkbox"/> Self-assessment   |           |
| <b>Setting</b>               | A village has recently been devastated by a flood. Two teams of architects and engineers from different cultural contexts have been contracted to work together towards the rapid construction of pre-fabricated housing. One team is from the country where the flood has occurred; the second consists of members of an NGO.   |           |
| <b>Tasks overview</b>        | <p><b>Task 1: Informing oneself on specific aspects of negotiation/cooperation in an intercultural context</b><br/>         You will prepare to cooperate with a team operating in a different cultural setting which requires good intercultural communication skills.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>1.1. Gather information on the specificities of intercultural communication by reading an article on the topic in French, a language that your team colleagues do not understand and produce a text and a bi-lingual poster in French and another common language, English/German/Spanish (to be defined), showing clearly some specific aspects of intercultural communication which are important for this cooperation project</li> <li>1.2. Summarize in written form in English/German/Spanish (to be defined) the information taken from a French article</li> <li>1.3. Compare the definition of intercultural communication in three languages and identify core elements of the notion of intercultural communication competence as used in different contexts</li> </ol> |           |
|                              | <p><b>Task 2: Presenting orally some specific aspects of intercultural communication to your colleagues</b><br/>         You will have a preparation meeting for the building project with members of your team only, on the topic of collaborating in multicultural settings</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>2.1. Present the characteristics and challenges of intercultural communication orally with one of your colleagues to the other team members in a common language, English/German/Spanish (to be defined)</li> </ol>   |           |
|                              | <p><b>Task 3: Negotiating in teams towards the construction of a model</b><br/>         Both teams together produce a suitable model for a prefabricated house which respects the requirements of both parties and/or is based on a consensus. You will meet with your team first and then you will negotiate and cooperate with the other team.</p> <p>For this you will need to:</p> <ol style="list-style-type: none"> <li>3.1. In preparation for your meeting with the other team, discuss with your team possible ways to move forward during the cooperation for the construction of the model</li> <li>3.2. During the collaboration, participate actively and move forward to reach an acceptable solution for both teams</li> <li>3.3. Write a brief report for your line manager reflecting on the negotiation identifying what worked well and what could be improved</li> </ol>   |           |

| <b>Resources</b>   | <p><b>Task 1 and 2:</b><br/> <i>Article:</i> Centre d'information, de conseil et de formation Professions de la coopération internationale (2007): "Communication interculturelle I" (www.cinfo.ch)<br/> <a href="http://www.ymca.int/fileadmin/library/6_Communications/1_General_Tools/Communication_interculturelle_1.pdf">http://www.ymca.int/fileadmin/library/6_Communications/1_General_Tools/Communication_interculturelle_1.pdf</a></p> <p><b>Task 3:</b></p> <ul style="list-style-type: none"> <li>- Role play cards (see Appendix)</li> <li>- Set of appropriate Lego blocks for a shared construction of the model</li> <li>- Video camera</li> </ul> <p><i>For all tasks: Corresponding assessment grids available for students (before the activity)</i></p>  |                  |                           |                          |                |  |                |                  |                           |                          |                |        |    |   |   |       |   |                        |   |    |    |    |    |                                      |   |   |   |   |   |  |   |   |   |   |   |  |   |  |  |  |  |
|--|--|------------------|---------------------------|--------------------------|----------------|--|----------------|------------------|---------------------------|--------------------------|----------------|--------|----|---|---|-------|---|------------------------|---|----|----|----|----|--------------------------------------|---|---|---|---|---|--|---|---|---|---|---|--|---|--|--|--|--|
| <b>Multilingual student profile required for scenario outputs</b>                          | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;"></th> <th style="width: 10%;"><i>Reading</i></th> <th style="width: 10%;"><i>Listening</i></th> <th style="width: 10%;"><i>Spoken interaction</i></th> <th style="width: 10%;"><i>Spoken production</i></th> <th style="width: 10%;"><i>Writing</i></th> </tr> </thead> <tbody> <tr> <td>French</td> <td>B2</td> <td>-</td> <td>-</td> <td>B1/B2</td> <td>-</td> </tr> <tr> <td>English/Spanish/German</td> <td>-</td> <td>B2</td> <td>B2</td> <td>B2</td> <td>B2</td> </tr> <tr> <td>Intercultural skills and competences</td> <td>x</td> <td>-</td> <td>x</td> <td>-</td> <td>-</td> </tr> <tr> <td>Strategies (including multilingual multicultural strategies)</td> <td>x</td> <td>-</td> <td>x</td> <td>-</td> <td>-</td> </tr> <tr> <td style="border: none;">Independent learning skills and competences (including examination skills and competences)</td> <td colspan="5" style="border: none; text-align: center;">-</td> </tr> </tbody> </table> |                  |                           |                          |                |  | <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 | - | - | Independent learning skills and competences (including examination skills and competences) | - |  |  |  |  |
|  | <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                         | -                        | -              |  |                |                  |                           |                          |                |        |    |   |   |       |   |                        |   |    |    |    |    |                                      |   |   |   |   |   |  |   |   |   |   |   |  |   |  |  |  |  |
| Independent learning skills and competences (including examination skills and competences) | -  |                  |                           |                          |                |  |                |                  |                           |                          |                |        |    |   |   |       |   |                        |   |    |    |    |    |                                      |   |   |   |   |   |  |   |   |   |   |   |  |   |  |  |  |  |



In order to illustrate their specific multilingual and multicultural profiles, students can store samples of their work in the Dossier of their **Academic ePortfolio**.

To familiarise yourself with the terminology, assessment criteria and assessment grids from the MAGICC project or the reference levels of the Council of Europe's Common European Framework of Reference for Languages, please consult the MAGICC **Transparency tools**.

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## PERFORMANCE EVALUATION

### Assessment scheme

|                                  |                          |                      |                             |                    |
|----------------------------------|--------------------------|----------------------|-----------------------------|--------------------|
| Level of mastery<br>Percentage % | Inadequate<br>0 – 49.9 % | Basic<br>50 – 59.9 % | Satisfactory<br>60 – 79.9 % | Full<br>80 – 100 % |
|----------------------------------|--------------------------|----------------------|-----------------------------|--------------------|

*to be used with the corresponding MAGICC assessment grid (<http://sepia.unil.ch/magicc>)*

## 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.cinfo.ch))

[http://www.ymca.int/fileadmin/library/6\\_Communications/1\\_General\\_Tools/Communication\\_interculturelle\\_1.pdf](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
- 1.2 A 500 word written summary of the article cinfo: "Communication interculturelle I", in L2, to be defined (English/German/Spanish)
- 1.3 Written text of 200 words comparing definitions/concepts of intercultural communication competence in different languages

|            |  |  |                |
|------------|--|--|----------------|
| <b>1.1</b> | <p><b>Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources</b></p> <p><b>Skills / strategies:</b> Academic and professional reading strategies and information management</p> <p><b>Learning outcomes:</b> 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</p> | <b>Level of mastery<br/>/ Percentage</b> | <b>Comment</b> |
|------------|--|--|----------------|

|  |  |  |  |  |
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|  | Planning:<br>- Prior knowledge<br>- Prediction   | <b>Sub-task 1.1.1</b> <ul style="list-style-type: none"> <li>• What do you already know on the topic of intercultural communication? Please note at least 2 elements you conceive may be important.</li> <li>• Before reading the article, predict 3 possible ways the article may be organised, include ideas about the possible content.</li> </ul>  |  |  |
| Assessment criteria and task specification | Effectiveness in execution I:<br>- Overview<br>- Decoding<br>- Reference tools                             | <b>Sub-task 1.1.2</b> <ul style="list-style-type: none"> <li>• 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 when writing the poster and the summary in a language of your repertoire other than the one of the article (e.g. translation, inferring from context or to cover gaps to retrieve information and meaning).</li> <li>• What kind of on-line or off-line resources did you use for the task and what for? Give one example of use.</li> </ul>   |  |  |
|  | Effectiveness in execution II:<br>- Checking<br>- Highlighting<br>- Information management<br>- Monitoring | <b>Sub-task 1.1.3</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe the main differences between your predictions prior to reading and the actual structure and content of the article.</li> <li>• 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"> <li>○ Selection of relevant information</li> <li>○ Logical organization of information (in two languages)</li> <li>○ Use of numbers, arrows, colours, etc.</li> </ul> </li> </ul> |  |  |

|            |   |  |                               |         |
|------------|---|--|-------------------------------|---------|
| 1.2a       | <b>Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources</b><br><br><b>Skills / strategies:</b> Academic and professional reading skills<br><br><b>Learning outcome:</b> Understand a written text in French and summarize it in written form in another language within one's own repertoire |  | Level of mastery / Percentage | Comment |
| Asses smen | Macro-comprehension:<br>- Evaluation of relevance of material   | <b>Sub-task 1.2.1</b> <ul style="list-style-type: none"> <li>• Advance one argument why this article is/could be relevant for the preparation of a negotiation (in a multicultural context)</li> </ul> |                               |         |

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|  | Understanding of discourse development:<br>- Structure<br>- Purpose<br>- Key points | <b>Sub-task 1.2.2</b><br>• Briefly describe the purpose and structure of the article<br>• Identify three key points of the article   |  |  |
|  | Micro-comprehension:<br>- Details<br>- Nuances<br>- Relations                       | <b>Sub-task 1.2.3</b><br>• What is the metaphor that the author uses to illustrate intercultural communication?<br>• Why does this metaphor seem so appropriate?<br>• What seems most important to the author on the topic of 'perception'<br>a) in relation to what is said?<br>b) in relation to non-verbal communication? |  |  |
|  | Reading quality:<br>- Reuse of information<br>- Speed<br>- Connections/transfer     | <b>Sub-task 1.2.4</b><br>• Write a 500 word summary, sufficiently explicit for the reader to have a clear idea of the content of the article without having read it  |  |  |

|   |   |   |                                      |                |
|---|---|---|--------------------------------------|----------------|
| <b>1.2b</b>                                       | <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>  |   | <b>Level of mastery / Percentage</b> | <b>Comment</b> |
|   | <b>Skills / strategies:</b> Academic and professional writing skills<br><br><b>Learning outcome:</b> summarize, synthesize, rephrase in written form in one's own language, or some other language within one's own repertoire, information and arguments presented in various (written or oral) sources and in different languages |   |                                      |                |
| <b>Assessment criteria and task specification</b> | Macro-readability:<br>Guidance for the reader, accessibility:<br>- <i>Format and presentation</i><br>- <i>Format convention</i><br>- <i>Visual organisation</i>   | <b>Sub-task 1.2.5</b><br>• Visually organise and present text in a way that makes it easily accessible for the target reader  |                                      |                |
|   | Topic content: Content<br>- <i>Information points covered</i><br>- <i>Relevance</i>   | <b>Sub-task 1.2.6</b><br>• Develop a topic adequately in relation to the task (in relation to subtasks (1.2.1-1.2.3) and at the required level of conceptualisation and abstraction |                                      |                |
|   | Thematic development: Text structure<br>- <i>Logical organisation</i><br>- <i>Coherence and cohesion</i>  | <b>Sub-task 1.2.7</b><br>• Produce a clearly-organised text, that is coherent and uses suitable linking devices for the smooth flow of text   |                                      |                |

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|  | Micro-readability I:<br>Grammatical accuracy<br>- <i>Syntax</i><br>- <i>Form</i><br>- <i>Spelling and punctuation</i><br>- <i>Range of structures</i> | <b>Sub-task 1.2.8</b><br>• Use grammar, spelling and punctuation effectively so that the message is clear, even if errors may occasionally obscure meaning (appropriate to the CEFR reference level) |  |  |
|  | Micro-readability II:<br>Vocabulary control and range<br>- <i>Appropriateness</i><br>- <i>Register and style</i><br>- <i>Range</i>                    | <b>Sub-task 1.2.9</b><br>• Use an adequate range of both general and specialised vocabulary appropriate to the CEFR reference level and topic<br>• Use vocabulary of the required level of formality |  |  |

|   |  |   |                                      |                |
|---|--|---|--------------------------------------|----------------|
| <b>1.3</b>  | <b>Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources</b> |   | <b>Level of mastery / Percentage</b> | <b>Comment</b> |
|   | <b>Skills / strategies:</b> Intercultural skills and competences for academic and professional reading                   |   |                                      |                |
|   | <b>Learning outcome:</b> Identify and interpret information in its cultural context                                      |   |                                      |                |
| <b>Assessment criteria and task specification</b> | Knowledge: Knowledge discovery<br>- <i>Acquisition</i><br>- <i>Verification</i><br>- <i>Differentiation</i>              | <b>Sub-task 1.3.1</b><br>Find two supplementary definitions of intercultural communication competence on the Internet, one in English and one in German/Spanish (to be defined)<br>• Give the references of the website used<br>• Compare these definitions with that given in the article info “Communication interculturelle I”:<br>• What are the core components of these three definitions?<br>• Are the components the same in the 3 definitions?<br>• What is different?<br>• What do the definitions/concepts mainly focus on, give at least 3 elements.<br>• What did you learn doing this comparison? |                                      |                |
|   |  |   |                                      |                |

### Overall achievement for task 1

#### Circle what applies

|                  |            |             |              |            |                                       |
|------------------|------------|-------------|--------------|------------|---------------------------------------|
| Level of mastery | Inadequate | Basic       | Satisfactory | Full       | <b>Overall achievement for task 1</b> |
| Percentage %     | 0 – 49.9 % | 50 – 59.9 % | 60 – 79.9 %  | 80 – 100 % |                                       |



## Task 2

🗣️ (2 hours): Presenting orally some specific aspects of intercultural communication to your colleagues

### Expected output:

2.1 Oral presentation in pairs (to be filmed) on characteristics and challenges of intercultural communication competence, using the bilingual poster created in task 1.1 as visual support

|  | <p><b>2.1. Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b></p> <p><b>Skills / strategies:</b> Academic and professional spoken production</p> <p><b>Learning outcomes:</b> Present detailed information on the topic of intercultural communication (taken from a source in a different language from that of the presentation, and using two languages for important definitions)</p>   | <p><b>Level of mastery / Percentage</b></p> | <p><b>Comment</b></p> |
|--|--|---|-----------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Assessment criteria and task specification</b></p> | <p>Macro-comprehensibility: Text type, Form</p> <ul style="list-style-type: none"> <li>- <i>Relevance of form and organization</i></li> <li>- <i>Relevance to audience</i></li> </ul> <p><b>Sub-task 2.1.1</b></p> <p>Text-type: oral presentation alone or in pairs, filmed outside the classroom and sent to the teacher</p> <p>Duration: 10 minutes</p> <p>Form:</p> <ul style="list-style-type: none"> <li>• Talk freely using only the (bi-lingual) poster as a support</li> <li>• Use a formal language adapted to an audience of educated non specialists</li> <li>• Use <b>two languages</b> for one important definition</li> <li>• If applicable: divide the presentation between two speakers and respect the assigned time for each speaker</li> </ul> |   |                       |
|  | <p>Topic development: Content and structure</p> <ul style="list-style-type: none"> <li>- <i>Relevance to topic</i></li> <li>- <i>Comprehensibility</i></li> <li>- <i>Coherence and cohesion</i></li> </ul> <p><b>Sub-task 2.1.2</b></p> <p>Content: present all key aspects of the article</p> <p>Structure:</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Plan of the presentation</li> <li>• Main part: coherence: use of adequate linking words and signposts</li> <li>• Conclusion</li> </ul>   |   |                       |
|  | <p>Micro-comprehensibility I: Grammatical resource and control</p> <ul style="list-style-type: none"> <li>- <i>Accuracy</i></li> <li>- <i>Flexibility</i></li> <li>- <i>Range</i></li> </ul> <p><b>Sub-task 2.1.3</b></p> <ul style="list-style-type: none"> <li>• Use grammar effectively (in relation to the CEFR reference level) even if errors may occasionally obscure meaning</li> <li>• Use an adequate range of grammatical structures (in relation to the CEFR reference level)</li> </ul>   |   |                       |



|  |  |  |  |  |
|--|--|--|--|--|
|  | Micro-comprehensibility II: Lexical resource and control<br>- Range<br>- Flexibility<br>- Level of formality               | <b>Subtask 2.1.4</b> <ul style="list-style-type: none"> <li>• Use with ease an adequate range of both general and specialised vocabulary (in relation to CEFR level)</li> <li>• Use vocabulary of the required level of formality</li> </ul>   |  |  |
|  | Micro-comprehensibility III: Pronunciation<br>- Stress<br>- Pauses<br>- Individual sounds<br>- Rhythm<br>- L1 interference | <b>Sub-task 2.1.5</b> <ul style="list-style-type: none"> <li>• Use stress, rhythm, intonation, pauses and sufficiently clear individual sounds in order to make discourse easy to follow (despite L1 interference for L2 speakers)</li> <li>• Speak clearly with appropriate volume and speed, adapt if necessary</li> </ul> |  |  |
|  | Overall communicative quality: Fluency, interest of audience, non-verbal communication<br>- Range<br>- Flexibility         | <b>Sub-task 2.1.6</b> <ul style="list-style-type: none"> <li>• Produce smooth-flowing speech</li> <li>• Use poster support effectively</li> <li>• Apply different stylistic means (maintain interest, emphasize, etc.)</li> <li>• Use appropriate non-verbal communication to support understanding</li> </ul>               |  |  |

## Overall achievement for task 2

### Circle what applies

| Level of mastery | Inadequate | Basic       | Satisfactory | Full       | Overall achievement for task 2 |
|------------------|------------|-------------|--------------|------------|--------------------------------|
| Percentage %     | 0 – 49.9 % | 50 – 59.9 % | 60 – 79.9 %  | 80 – 100 % |                                |

## Task 3

### 👉 (2 hours): Negotiating in teams towards the construction of a model

#### Resources:

- Role play cards for each team (participants see the rules and requirements for their own team only) see Appendix
- Set of appropriate Lego blocks for the construction of the prototype of the model by both teams
- Video camera

#### Expected outputs:

- 3.1 Discussion with own team to prepare for cooperation/negotiation: filmed or documented through a joint text created by the whole team
- 3.2 Filmed negotiation/collaboration of the two teams
- 3.3 A brief report for a line manager, reflecting on the negotiation identifying what worked well and what could be improved

| 3.1.  | <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b><br><br><b>Skills / strategies:</b> Strategies for academic and professional spoken interaction<br><br><b>Learning outcomes:</b> <ul style="list-style-type: none"> <li>- Use a variety of strategies, one's own multilingual and multicultural repertoire and prior knowledge to strengthen, enrich and diversify spoken communication of information, knowledge and expertise to different audiences</li> <li>- Identify and apply appropriate prior knowledge and use one's own multilingual and multicultural repertoire (including L1) for planning to manage interaction in a multilingual and multicultural setting</li> <li>- Prepare adequately for the interaction activity to achieve effective communication</li> </ul>  | Level of mastery / Percentage | Comment |
|---|--|-------------------------------|---------|
| <b>Assessment criteria and task specification</b> | <p>Planning:<br/>- Prior knowledge<br/>- Preparation</p> <p><b>Sub-task 3.1.1</b><br/>Discuss with members of one's own group to prepare the collaboration in a multicultural context (to prepare the future common construction of the lego model with the other group):</p> <ul style="list-style-type: none"> <li>• Activate prior knowledge: What skills are needed in this context? How will you negotiate and move the project forward in a constructive atmosphere? Consider different perspectives and different possible solutions</li> <li>• Prepare for the negotiation in separate groups, A and B (<b>A does not know the rules and strategies of B and vice versa</b>):             <ul style="list-style-type: none"> <li>○ Understand and memorize your group's rules and requirements</li> <li>○ Define a group strategy, put forward a few initial ideas for the model</li> <li>○ Prepare linguistically for building the model; find the necessary vocabulary, expressions for clarification, asking questions, language of negotiation, etc. by drawing on the multilingual repertoire of the group members, etc.</li> <li>○ each group member participates actively</li> </ul> </li> <li>• Note down the discussion in a joint document created by the whole team. Include the nature of the</li> </ul> |                               |         |

|  |  |  |                                      |                |
|--|--|--|--------------------------------------|----------------|
|  |  | preparation: participation, strategies and linguistic preparation (short list of bullet points)  |                                      |                |
| Assessment criteria and task specification | <b>3.2.</b>  | <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b><br><b>Skills / strategies: Intercultural skills and competences for academic and professional spoken interaction</b><br><b>Learning outcomes:</b> Work purposefully in multicultural groups, negotiating and cooperating in order to optimize communication to achieve a goal   | <b>Level of mastery / Percentage</b> | <b>Comment</b> |
|  |  | Collaboration to produce in common the model (with lego blocks); both teams A and B work together, each person participates actively in the discussion to obtain a common result and based on a consensus  |                                      |                |
|  | Openness I: Tolerance of ambiguity<br><i>- Acknowledgement</i><br><i>- Adaptation</i>  | <b>Sub-task 3.2.1</b> <ul style="list-style-type: none"><li>• Participate actively in the cooperation/negotiation even if the situation is unclear</li><li>• Interact constructively, highlighting common ground</li><li>• Act calmly</li></ul>  |                                      |                |
|  | Openness II: Respect of otherness<br><i>- Curiosity</i><br><i>- Neutrality</i><br><i>- Making explicit</i>                                     | <b>Sub-task 3.2.2</b> <ul style="list-style-type: none"><li>• Enable others to clearly understand one's own method of functioning, points of view, values and representations</li><li>• Express acceptance of different ways of functioning, points of view, values and representations</li><li>• Compare differences and similarities and systematically seek common ground</li></ul>   |                                      |                |
|  | Adaptability I: Behavioral flexibility<br><i>- Acknowledgement</i><br><i>- Identification</i><br><i>- Adaptation</i><br><i>- Common ground</i> | <b>Sub-task 3.2.3</b> <ul style="list-style-type: none"><li>• Suggest alternatives and/or solutions, make suggestions, clearly explain your team's position; argue for and defend that position</li><li>• Listen to others' contributions and reactions and build on them</li><li>• Adapt to the circumstances and accept compromise when appropriate</li></ul>  |                                      |                |
|  | Adaptability II: Communicative awareness<br><i>- Self-knowledge</i><br><i>- Questioning</i><br><i>- Clarification</i><br><i>- Adaptation</i>   | <b>Sub-task 3.2.4</b> <ul style="list-style-type: none"><li>• Adapt means of communication (invite others to express themselves, paraphrase and summarize if necessary in different languages of your multilingual repertoire, check understanding (e.g. by repeating, reformulating, giving examples, translating, helping others to understand each other) and adapt style (direct, indirect, register) to ensure understanding</li><li>• Clarify possible misunderstandings</li></ul> |                                      |                |
|  | Knowledge I: Knowledge discovery<br><i>- Way of functioning</i><br><i>- Differentiation</i>  | <b>Sub-task 3.2.5</b> <ul style="list-style-type: none"><li>• Ask pertinent questions to become more aware of others' conventions, customs, requirements and rules, and to fully understand different positions</li><li>• Explain own conventions, customs, requirements and rules</li><li>• Compare different conventions, customs, requirements and rules</li></ul>  |                                      |                |

|  |  |  |  |  |
|--|--|--|--|--|
|  | Knowledge II: Empathy<br>- <i>Other's feelings</i> | <b>Sub-task 3.2.6</b> <ul style="list-style-type: none"> <li>Find out about others' feelings within the context</li> <li>Demonstrate clearly (via language, gesture and facial expressions) understanding of others' feelings</li> </ul> |  |  |
|--|--|--|--|--|

|   |   |  |  |                                      |                |
|---|---|--|--|--------------------------------------|----------------|
| <b>Assessment criteria and task specification</b> | <b>3.3</b>  | <b>Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context</b>   |  | <b>Level of mastery / Percentage</b> | <b>Comment</b> |
|   | <b>Skills / strategies:</b> Strategies for academic and professional spoken interaction<br><br><b>Learning outcome:</b> Reflect on one's own/group's spoken interaction strategies and design a way to improve them |  |  |                                      |                |
|   | Assessment and reflection:<br>- Own interaction and interaction strategies<br>- Transfer/connections  | <b>Sub-task 3.3</b><br>Write a brief report describing the way you perceived and interacted during the cooperation by reflecting on the following questions:<br><br><u>General:</u> What was more successful and what was less successful throughout the collaboration?<br><br><u>Aspects of intercultural communication competence:</u> <ul style="list-style-type: none"> <li>Tolerance of ambiguity: What was pleasant and what bothered you during the activity (with the members of your group and also concerning the communication between the two groups)?</li> <li>Respect of otherness: How did you react to the other team's actions and remarks? What surprised you? What enabled you to understand their opinions? What difficulties did you come across?</li> <li>Behavioral flexibility: Who compromised? How and why? What enabled you to move forward in the project?</li> <li>Communicative awareness. What did you notice in the use of language and communication (verbal, non-verbal, gestures, expressions?) Could you make yourself understood (your way of functioning, your rules?)</li> <li>Knowledge discovery: What were the ways of functioning / the rules of the other team? How did you find out?</li> <li>Empathy: What emotions, feelings did you notice in each other?</li> </ul> <u>Transfer/connections:</u> <ul style="list-style-type: none"> <li>What did you learn during the negotiation/communication? (Positive points, challenges, surprises...)</li> <li>What could you improve?</li> <li>Name one other situation where could apply what you have learned.</li> </ul> |  |                                      |                |

### Overall achievement for task 3

#### Circle what applies

|                  |            |             |              |            |                                       |
|------------------|------------|-------------|--------------|------------|---------------------------------------|
| Level of mastery | Inadequate | Basic       | Satisfactory | Full       | <b>Overall achievement for task 3</b> |
| Percentage %     | 0 – 49.9 % | 50 – 59.9 % | 60 – 79.9 %  | 80 – 100 % |                                       |

## Appendix

### Role play cards (teams only have information about their own team A or B)

**Team A** (local architects/engineers): You are all shell-shocked after the catastrophe, the families are desperate. You must act quickly! You have been looking forward to receiving the NGO's help, but you are also afraid of being dominated by them. For you:

- 1) The colour blue cannot be used for the walls (e.g. for religious reasons or other beliefs).
- 2) Your team wants to build a pointed roof, as it will be more efficient during heavy rain.
- 3) For ecological reasons, all the material should be used to avoid waste.
- 4) Define a group strategy and put forward a few ideas for the model.

**Team B** (NGO architects/engineers): You are enthusiastic about helping the local population and discovering another lifestyle, but you fear that the differences will be pronounced and could cause obstacles. For you:

- 1) The project must be completed rapidly with the kit sent from Europe
- 2) Suggest a house on stilts (pile dwelling) as it is safer in case of sudden flooding.
- 3) Your team prefers a flat roof as it is quicker to build.
- 4) You don't necessarily have to use all the material provided.
- 5) Define a group strategy and put forward a few ideas for the model.



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

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### INSTITUTIONAL INFORMATION

|   |  |
|---|--|
| <b>Institution</b>  | University: Université de Lausanne, CH<br>Faculty: Centre de langues   |
| <b>Programme</b>  | Programme: transversal<br>Module/Course: several programmes  |
| <b>Cycle</b>  | <input checked="" type="checkbox"/> BA <input checked="" type="checkbox"/> MA <input type="checkbox"/> Other please specify _____  |
| <b>Expected learning outcomes of programme/module/course/</b> | <ul style="list-style-type: none"> <li>- Understand and critically analyse a wide range of texts and text types including abstract, structurally complex and lengthy writings in different languages</li> <li>- Within one's own multilingual repertoire, understand a text written in one language and summarise it in another language</li> <li>- Present detailed information on a wide range of topics and on complex issues in different languages</li> <li>- Identify and interpret information in its cultural context</li> <li>- Work purposefully in multicultural groups, negotiating and cooperating in order to optimise communication to achieve goals</li> <li>- Use a variety of strategies to manage the coexistence of several languages and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining, classifying and communicating information</li> <li>- Reflect on one's own spoken interaction strategies and design ways to improve them</li> </ul> |
| <b>Number of ECTS</b>   | 3 for a one semester language and communication course   |
| <b>Type of assessment</b>                                     | <input checked="" type="checkbox"/> Continuous <input type="checkbox"/> Final exam <input type="checkbox"/> Validation of module <input type="checkbox"/> Other please specify _____   |



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