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

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Institution	University: The Open University, Faculty: Open University Business School OUBS
Title of scenario	**Presenting a proposal in a business context**
Topic in keywords	Multilingual business study, comparing European cities, negotiating, presenting a proposal,
Student	Name: ID:
Deadline	Date: — Received:
Form(s) of assessment	☒ Teacher ☐ Peer ☐ Self-assessment
Setting	You work for an industrial component supplier in Detroit. Your company has decided to set up a new factory and is considering two different cities in Europe. In this context, you have to do some research on the potential of each city, and propose one of them for the location of the new factory to a group of colleagues around the world
Tasks overview	**Task 1 (4 hours): Gathering information and writing notes** You will be provided with reports on the economy, social life, and business history of the two cities in English, in the language of the country in question, but also in one or two other languages where there have been similar studies by companies. For this you will need to: 1.1. Read all the information provided and find other relevant information on the internet about the two cities in various languages. 1.2. Take notes on the information you gather in different languages as appropriate. 1.3. Evaluate the information and write a list in two languages of the main advantages and disadvantages in relation to each city. **Task 2 (3 hours): Discussing, negotiating and agreeing** You will meet with a colleague in order to decide together which city should be chosen. During this meeting you will need to communicate at least in two languages. For this meeting you will need to: 2.1. Compare the information you have gathered in your lists; organise your lists about both cities in terms of office space, staff retention, skilled labour, language skills, connectivity, facilities, accessibility, and freight time using two languages. 2.2. Consider the advantages and disadvantages of the two cities. Decide which would provide the best location based on your evidence. **Task 3 (3 hours): Producing a short presentation** You will be presenting your choice of city to your Chief Executive Officer and a committee of representatives of your company in other countries. You will need to prepare your presentation in one language but you will need to make your oral presentation in another language. For this presentation you will need to: 3.1. Prepare a slide presentation (maximum 10 slides, 8 minutes) with the main information about the city you are recommending. 3.2. Deliver your presentation 3.3. Respond to questions from your audience

Resources	Task 1: See appendix					
Multilingual student profile required for scenario outputs		*Reading*	*Listening*	*Spoken interaction*	*Spoken production*	*Writing*
	French	B2	B2	B1	B2	B2
	Spanish	B2	B2	B1	B2	B2
	German	B2	B2	B1	B2	B2
	English	B2	B2	B1	B2	B2
	Intercultural skills and competences	-	-	-	-	-
	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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Assessment scheme

Level of mastery	Inadequate	Basic	Satisfactory	Full
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %

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

Task 1

✏ **(3 hours): Gathering information and writing notes**

Expected output: A written bilingual list about two cities on the basis of written documentation

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 the coexistence of several languages in 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 and task specification	Planning: - Prior knowledge - Prediction	**Sub-task 1.1.1** What do you already know about these two cities? Please note at least 4 elements that you consider might be important.		
	Effectiveness in execution I: - Overview - Decoding - Reference tools reading (range, appropriateness flexibility)	**Sub-task 1.1.2** • Name two examples where you draw upon your knowledge of different languages, including your L1(s) and other compensation strategies to retrieve information and meaning, e.g. inter-comprehension strategies (comparing and contrasting text types, words or grammar structures, translation, inferring from context), or to cover gaps when writing (or preparing to write) a summary in another language within your repertoire. • What kind of on-line or off-line resources did you use for the task and for what purpose? Give two examples of use.		

| | Effectiveness in execution II:
- Checking
- Highlighting
- Information management | **Sub-task 1.1.3**
• Use visual techniques during reading to optimize orientation and understanding (mark main points, underline, mark unclear passages, find headings/titles, key words, personal comments, etc.). Give two examples which show what techniques you used and how you used them and explain why they are appropriate for the purpose.
• Choose one of the cities and organize main points in a poster (mind-map), put all the main notions in two/three languages (such as the language of the reading material, and the language of the list) . | | |

1.2	**Core competence: Can access, evaluate and manage multilingual and multicultural information and knowledge sources** **Skills / strategies**: Academic and professional reading skills in at least three languages ((including L1) **Learning outcome:** - Understand and critically analyse a wide range of texts and text types including abstract, structurally complex and lengthy writings in different languages - Understand and interpret complex graphic and visual information in written texts in various languages - Manage information in one's own field by relating input to other material and making connections within a given area and beyond it	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Understanding of discourse development	**Sub-task 1.2.1** • What are the strong arguments for this city? Write in at least two languages 4 main points.		
	Micro-comprehension	**Sub-task 1.2.2** • Identify and note down in at least two languages 3 sub-elements of each argument, sufficiently clearly so that they can be used as support for the discussion in relation to each city.		

1.3	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional writing skills in at least three languages (including L1) Learning outcome: - Write clear, well-structured and detailed texts on a variety of complex topics in different languages - Organize, synthesize and evaluate relevant research information for various formats of academic writing, including non-specialist audiences in different languages	Level of mastery / Percentage	Comment
Assessment criteria and task specification	Topic content: Content - Information points covered -Relevance	**Sub-task 1.3.1** • Write and briefly explain at least four advantages of the chosen city		
	Thematic development	**Sub-task 1.3.2** • Write a clearly organized list of bullet points in at least two languages, that is coherent and uses suitable linking devices		
	Micro-readibility I (Grammatical accuracy)	**Sub-task 1.3.3** • Use an adequate range of grammatical structures (see assessment grid)		
	Micro-readibility II (Vocabulary control and range)	**Sub-task 1.3.4** • Use with ease an adequate range of both general and specialized vocabulary (see assessment grid)		

Overall achievement for task 1

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	**Overall achievement for task 1**
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Task 2

⌛ (3 hours): Discussing, negotiating and agreeing

Expected outputs:
- Spoken comparison of strengths and weaknesses of the two cities
- An agreed decision on which city to recommend to CEO
- A written statement of the decision and the rationale - all demonstrating exploitation of at least 2 languages

2.1.	**Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context** **Skills / strategies**: Strategies for academic and professional spoken interaction **Learning outcomes:** - Be sensitive to a speaking partner's difficulties in expressing themselves in L2(s) and give assistance in formulation. - Use the alternation of languages as a participation strategy (participants use their best mastered languages productively and are capable of understanding the languages used by their interlocutors. - Apply strategies to monitor during the spoken interaction whether the chosen communicative approach is appropriate and adapt it if needed.	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Planning: - Prior knowledge - Preparation: spoken interaction (appropriateness)	**Sub-task 2.1.1** Report on pre-interaction consideration of which parts of the interaction would be best done in which language, using knowledge of the languages and of the interlocutor's linguistics strengths		
	Effectiveness in execution I: - Active participation - Compensation - Accommodation: spoken interaction (range, appropriate-ness, flexibility)	**Sub-task 2.1.2** Demonstrate flexibility in implementing original plan for the interaction by making at least 2 accommodations of the interlocutor's engagement, e.g. apply flexibly a variety of appropriate strategies including translanguaging and mediation strategies allowing to accommodate contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation		
	Effectiveness in execution II: - Monitoring - Information management: spoken interaction (appropriateness, flexibility)	**Sub-task 2.1.3** At least twice, demonstrate that you are exploiting intonation and stress to enable interlocutor to comprehend more effectively		

	Assessment and reflection: - Own interaction and interaction strategies	**Subtask 2.1.4** Analyse and assess your own achievement. Review the interaction with the assessor		

2.2.	**Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context** **Skills / strategies**: Academic and professional spoken interaction skills in at least three languages (including L1) **Learning outcomes:** Manage in several languages various kinds of oral communication situations related to work, including participating in, and leading meetings/negotiations, client encounters, international relations, team-working e.g. in problem-solving and project contexts, networking and collaborating internationally etc. in both face to face and virtual environments	**Level of mastery / Percentage**	**Comment**
Assessment criteria and task specification	Macro-comprehensibility: Clarity of message - Format - Adaptation to speaking partner/s	**Sub-task 2.2.1** Provide at least 3 turns in the discussion, elaborating on strengths or weaknesses of a city that the interlocutor responds to with evidence of comprehension. Some part of the 3 turns is to be in a different language to student's first language.		
	Discourse development: Discourse management - Relevance of topics - Coherence and cohesion	**Sub-task 2.2.2** Provide 3 turns which explicitly build on interlocutor's contribution, paying particular attention to parts which were expressed by interlocutor in a language that is different to student's own language.		
	Micro-comprehensibility II: Lexical resource and control - Appropriateness (register) - Range - Flexibility	**Sub-task 2.2.3** For each of the city features which you present on, use at least 2 technical terms which are relevant to that feature. At least 4 of these terms to be in a language other than your own language		
	Micro-comprehensibility IIII: Fluency, non-verbal communication - Ease - Fexibility	**Subtask 2.2.4** At least twice, move smoothly between two languages without lack of comprehensibility		

2.3.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context Skills / strategies: Academic and professional writing skills in at least three languages (including L1) Learning outcomes: Network and collaborate in virtual environments and produce different written documents related to projects, including meetings, client encounters, presentations, project proposals and project plans, reports, minutes, technical documentation, etc. in various languages		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Topic content: Content - Information points covered - Relevance	**Sub-task 2.3.1** Synthesise the outcomes of the spoken interaction to create an 'advantages and disadvantages' list that provides basis for presentation		
	Micro-readability II: Vocabulary control and range - Appropriateness - Register and style - Rang	**Sub-task 2.3.2** The writing is in note form for own reference in developing the presentation (as opposed to for another to read), but should contain at least 5 appropriate register features for the context of the intended presentation		
	Micro-readability II: Vocabulary control and range - Appropriateness - Register and style - Range	**Sub-task 2.3.3** Writing to contain at least 5 features which are subsequently used in order to establish the rhetorical effect of the presentation on the audience		

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

✎ **(3 hours): Producing a short presentation**

Expected outputs: Bilingual oral proposal supported by visual presentation and interaction with a multilingual audience

3.1.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Academic and professional writing skills in at least three languages (including L1) **Learning outcomes:** Network and collaborate in virtual environments and produce different written documents related to projects, including meetings, client encounters, presentations, project proposals and project plans, reports, minutes, technical documentation, etc. in various languages		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Macro-readibility	**Sub-task 3.1.1** Select an adequate tool for your presentation (e.g. PowerPoint), compose 10 slides with key information highlighting the advantages of the proposed city, and add appropriate visual illustrations such as images and graphs.		
	Micro-readibility II	**Sub-task 3.1.2** Use with ease an adequate range of both general and specialized vocabulary (see assessment grid)		
	Overall communicative quality	**Sub-task 3.1.3** Produce a presentation that is informative and interesting to read for your target audience.		

3.2.	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context **Skills / strategies**: Academic and professional spoken production in at least three languages (including L1) **Learning outcomes:** Give a well-structured presentation/information session on topics within one's field of work in different languages.		Level of mastery / Percentage	Comment
Assessment criteria and task specification	Micro-comprehensibility II	**Sub-task 3.2.1** Use an adequate range of general and specialised vocabulary at the required level of formality and in a different language to the language of your visual presentation.		
	Micro-comprehensibility III	**Sub-task 3.2.2** Speak clearly with appropriate volume and speed adapting your rhythm as necessary.		
	Overall communicative quality	**Sub-task 3.2.3** Create an engaging interactive relationship with the audience, use appropriate examples, humour, references and non-verbal communication.		

3.3	Core competence: Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context	Level of mastery / Percentage	Comment
	Skills / strategies: Academic and professional spoken interaction skills in at least three languages (including L1)		
	Learning outcome: Argue relevantly and justify a point of view / highlight one's own point of view effectively in different languages.		
Assessment criteria and task specification	Discourse development **Sub-task 3.3** Build on your audience's contributions and questions to redefine your proposal.		

Overall achievement for task 3

Circle what applies

Level of mastery	Inadequate	Basic	Satisfactory	Full	Overall achievement for task 3
Percentage %	0 – 49.9 %	50 – 59.9 %	60 – 79.9 %	80 – 100 %	

Appendix

Resources in English	
Limoges	General economics: http://www.ville-limoges.fr/index.php/en/economy-a-employment/the-most-important-economic-hub-of-the-centre-west-of-france Ceramics industry: http://urbact.eu/fileadmin/Projects/UNIC/documents_media/unic_interieur_bdef.pdf
Hamburg	Chamber of commerce promotion: http://www.hamburg-economy.de/service-for-companies/2222552/economic-indicators.html Real state in Hamburg: http://www.businesswire.com/news/home/20130306005553/en/2013-Real-Estate-Industry-Focuses-Hamburg
Valencia	General information: http://en.wikipedia.org/wiki/Valencia Economical development: http://www.hellovalencia.galeon.com/productos674541.html
Resources in Spanish	
Limoges	Video about porcelain factory and history (in Spanish with interviews in French): http://mediacenter.dw.de/spanish/video/item/501255/Porcelana_art%C3%ADstica_de_Limoges_Idea_local_%C3%A9xito_mundial/ Pagina web, guia: http://es.franceguide.com/destinos/francia/regiones-y-ciudades/limousin/limousin-un-destino-natural/Descubrir-Limoges-capital-mundial-de-la-porcelana-y-los-esmaltes.html?NodeID=2965&EditoID=223242
Hamburg	Comercio en Hamburgo: http://www.hwf-hamburg.de/contentblob/3920870/data/standortbroschuere-hh-spanisch.pdf Historia de Hamburgo: http://turismo.org/historia-de-hamburgo/
Valencia	*Valencia en cifras:* http://www.valencia.es/ayuntamiento/estadistica.nsf/0/6DA461C2D061E0E2C1257448004BADB0/$FILE/Recull2012_Castellano.pdf?OpenElement&lang=1 *Informe de la Camara de Valencia:* http://www.camaravalencia.com/es-ES/servicios/infoeconomica/estadísticas_economicas/Documents/CV%20en%20cifras%202012.pdf *Economía de Valencia* http://es.wikipedia.org/wiki/Econom%C3%ADa_de_Valencia_(ciudad)
Resources in French	

Limoges	Découvrir Limoges http://www.ville-limoges.fr/index.php/fr/decouvrir-limoges Limoges en chiffres http://www.linternaute.com/ville/limoges/ville-87085
Hamburg	Wikipedia http://fr.wikipedia.org/wiki/Hambourg Information génerale http://www.science-allemagne.fr/fr/la-recherche-en-allemagne/lander/hambourg/hambourg-presentation-generale-enseignement-superieur-et-recherche/
Valencia	Wikipedia http://fr.wikipedia.org/wiki/Valence_(Espagne) Zones industrielles http://rives.revues.org/426
Resources in German	
Limoges	Limoges entdecken http://www.ville-limoges.fr/index.php/de/limoges-entdecken Daten & Fakten http://www.reiseweltatlas.de/Limoges.html
Hamburg	Hamburg als Wirtschaftsstandort http://www.hwf-hamburg.de/wirtschaftsstandort/ Hamburgisches Weltwirtschaftsinstitut http://www.hwwi.org/themenfelder.html
Valencia	Kultur und Wirtschaft http://www.spain-online.de/costablanca/staedte/valencia/kultur/wirtschaft.htm Arbeitsmarktinformationen https://ec.europa.eu/eures/main.jsp?lang=de&acro=lmi&catId=448&countryId=ES&regionId=ES5&langChanged=true

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INSTITUTIONAL INFORMATION

Institution	University: The Open University Faculty: Open University Business School
Programme	Programme: the BA (Hons) in Business Studies, the BA (Hons) in Leadership and Management and a FELS qualification: BSc (Hons) in Sport fitness and coaching. Module/Course: B325 Managing across organisational and cultural boundaries
Cycle	☒ BA ☐ MA ☐ Other please specify _____
Expected learning outcomes of programme/ module/course/	- Synthesise, critically evaluate and challenge existing knowledge of inter-organisational relations (IOR) and organisational behaviour (OB) - Identify and critically assess different perspectives on managing and organising - Use conceptual frameworks to describe functions of organising and managing in and across organisational and international contexts - Critically evaluate theories in relation to personal experiences, organisational, inter-organisational and international setting with which you are familiar and the relative standpoints of others within different contexts - Articulate ideas and communicate effectively using appropriate IOR and OB concepts to specialist and non-specialist audiences.
Number of ECTS	30
Type of assessment	☒ Continuous ☒ Final exam ☐ Validation of module ☐ Other please specify _____