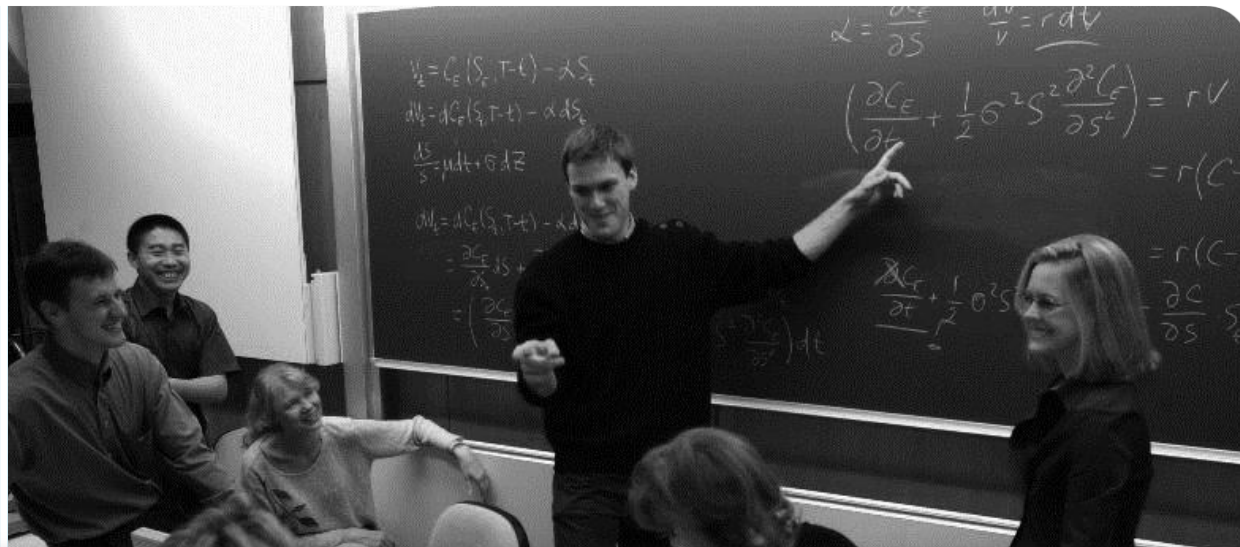


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2012 CEL/ELC Forum: Rethinking Multilingualism: Challenges and Opportunities

SESSION FIVE: Languages in the Creation/Production, Transfer, and Application of Knowledge

Access to, conceptualisation and communication of knowledge and expertise: the necessary competences (LLP-project MAGICC)

30 November – 1 December 2012, Institut Libre Marie-Haps, Brussels, BE

Brigitte Forster Vosicki, University of Lausanne

Structure of presentation

❖ **MAGICC project**

- Consortium partners
- Aims of the project
- Pluri/multilingual competence
- Results expected
- Why? Relevance of project

❖ **Towards a conceptual framework**

- Mapping the field: Work package 1 (WP1)
- Consultation of key stakeholders WP2
- Preliminary results

❖ **Next steps**

- Set of scenarios
- Transparency tools
- ePortfolio

❖ **MAGICC project**

- Consortium partners
 - Aims of the project
- Definition of pluri/multilingual competence
 - Results expected
- Why? Relevance of project



www.magicc.eu

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



LLP 2011 - ERASMUS, Multilateral Projects

4. Support to the modernisation agenda for higher education
3-year programme (2011 -2014)



Partners 1/2

- ⇒ MAGICC consortium: 9 partner organisations from 7 European countries, 25 members
- ⇒ Project partners are mostly members of the Special Interest Group (SIG) on Assessment and Multilingual Competence of the *European Language Council /Conseil Européen pour les Langues (ELC/CEL)*
- ⇒ Concept of project elaborated together by members of the SIG



Partners 2/2

P1 - Université de Lausanne / University of Lausanne, CH

P2 - Jyväskylän yliopisto / University of Jyväskylä, FI

P3 - The Open University, UK

P4 - Rijksuniversiteit Groningen / University of Groningen, NL

P5 - Universidade do Algarve / University of the Algarve, PT

P6 - Politechnika Poznanska / Poznan University of Technology, PL

P8 - Université de Fribourg / University of Fribourg, CH

P9 - P10 - Universität Bremen / University of Bremen, DE

P11 - Freie Universität Berlin / Free University of Berlin, DE

- *External evaluator: Assoc. Prof. Dr. Maria Stoicheva, Sofia University "St. Kliment Ohridski" (BG)*
- *Associated partner: European Centre for Modern Languages of the Council of Europe (ECML)*



Aims of the project 1/3

- ↪ To integrate multilingual and multicultural academic communication competence as graduate learning outcomes
- ↪ To promote employability of graduates

- ↪ To build on European reference documents
 - ⇒ Common European Framework of Reference for Languages (CEFR)
 - ⇒ The CoE pioneer work in language portfolios

- ↪ To create complementary tools for the CEFR
 - ⇒ specific to the needs and aims of higher education
 - ⇒ enhance transparency and comparability aimed at rendering academic communication competence acknowledgeable for internal and external stakeholders

- ↪ To draw on relevant European projects (LanQua, TNPs,....)



Aims of the project 3/3

- ⇒ To explore the emerging, still under-conceptualised domain of multilingual and multicultural learning
 - ⇒ aiming at using and expanding the multilingual repertory of a student in its entirety
 - ⇒ addressing issues related to communication in multilingual and multicultural settings as opposed to monolingual regimes

Multi/plurilingual competence

Multi/plurilingual competence means: being competent, at different levels, in more than two languages

- ⇒ It includes all languages, also the mother tongue
- ⇒ Languages are not separated from each other but are in a complex interrelationship - plurilingual repertory – which in its entirety represents a resource in order to be able to act in diverse use situations (no monolingual approach)
- ⇒ It is always used and constructed by and within social interaction
- ⇒ It is composed of a dynamic and complex ensemble of constantly evolving components

↳ To produce:

- ⇒ A conceptual framework (WP 1 and 2)
- ⇒ An academic ePortfolio (WP 3)
- ⇒ A transversal module of scenarios for both the BA and the MA-cycle (WP 4)
- ⇒ Transparency tools for shared transnational understanding (WP 5)

Including consultation with key stakeholders

↳ Implementation strategies of the module in different partner institutions



Why ? 1/4

Education and policy context

Multilingual and multicultural communication competences vital for living, studying and working in an internationalised knowledge-based society and economy: **key competence**

⇒ Issue in EU policy:

- Lisbon strategy and Europe 2020 (Barcelona European Council 2002)
- Bologna process and Bologna 2020
- Previous EU projects in the area of languages: TNPs, LanQua and European associations CEL/ELC

⇒ Council of Europe

Bologna process: modernisation agenda of the EHEA

⇒ New qualification goals for the 3 cycles - one of these being:

"can communicate..."

- First cycle (BA): information, ideas, problems and solutions to both specialist and non-specialist audiences
- Second cycle (MA) : their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously"

(A Framework for Qualifications of the European Higher Education Area: 2005, pp. 66-68)

⇒ Implementation of Bologna process - this competence is not taken properly into account



Why ? 3/4 Knowledge construction

Although the ability to communicate is also described separately, there are many other language related competences

Bologna cycle descriptors

- ⇒ Knowledge and understanding
- ⇒ Applying knowledge and understanding
- ⇒ Making judgements
- ⇒ Communication skills
- ⇒ Learning skills

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 (MAGICC WP 1 Synthesis report).



Why? 4/4

Internationalisation in HE

- ⇒ Increase in number of heterogenous groups
- ⇒ New language(s) for learning (prerequisite level B2+ at entry – conceptual level language use)
- ⇒ Differences in knowledge construction due to new languages or mix of languages
- ⇒ New intercultural communication competences

Adequate pluri/multilingual et multicultural academic communication competence and strategies for students and graduates are essential:

- As a resource for managing diversity
- As a guarantee of diversity

❖ Towards a conceptual framework

- Mapping the field: Work package – WP 1
 - Consultation of key stakeholders
 - Preliminary results



Workpackage: WP 2

Conceptual framework

(Anne Räsänen and Teija Natri, FI)

- ⇒ Transnationally shared learning outcomes defining the constitutive elements of multilingual and multicultural academic core communication competences
- ⇒ Assessment criteria for improving reliability of broad and multi-dimensional forms of assessment
- ⇒ List of innovative types of activities and approaches for multilingual and multicultural learning with pool of resources
- ⇒ Cooperation with key stakeholders (needs)



Workpackage: WP 1

(Anne Räsänen and Teija Natri, FI)

Mapping the field and establishing the state of the art

Desk research on four axes (template):

- ⇒ Innovative initiatives and practices, existing tools in the area in partner institutions
- ⇒ Relevant national and European projects
- ⇒ The Council of Europe's "Common European Framework of Reference for Languages" (CEFR) and complementary studies and tools for the CEFR developed under the auspices of the Council of Europe
- ⇒ In relation to the possibilities of structural integration of ePortfolio and module of scenarios in one or more discipline areas/programmes in the Partner institutions

Synthesis report (www.magicc.eu)



WP 2: Consultation of key stakeholders

Guided interviews with employer, student, and faculty representatives on the basis of a questionnaire (elaborated in the basis of the results of WP1)

- ⇒ The interviews are conducted at the nine partner institutions of the MAGICC project.
- ⇒ Same set of learning outcomes, related to:
 - Receptive and productive academic communication competences
 - Employability skills
 - Multilingual/multicultural strategies and competence
 - Lifelong learning skills – learner autonomy
 - Work-related language and communication skills

Establish relevance

Please rate how important the following competences are for your students and in which language(s). Please also rate during which university cycle 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

- 1 = not important
- 2 = not very important
- 3 = quite important
- 4 = very important

Cycle during which to be developed

- BA = Bachelor's studies
- MA = Master's studies
- BO = Both cycles
- 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 future use					
Can distinguish and identify a speaker's argumentation styles for further use.					

Language 1 Polish
 Language 2 English
 Language 3 German
 Language 4 _____

Importance

1 = not important
 2 = not very important
 3 = quite important
 4 = very important

Cycle during which to be developed

BA = Bachelor's studies
 MA = Master's studies
 BO = Both cycles
 N = not appropriate

ACADEMIC COMMUNICATION COMPETENCES	L1	L2	L3	L4	CYCLE
Receptive skills					
<i>Can use appropriate reading and listening strategies to distinguish salient points and to take notes for further use</i>	4	4	4		BO
<i>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</i>	4	4MA 3BA	4MA 3BA		BO
<i>Can read fairly long, demanding discipline-specific texts with confidence and adequate speed and summarise even complex subjects orally and in written form</i>	4	4MA 3BA	4MA 3BA		BO
<i>Is able to manage and evaluate information from written and Internet sources and utilize it for study/professional purposes</i>	4	4	4		BO

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					

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		

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):					

Preliminary results of consultation

The different stakeholder groups consider:

- ⇒ That the academic and work related language and communication competences are relevant and necessary in at least 2 (and up to 4) different languages
- ⇒ That both the multilingual and multicultural strategies and competences and the lifelong learning skills are relevant and necessary
- ⇒ That these competences should be developed during BA and/or MA level

❖ Next steps

- Elaboration of conceptual framework
 - Design of scenarios
- Development of transparency tools
 - ePortfolio

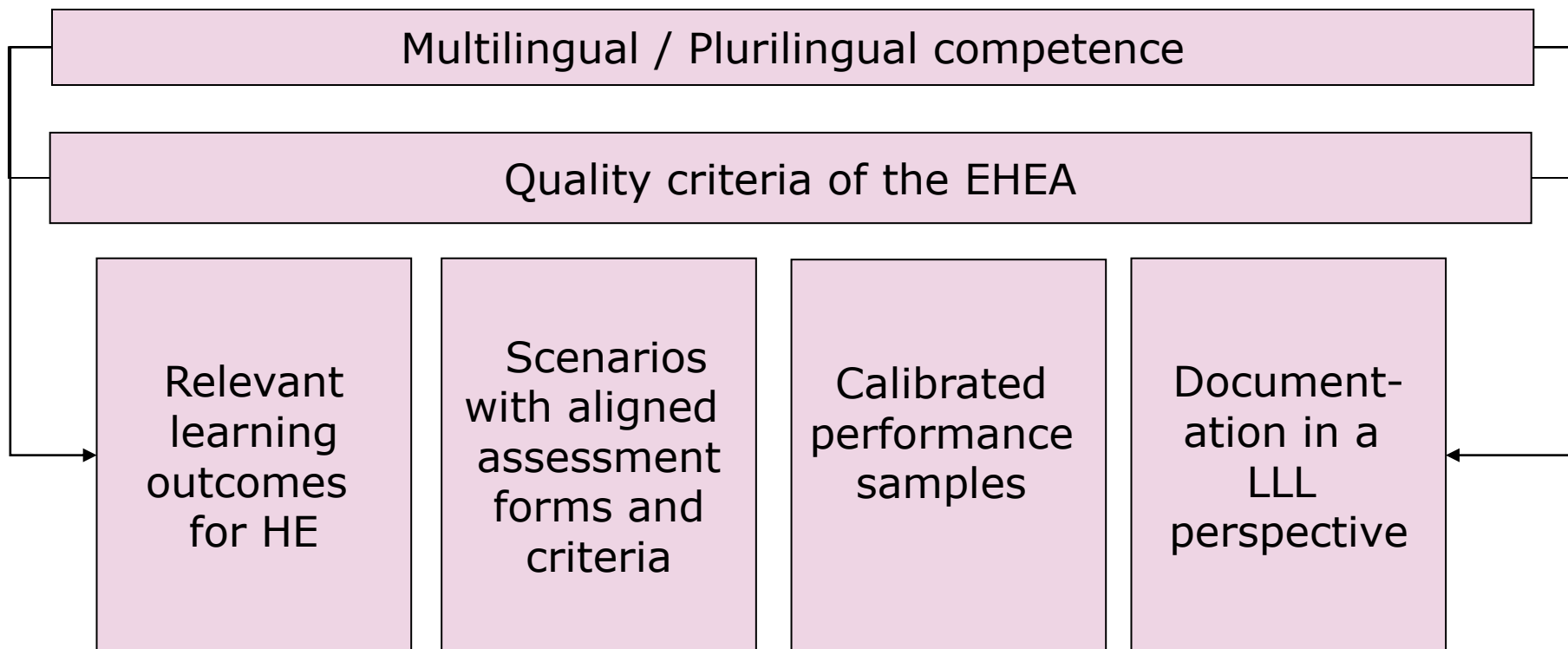


Conceptual framework

- ⇒ Elaboration of a draft framework
- ⇒ Feedback from selected experts from different fields
- ⇒ Basis for further development work – aligned approach



Conceptual framework



Design of module with a set of scenarios for the development of academic communication competence

- ↪ Including innovative and effective types of activities and tasks for developing students' multilingual and multicultural core communication competences for academic and professional purposes
- ↪ Aligned assessment forms and criteria as a basis for reflective practice in assessment



Workpackages: WP 5

(Estelle Meima et Jeroen van Engen, NL)

Development of supplementary transparency tools for shared transnational understanding

- ↪ Set of calibrated performance samples for level definition and international standardisation / harmonisation (different levels of reliability)
- ↪ Procedures for marking to improve the quality of broad forms of assessment in order to improve recognition by other universities and employers
- ↪ Generic certificate for modules

Design of an ePortfolio structure and building a container for the module of scenarios and tools

- ↪ Expanding the features of the Council of Europe's European Language Portfolio to match new needs in Higher Education (self-assessment tools, structured dossier, discussion forum)
- ↪ Containing all elements developed during the project
- ↪ Improving the visibility and recognition of the specific nature of academic communication competences in relation to employability

Thank you very much!

(Tentative) core academic competences

(adapted from LANQUA and QF-EHEA, Räsänen, 2012)

- Knowledge and understanding of how information is managed, conceptualised, and communicated in the field-specific academic and professional domain and how the body of knowledge in the field can be contributed to through research and professional activities.
- Knowledge and understanding of how multilingual and multicultural professional teams, networks and communities operate in both face-to-face and virtual contexts and which interpersonal and intercultural skills are required.
- Professional and interpersonal communication skills in order to share his/her expertise and to interact in specific and interdisciplinary fields, teams, networks and communities, as well as in social contexts.
- Awareness and understanding of the national and international dimension of the professions in the field, including cultural differences and own cultural, academic and professional presuppositions and representations, as well as how they are manifested in language.
- Skills and strategies to mediate between languages and cultures in social and in professional settings, including effective translanguaging (code-switching, intercomprehension strategies, mediation), intercultural awareness and negotiation of meaning needed in multilingual and multicultural communication contexts. (multiliteracy).
- Well-developed learner autonomy for continuous development of own expertise and know-how.