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

MAGICC CONSULTATION INTERVIEW – STUDENTS

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

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

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

Country: _____

Institution's name: _____

Faculty: _____

Name of student representative: _____

Name of interviewer:_____

Date:_____

BACKGROUND INFORMATION

1. **Age in years:** ☐ 18-21 ☐ 22-25 ☐ 26-29 ☐ >30

2. **Sex** ☐ Female ☐ Male

3. **Mother tongue(s)/First language(s)** _____

4. **At which department are you studying?** _____

5. **How many years have you been studying at the university?** _____

6. **In what phase of the programme are you? What is the degree that you are presently studying for?**

    ☐ Bachelor's degree ☐ Master's degree

7. **Major subject(s) / academic domain:**

    Major subject / subject area of your Bachelor's degree:_____

    Major subject / subject area of your Master's degree:_____

8. Does your university degree include any language and/or communication courses or components?

☐ No language and communication studies are included in my degree

☐ Yes, in which languages (Language 1 refers to the local language of instruction)

Language 1: _____

Language 2: _____

Language 3: _____

Language 4: _____

8a. If yes, how many ECTS credit points do students obtain for language and communication

studies: _____

8b. If yes, what kind of language study? Please select the type(s) of study for each language:

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

8c. If yes, is there a specific language level/profile required to obtain these ECTS credits?

☐ Yes   ☐ No

Please specify _____ (in terms of the CEFR)

9. Have you learnt another language <u>outside</u> the university (e.g. local language during your exchange period without formally studying it, or in some language school, multimedia centre, buddy/tandem learning system, etc.)?

☐ Yes, where _____

☐ No

10a. If yes, which language(s) ? _____

10b. Is this type of language learning acknowledged in the form of credits in your degree?

☐ Yes ☐ No

EXPECTED GENERAL LEARNING OUTCOMES during university study

10. Please rate <u>how important</u> you think the following competences are for you and in which language(s). Please also rate <u>during which university cycle</u> the skills for these competences should be developed. (Language 1 refers to the local language of instruction.)

Language 1 _____

Language 2 _____

Language 3 _____

Language 4 _____

Importance	**Cycle during which to be developed**
1 = not important	BA = Bachelor's studies
2 = not very important	MA = Master's studies
3 = quite important	BO = Both cycles
4 = very important	N/A = not applicable

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

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

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

11. Please rate how important you think the development of the following competences is for you and in which cycle they should be developed. The scale is provided below.

Importance	Cycle during which to be developed
1 = not important	BA = Bachelor's studies
2 = not very important	MA = Master's studies
3 = quite important	BO = Both cycles
4 = very important	N/A = not applicable

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

LIFE-LONG LEARNING - LEARNER AUTONOMY	IMPORTANCE	CYCLE
Understands the importance of continuously developing one's own professional expertise and know-how		
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		
Is able to apply appropriate metacognitive skills and strategies needed for self-directed learning on a life-long basis		
Is able to do self-assessments and give and receive peer feedback		
Is able to make use of multilingual and multicultural sources and experiences in developing one's expertise continuously		

12. How important do you think good language and communication skills are for your performance and success during academic studies in an internationalised context?

Language 1 refers to the local language of instruction.

	very important	*quite important*	*not that important*
Language 1_____	☐	☐	☐
Language 2_____	☐	☐	☐
Language 3_____	☐	☐	☐
Language 4_____	☐	☐	☐

WORK SITUATION

13. Are you or have you been employed during your university studies?

☐ Yes ☐ No

14. Are you presently / are you planning to work in an international (multilingual and multicultural) workplace in your home country or abroad?

☐ Yes, where/where for example _____ ☐ No

15. Have you already worked abroad?

☐ Yes

if yes, in which country?_____

☐ No

16. If you are/have been employed, are/were your <u>main</u> job duties related to
   (please tick the appropriate sector(s) from the list below)

☐ Marketing, business services and public relations

☐ Tourism, hotels and restaurants

☐ Banking and finance

☐ Wholesale and retail trade

☐ Manufacturing, construction and transport

☐ Technical planning, production and maintenance

☐ Information and communications technologies

☐ Education and training

☐ Public administration

☐ Health care and social work

☐ Management and supervision

☐ Research and development

☐ Customer service

☐ Acting as language expert (e.g. translating, interpreting, technical documentation, etc.)

☐ Other (please specify): _____

17. How important do you think good language and communication skills are/will be for your work performance? Language 1 refers to the local language.

	very important	quite important	not that important
Language 1_____	☐	☐	☐
Language 2_____	☐	☐	☐
Language 3_____	☐	☐	☐
Language 4_____	☐	☐	☐

18. Do you feel that the language and communication training students receive at university is adequate in terms of job and profession?

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

☐ I have had/There is no language training at university level

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

Language 1 _____

Language 2 _____

Language 3 _____

Language 4 _____

Importance	**Cycle during which to be developed**
1 = not important	BA = Bachelor's studies
2 = not very important	MA = Master's studies
3 = quite important	BO = Both cycles
4 = very important	N = not appropriate

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

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

       1. Item number: _____

       2. Item number: _____

       3. Item number: _____

       4. Item number: _____

       5. Item number: _____

21. What do you see as the biggest/most difficult obstacle(s) for language learning at your institution?

22. Other comments

Many thanks for your co-operation!