SYNTHESIS REPORT

ON DATA COLLECTED IN WORKPACKAGE 1
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WP 1 DELIVERABLES

Data collection and reporting instrument template *in order to map the field*
in relation to existing

- *practices, initiatives, tools, projects and elements already existing in CEFR and its complementary studies and tools – and in relation to multilingual and multicultural academic communication competence*

in order to be able to

- *determine the disciplines to work with during the project and explore possible ways and strategies of integration of a multilingual and multicultural academic communication competence module into the disciplines*

Synthesis report *which integrates the analysis of the data collection and*

- *defines the field of multilingual and multicultural academic communication competence*
- *gives an overview of what areas are already covered to supplement the CEFR and what can be integrated in the elaboration of the academic ePortfolio and in the module of scenarios as well as what elements are lacking and need to be developed or expanded by the project partners – multilingual approach + lifelong learning perspectives*
- *pools resources and expertise from the participating institutions for curriculum innovation through the design of the transversal module of scenarios and tools*
- *forms the basis of the work in WP 2, 3, 4, and 5*

REPORT CONTENTS

PART 1. TOWARDS CONCEPTUAL AND CONTEXTUAL DEFINITIONS – starting point

As there are two terms – **multilingualism** (used e.g. in EU documents for both community and individual levels) and **plurilingualism** (differentiated from multilingualism at the individual level in e.g. Council of Europe documents) - that are commonly used in the field for the same phenomenon, two definitions are also presented here as a starting point. The same two terms appear in the text that follows, depending on what source materials have been used. Clarifying the terminology to be used in the conceptual framework designed in the MAGICC project is an essential and challenging task that will require in-depth discussion and negotiation.

There is a multiplicity of existing understandings of **multilingualism**, depending on whether the perspective is sociolinguistic, communication, identity, cognition, translation, learning, or agency and participation. The older conceptualizations saw multilingualism as "multiplied" monolingualism, where languages were present as bounded entities, each with a defined system of its own, and one language was used at a time. Recent views see languages as resources for social and other actions, in other words, people use their multilingual resources in their local contexts, often simultaneously, interacting with the context. Furthermore, new conceptualizations emphasize the fact that "multilingualism needs to be seen as language resources which may be heterogeneous and represent independent profiles and which are mobilized by individuals and groups with different kinds of effects and outcomes"[1]. Furthermore, recent sociolinguistic research approaches multilingualism as a dynamic repertoire of linguistic and discursive resources which an individual may use without experiencing that there are separate languages or varieties in it (heteroglossia; Leppänen), and that the repertoire never represents whole languages but only those resources which have become accessible through life experience (truncated multilingualism, comprising e.g. certain genres and registers; Blommaert) or which are available and necessary in pursuing certain communicative goals (polylingualism and (trans)languaging; Jorgensen, Moller)[2].

The Council of Europe definition of **plurilingualism**[3] refers to "lifelong enrichment of the individual's plurilingual repertoire, made up of different languages and language varieties at different levels of proficiency, including different types of competence. A person's plurilingual competence changes in its composition throughout life. A plurilingual person has a repertoire of languages and language varieties as well as competences of different kinds and levels within the repertoire. Plurilingual education promotes awareness of why and how one learns languages, awareness of and ability to use transferable skills in language learning, respect for the plurilingualism of others and the value of languages and L varieties irrespective of their status in society, respect for the cultures embodied in Ls and the cultural identities of others, ability to perceive and mediate the relationships which exist among Ls and cultures, and a global integrated approach to language education in the curriculum". Although not explicitly mentioned in this quote, the CoE definition of plurilingualism also includes one's mother tongue (L1) and its development throughout life.

Plurilingualism is "a necessary condition for mobility and enhancement of human capital in a global world. It is a key to societal participation and social cohesion, and vital in an information and learning society where access to and the management of knowledge and learning are crucial factors in social and economic development".

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[1] Lähteenmäki, M., P. Varis & S. Leppänen 2011. Editorial: The shifting paradigm: towards a re-conceptualisation of multilingualism, *Apples: Special issue on Mediated Multilingualism*, 5/1, 2-11.
[2] Ibid.
[3] *Plurilingual Education in Europe. 50 years of international co-operation.* Council of Europe: Language Policy Division, Strasbourg 2006, direct quotes from p.5 & p.17.

Regardless of the term used, there are substantial pedagogical implications that need to be considered. These include, among others, issues such as code-switching, accuracy and correctness, negotiation of meaning, communicative effectiveness, and tools and strategies with which individuals can cope with the multilingual and multicultural realities that they are faced with in education, working life, and life in general.

Both EU educational policies and the European Qualification Framework (EQF) emphasize the role of languages, communication, and intercultural competence in the creation and development of the European Higher Education Area (EHEA) and promotion of social cohesion. Moreover, they emphasize employability and life-long learning as key indicators of successful higher education. For example, the recent Bologna Policy Forum and the EHEA Ministerial Conference (both in April 2012) specify in their final documents the obligation of higher education in the development of graduate competences as follows:

> Today's graduates need to combine transversal, multidisciplinary and innovation skills and competences with up-to-date subject-specific knowledge so as to be able to contribute to the wider needs of society and the labour market. We aim to enhance the employability and personal and professional development of graduates throughout their careers. Lifelong learning is one of the important factors in meeting the needs of a changing labour market, and higher education institutions play a central role in transferring knowledge and strengthening regional development, including by the continuous development of competences and reinforcement of knowledge alliances. ... We stress the importance of the learning outcomes approach as a common base for mainstreaming lifelong learning. (Bucharest Communique 2012; Statement of the Third Bologna Policy Forum, *Bucharest, April 27th, 2012*)

As regards the EQF, then, the framework (link at the end of this draft) describes general core competences and learning outcomes for each cycle established during the Bologna process. Although the ability to communicate is also described separately, it is clear that there are many other language-related competences which relate to both CEFR and MAGICC directly. Consider for example the following:

- **First cycle:**
  - Able to gather and interpret relevant data to inform judgments
  - Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
- **Second cycle:**
  - Able to integrate knowledge and handle complexity, and formulate judgments with incomplete and limited information
  - Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously
- **Third cycle:**
  - Capable of research contribution which merits national or international refereed publication
  - Capable of critical analysis, evaluation and synthesis of new and complex ideas
  - Can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise (see full EFQ in Annex 1; but note that many countries have national frameworks which their HE needs to adhere to)

Learning to become an academic expert requires language, because it is through language that knowledge is constructed and mediated, and afterwards communicated to and shared with others. Subject specialists providing education in their fields are both experts in the discipline as well models for the kind of language and conceptual level communication that students need to learn in order to become members of the same community of practice. Particular types of instructional designs and learning activities are needed to make this kind of socialization possible, as well as benchmarks that make assessment of progress possible. As globalization also implies changes in learning environments proper and often also in the language(s) of learning, the new multilingual and multicultural context of

today's higher education presupposes many new skills and competence levels from students, not only in their mother tongue but possibly also in the language(s) of learning in general. It is to this effect that MAGICC attempts to work towards. The multilingual approach advocated by the project aims at using and expanding the multilingual repertory of the student in its entirety, thus enabling wider access to learning and negotiation of meaning with other multilingual and multicultural students, as well as maintenance and respect of diversity as an intricate value of full participation in globalized societies.

PART 2. OVERVIEW OF THE LEARNING OUTCOME DESCRIPTORS IN THE MAGICC DATA

There are many ways in which the data could have been synthesised and categorised. As examples, we could have used a classification according to *transferable academic skills* or *employability skills* or *critical thinking skills* – all of which can be related to academic communication competences. Other terms used include *soft skills* and *generic skills or competences*. The categories are usually quite general and overlap with one another. There are many such classifications available on the websites of educational institutions and career guidance units. As examples, consider the following:

TRANSFERABLE ACADEMIC SKILLS
Transferable Skills Project 2006 (http://www.skillsproject.ie) (skills specified after consultation with students, staff, and employers)
- *Critical thinking skills and analytical ability*
- *Ability to manage and direct own learning* (i.e. life-long learning skills & time management skills)
- *Research skills*
- IT skills (information management, evaluation, and production)
- *Problem-solving & decision-making skills*
- Team *working, networking, and negotiation skills*
- *Written and oral communication*
- *Presentation skills*

There is a basic recommendation for these skills to be developed on a cross-curricular basis in academic programmes in order for them to become transferable to new situations where learning is required. Language(s) is/are not specified.

CRITICAL THINKING SKILLS
 "Critical thinking is an intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication". www.criticalthinking.org
- *Self-direction, self-discipline, self-monitoring, and self-correction* (i.e. metacognition for learner autonomy)
- Ability *to gather and assess relevant information* (i.e. critical reading and media literacy)
- Ability *to come to well-reasoned conclusions and solutions, through testing them against relevant criteria and standards* (i.e. analysis, conceptualization & synthesis)
- Ability *to consider openmindedly alternative systems of thought and their assumptions, implications, and practical consequences* (i.e. reflection & evaluation)
- Ability *to communicate effectively with others in figuring out solutions to complex problems and in sharing information* (i.e. problem-solving, collaboration, & presentation)

Language(s) is/are not specified.

EMPLOYABILITY SKILLS

(The Employability Skills Framework (Australian Government: Department of Education, Science and Training. Final Report: Development of a Strategy to Support the Universal Recognition and Recording of Employability Skills. A Skills Portfolio Approach. December 2004)

Eight skill groupings to describe and define employability skills:

- *Communication* **skills** that contribute to productive and harmonious relations between employees and customers
- *Team work* **skills** that contribute to productive working relationships and outcomes
- *Problem-solving* **skills** that contribute to productive outcomes
- *Initiative and enterprise* **skills** that contribute to innovative outcomes
- *Planning and organising* **skills** that contribute to long-term and short-term strategic planning
- *Self-management* **skills** that contribute to employee satisfaction and growth
- *Learning* **skills** that contribute to ongoing improvement and expansion in employee and company operations and outcomes
- *Technology* **skills** that contribute to effective execution of tasks

Language(s) is/are not specified.

2.1. Synthesis of the general academic, discipline-specific, professional, and independent learning outcome descriptions

All the categorizations presented above relate to language use and communication and most of the learning outcomes in the data could have been accommodated in their categories. However, in the end we opted for using, in a slightly adapted form, categorizations of **academic** competences presented by Adamson (1993)[4] and Cottrell (2003)[5], because they seemed to reflect more directly what the data was showing and because the role of language and study skills was more explicit and added some elements to CEFR particularly in terms of higher education descriptors. Thus, the general, discipline-specific and professional learning outcomes, as well as the independent learning outcomes, provided in the data have been synthesised accordingly. It is important to bear in mind that in real academic situations, the separate skills are developed on an integrated basis and therefore, there is quite a lot of overlap in the data. Academic reading or listening, for example, is usually followed by some other activity, writing or speaking or examination or research, and various kinds of independent learning skills are usually integrated in teaching etc., but rather than presenting a very long list of learning outcomes representing all the various components of academic competence, we have opted to structure this part of the data in this way. We hope it will exemplify how these LOs are presently described in the partner institutions. It is often very difficult to distinguish between them, as they are dependent on the proficiency level(s) of the students, on the teaching practices, as well as on the discipline in question (e.g. professionally oriented disciplines and programmes, such as those for e.g. medical doctors vs. more general programmes, such as those in e.g. humanities). If there were many LO descriptors of the same skill, only one was taken or rephrased, and if the LO was so complex or ambiguous in its expression that assessment of its demonstration seemed to be difficult in practice (e.g. "use perspectives as a lens", "manage creative processes in oneself", "has developed skills") it was left out at this point. Moreover, all formulations with "will do s-g" were changed, as that modal verb form should not be used for expected

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[4] Adamson, H.D. 1993. *Academic Competence. Theory and Classroom practice: preparing ESL students for content courses*. London: Longman.
[5] Cottrell, S. 2003. *The Study Skills Handbook*. NY: PalgraveMacmillan.

learning outcomes but mainly for assessment (strictly speaking, "can do" is also for assessment; LO = what the student is expected to know, understand, and be able to demonstrate). Also, apart from some explicit references to L1, specification of language (L2/L3 etc.) was in most cases left out from the LO. Highlighted LOs refer specifically to the use of several languages (i.e. mediation), although the viewpoint might still be monolingual. Only very few indicated a move towards a plurilingual/multilingual framework. The boxes represent the core competences and skills listed in or adapted from the source materials by Adamson and Cottrell, but in this second version, specific references to CEFR have been added to the boxed descriptors to indicate what is already covered by CEFR and what might have to be considered in MAGICC.

RECEPTIVE SKILLS & STRATEGIES

A. ACADEMIC READING SKILLS & STRATEGIES (extensive reading; printed and electronic format)
   ***(OVERALL AIM for L2**: comprehending nearly as much as of a comparable text in L1)*
See CEFR: 4.4.2. Receptive activities and strategies (pp. 68-72): Reading
Level descriptions for overall reading comprehension at all levels, types of reading. Strategies also presented systematically.

- *locating information*: using appropriate strategies and speed
- *evaluating information*; involving understanding graphic and visual information, discourse markers and text organization; inferencing, interpreting, drawing conclusions, checking word meanings (when necessary – see also below in G. Dictionary skills)

Academic level (missing in CEFR):
- *predicting* on the basis of previous knowledge (about the world, about language, etc.)
- *managing and organizing information (while reading) for further use:* taking notes, synthesizing, rephrasing, citing, etc. (see also below in E. Information Management skills)

N.B. OFTEN FOLLOWED BY writing/speaking/examination/research etc.

General LOs

- *Is able to distinguish between various kinds of academic texts (e.g. reports, surveys, position papers) and identify their discourse structures and typical vocabulary*
- *Can distinguish from the text the techniques used by the author to support his/her statement (i.e. can "read" between the lines)*
- *Can read fairly long, demanding texts and summarise even complex subjects orally (in L2 and L1)*

Discipline specific LOs

- *Can read and skim/scan written text materials for key salient points*
- *Can read extensive discipline-specific texts with confidence and at sufficient speed*
- *Can read and understand texts on contemporary economic issues.*
- *Can recognize and explore disciplinary differences and how they influence the way knowledge is expanded and communicated*
- *Sait appliquer des stratégies de compréhension dans le domaine de la lecture combinée avec des techniques de prise de notes*

Professional LOs

- *Peut comprendre des cours magistraux, discours et rapports dans le cadre de la profession ou de la spécialisation même s'ils sont du point de vue du contenu et de la langue complexes.*

- *Peut comprendre des rapports ou des exposés spécialisés qui contiennent beaucoup d'expressions familières ou régionales, voire une terminologie inconnue.*

B. ACADEMIC LISTENING SKILLS AND STRATEGIES (during lectures, group work)
See CEFR: 4.4.2. Receptive activities and strategies: Listening (pp. 65-68) and audio-visual reception (pp. 71-72)

Academic level: MORE COMPLEX: MODE OR PURPOSE OF LISTENING
- *distinguishing between important and unimportant content* (and learning to follow the speaker's logic and style) →
- *taking notes* (without missing the points that follow)
- *synthesizing information, using abbreviations*
- *understanding and interpreting one's notes afterwards*

N.B. OFTEN FOLLOWED BY writing/speaking/exam etc.

General LOs

- *Can follow extended speech even when not clearly structured and relationships are only implied*
- *Can take detailed notes on lectures or talks, recording the information accurately for other users and uses*
- *Can take detailed and efficient notes to process and share information*
- *Understand lectures, recognize different forms of oral communication and participate in specialized conferences, seminars and workshops in L1 and L2*

Discipline specific LOs

- *Peut suivre l'argumentation dans une discussion portant sur des thèmes spécialisés ou d'intérêt spécifique et peut en comprendre les éléments particulièrement mis en évidence de façon détaillée*
- *Can use their (medical) communication skills in order to provide high-quality care (includes listening skills)*
- *Can manage various kinds of oral and written communication situations related to it projects, including meetings, client encounters, presentations, project plans, reports, minutes, etc.*
- *Understand (and use) academic and subject-specific terminology and concepts in communication*
- *Can apply listening strategies in order follow a course or conference in one's field*
- *Understand different elements of business English paying special attention to: finance, marketing, export and import etc.*
- *Sait utiliser des stratégies d'écoute (faire des hypothèses, faire le suivi, répondre, clarifier, interférer, évaluer…) pour suivre conférences, congrès, cours ou séminaires dans un contexte académique*

Professional LOs

○ *Is able to use listening strategies to understand the main points of standard speech encountered in a business environment*

○ *Can take a medical history from patients, relatives, or other people in a patient-oriented way, paying attention to both medical and communicative aspects*

○ *Can use listening strategies in situations involving everyday work related communication*

○ *Peut comprendre des cours magistraux, discours et rapports dans le cadre de la profession ou de la spécialisation même s'ils sont du point de vue du contenu et de la langue complexes*

○ *Peut comprendre des rapports ou des exposés spécialisés qui contiennent beaucoup d'expressions familières ou régionales, voire une terminologie inconnue*

PRODUCTIVE SKILLS AND STRATEGIES

C. ACADEMIC SPEAKING, PRESENTATION, AND INTERACTION SKILLS (depending on the pedagogical approach used)
See CEFR: 4.4.1. Productive activities and strategies and 4.4.3. Spoken interaction. More precisely: (pp. 58-61) Oral production, (pp. 63-65) Production strategies, (pp. 73-82) Spoken interaction and (pp. 84-87) Interaction strategies

Academic level DEMAND COMPLEX SITUATIONAL SKILLS AND GENRES:

○ *whole-class discussions*

○ *group work/team work* participation, leading, reporting

○ *seminar and presentation skills* - participant, discussant, presenter

○ *participation in ICT-enhanced academic events and in on-line interaction, preparing multimedia presentation*s for a larger audience and *collaborating electronically* for research or other purposes with colleagues not met face-to-face

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General LOs

○ *Can take part in a wide variety of spoken interactions, using appropriate discourse strategies, non-verbal communication/ pausing/stress/intonation*

○ *Can communicate competently and efficiently in a general academic context/ demonstrating a good command of both general and specialised vocabulary*

○ *Can express ideas and opinions clearly and precisely during academic discussions/ incorporating strategies for Q&A competently and efficiently*

○ *Can work purposefully in groups, negotiating and building on the contribution of others/ interacting for joint presentations and reporting*

○ *Can keep up an animated conversation on a wide range of general and academic topics*

○ *Can produce smooth-flowing, well-structured speech, showing control of the situation*

○ *Can relate own discussion contributions to those of other speakers*

○ *Can prepare, structure, and focus own communication in an appropriate way for different audiences (L1)*

○ *Can attend to the ethical issues of communication, such as taking responsibility for the consequences of communication (L1)*

○ *Can argue relevantly and justify a point of view / highlight one's own point of view effectively*

- *Can prepare & give clear/well-structured/audience-relevant spoken presentations on particular topics/field using appropriate styles and techniques*
- *Can participate in decision-making processes, including consideration of rationality in d-m, and the risks and ethical considerations involved in organisational d-m*
- *Can perform effectively in a team environment/problem-solving/in a virtual context*
- *Can give clear descriptions, integrating themes, developing points, and concluding appropriately*
- *Has a good command of vocabulary and circumlocution strategies, having to compromise rarely*
- *Can communicate fluently and appropriately with competent speakers of at least two languages in a variety of oral (and written) contexts, including academic ones, maintaining a high degree of grammatical accuracy and appropriate style*

Discipline specific LOs

- *Can analyze work-related cases and situations to identify problems in the organization and management of a functional area (L1).*
- *Can identify and communicate potential solutions based on knowledge of theory and applying it to their own work situation (L1)*
- *Sait rédiger un « texte oral », construire un discours clair, argumenté, cohérent, faire jouer images, métaphores, illustrations… (L1 théologie)*
- *Maîtriser les techniques de la communication orale en assemblée liturgique (langages non-verbaux, corporels…) (L1, théologie)*
- *Can pass on information, negotiate, manage, perform consultations, and participate in peer contexts*
- *Can deliver an academic presentation with a clear structure, professional delivery, appropriate vocabulary, grammatical accuracy and coherence, followed by a well-managed question and answer session*
- *Can logically, clearly and convincingly express the arguments and concepts of the main discipline, both spoken and in written form*
- *Can accurately communicate results in one's field , making use of all views, concepts, notions and techniques learned, in oral and written form in target language*
- *Kann geeignete rhetorische (verbale und nonverbale) Instrumentarien planen, bewusst einsetzen und automatisiert anwenden*
- *Can prepare an appropriate, illustrative and well argued presentation in his/her own field for a specific audience and create an interactive relationship with them*
- *Can make a field-specific professional presentation that follows internationally accepted norms*
- *Can define and explain terminology, phenomena and processes connected with their field of study*

Professional LOs

- *Sait négocier avec précision, exprimer ses idées et opinions et donner une présentation efficace dans un contexte professionnel*
- *Can advise patients, relatives, and other people involved on matters of diagnosis and proposed policy, while taking into account patients' personal circumstances and preferences and the physical and emotional burden on patients*
- *Can make an effective contribution to interdisciplinary teams in the fields of patient care, education, and research*
- *Can use their (medical) communication skills in order to provide high-quality care*

- *Understand the significance of interaction in the work of a psychologist/in managerial work (L1)*
- *Gesprächsformen: Besprechung, Diskussion, Debatte, Podiumsdiskussion, Verhandlung usw.*
- *Moderationstechnik: Methoden, Planung, Durchführung, Auswertung*
- *Verhandlungstechnik: Verhandlungszyklus, Harvard-Konzept*
- *Can interact in the context of discussion and realistic job-related situations (communicating by telephone, managing complaints, making requests, clarifying, describing processes and procedures, inform, etc.)*
- *Can make a professional presentation that follows internationally accepted norms*

D. ACADEMIC WRITING (AWr) SKILLS (as above, require integration of various skills)

See CEFR: 4.4.1.2. Written production (pp. 61-63); Production strategies (pp. 63-65); Written interaction (pp. 82-84) and Interaction strategies (pp. 84-85). See also Note-taking and processing text (p. 96)

Academic level: Completing written academic assignments in general
- *requires many other academic study skills*: critical thinking and reading strategies, synthesising, analysing, evaluating sources, processing and managing information, taking notes, using dictionaries, editing, writing guides, self-assessment etc.
- *also requires understanding and knowledge of discipline-specific (and culture-specific)* conventions in research writing and of appropriate academic practices for each genre
- *presupposes sufficiently fluent and accurate language skills* to enable flow of the text, coherence of argumentation, avoidance of plagiarism, and required level of abstraction and conceptualisation

N.B. progression of conceptual level requirements from BA to MA

General LOs
- *Can communicate effectively in writing, showing recognition of audience and purpose, maintaining high degree of grammatical accuracy and appropriate style/following appropriate conventions*
- *Can express ideas and convincingly present complex lines of reasoning/complex information, arguments, and ideas*
- *Can edit one's own and colleagues' texts, improving them stylistically and grammatically*
- *Can synthesize and evaluate research information for various formats of written academic communication*
- *Can write a (business/research/etc.) report following appropriate conventions*

Discipline specific LOs
- *Can understand the conventions of formal writing and specific characteristics of scientific texts in their own field*
- *Peut définir les notions-clé de sa filière*
- *Can write an academic research paper that is coherent, grammatically accurate and contains a wide range of subject appropriate and academic vocabulary*
- *Can logically, clearly and convincingly express the arguments and concepts of the main discipline, both spoken and in written form*

- *Can write concise, clear, and well-structured texts for different purposes, using appropriate language register*
- *Can accurately communicate results in one's field, making use of all views, concepts, notions and techniques learned, in oral and written form in target language.*
- *Can report quantitative and qualitative research and how to use references and citation without plagiarism*
- *Can apply the conventions, language and principles of academic writing in one's own field.*
- *Can edit one's own and colleagues' texts, providing constructive feedback and improving them stylistically and grammatically*
- *Can manage various kinds of oral and written communication situations related to it projects, including meetings, client encounters, presentations, project plans, reports, minutes, etc.*

Professional LOs

- *Know how to choose between content, structure and style of the text according to the communication purpose and target group in their own professional writing (L1)*
- *Sait ecrire dans un style approprié et bien structuré lettres commerciales, rapports, emails et mémos*
- *Sait écrire dans un style approprié, précis et cohérent dans un contexte professionnel juridique (lettres, résumés, mémos juridiques, etc.)*
- *Sait rédiger des textes professionnels appropriés pour la situation et la culture communicationnelles en question*
- *Kann Texte medien- und adressatengerecht aufbereiten*
- *Know how to produce professional and working life documents in L1and L2*

MANAGEMENT OF LEARNING

The following skills (E, F, G) are called general competences and strategies in CEFR. This section will probably need new classification principles in the future.

E. INFORMATION MANAGEMENT & EVALUATION SKILLS
- *Critical and economical* use of all kinds of dictionaries for *receptive* use (e.g. finding entry & relating to context) and *productive* use (e.g. finding word form, checking constraints, working out grammar and collocations, checking spelling/pronunciation)
- *Critical media literacy* - searching, selecting and using links critically, using on-line handbooks, materials, dictionaries and labs, organising and keeping track of electronically stored and catalogued notes, using references without plagiarism, etc.
- *Editing, feedback, and evaluation skills* (including self-assessment, peer assessment, and feedback – (see also the following section G on independent learning skills)

General LOs

- *Can extract information, ideas and opinions from specialized texts, using a dictionary*
- *Understands the types of knowledge and information management needed for research writing*
- *Can assess and evaluate the reliability of internet sources and use proper citation (without plagiarism)*
- *Can organize material*
- *Can conduct a literature survey*

- *Can report research results and discuss research outcomes*
- *Can edit one's own and colleagues' texts, improving them stylistically and grammatically*
- *Can do self-assessments*
- *Can respond to feedback from both peers and experts to improve own written and spoken communication, presentations, and learning*
- *Can give and receive peer feedback on academic writing (L1)*
- *Can give and receive peer feedback on interactive skills (L1)*
- *Knows about group dynamics and how to evaluate own contributions and group communication (L1)*

Discipline specific LOs
- *Can identify and communicate potential solutions based on knowledge of theory and applying it to their own work situation (L1)*
- *Can use the types of knowledge and information management needed for thesis writing*
- *Can demonstrate skills in synthesizing and evaluating research information*
- *Can assess, on the basis of appropriate criteria, one's own presentation skills and those of others*

Professional LOs
- *Can assess and develop own interactive skills in managerial communication (L1)*
- *Can independently formulate clear oral and written answers to legal questions.*
- *Kann für betriebliche Ereignisse Öffentlichkeit planen, herstellen und Wirkungsprozesse integriert analysieren und begleiten (Projektantrag, Projekthandbuch, Projektbericht, Leitbilder, Geschäftsberichte, Mitteilungen, Broschüren, schriftliches Feedback)*

F. INDEPENDENT (and LIFE-LONG) LEARNING SKILLS
See CEFR: General competences (pp. 101-108, including Declarative knowledge, Sociocultural knowledge, Intercultural awareness, Skills and know-how, Existential competence, Ability to learn)

Abilities to use appropriate tools for
- Critical and analytical thinking
- Identification and analysis of own strengths, weaknesses, learning styles and strategies
- Setting goals and objectives, and planning own learning (activities and strategies corresponding to personal needs)
- Organizing, assessing and monitoring own learning process
- Self-motivation and self-regulation
- Time and stress management
- Learning with and from others
- Making use of previous learning experiences

General LOs
- *Can identify personal learning needs and design a suitable plan of study or further training*
- *Can manage their own online learning using improved time management and organisational skills/Know how to use e-learning courses independently/Are familiar with independent learning techniques and methods*
- *Can evaluate electronic language learning materials critically*

- *Can identify own preferred or effective learning style*
- *Is able to make use of independent learning strategies/memory strategies to build up specialised academic vocabulary*
- *Has adopted a reflective practice for analysing personal learning goals and ways to achieve them/Has learning skills to self-reflect and ability to continue learning on the basis of experiences*
- *Has skills and attitudes for a reflective awareness of language phenomena and language learning/Can identify and discuss factors affecting language learning and apply that knowledge in own learning process*
- *Can perform critical self-assessment, peer assessment, and reflection*
- *Can activate and use prior knowledge as an advance organiser*
- *Is able to document one's own plurilingual profile*
- *Is able to accept ambiguity and uncertainty in communicative situations and learning in general*
- *Is able to transfer learning experiences of one or more languages to the learning of a new language*
- *Can reflect on learning process*
- *Can give and receive constructive feedback (L1)*
- *Sait reconnaitre ses qualités et ses faiblesses en apprentissage*
- *Can identify and discuss factors affecting language learning*
- *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*
- *Can reflect and use feedback from both peers and experts to improve their own learning.*
- *Can use a variety of theoretical perspectives and evidence collected from enquiries to reflect on their own professional practice*
- *Can manage their own online learning using time management and organisational skills*
- *Can broaden one's study techniques*
- *Can make use of independent learning strategies to build up specialized academic vocabulary*
- *Can transfer learning experiences to one or more languages to the learning of a new language*
- *Can develop memory skills, decoding skills, inferencing, predicting, imagining, rapid scanning, referring back and forth, using reference material*

G. EXAMINATION SKILLS (in academic contexts proper)
- *Preparation for exams* - reading skills, note-taking, interpreting own notes, synthesizing, etc.
- *Answering in exams* – attending to instructions, genre, register, oral/written test, instructor idiosyncrasies, cultural differences in academic practices, etc.

General LOs
- *Can independently formulate clear oral and written answers (to legal questions).*
- *Sait appliquer des stratégies pour mieux étudier et gérer les examens*

2.2. Synthesis of existing cognitive skills

As is clear from the above, both receptive and productive language skills and related study skills and strategies described in the form of learning outcomes already represent a broad variety of the cognitive operations required. It seemed unnecessary to repeat the whole list of verbs included in the LO descriptions at this point. Instead, as a reminder, the hierarchy of the cognitive domain is presented below, as well as a few examples from the data.

Hierarchy of the cognitive domain
(see Bologna handbook at **http://www.bologna-handbook.com/**

VERBS ASSOCIATED WITH EACH LEVEL

Level	Verbs
6. Evaluation	assess, justify, recommend…
5. Synthesis	summarise, organise, revise…
4. Analysis	analyse, compare, appraise…
3. Application	construct, apply, modify…
2. Comprehension	identify, predict, explain, classify…
1. Knowledge	recall, identify, describe, list…

Similar hierarchies for affective and psychomotor domains

- *Can recognize, compare and contrast different ways of analyzing business case studies and other material about contemporary business practice (L1)*
- *Can apply their knowledge in the analysis of practical business problems and issues (L1)*
- *Can recognize, compare and contrast different interpretations of and approaches to practical business problems and issues (L1)*
- *Can identify principles of both qualitative and quantitative research methods (L1)*
- *Can specify approaches to the purpose and practice of educational research (L1)*
- *Can recognize the ethical issues relating to all stages of an educational enquiry and be alert to potential dangers to participants (L1)*
- *Can analyze secondary texts for the purposes of documenting and analyzing art (L1)*
- *Can recognize the importance of primary sources (L1)*
- *Can comparatively evaluate different methods and approaches (L1)*
- *Can apply different methodological approaches (L1)*
- *Can assess the relevance and persuasiveness of arguments. (L1)*
- *Can frame appropriate questions for art historical investigation (L1)*
- *Can think critically and creatively: manage creative processes; organize thought, analysis, synthesis and critical appraisal; including identifying assumptions, evaluate statements in terms of evidence, detect logic or reasoning, identify implicit values, define terms adequately and generalize appropriately (L1)*
- *Kann Gespräche linguistisch analysieren: Gesprächsphasen, Sprecherwechsel, Rederecht, Feedbackverhalten*

○ *Can solve problems and make decisions: establish criteria, using appropriate decision techniques including identifying, formulating and solving business problems; create, identify and evaluate options; implement and review decisions*

GENERAL REMARKS

In most cases working life and disciplines were only referred to as "workplace context" or "his/her field", although there are special purpose courses in many partner universities for students of sciences, engineering, business, medicine, law etc. (For example, in the Finnish context, all teaching at our Language Centre in academic English (some 30 courses) is discipline-specific or professionally oriented, but we often use a general LO description of "his/her field" due to harmonization of main content and course purposes in different languages. Specific LOs are then presented and negotiated when students are signing up on their discipline-specific courses and groups.) The decision on which disciplines and professions might be the most suitable for the purposes of the MAGICC project is left for further discussion.

What is – of course – mostly missing is the multilingual operational framework in the sense of the MAGICC project, as although several languages might be involved it seems apparent that their co-existence has more to do with the teaching approach and activities and e.g. the assessment is either made from a monolingual viewpoint or without any consideration of this coexistence.

2.3. Synthesis of the learning outcome descriptions for intercultural communication competence and plurilingual competence – with dilemmas…

Defining and analysing **intercultural academic communication competence** is not only a key element of the MAGICC project endeavour but also a concept with a multitude of perspectives and description attempts. It also includes aspects which are not easy to formulate as learning outcomes, let alone as assessment criteria. As the starting point for the project discussion and analysis of this area, we chose as the first framework the Council of Europe publication by Lenz, P. & Berthele R. (2010, online pdf version) titled Assessment in Plurilingual and Intercultural Education – this particular one, because it already starts with assessment (and not with mere analysis of the abilities, skills, and attitudes involved in intercultural encounters). The second framework used in the synthesis is that of the INCA project, which is based on Byram's (2007) framework of Intercultural Communicative Competence (ICC), and also includes assessment. The plurilingual approach of the CARAP project was also consulted, as it includes a very comprehensive set of descriptors. (For Byram's whole ICC 1997 & 2007, see Lenz & Berthele 2010, p. 9)

Lenz & Berthele (p. 6) define intercultural competence as having "to do with the integration of "otherness" in one's thinking and actions", and continue that this definition is "significantly different from a concept of pluricultural competence, which highlights the plurality of cultures one may identify and is familiar with". The first one, according to them, is not necessarily linked with knowledge of languages, as it could materialize through a lingua franca, for example. The second concept, on the other hand, represents a "default" case of plurality and dynamics of languages and cultures. In this context, plurilingual communication competence refers to the ability to mobilize the language repertoire as a whole, to use existing competences transversally, i. e. to recombine existing knowledge and skills in any language(s) in order to respond flexibly to needs that arise in a multilingual environment.

It seems clear, however, that intercultural competence is a prerequisite for plurilingual competence to be materialized, which is why it is treated here separately from the other sets of learning outcomes in the data. It is also an essential starting framework for the future project discussion on the potential conceptual framework and appropriate constructs specifying learning outcomes and accompanying assessment criteria. In what follows, the sets of abilities with specific assessment needs as described and

listed in Lenz & Berthele are presented in the boxes (Intercultural competence, Intercomprehension, Mediation, Polyglot dialogue). Existing learning outcomes for intercultural communication competence in the data were categorized according to the INCA descriptors, because they relate more explicitly to communication. However, when these LOs clearly indicated a plurilingual viewpoint or practice, they are either highlighted or placed directly under the respective box.

INCA's three main categories, including two constituents, are from Byram's (2007) framework. These are then described at three levels of competence (basic, intermediate, full) for assessment purposes. The three strands and their constituent pairs are as follows:

1st strand: *openness*
- *respect for otherness* (ability to look at all customs and values from a distance, regarding them at the same time as worthwhile in their own right)
- *tolerance of ambiguity* (ability to accept ambiguity and lack of clarity and deal with it constructively)

2nd strand: *knowledge*
- *knowledge discovery* (ability to acquire and actually use cultural knowledge)
- *empathy* (ability to intuitively understand what other people think and how they feel)

3rd strand: *adaptability*
- *behavioural flexibility* (ability to adapt one's own behaviour to different requirements and situations)
- *communicative awareness* (ability to identify and consciously work with communicative conventions) (Lenz & Berthele 2010, p. 10)

(cf. http://www.incaproject.org/en_downloads/24_INCA_THE_THEORY_eng_final.pdf)

INTERCULTURAL (COMMUNICATION) COMPETENCE
Intercultural communication may be defined as situated communication between individuals or groups of different linguistic and cultural origins (LANQUA subgroup on IC) (N.B. can also be manifested using a lingua franca)

"Ability to use (and thereby enlarge) their pluricultural and intercultural repertoire in interact tion with otherness" + competences and attitudes for critical awareness and reflection (Lenz & Berthele 2010, p. 6-7) (N.B. can also be manifested using a lingua franca)

- ⭕ ability to identify with and have a share in different cultures (pluricultural competence)
- ⭕ ability to question the seemingly self-evident brought about by one's own cultural background;
- ⭕ ability to react in non-ego, ethno or socio-centric ways to other cultures or sub-cultures;
- ⭕ ability to analyse cultural otherness;
- ⭕ ability to reflect about intercultural competence and its uses;
- ⭕ openness and willingness to experience cultural and linguistic otherness;
- ⭕ acknowledging the value of cultural and linguistic diversity, variation and otherness;
- ⭕ acknowledging participation in a multicultural and multilingual society as a right and responsibility at the same time, etc.

Tolerance of ambiguity

- *Sait tolérer l'ambiguïté et l'incertitude*

Behavioral flexibility

- *Peut gérer les différences interculturelles de base et en saisir la portée dans le domaine de la communication*
- *Can understand intercultural differences and effectively communicate in group and cross-cultural person to person settings (eg. training, conference presenting)*
- *Can apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/ transnational setting*
- *Possess knowledge and skills for coping with intercultural situations in healthcare and can evaluate their own strengths and weaknesses in this respect*
- *Can exercise self-awareness and self-management, perform time management; exercise sensitivity to diversity in people and different situations; and continue learning (L1)*
- *Is able to adapt to different communication styles in different languages, e.g. taking account of the linguistic repertoire of their various communication partners in bi- and multilingual groups and use translanguaging for communicative effectiveness*

Communicative awareness

- *Is able to analyse one's own communication, emotional and cognitive reactions, and behaviour from a cultural perspective*
- *Can understand and be able to discuss fundamental principles and topics in intercultural communication from an interdisciplinary perspective*
- *Peut utiliser différents modes de communication ou différentes langues pour communiquer efficacement dans ses études (translanguage, code-switching, stratégies d'intercompréhension, médiation, multiliteracy)*
- *Can analyze and negotiate communication between people from different cultural backgrounds in both national and international settings*
- *Sait verbaliser, clarifier et surmonter les malentendus et les incompréhensions*
- *Sait traiter et interpréter les informations dans leur contexte culturel*
- *Can understand intercultural differences and effectively communicate in group and cross-cultural person to person settings (e.g. training, conference presenting)*
- *Can recognize and manage key communication factors affecting work well-being in a multidisciplinary and multicultural workplace*
- *Can understand and adapt to the special communication requirements of an interdisciplinary and intercultural work community (L1)*
- *Can develop increased critical understanding of cultural and institutional differences between national and regional contexts and their implications for leadership and management (L1)*
- *Sait identifier les fonctionnements des teams, réseaux et communautés multiculturels et multilingues travaillant dans le même domaine ou dans un cadre interdisciplinaire, face-à-face et/ou d'une manière virtuelle*
- *Peut utiliser les compétences interpersonnelles et interculturelles requises pour fonctionner dans des teams, réseaux et communautés multiculturels et multilingues travaillant dans le même domaine ou dans un cadre interdisciplinaire, face-à-face et/ou d'une manière virtuelle (selon les règles implicites ou explicites qui régissent les fonctionnements)*

- *Can exploit pre-existing sociolinguistic and pragmatic competences (developed in L1 or other L2s) to develop them further or to develop them in other languages*
- *Is aware that different cultural conceptions come into play even if a common language is used in a multilingual and multicultural group*

Knowledge discovery

- *Is aware of his/her values, norms, and customs related to his/her own (L1) culture/understands the significance of culture in interaction (L1)*
- *Is aware of different cultural norms and communication styles that may lead to misunderstanding or conflict*
- *Can understand and be able to discuss fundamental principles and topics in intercultural communication from an interdisciplinary perspective*
- *Can understand intercultural differences in research writing and in the academic world*
- *Has a high level of sensitiveness based on knowledge and insight regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level*
- *Sait identifier l'impact de la culture et des conventions académiques sur la communication*
- *Can understand and adapt to the special communication requirements of an interdisciplinary and intercultural work community (L1)*
- *Possess knowledge and skills for coping with intercultural situations in healthcare and can evaluate their own strengths and weaknesses in this respect.*
- *Can take into consideration possible ethnic, cultural, or social backgrounds that may impact the delivery of healthcare to individuals in society*
- *Recognize the relationship between language and social and political processes, as well as debates surrounding the historical and contemporary relationships between other languages*
- *Are aware of intra-cultural values and attitudes embedded in own society/können ihr eigeners Kulturbezogenes und Sozialisationsbedingtes selbstverständnis beschreiben und interkulturell diskutieren*

Respect of otherness

- *Can take into consideration possible ethnic, cultural, or social backgrounds that may impact the delivery of healthcare to individuals in society*
- *Peut servir de médiateur dans la recherche d'un terrain d'entente*
- *Is able to understand and respect cultural and linguistic diversity*
- *Can maintain a proper balance between personal and professional roles and show respect for interpersonal differences in professional relationships*

Empathy

- *Is able to analyse one's own communication, emotional and cognitive reactions, and behavior from a cultural perspective*
- *Can engage in and maintain therapeutic relationships with patients that are based on mutual understanding, empathy, and trust*
- *Can engage in open and respectful communication and show empathy and commitment*

INTERCOMPREHENSION

Intercomprehension refers to "using available knowledge of all kinds of previous language learning in order to understand texts in genetically related languages" (Lenz & Berthele 2010, p.6) and is intended to "facilitate learners' access to written texts in languages they have not expressly learned but which are genetically and thus often typologically related to languages already present in their plurilingual repertoires" (ibid, p. 25)

- Ability to quickly discover regularities within the unknown language and to relate them hypothetically to regularities known from other languages (e. g. in the domain of shared patterns of derivational morphology in the Germanic languages, in the domain of clause structure across Romance languages, etc).
- Ability to recognize internationalisms and, more generally, cognates across languages, i.e. apply perceptual tolerance in identifying words in an unknown target language.
- Ability to develop efficient heuristics for identifying crucial and less significant elements in an unknown text; the former need to be understood, but not the latter.
- Ability to use oral and/or written sources in several languages – and thereby diversify their plurilingual, pluricultural and intercultural repertoire - in order to build new knowledge in one or several disciplines

- *Peut faire appel à sa connaissance de différentes langues pour comprendre un texte écrit, voire oral, dans une langue à priori inconnu en reconnaissant des mots déguisés mais apprenant à un stock international commun*
- *Peut utiliser les concepts et mots de différentes langues y compris la langue première pour interroger les évidences et questionner une compréhension préconçue et permettre l'enrichissement conceptuel (défamiliarisation et relativisation) (knowledge contruction).*
- *Can use plurilingual repertoire as a resource for providing various kinds of access to information processing and retaining and classifying new information (knowledge constructio*n)
- *Peut s'assurer si les concepts font référence aux mêmes notions et représentations dans des langues différentes (en explicitant, comparant, expliquant)*

MEDIATION (CAN BE SPOKEN OR WRITTEN SOURCE AND SPOKEN AND WRITTEN PRODUCTION)
 "Communicative language activities of mediation carried out *by a third* person make communication possible between persons who are unable to communicate successfully with each other directly. ...Exact interpretation and translation are very specific examples of mediation. Also, mediation may be necessary within one language or involve two or more languages" (Lenz & Berthele 2010, p. 17)
N.B. CEFR p. 87 " In mediating activities, the language user is not concerned to express his/her own meaning, but simply to act as *an intermediary between interlocutors who are unable to understand each other directly* – normally (but not exclusively) speakers of different languages"

Mediation situations (Lenz & Berthele 2010, p.19):
- Face-to-face situation in which the mediating person as well as the persons who cannot understand each other directly, are all present. In this classical constellation for informal interpretation, asking for clarification regarding the source text, asking for support in formulating the target text, etc. are possible.

- Face-to-face situation in which the mediating person passes on to an interlocutor, in the language of the interlocutor, foreign-language information both have heard or read (e. g. an announcement); asking for clarification is possible

- Interpretation for groups, in front of a class or an audience; in these cases, asking for clarification is less possible.

- Without direct contact; communication delayed in time (situational embedding, asking for clarification, or asking for help with formulations, etc. is not possible)

- *Can treat in oral and written form in one's own language or another language of the plurilingual repertoire information from different oral or written sources in different languages (multilingual and multicultural settings*

- *Peut restituer des contenus essentiels d'une présentation orale offrant une certaine complexité et longueur, dans une autre langue sur des thèmes spécialisés de façon claire et en majeure partie en français*

- *Peut prendre des notes en français des contenus importants ou des points de vue de textes écrits dans l'autre langue sur des thèmes spécialisés pour des locuteurs francophones*

- *Peut restituer dans sa propre langue ou dans la langue commune des contenus importants de textes écrits sur de thèmes de sa propre spécialité à des personnes de l'autre langue*

- *Peut résumer les points importants de présentations orales en français et d'exposés dans son domaine de spécialisation pour des personnes de l'autre langue de façon facilement compréhensible dans la langue commune*

- *Peut, dans le travail dans une équipe multilingue et multiculturelle, utiliser divers modes de communication (traductions, reformulation dans d'autres langues communes avec certain participants, explicitations) pour assurer la participation des membres à profils divers.*

- *Can act as an intermediary between interlocutors who are unable to understand each other directly by reproducing orally information during an interaction (conversation, team work) in a common language and taking into account different cultural approaches and values when translating, summarising gist or reformulating, paraphrasing, explaining*

- *Peut développer des stratégies de médiation et communication interculturelle pour l'environnement plurilingue futur des étudiants par l'étude de thèmes et documents politiques, culturels et civilisationnels en Suisse et en Europe*

- *Peut décoder des situations interculturelles et mettre en œuvre des stratégies appropriées à la communication plurilingue en contexte public, en milieu spécifique et au quotidien*

> **POLYGLOT DIALOGUE (INTERACTION, COMPREHENSION, PRODUCTION)**
>
> "Polyglot dialogue is an interactional regime that allows for the use of two or more different languages or distant varieties in interpersonal interaction. Most often participants use one of their best-mastered languages productively and are capable of understanding the languages used by their interlocutors." (Lenz & Berthele 2010, p. 21)
>
> O Participants accept (explicitly or implicitly) that dialogue can take place without agreeing on one single language
>
> O Participants are sufficiently competent to produce language in their strongest/stronger language in a way that is intelligible for the listeners present who master this language to a lesser degree
>
> O Participants have sufficient receptive knowledge of the languages involved in order to understand their interlocutors using that language productively
>
> O Participants have enough intercultural competence to manage potential or actual misunderstandings that may spring from the different language and cultural backgrounds (This last point also applies to communication by means of a *lingua franca* to some degree.)

O *Is aware that different cultural conceptions come into play even if a common language is used in a multilingual and multicultural group*

O *Can shift easily between languages in order to have the situational flexibility and adaptability required by a multicultural study and work environment (multilingual settings)*

O *Peut utiliser dans une conversation avec des interlocuteurs francophones et germanophones des informations isolées mises à disposition et transmettre en alternant les langues, de façon claire et développée, et occasionnellement à l'aide de demandes, des contenus importants des différentes contributions portant sur des thèmes généraux et aussi étrangers*

O *Can make use of the lexical elements of other languages of the repertory to resolve communication problems (code switching)*

O *Peut utiliser l'alternance des langues dans l'interaction comme stratégie de participation (presence of different shared languages)*

O *Is able to cope with speakers with various accents including of non-L 1 speakers communicating in a different common language in a multilingual and multicultural group.*

Finally, Lenz and Berthele 2010 (p.8) present core competences for students who are acquiring new knowledge in their studies in plurilingual settings. This is also a very important viewpoint for MAGICC as these competences are essential in CLIL type education. There are also a few examples in the data about this. The competences listed are the following:

- ability to use (and thereby diversify) their plurilingual, pluricultural and intercultural repertoire in knowledge building
- ability to reuse (and not simply reformulate) in one language subject knowledge acquired in other languages
- ability to carry out the tasks and cognitive operations required by one or several disciplines in more than one language while respecting the disciplinary conventions linked to these languages
- ability to use oral and/or written sources in several languages in order to build new knowledge in one or several disciplines
- ability to use the epistemological approach to a given subject, which may vary according to educational cultures, in order to acquire a richer and more diverse knowledge of the subject

- ability to build more solid knowledge through bi- or plurilingual teaching, also through the linguistic opacity resulting from the use of 2nd or 3rd languages in the various subjects. Indeed, the absence of linguistic transparency can also contribute to building subject knowledge, as it leads the learner to think about the meaning of the words, the concepts behind those words and their exact definition
- ability to identify the cultural point of view particularly important in certain subjects (cf. history)
- ability to summarise different cultural points of view on a given subject

PART 3. OVERVIEW OF OTHER DATA COLLECTION OUTCOMES: *Good practice samples, scenarios, pilot approaches, and assessment forms and criteria presented in the data*

For the brief synthesis of these particular sections in the data we have only selected what might be directly relevant from the viewpoint of the project, in other words, only elements that already specify the use of more than one language. This is because at this point of the project work, when the learning outcomes to be included for MAGICC have not been formulated or decided upon, it is also not possible to describe either the aligned activities to be used for their achievement or the assessment that would indicate at what level this achievement appears to be. Many tasks, activities, and scenarios presented can later be modified to align with the new LOs.

GOOD PRACTICE SAMPLES and SCENARIOS and PILOTING
The following activities and scenarios in the data related to multilingualism and multiculturalism:

- multilingual and multicultural group activities
- workplace investigations and professional communication activities (need to be multicultural)
- awareness raising of intercultural issues (not mentioned how)/critical incidents
- company simulations (multicultural workplaces)/visitors from working life
- tandem learning/telecollaboration/collaborative online activities in mixed nationality groups
- videoconferencing (via skype, with learners abroad)
- comparative approaches for the development of intercultural competence
- intercomprehension activities between related languages
- integration of content and language(s)/immersion/CLIL
- contrastive approaches between languages
- tasks involving use of source materials in different languages – mediation activities
- independent language learning activities between student pairs – each one teaches his/her language
- exchange systems of professionals
- use of social media in multilingual and multicultural groups (pilot)
- plurilingual programmes (pilot)

As missing elements and suggestions for follow-up development the informants suggested an inventory of relevant scenarios for multilingual and multicultural academic and professional communication competence, as well as learning tasks which aim to expand the learners' repertoire and mediation skills in different forms in intercultural professional settings.

ASSESSMENT FORMS AND CRITERIA
As was mentioned above, assessment criteria depend on the learning outcomes that have been formulated and the aligned activities that are being used. The data shows very clearly that many different forms of assessment are used, depending on the teaching approach, instructional design, and institutional decisions (e.g. state exams, standardized exams, self and peer assessment, portfolios, reflections, etc.) and that the assessment criteria are dependent on these forms and on the objectives set. When the work in the project has advanced to considering assessment forms and criteria, the data

gathered can then be revisited. However, apart from using INCA assessment scales, CARAP descriptors, and CEFR and its related documents, the informants clearly stated that the main missing element has to do with developing assessment criteria for multilingual academic competence. More specifically, the following skills and strategies were suggested as needing specific descriptors and assessment criteria:

- ○ intercultural competence (professional purposes)
- ○ tasks and criteria for mediation skills
- ○ tasks and criteria for intercomprehension strategies
- ○ criteria for tasks including more than one language
- ○ learning to learn strategies and study skills
- ○ supplementary criteria for communication in multilingual and multicultural settings (e.g. negotiations, presentations)
- ○ multilingual models of assessment; communicative effectiveness, including partial competences and translanguaging.

Standardisation and harmonisation procedures present in the data have not been synthesized here, because they relate to institutional and national regulations and practices and because they are perhaps more relevant to consider as the project advances.

PART 4. FOLLOW-UP TASKS AND DISCUSSION POINTS

a) FURTHER CONCEPTS RELATING TO MULTILINGUALISM/PLURILINGUALISM to be clarified:
Plurilingualism and plurilingual competence (Autobiography of Intercultural Encounters, CoE, direct quote, p. 16)

Plurilingualism is the individual's ability to communicate in two or more languages, including the first language or mother tongue and other languages or language varieties. A person with plurilingual competence has a repertoire of languages and language varieties at various levels of competence and in some skills and not others. That competence may change over a lifetime as one language or variety becomes useful and important to a person and another loses importance; plurilingualism is thus dynamic and changing. Competence in more than one variety of a language is as important as in two or more distinct languages; the distinction between two languages is often a political decision rather than a linguistic one.

CEFR defines plurilingualism as: …the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent, has proficiency of varying degrees, in several languages, and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw. (Council of Europe, 2001, p168)

Compétence plurilingue (Vol. 2, 2011 27 CAHIERS DE L'ILOB OLBI WORKING PAPERS - direct quote)

Reformulée en 2001 comme la « capacité d'un individu à opérer à des degrés variables dans plusieurs langues et à gérer ce répertoire hétérogène de manière intégrée » (Coste, 2001, p. 192), la notion est reprécisée en insistant sur le point de vue de l'acteur social qui construit, restructure, met en oeuvre, reconfigure une « palette de ressources dont il [l'acteur social] peut jouer, de manière plus ou moins volontaire et réfléchie » (Coste, 2001, p. 198), en mobilisant diversement ses langues, en fonction des interlocuteurs, des situations et des intentions, mais aussi selon comment l'individu se représente ses langues, leur proximité, leurs entrejeux et leurs valeurs (Castellotti, 2001; Coste, 2001; Coste et Simon, 2009). Selon cette conception, si les compétences linguistiques et culturelles plurielles sont en partie le produit historique de forces sociales, la compétence d'un locuteur dans plusieurs langues et cultures est

unique. [. . .] Le concept d'« acteur social plurilingue » met alors l'accent sur la relation entre l'action entreprise dans un contexte donné et le recours stratégique de l'acteur social concerné à différentes langues et à la pluralité, ainsi que les efforts stratégiques
qu'il déploie pour dissimuler une partie de son répertoire linguistique et culturel. Coste (2010) pointe ainsi un certain nombre d'accents d'insistance et de précisions qui densifient la notion et la rendent à la fois plus complexe et plus opératoire, parmi lesquels :

• un intérêt pour la diversité des modalités de construction et d'évolution des ressources en lien avec les dimensions à la fois cognitives, affectives et identitaires qui les accompagnent ;
• une mise en relation de la construction de cette compétence avec les trajectoires de vie et les expériences des acteurs sociaux ;
• une attention aux questions de sécurité et d'insécurité (dans le recours à telle ou telle variété ou combinaison de variétés) de la compétence ; et
• une mise en lumière de l'(in)visible et du voilé comme tracés tout aussi importants des réglages identitaires auxquels se livre en permanence « celui qui développe consciemment un profil plurilingue et pluriculturel ressenti comme un atout social ». (Zarate, 2008, p. 177)

(Coste, D. 2010. Diversité des plurilinguismes et formes de l'éducation plurilingue et interculturelle. Cahiers de l'Acedle, 7, pp. 141–165. Consulté le 8 février 2011. Disponible à : acedle.org/spip.php?rubrique40)

Pluri/multiculturality vs. interculturality ((Autobiography of Intercultural Encounters, CoE, at http://www.coe.int/t/dg4/linguistic/EducInter_en.asp , direct quote)

Pluriculturality. The term 'pluricultural', used to describe a person, implies that the person has the competences which are required to function as a social actor within two or more cultures. Being pluricultural can therefore be distinguished from being monocultural. Pluriculturality involves identifying with at least some of the values, beliefs and/or practices of two or more cultures, and acquiring the linguistic and behavioural competences which are necessary for actively participating in those cultures. (p.9)

Interculturality refers to the capacity to experience cultural otherness, and to use this experience to reflect on matters that are usually taken for granted within one's own culture and environment. Interculturality involves being open to, interested in, curious about and empathetic towards people from other cultures, and using this heightened awareness of otherness to evaluate one's own everyday patterns of perception, thought, feeling and behaviour in order to develop greater selfknowledge and self-understanding. Interculturality thus enables people to act as mediators among people of different cultures, to explain and interpret different perspectives. It also enables people to function effectively and achieve interactional and transactional goals in situations where cultural otherness and difference are involved. Notice that, according to this definition, interculturality does not involve identifying with another cultural group or adopting the cultural practices of the other group. (p.10)

Multicompetence & its reconceptualisation (Cooke/Hall et al.)(Cook's (1991) evidence for multicompetence: 1) cognitive differences between monolinguals and bilinguals, 2) interlanguage is not a deficient version of L2, but a legitimate system of its own, 3) L2 system also affects L2 user's first language. Reconceptualisation: "language knowledge as provisional, grounded in and emergent from language use in concrete social activitiy for specific purposes that are tied to specific communities of practice" Hall et al. p. 235)

Symbolic competence/ ecological approach (Kramsch et al., van Lier)(components of competence in multilingual encounters = symbolic competence; theory of dynamic complexity)

Non-linearity of Ls – third/tertiary language acquisition (Hammarberg, Jessner)

+ the key concepts for the whole project:
   Multilingual and Multicultural Academic Communication Competence

b) USEFUL ELEMENTS IN THE PROJECTS to be studied:
In addition to **INCA** and **CEFR** frameworks and descriptors and **Lenz & Berthele** guide, at least the following aspects of the projects described need to be studied in detail.

⬦ *CARAP***:** *Plurilingual comparative, translanguage approaches* **:** includes a comprehensive **list of descriptors in several languages**, to be used as reference and complement to CEFR and ELP
   - Savoirs (langue et culture, p. ex. langue comme système sémiologique, langue et société, communication verbale et non verbale, évolution des langues, diversité culturelle et diversité sociale, relations interculturelles)
   - Savoir-être (attitudes, motivations, valeurs, identités, etc.)
   - Savoir-faire (observation, réflexion métalinguistique, comparaison, action, communication)
   - Savoir-apprendre (fait partie des catégories ci-dessus)

http://carap.ecml.at/Keyconcepts/Whydoweneedpluralisticapproaches/tabid/2823/language/en-GB/Default.aspx

Discards the compartmentalized view of the individual's linguistic and cultural competence(s) as a collection of distinct and separate competences, and sees it as but a plurilingual and pluricultural competence encompassing the full range of languages. **Four pluralistic approaches**, including:
   1. Intercultural approach: developing attitudes towards otherness, towards other languages and cultures, towards diversity
   2. Awakening to languages: language awareness building, not necessarily to learn any language in particular, used to promote linguistic diversity and metalinguistic knowledge e.g. in class
   3. Intercomprehension of related languages: global metalinguistic abilities, several languages of the same linguistic family studied in parallel, with a systematic focus on receptive skills (check: www.eurocomprehension.de
   4. Integrated didactic approach to different language studies: fewer languages, mutual support of previously learnt languages for a new language, e.g. the bilingual model, regularities between languages

⬦ *PROFILE DEUTSCH*: usefulness in **scenario construction**
(at http://www.langenscheidt.de/produkt/2894/Profile_deutsch_-Buch_mit_CD-ROM/978-3-468-49410-9#tabs_container)

⬦ *BILINGUE PLUS***:** usefulness for **designing activities and simulations** in intercultural and plurilingual communication situations (at http://www.unifr.ch/bilingueplus)

⬦ *LANQUA***: learning outcomes for MA graduates in CLIL programmes and in intercultural communication** (at http://www.lanqua.eu) (see also UniTie)

⬦ *LOLIPOP*: **eELP with an intercultural component**, assessment (at http://lolipop-portfolio.eu/)

⬦ *LANGUAGES AND SCHOOL SUBJECTS***: discourse genres and functions as a basis for assessing plurilingual competence**
(at http://www.coe.int/t/dg4/linguistic/ListDocs_Geneva2010.asp#TopOfPage)

- *COUNCIL* OF EUROPE PUBLICATIONS: general reference material:
  - **CEFR** *(at* http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp):
  - **MANUAL FOR RELATING LANGUAGE EXAMS TO CEFR**
    (at http://www.coe.int/t/dg4/linguistic/manuel1_en.asp)

- *A CURRICULUM PERSPECTIVE ON PLURILINGUAL EDUCATION & ASSESSMENT IN PLURILINGUAL AND INTERCULTURAL EDUCATION & AUTOBIOGRAPHY OF INTERCULTURAL ENCOUNTER*S (at http://www.coe.int/t/dg4/linguistic/EducInter_en.asp)

ALL DATA at http://moodle.unil.ch/course/view.php?id=2472

c) ANY OTHER SUGGESTIONS?
There are other projects that offer foundations for the development of the technical framework for the E-Portfolio. This includes EPOS2 and SpeakApps, both of which are Moodle based, using Mahara.

EUROPEAN QUALIFICATION FRAMEWORK at
http://www.ehea.info/article-details.aspx?ArticleId=17

(N.B. check also your national framework if available)