

This is a self-archived version of an original article. This version may differ from the original in pagination and typographic details.

Author(s): Räsänen, Anne; Natri, Teija; Forster Vosicki, Brigitte

Title: MAGICC conceptual framework

Year: 2013

Version: Published version

Copyright: © Authors 2013

Rights: In Copyright

Rights url: <http://rightsstatements.org/page/InC/1.0/?language=en>

Please cite the original version:

Räsänen, A., Natri, T., & Forster Vosicki, B. (2013). MAGICC conceptual framework. University of Lausanne; MAGICC.

https://www.unil.ch/files/live/sites/magicc/files/shared/Revised_Conceptual_Framework_MAGICC.pdf



**Modularising Multilingual and Multicultural Academic Communication
Competence for BA and MA level
www.magicc.eu**

MAGICC conceptual framework

- Anne Räsänen and Teija Natri, University of Jyväskylä, FI
- Brigitte Forster Vosicki, University of Lausanne, CH

In collaboration with:

- Nadia Spang Bovey and Céline Restrepo, University of Lausanne, CH
- María Luisa Perez Cavana, The Open University, UK
- Estelle Meima, University of Groningen, NL

October 2013

TABLE OF CONTENTS

I Rationale, definitions, objectives, methodology, relevance to cycles

1. Starting points for the MAGICC project	5
1.1 Rationale.....	5
1.2 Multilingual and multicultural academic communication competence and “The Framework for Qualifications of the European Higher Education Area” (QF-EHEA)	5
1.3 Elements described in the conceptual framework.....	6
2. Definitions of key concepts.....	6
2.1 Multilingual and multicultural academic communication competence.....	6
2.2 Multicultural competence	6
2.3 Life-long learning skills – self-directed learning	7
2.4 Employability skills.....	7
2.5 Learning outcomes	7
2.6 Cognitive operations.....	7
3. Overall aim of MAGICC conceptual framework.....	8
3.1 A multilingual and multicultural action oriented approach	8
3.2 Constructive alignment of expected learning outcomes, learning tasks/activities and assessment	8
4. Methodology, relevance and structure of MAGICC conceptual framework.....	9
4.1 Methodology and relevance of competences for BA and MA cycle.....	9
4.2 Structure of the MAGICC conceptual framework.....	10
5. Transparency through standardisation/harmonisation to CEFR - reference levels	11
6. Required proficiency levels - recommendations	12
6.1 Recommendations for academic study at entry.....	12
6.2 Recommendation for employability and professional communication	13

II Conceptual framework: core multilingual and multicultural academic communication competences, skills and strategies and assessment criteria

7. Can access, evaluate and manage multilingual and multicultural information and knowledge sources.....	13
7.1 Academic and professional reading competences, skills and strategies.....	13
7.1.1 Academic and professional reading skills in at least three languages (including L1).....	13
7.1.1.1 Learning outcomes.....	13
7.1.1.2 Assessment criteria for academic and professional reading skills	13
7.1.2 Intercultural skills and competences for academic and professional reading	14
7.1.2.1 Learning outcomes.....	14
7.1.2.2 Assessment criteria for intercultural skills and competences for academic and professional reading.....	14
7.1.3 Academic and professional reading strategies and information management	15
7.1.3.1 Learning outcomes.....	15
7.1.3.2 Assessment criteria for academic and professional reading strategies	16

7.2	Academic and professional listening competences, skills and strategies	16
7.2.1	Academic and professional listening skills in at least three languages (including L1).....	16
7.2.1.1	<i>Learning outcomes</i>	16
7.2.1.2	<i>Assessment criteria for academic and professional listening skills</i>	17
7.2.2	Intercultural skills and competences for academic and professional listening.....	18
7.2.2.1	<i>Learning outcomes</i>	18
7.2.2.2	<i>Assessment criteria for intercultural skills and competences for academic and professional listening</i>	18
7.2.3	Strategies for academic and professional listening and information management	18
7.2.3.1	<i>Learning outcomes</i>	18
7.2.3.2	<i>Assessment criteria for academic and professional listening and information management strategies</i> ...	19
8.	Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context	20
8.1	Academic and professional spoken interaction competences, skills and strategies.....	20
8.1.1	Academic and professional spoken interaction skills in at least three languages (including L1)	20
8.1.1.1	<i>Learning outcomes</i>	20
8.1.1.2	<i>Assessment criteria for academic and professional spoken interaction</i>	20
8.1.2	Intercultural skills and competences for academic and professional spoken interaction	21
8.1.2.1	<i>Learning outcomes</i>	21
8.1.2.2	<i>Assessment criteria for intercultural skills and competences for spoken interaction</i>	21
8.1.3	Strategies for academic and professional spoken interaction	22
8.1.3.1	<i>Learning outcomes</i>	22
8.1.3.2	<i>Assessment criteria for academic and professional spoken interaction</i>	23
8.2	Academic and professional spoken production competences, skills and strategies for communication of information, knowledge and expertise to different audiences.....	24
8.2.1	Academic and professional spoken production in at least three languages (including L1)	24
8.2.1.1	<i>Learning outcomes</i>	24
8.2.1.2	<i>Assessment criteria for academic and professional spoken production</i>	24
8.2.2	Intercultural skills and competences for academic and professional spoken production	25
8.2.2.1	<i>Learning outcomes</i>	25
8.2.2.2	<i>Assessment criteria for intercultural skills and competences for spoken production</i>	25
8.2.3	Strategies for academic and professional spoken production	26
8.2.3.1	<i>Learning outcomes</i>	26
8.2.3.2	<i>Assessment criteria for spoken production strategies</i>	26
8.3	Academic and professional writing competences, skills and strategies for communication of information, knowledge and expertise to different audiences	27
8.3.1	Academic and professional writing skills in at least three languages (including L1)	27
8.3.1.1	<i>Learning outcomes</i>	27
8.3.1.2	<i>Assessment criteria for academic and professional writing skills</i>	28
8.3.2	Intercultural skills and competences for academic and professional writing	28
8.3.2.1	<i>Learning outcomes</i>	28
8.3.2.2	<i>Assessment criteria for intercultural skills and competences for academic and professional writing</i>	28
8.3.3	Strategies for academic and professional writing	29
8.3.3.1	<i>Learning outcomes</i>	29
8.3.3.2	<i>Assessment criteria for academic and professional writing strategies</i>	29
9.	Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences	30
9.1	Independent learning skills and strategies to manage and direct own learning.....	30
9.1.1	<i>Learning outcomes</i>	30
9.1.2	<i>Assessment criteria for independent learning skills and strategies</i>	31

9.2 Examination skills and strategies to improve chances of success	32
9.2.1 Learning outcomes	32
9.2.2 Assessment criteria for examination skills	32
10. Overall aim for higher education degrees.....	33

III Scenarios, activities, assessment

11. Scenario examples for the development and assessment of academic multilingual and multicultural communication competence	34
11.1 Scenarios relating primarily to BA	34
11.1.1 For study purposes	34
11.1.2 For professional language and communication skills.....	34
11.2 Scenarios relating primarily to MA	34
11.2.1 For study purposes	34
11.2.2 For professional language and communication skills.....	35
11.3 Example of one scenario including possible reference levels	35
11.4 Settings and activities to develop multilingual and multicultural academic communication competence	36
12. Continuum in reliability and standardisation procedures, assessment forms and procedures.....	37
13. References	37

Grading scheme

Annexes 1 to 7 - MAGICC assessment grids	39
-------------------------------------------------------	-----------

I Rationale, definitions, objectives, methodology, relevance to cycles

1. STARTING POINTS FOR THE MAGICC PROJECT

1.1 Rationale

The underlying rationale of the MAGICC project is the following:

- Multilingual and multicultural communication competences are vital for living, studying and working in an internationalised knowledge-based society and economy: they are a **transversal key competence**;
- For the creation of the European Higher Education Area (EHEA) and the objectives of Bologna 2020, the explicit development of students' multilingual and multicultural academic communication competence is needed as a strategy to contribute to the modernization agenda of higher education;
- This competence has not been sufficiently taken into account **in the implementation of the Bologna process**.

1.2 Multilingual and multicultural academic communication competence and “The Framework for Qualifications of the European Higher Education Area” (QF-EHEA)

The QF-EHEA 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 the Council of Europe's *Common European Framework of Reference for Languages* (CEFR) and the MAGICC project directly:

- **First cycle**
 - Able to gather and interpret relevant data to form 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 academic community and with society in general about their areas of expertise

(see full QF-EHEA: http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf, but note that many countries have national frameworks which their HE institutions need 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 achievable, as well as benchmarks that make assessment of progress possible. As globalization also implies changes in learning environments and often in the language(s) of learning as well, 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 repertoire 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 society.

1.3 Elements described in the conceptual framework

The conceptual framework is descriptive and contains the following elements:

- 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.

The conceptual framework itself is mainly addressed to language specialists and policy makers. In the MAGICC Project this descriptive and open framework will be operationalized through the development of 1) a set of scenarios for the development and assessment of academic and professional multilingual and multicultural communication competence, 2) the development of related transparency tools for shared transnational understanding of students' performance and 3) an academic ePortfolio expanding the features of the Council of Europe's European Language Portfolio to match new needs in Higher Education and to improve the visibility and recognition of the specific nature of academic communication competences in relation to employability. Therefore, through this operationalization of the conceptual framework, the outcomes of the MAGICC project are designed to serve students, teachers, faculties, and employers.

The MAGICC conceptual framework integrates the following EHEA quality criteria:

- Social relevance: taking into account academic and non-academic stakeholders' needs
- Action orientation: aiming at developing the ability to act effectively in multilingual and multicultural situations
- Learner centred perspective of lifelong learning: focussing on the construction of student' competences and the learning process
- Transnational readability and comparability: using descriptions that allow non-specialists understand at a transnational level what a students are able to do and how well they can do it
- Diversity: promoting a multilingual and multicultural approach which means diversity rather than a single *lingua franca*

2. DEFINITIONS OF KEY CONCEPTS

The concepts underlying the MAGICC conceptual framework are based on systematic desk research, the results of which is presented in the *Synthesis report on data collected in Work package 1* (see: <http://www.magicc.eu>, under data collection). They are the following:

2.1 Multilingual and multicultural academic communication competence

Is an individual's communicative and interactive repertoire, made up of several languages and language varieties including first language(s) at different levels of proficiency, and various types of competence, which are all interrelated. The repertoire in its entirety represents a resource enabling action in diverse use situations. It evolves across time and experience throughout life, and includes growth in intercultural awareness and ability to cope with, and participate in, multicultural contexts of academic study and working life.

2.2 Multicultural competence

Is a combination of the multicultural and intercultural profiles of graduates:

- **Multicultural profile:** is individual, existent, dynamic and evolving, similar to multilingual repertoire enabling intercultural dialogue, balancing adaptation, integration, and one's own identity.
- **Intercultural profile:** is more general and relates to understanding diversity, understanding one's own multicultural profile and showing respect and empathy for otherness, etc. (see INCA-project), intercultural communication skills deal with the capacity to negotiate a common ground for (inter)action with the other and to deal with critical incidents and communication breakdown, etc. thus enabling intercultural dialogue.

2.3 Life-long learning skills – self-directed learning

Is the ability of the learner to direct, monitor, and assess their own learning, i.e. to assess and identify personal learning needs, set personal learning goals, assess and design a suitable plan of study, assess and identify appropriate learning activities and tasks, assess and monitor achievement, detect new needs, make use of their own multilingual and multicultural profile for learning purposes, manage time and motivate oneself.

2.4 Employability skills

Is the complex combination of factors which enable individuals to progress towards or get into employment, to stay in employment and to progress during career.

(Terminology of European education and training policy. Cedefop 2008, p. 71.)

These factors include essential qualifications and abilities, skills, understandings and personal attributes that are presented on the labour market and upgraded on a continuous basis. An appropriate multilingual and multicultural profile contributes to the employability of graduates in a European and internationalised knowledge-based labour market and society.

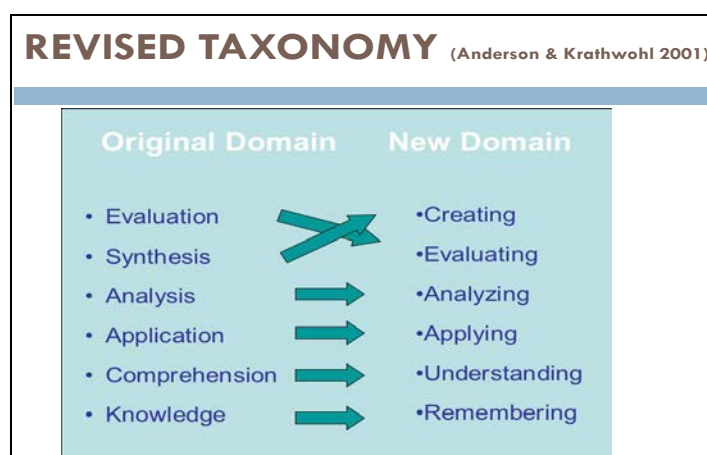
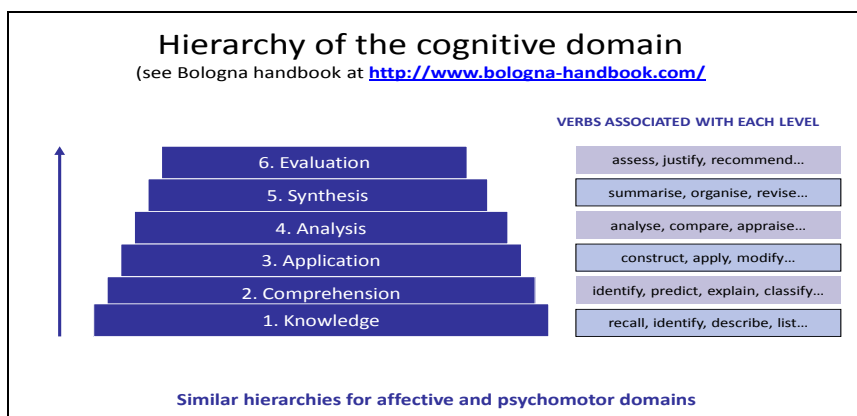
2.5 Learning outcomes

Are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning and of how that learning is to be demonstrated.

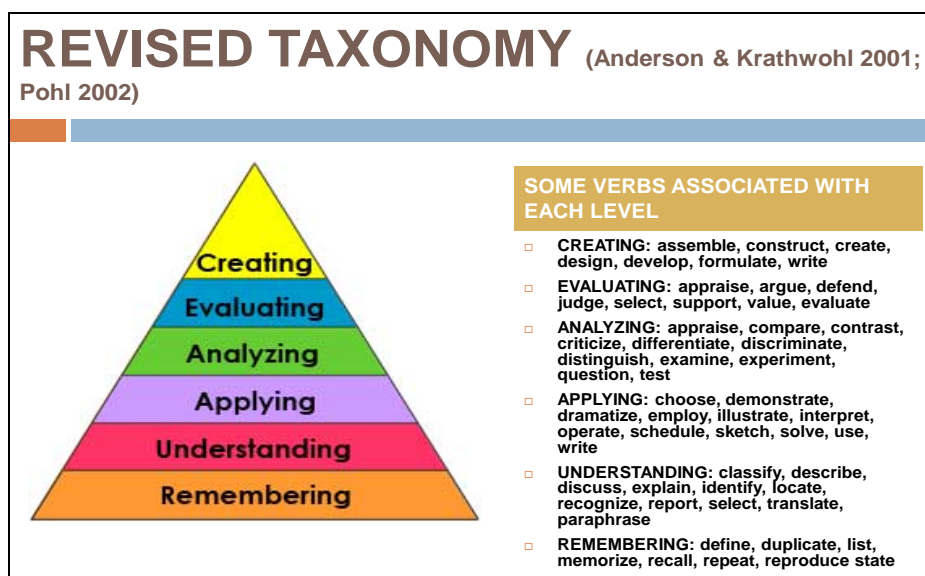
*(ECTS Users' Guide (2005) Brussels: Directorate-General for Education and Culture. Available online at: http://ec.europa.eu/education/programmes/socrates/ects/doc/guide_en.pdf and Moon, J. (2002) *The Module and Programme Development Handbook*. London: Kogan Page Limited)*

2.6 Cognitive operations

Is Bloom's (1956) taxonomy of cognitive learning and its revised version by Anderson and Krathwohl (2001) and Pohl (2002), in which the levels are now described with action verbs rather than nouns and the two highest levels have been interchanged.



The cognitive domain redefined by Anderson & Krathwohl (2001, p. 46) includes both the knowledge dimension and the cognitive process dimension. The knowledge dimension is composed of factual, conceptual, procedural and metacognitive knowledge. The cognitive process dimension, then, shows a continuum of increasing cognitive complexity – from lower-order to higher-order thinking, i.e. remembering to creating, represented by the use of illustrative verbs in the learning outcomes, as shown in the figure below.



The MAGICC project will refer to the revised version of the taxonomy. In practice, however, language and communication are used to structure and mediate other kinds of information, which is why learning outcomes often include overlaps of the levels (e.g. locating and evaluating relevant information and using it to write an argumentative essay). Therefore, the descriptions of learning outcomes and assessment criteria and grids are categorised in relation to language and communication specific criteria, which do not necessarily follow clear moves or the order of the taxonomy.

3. OVERALL AIM OF MAGICC CONCEPTUAL FRAMEWORK

3.1 A multilingual and multicultural action oriented approach

The overall aim for creating the conceptual framework is to:

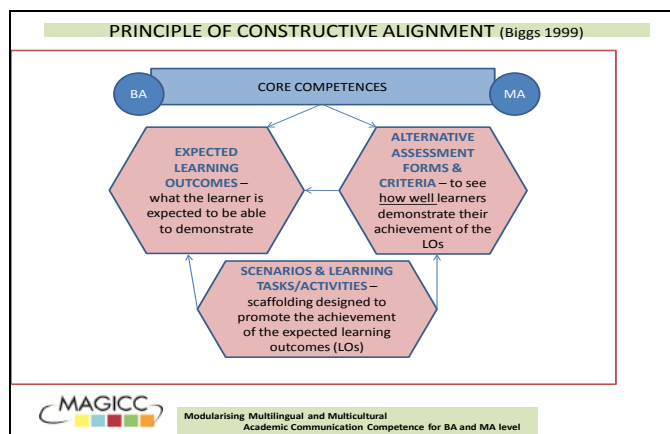
- ⇒ explore the emerging, still under-conceptualised domain of multilingual and multicultural learning:
 - aiming at using and expanding the multilingual repertory of a student in its entirety;
 - addressing issues related to communication in multilingual und multicultural settings as opposed to monolingual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

The core competences described in MAGICC aim at promoting multilingual and multicultural action oriented approach which integrates:

- ⇒ what the graduate has to be able to do and demonstrate at the end of each learning process, i.e. what learning outcomes, what actions, what communicative use are expected
- ⇒ categories of assessment suggested for skills and competences to indicate how well the learner has achieved the expected learning outcomes, in line with the constructive alignment principle
- ⇒ multilingual and multicultural aspects and learner autonomy aspects.

3.2 Constructive alignment of expected learning outcomes, learning tasks/activities and assessment

The elements described will allow to apply a constructive alignment (Biggs 1999, 2003) for example module development which refers to the fundamental principle of matching the intended learning outcomes (the threshold level of what the learner is expected to demonstrate) with the learning activities and tasks that will contribute to achieving these, and with an assessment of how well the learners performed in their demonstration. This is illustrated in the figure below.



Learning outcomes are written at minimum acceptable standards (i.e. pass/fail point) and use tentative language (“the student is expected to ...”), whereas **assessment criteria** specify how well the student managed for example in terms of a particular level or grade. The latter use stronger language (“the student will/can ...”) and often specify what requirements must be met, how something should be done (e.g. a presentation), what should/should not be present (e.g. conventions) etc. The **learning tasks and activities** used by the learner in their learning process provide the necessary scaffolding and may also be selected by the learner independently (i.e. self-directed learning).

The fundamental approach in the MAGICC project is action orientation, i.e. for the students to take responsibility for their own learning and to develop skills and competences that are required for them to be able to act effectively in multilingual and multicultural contexts of study and work.

4. METHODOLOGY, RELEVANCE AND STRUCTURE OF MAGICC CONCEPTUAL FRAMEWORK

4.1 Methodology and relevance of competences for BA and MA cycle

The conceptual framework was firstly based on the results of systematic desk research (carried out in 2012) on existing practices and initiatives in the MAGICC partner institutions, on national and European projects in the area, on the *Common European Framework of Reference for Languages* (CEFR) and on complementary studies and tools for the CEFR of the Council of Europe. The results are presented in the *Synthesis report on data collected in Work package 1* (see: <http://www.magicc.eu>, under data collection).

Secondly, in order to explore, in terms of quality assurance, the social relevance of the learning outcomes proposed by the project concerning multilingual and multicultural academic communication competence, consultation questionnaires were designed by Anne Räsänen and Teija Natri on the basis of the *Synthesis report on data collected in Work package 1*. These stakeholder consultations were conducted at the nine partner institutions of the MAGICC project in October and November 2012 with student, faculty and employer representatives. The results show that the learning outcomes to be described in the conceptual framework are considered by the majority of the interviewed stakeholders to be relevant for both Bachelor and Master level and correspond to the existing needs in today’s internationalised, multilingual and multicultural contexts, including academic study, professional career development, and working life :

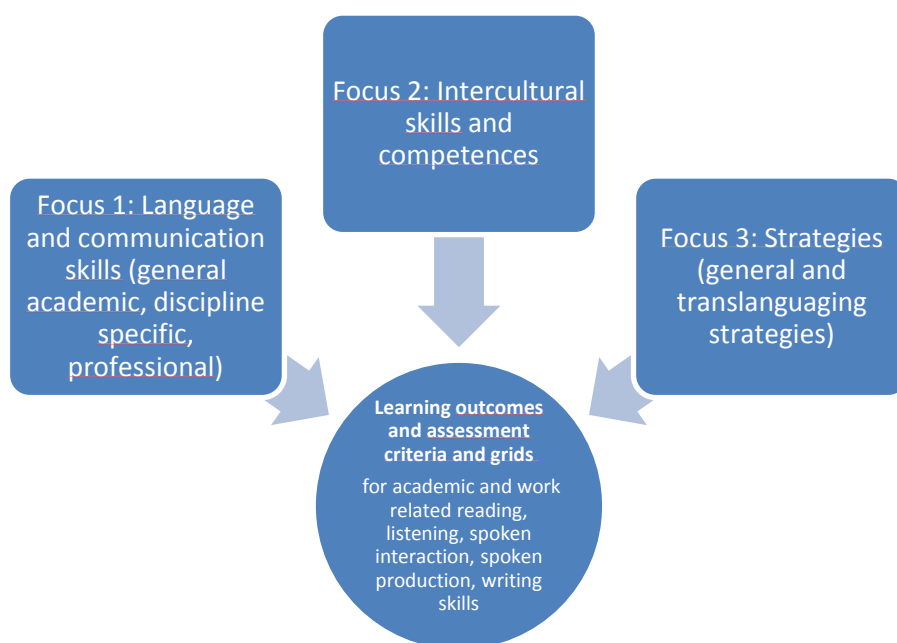
The learning outcomes thus established concern the following three main fields of action:

1. Can access, evaluate and manage multilingual and multicultural information and knowledge sources;
2. Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context; and
3. Can manage learning from a lifelong perspective.

Depending on the disciplinary domain, programme requirements and specific academic cultures, the importance of point 2 is greater for the MA level, but should also be prepared at BA level in the context of employability as well as in preparation for the Master studies which require higher order thinking and more abstract knowledge building. The results are presented in: *MAGICC synthesis report on the outcomes of the interviews with key stakeholders* (see: <http://www.magicc.eu>, under data collection)

4.2 Structure of the MAGICC conceptual framework

The project adopts a multilingual and multicultural approach, building on the CECR communicative activities, defining for each sub-activity (academic and professional reading, listening, spoken interaction, spoken production and writing skills) core multilingual communication competences for academic study and employability, for related intercultural competences based on the INCA framework, as well as for related strategies. Each of these categories contains corresponding assessment criteria.



For independent learning, assessment criteria are defined, but skills and strategies are not separated. This **triple focus** on each communicative activity thus integrates the different aspects of multilingual and multicultural academic communication competence. While these aspects are all inter-related, they have been separated in the MAGICC conceptual framework to improve clarity and reduce complexity in task description and assessment, and also to allow for more precise focus on the different sub-skills. They may slightly overlap for some aspects. The three aspects together have to be taken into account explicitly in the development of the multilingual and multicultural competence.

What is specific in academic and professional communication competences is that students have to be, on one hand (nearly) equally competent at high level in different languages and in various types of specific academic and professional communicative activities; while on the other hand be able to manage communication in multilingual and multicultural settings and the coexistence of several languages. Considering the end result in one specific communicative activity, this is often in one specific language at a time; Focus one mainly concentrates on this aspect. However, the whole multilingual and multicultural repertoire comes into play as a resource to be mobilised in order to insure effective communication and resolve problems and manage characteristic situations of academic, professional and social life in multilingual and multicultural settings. Focus 2 and 3 mainly concentrate on this aspect.

The main categories used are the following:

7	Can access, evaluate and manage multilingual and multicultural information and knowledge sources
7.1	Academic and professional reading competences, skills and strategies to build new knowledge
7.1.1	Academic and professional reading skills in at least three languages (including L1) <i>Learning outcomes / Assessment criteria / Assessment grid</i>
7.1.2	Intercultural skills and competences for academic and professional reading <i>Learning outcomes / Assessment criteria / Assessment grid</i>
7.1.3	Academic and professional reading strategies and information management <i>Learning outcomes / Assessment criteria / Assessment grid</i>






7.2	Academic and professional listening competences, skills and strategies to build new knowledge
7.2.1	Academic and professional listening skills in at least three languages (including L1) <i>Learning outcomes / Assessment criteria / Assessment grid</i>
7.2.2	Intercultural skills and competences for academic and professional listening <i>Learning outcomes / Assessment criteria / Assessment grid</i>
7.2.3	Strategies for academic and professional listening <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8	Can conceptualise and communicate information, knowledge and expertise in a multilingual and multicultural context
8.1	Academic and professional spoken interaction competences, skills and strategies
8.1.1	Academic and professional spoken interaction skills in at least three languages (including L1) <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.1.2	Intercultural skills and competences for academic and professional spoken interaction <i>Learning outcomes / Assessment criteria</i>
8.1.3	Strategies for academic and professional spoken interaction <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.2	Academic and professional spoken production competences, skills and strategies for communication of information, knowledge and expertise to different audiences
8.2.1	Academic and professional spoken production in at least three languages (including L1) <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.2.2	Intercultural skills and competences for academic and professional spoken production <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.2.3	Strategies for academic and professional spoken production <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.3	Academic and professional writing competences, skills and strategies for communication of information, knowledge and expertise to different audiences
8.3.1	Academic and professional writing skills in at least three languages (including L1)
8.3.2	Intercultural skills and competences for academic and professional writing <i>Learning outcomes / Assessment criteria / Assessment grid</i>
8.3.3	Strategies for academic and professional writing <i>Learning outcomes / Assessment criteria / Assessment grid</i>
9	Can manage learning in a lifelong learning perspective, making use of own multilingual and multicultural competences
9.1	Independent learning skills and strategies to manage and direct own learning <i>Learning outcomes / Assessment criteria / Assessment grid</i>
9.2	Examination skills and strategies to improve chances of success <i>Learning outcomes / Assessment criteria / Assessment grid</i>

For each category, a set of assessment criteria and grids can be found in the annexes. These tools will serve as a basis for reflective and criterion based practice in broad and multi-dimensional forms of assessment and for harmonising of grading at a transnational level.

5. TRANSPARENCY THROUGH STANDARDISATION/HARMONISATION TO CEFR - REFERENCE LEVELS

For improved recognition, students' multilingual profiles should be related to European reference levels of the CEFR by using appropriate standardisation and harmonisation procedures. This allows for external stakeholders to be informed in a transnationally understandable manner not only of what students/graduates are able to do in terms of academic multilingual and multicultural communication competence but also how well they can do it.

The Common Reference levels of the Council of Europe defined in the "Self-assessment grid" (CEFR, pp. 26-27) are the following:

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening 	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading 	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	Spoken Interaction 	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production 	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing 	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, report or essay, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

6. REQUIRED PROFICIENCY LEVELS - RECOMMENDATIONS

The competence descriptions in the MAGICC conceptual framework describe language and institution-independent specific academic communication competences necessary for any student studying in an internationalized context, whether their language(s) of instruction is/are their first language(s) or not. These competences should be developed in an explicit and structured manner during the BA and MA level. If the language(s) of instruction is/are not the first language(s) of a student, specific minimum proficiency requirements at entry are recommended in order to ensure good conditions for studying and to improve chances for academic success.

6.1 Recommendations for academic study at entry

	Cycle	Short term exchange students (1-2 semesters with ECTS)	Students for a whole cycle with obtention of a diploma
Local language of instruction	Bachelor (BA)	B2	B2
	Master (MA)	B2/C1 profile	B2/C1 profile
Other language(s) of instruction (not local language)	Bachelor (BA)	B2 (see note below)	B2 (see note below)
	Master (MA)	B2/C1 profile (see note below)	B2/C1 profile (see note below)
Other languages related to academic study in multilingual and multicultural settings: student's individual multilingual and multicultural profile of at least three languages	BA and MA	<p>The student's multilingual and multicultural academic communication competence should be composed of at least three languages (including L1) with a minimum of two languages at B2 level and others at different levels from A1 to C2, including partial skills</p> <p>This individual multilingual and multicultural profile contributes to improved access to, and critical management of information, conceptualisation, communication and sharing of knowledge and expertise in an internationalized context as well as to enhanced employability.</p>	

Note: For students who do not speak the local language, a minimum level of A2 is recommended in the local language in order to facilitate administrative processes and social integration

6.2 Recommendation for employability and professional communication

For some specific work requiring well-developed multilingual and multicultural communication skills in a certain language/in some languages, a required proficiency of B2 is recommended for a successful performance. For other professional communication, various competence levels and partial skills from A1-C2 are relevant depending on the purpose.

II Conceptual framework: core multilingual and multicultural academic communication competences, skills and strategies and assessment criteria

7. CAN ACCESS, EVALUATE AND MANAGE MULTILINGUAL AND MULTICULTURAL INFORMATION AND KNOWLEDGE SOURCES



7.1 Academic and professional reading competences, skills and strategies

7.1.1 Academic and professional reading skills in at least three languages (including L1) with a minimum level of B2 in at least two language of the individual multilingual profile

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 4.4.2.2 and 4.4.2.4 Receptive activities and strategies: Reading, 4.4.5.3 Paratextual features, 4.5 Communicative language processes, 4.6 Texts, 5 The user/learner competences

7.1.1.1 Learning outcomes

⇒ *At the end of the learning period and in relation to a specific reference level for L2s, the student is expected to be able to:*

General academic context (reading)

- understand and critically analyse a wide range of texts and text types including abstract, structurally complex and lengthy writings in different languages
 - such as primary sources and secondary literature, reports, textbooks, online and paper academic reference texts, reviews, journal articles, surveys, position papers, instructions, requirements and assignments, regulations, feedback of teaching staff, contribution of other students in activities, correspondence etc.
- understand and interpret even complex graphic and visual information in written texts in various languages
- select and critically assess academic and professional texts for further use
- summarise, synthesize, rephrase, translate etc. texts in oral and written form in language of written text or some other language within one's own repertoire

Discipline specific context (reading)

- use discipline specific written sources (within and outside own field) in printed and electronic format in different languages in order to extract information,
- manage information in one's own field by relating input to other material and making connections within a given subject area and beyond it
- identify and distinguish disciplinary conventions and concepts and terminology used in the field

Professional context (reading)

- understand and analyse specialised articles, reports related to one's field of work in different languages
- understand e-mails and factual texts (e.g. memos, short reports, minutes, instructions, product literature, user manuals, www-pages, etc.) related to one's field or work and beyond in different languages

7.1.1.2 Assessment criteria for academic and professional reading skills

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes and in different languages (L1 and L2s) the ability to...*

Macro-comprehension: Relevance of material, overall effect, required standard (appropriateness)

- assess the usefulness and the relevance of information in different languages in relation some specific topic or domain and overall effect of text on the reader
- identify if a text corresponds to academic or professional standards (in paper and written Internet sources)

Understanding of discourse development: Overview structure and content, purpose, key points, specific information, logical development (range, appropriateness)

- survey text for overview of structure and content
- demonstrate understanding of the purpose of the text
- skim and scan written text materials for main idea, key salient points and/or specific information in texts
- follow the development of ideas, argumentation, theoretical and methodological logic, recognising contradictions and inconsistencies

Micro-comprehension: Details, nuances, relations (range, appropriateness)

- understand texts in detail, including concepts and terminology
- identify, analyse and interpret implications, attitudes and opinions, ideas, arguments, theoretical assertions and facts
- refer back and forth, analyse parts in relation to the whole and relationships among ideas

Reading quality: Speed, reuse of information, connections/transfer (appropriateness)

- read complex texts with confidence and sufficient speed and adapt speed to purpose
- take appropriate notes to process and/or share information for further use and according to purpose (summarising, synthesizing, rephrasing, citing, etc., using multilingual repertoire, in language of text or some other language of one's own repertoire)
- make relevant connections within the subject area and beyond and is able to reuse in one language (subject) knowledge acquired in another language

🔗 For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

7.1.2 Intercultural skills and competences for academic and professional reading

7.1.2.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

- identify and interpret information in its cultural context
- distinguish and compare academic and professional texts for their cultural elements and conventions

7.1.2.2 Assessment criteria for intercultural skills and competences for academic and professional reading

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Openness: Tolerance of ambiguity: reading (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and be able to deal with it constructively
- acknowledge that concepts might not refer to the same notions and representations in different languages

Adaptability I: Behavioural flexibility: reading (awareness, identification, adaptation)

- understand the diversity of cultures and their influence in written communication (e.g. understand cultural and disciplinary differences in research writing)
- distinguish between various kinds of academic and professional texts in different languages and/or in different academic/professional cultures (reports, surveys, position papers, essays, etc.) and identify, compare and contrast their typical discourse structures and culture-embedded communicative conventions

Adaptability II: Communicative awareness: reading (self-knowledge, questioning, analysis)

- acknowledge of one's own culture-embedded values, beliefs, norms, conventions that may mislead understanding in reading
- question the seemingly self-evident meanings brought about by one's own cultural and scientific background to enhance understanding
- acknowledge that different cultural conceptions can be present in a written text even if a *lingua franca* is used
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting)

Knowledge: Knowledge discovery: reading (acquisition, verification, differentiation)

- acquire, use and verify cultural background knowledge to enhance understanding (relate texts to their cultural, historical, social, scientific context and traditions)
- ensure if concepts /terminology refer to the same notions and representations in different languages
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

7.1.3 Academic and professional reading strategies and information management

7.1.3.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- use a variety of strategies to manage the coexistence of several languages in reading situation and employ one's own multilingual profile to strengthen, enrich and diversify access to information, processing, retaining and classifying new information

Detailed learning outcomes:

Before reading

- demonstrate awareness and understanding of the potential of one's own multilingual and multicultural profile (including L1) and prior knowledge (topic, concepts, issues, authors, literacy knowledge, such as text type conventions, organisational structure, language knowledge, reading strategies) for effective academic and professional reading and knowledge building
- activate prior knowledge and use own repertoire as advance organiser for reading activity and to manage co-existence of different languages in reading situation to match the available potential with requirements of task
- build hypotheses on possible contents and organisation of the text on the basis of prior knowledge

During reading

- use strategies in different languages, such as using title, subtitle, table of contents, summary, introduction, first sentences, typical concepts and terminology, eye-catchers, graphics and pictorial cues, bibliography, reputation of author, editor, etc. for global overall view of content of text
- identify and make use of text type conventions (discourse markers, text organisation, cohesive devices, etc.) in different languages for overview of structure of text
- employ own repertoire to identify sources of potential problems in a text produced by a non-L1 writer influencing understanding (lack of appropriate language level, conceptual understanding, discipline specific knowledge, cultural understanding, specific text type conventions, etc.)
- draw upon one's knowledge of different languages of the individual repertoire, including L1, to optimize comprehension of written texts in the language of instruction, other languages and even in unknown languages establishing regularities, similarities and contrasting between languages (text type conventions, lexical knowledge including concepts and terminology, sounds, grammar structures (construction rules, word order, etc.), paragraph structures, etc.)
- identify contextual, grammatical and lexical cues and infer from them to establish meaning
- use reference tools and techniques that facilitate comprehension, such as online and offline dictionaries of all kinds (monolingual, bi-/multilingual, specialised, etc.), translation tools, corpora, complementary information sources, social media, texts in same domain in different languages, etc. to check on meaning
- check hypotheses in relation to content and structure and identify differences with predictions in order to highlight meaning
- use appropriate visual techniques during reading to optimize orientation and understanding (mark main points, underline, mark unclear passages, find titles, key words, personal comments, etc.)
- manage time and emotional / affective aspects during reading process (self-motivation, stress, anxiety, etc.)

After reading

- organise information for further use (information management: use of key words in different languages, classify and organise information)
- reflect on one's own reading strategies, adjust them if needed and design a way to improve them
- exploit reading activity for language learning and enlarging one's own multilingual and multicultural profile (terminology, expressions, sign posts, structures, ways of writing, discipline specific and cultural conventions, etc.)

7.1.3.2 Assessment criteria for academic and professional reading strategies

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, prediction: reading (appropriateness)

- demonstrate awareness of the potential of one's own multilingual and multicultural profile including L1 and prior knowledge for effective reading
- identify and apply appropriate prior knowledge and use own repertoire for pre-organisational purposes to manage the co-existence of several languages in reading and for effective reading and diversified knowledge building
- build hypotheses on text to read

Effectiveness in execution I: Overview, decoding, reference tools: reading (range, appropriateness, flexibility)

- use a variety of appropriate strategies for rapid access, overview of meaning and/or structure and problems of text
- apply translanguaging and other inferring and decoding strategies to retrieve information and meaning (intercomprehension strategies such as comparing and contrasting, translation, inferring from context)
- locate and use appropriate reference tools and other on-line and off-line resources for information and assistance

Effectiveness in execution II: Checking, highlighting, information management, monitoring and adjustment: reading (range, appropriateness, flexibility)

- use checking strategies to optimise understanding
- effectively use a variety of visual techniques to strengthen understanding
- organise information for further use appropriately
- manage time and affective factors for effective reading

Assessment and reflection: Reading process and strategies, transfer, further learning: reading (appropriateness)

- analyse, assess and reflect on one's own reading strategies and achievement in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

See also Annex 1

MAGICC Assessment grids - Academic and professional reading competences, skills and strategies



7.2 Academic and professional listening competences, skills and strategies

7.2.1 Academic and professional listening skills in at least three languages (including L1)

with a minimum level of B2 in at least two languages of the individual multilingual profile

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 4.4.2.1 4.4.2.3, 4.4.2.4 Receptive activities and strategies: Listening, Audio-visual reception and Reception strategies, 4.5 Communicative language processes, 4.6 Texts, 5 The user/learner competences

7.2.1.1 Learning outcomes

⇒ *At the end of the learning period and in relation to a specific reference level for L2s, the student is expected to be able to:*

General academic context (listening)

- follow a wide range of extended speech in different languages including abstract and complex topics in one's own field and beyond,
 - such as lectures, online and off-line conferences, seminars, tutorials, instructions, assignments, presentations, comments, documentaries, reports, interviews, descriptions, narratives, online multimedia material, contributions of other students, feed-back from teachers and peers, administrative and every day communication, etc.
- understand in different languages spoken texts and interaction even when not clearly structured and when relationships are only implied and not signalled explicitly
- understand speakers with various accents including non-L1 speakers communicating in a common language or different common languages in a multilingual and multicultural group.
- accommodate to situations where several languages coexist and are used in a communicative situation
- summarise, synthesize, rephrase, etc. speech in oral and/or written form to process and/or share information according to purpose, in language of speech or some other language within one's own repertoire

Discipline specific context (listening)

- follow and make use of discipline-specific and complex lectures, presentations, communications and seminars as well as understand specialised questions containing a high degree of subject-specific terminology and concepts in different languages
- use spoken sources in several languages in order to extract information and build knowledge in one's own discipline

Professional context (listening)

- follow discussions, talks, formal presentations, project plans, reports, demonstrations, etc. in professional contexts in different languages
- understand job-related communication situations (e.g. hosting a visitor, telephoning, travel, talking about one's job, meetings, client encounters, etc.) in different languages
- understand interactions in (informal) social situations at work and in general in different languages

7.2.1.2 Assessment criteria for academic and professional listening skills

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes and in several languages (L1 and L2s) the ability to...*

Macro-comprehension: Relevance of material, required standard (appropriateness)

- assess rapidly the usefulness and the relevance of spoken information in relation to some specific topic or domain
- identify if an oral text corresponds to academic standards (e.g. in spoken Internet sources)

Understanding of discourse development: Orientation, purpose, logical development, key points, specific information (range, appropriateness)

- make use of text type conventions (discourse markers, text organisation, cohesive devices, sign posts, typical concepts and terminology) for orientation
- demonstrate understanding of a speaker's purpose(s)
- identify a speaker's argumentation styles and different forms of oral communication
- follow the development of ideas, argumentation, theoretical and methodological logic
- identify and understand main points, identify specific information in speech, distinguish between important and unimportant content

Micro-comprehension: Accents, non-verbal, details, nuances, co-existence of languages (accommodation, appropriateness, flexibility)

- rapidly adapt to various accents of L1 speakers and non-L1 speakers
- use a speaker's non-verbal indicators to support understanding
- follow speech in detail
- identify and understand implications, attitudes, feelings and opinions and ideas, theoretical assertions and facts, contradictions and inconsistencies
- understand how information is being used (provide evidence; describe a step in a process, etc.)
- recognise different stylistic means, such as humour, puns, metaphors, irony and understand their function within the text (entertain, emphasise, attract attention)
- flexibly use multilingual repertoire to accommodate to speaker(s) communicating more than one common language and the co-existence of languages

Listening quality: reuse information, connections/transfer (appropriateness)

- take efficient notes to process and share information (recording information accurately for other users and uses) in various languages according to purpose
- make relevant connections within the subject area and beyond and is able to reuse in one language (subject) knowledge acquired in another language

🔗 **For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.**

7.2.2 Intercultural skills and competences for academic and professional listening

7.2.2.1 Learning outcomes

⇒ At the end of the learning period, the student is expected to be able to:

- demonstrate understanding and awareness of culture and its influence on communication
- identify and interpret information in its cultural context

7.2.2.2 Assessment criteria for intercultural skills and competences for academic and professional listening

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

⇒ The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...

Openness: Tolerance of ambiguity: listening (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and to be able to deal with it constructively
- acknowledge that concepts might not refer to the same notions and representations in different languages

Adaptability I: Behavioural flexibility: listening (acknowledgement, identification, adaptation)

- understand the diversity of cultures and their influence in spoken communication (e.g. understand cultural and disciplinary differences in research presentation)
- distinguish between various kinds of academic and professional texts in different languages and/or in different academic/professional cultures identify, compare and contrast their typical discourse structures and culture-embedded communicative conventions
- adapt one's own listening behaviour to the requirements of cultural and disciplinary differences in speech

Adaptability II: Communicative awareness: listening (self-knowledge, questioning, analysis)

- acknowledge one's own culture-embedded values, norms, conventions that may mislead understanding
- acknowledge that different cultural conceptions can be present in a spoken text even if a common language is used
- question the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting)

Knowledge: Knowledge discovery: listening (acquisition, verification, differentiation)

- acquire, use and verify cultural background knowledge to enhance understanding
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

7.2.3 Strategies for academic and professional listening and information management

7.2.3.1 Learning outcomes

⇒ At the end of the learning period, the student is expected to be able to:

General learning outcome:

- employ one's own multilingual repertoire and prior knowledge and use a variety of strategies to strengthen, enrich and diversify access to information, processing, retaining and classifying new information and manage the co-existence of several languages

Detailed learning outcomes:

Before listening

- demonstrate understanding of the potential of one's own multilingual and multicultural profile (including L1) and prior knowledge (topic, concepts, issues, authors, literacy knowledge, such as text type conventions, organisational structure, language knowledge, listening strategies) for effective academic and professional listening and knowledge building
- activate prior knowledge on the topic of the presentation / speech (topic, concepts, issues, author, etc.) as an advance organiser and to manage co-existence of different languages in listening situation
- prepare the listening event (e. g. by reading an article in the field in the language of instruction, looking for information on the topic, read script of lecture, clarify specialised terminology, key concepts in advance, identify text type conventions and organisational structure in advance, listening strategies used in L1 or other languages of repertoire)
- formulate hypotheses on possible contents of speech on the basis of prior knowledge

During listening

- draw upon one's knowledge of different languages including L1 for a better comprehension of spoken texts in the language of instruction, other languages and even in unknown languages by taking advantage of regularities, similarities between languages (terminology, grammar structures, literacy knowledge, similarities of words in pronunciation, etc.) and infer from them
- anticipate what will be said
- identify contextual, grammatical and lexical cues and infer from them to achieve comprehension
- identify and analyse sources of potential problems in a text produced by a non-L1 speaker (lack of appropriate language level (pronunciation, grammar, vocabulary, etc.), conceptual understanding, discipline specific knowledge, cultural understanding, specific text type conventions, etc.) and accommodate to them
- note down questions and unclear elements
- in a recorded speech, keep track of time markers for further listening
- check meaning by asking, if possible, for clarification, simplification, exemplification, translation, reformulation in another common language, writing down difficult words/names, etc.
- use reference tools and techniques that facilitate comprehension such as digital dictionaries of all kinds (monolingual, bi-/multilingual, specialised, etc.) and other resources to check on words and meaning
- use ICT tools for conservation and possible reuse of spoken text (e.g. recording speech)
- use abbreviations, symbols, synthesizing information in different languages of repertoire
- manage emotional/affective aspects when listening (listening in stressful situations)

After listening

- check hypotheses based on prior knowledge in relation to content and identify differences with predictions in various languages
- clarify unclear points and complete notes (by talking with other students / the lecturer, using online or book resources, comparing notes with those of other students, read related literature, re-listening)
- organise information for further use (use of key words in different languages, classify and organise information, keep track of electronically-stored and catalogued notes)
- reflect on one's own listening strategies and design a way to improve them
- exploit a listening activity for language learning and enlarging one's own multilingual and multicultural profile (terminology, expressions, sign posts, structures, way of presenting, field specific and cultural conventions, etc.)

7.2.3.2 Assessment criteria for academic and professional listening and information management strategies

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, preparation, predicting: listening (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes for managing the co-existence of several languages and for effective listening and diversified knowledge building
- use appropriate strategies to prepare for listening activity (content in different languages, structure, key vocabulary and terminology, strategies, etc.)
- build hypotheses on speech

Effectiveness in execution I: Decoding, checking, recalling: listening (range, appropriateness, flexibility)

- apply effectively translanguaging and/or other inferring and decoding strategies to optimise understanding of speech and retrieve information and meaning (intercomprehension strategies, inferring from content text type and structure, anticipation)
- detect and accommodate to speaker's linguistic and/or conceptual problems
- use a variety of appropriate strategies to check and recall speech and understanding (during and after listening)

Effectiveness in execution II: Monitoring, information management: listening (appropriateness)

- manage affective factors for effective listening
- organise information for further use appropriately using own multilingual repertoire for diversified knowledge building and sharing

Assessment and reflection: Listening process and strategies, transfer, further learning: listening (appropriateness)

- analyse, assess and reflect on own achievement and listening strategies in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

See also Annex 2

MAGICC Assessment grids - Academic and professional listening competences, skills and strategies

8. CAN CONCEPTUALISE AND COMMUNICATE INFORMATION, KNOWLEDGE AND EXPERTISE IN A MULTILINGUAL AND MULTICULTURAL CONTEXT



8.1 Academic and professional spoken interaction competences, skills and strategies

8.1.1 Academic and professional spoken interaction skills in at least three languages (including L1) with a minimum level of B2 in at least two languages of the individual multilingual profile

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 4.4.3.1, 4.4.3.5 Interactive activities and strategies: Spoken interaction and 4.4.4 Mediating activities and strategies, 4.4.5. Non-verbal communication, 4.5 Communicative language processes, 5. The user/learner's competences

8.1.1.1 Learning outcomes

⇒ *At the end of the learning period and in relation to a specific reference level for L2s, the student is expected to be able to:*

General academic context (spoken interaction)

- participate actively and interact, in different languages in a wide variety of multilingual communication situations, in pairs, groups, teams and networks, in both face to face and virtual contexts, as well as in formal and informal situations
- communicate competently and efficiently in different languages on a wide range of topics and complex issues and matters
- can participate in ICT enhanced events and online interaction, and collaborate electronically for research or other purposes
- argue relevantly and justify a point of view/highlight one's own point of view effectively in different languages
- adapt to the co-existence of several languages in academic communication and use one's own repertoire for communicative effectiveness
- summarise, synthesize, rephrase, etc. contributions from one interlocutors for other interlocutor(s) according to purpose, in main language(s) of interaction or some other language within one's own repertoire

Discipline specific context (spoken interaction)

- interact in multilingual and multicultural academic seminars and other communication situations related to study
- contribute to explanations and discussions e.g. on terminology, concepts, phenomena and processes, etc. connected with one's own discipline, making use of different languages
- participate/lead group work/team work in one's own field and report on the outcomes in different languages
- speak with fellow students about topics in one's own field, formulate questions on specialised issues, speak with teachers about written work, seminar papers and presentations by using multilingual and multicultural competences

Professional context (spoken interaction)

- interact in job-related communication situations such as hosting a visitor, telephoning, travel, talking about one's job, socialising, etc. in several languages
- manage in several languages various kinds of oral communication situations related to work, including participating in, and leading meetings/negotiations, client encounters, international relations, team-working e.g. in problem-solving and project contexts, networking and collaborating internationally etc. in both face to face and virtual environments
- understand and adapt to the special communication requirements of a multidisciplinary work context in different languages and make effective contribution to multidisciplinary teams in different languages
- communicate with confidence in various languages for appropriate professional relations and interaction needed in the execution of tasks

8.1.1.2 Assessment criteria for academic and professional spoken interaction

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Macro-comprehensibility: Clarity of message (format, adaptation to speaking partner/s)

- interact in a way that respects the discipline-specific or other discourse conventions and is adapted to speaking partner(s) needs
- produce discourse organised so as to be easily followed

Discourse development: Discourse management (relevance of topics, coherence and cohesion)

- contribute in a way that is coherent, relevant and appropriate and develops the discourse adequately in relation to the objective, maintain a focussed approach to the task at hand
- build on the contribution of others in order to complete task

Micro-comprehensibility I: Grammatical resource and control (accuracy, range, flexibility)

- use grammar effectively even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures

Micro-comprehensibility II: Lexical resource and control (appropriateness, flexibility, range, level of formality)

- use with ease an adequate range of both general and specialised vocabulary/terminology
- use vocabulary of the required level of formality

Micro-comprehensibility III: Pronunciation (intonation, stress, pauses, individual sounds, rhythm, L1-interference)

- use stress, rhythm, intonation, pauses and sufficiently clear individual sounds in order to make discourse easy to follow (despite L1 interference for L2 speakers)
- speak clearly with appropriate volume and speed, adapt if necessary

Overall communicative quality: Fluency, non-verbal communication (ease, flexibility)

- produce smooth-flowing contributions
- use appropriate non-verbal communication

👉 For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

8.1.2 Intercultural skills and competences for academic and professional spoken interaction**8.1.2.1 Learning outcomes**

⇒ At the end of the learning period, the student is expected to be able to:

- show understanding of culture and different individual multicultural profiles and their influence in communication and have an overall understanding of the kinds of communicative difficulties that can arise in an intercultural context
- negotiate and create a common ground/understanding when interacting with a person(s) with a different multicultural profile(s) appropriate to the context, objective and relationship
- work purposefully in multicultural groups, negotiating and cooperating in order to optimise communication to achieve goal
- manage misunderstandings and communication breakdown between people with different cultural profiles

8.1.2.2 Assessment criteria for intercultural skills and competences for spoken interaction

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

⇒ The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...

Openness I: Tolerance of ambiguity: spoken interaction (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and ability to deal with it constructively
- move forward despite a new unclear situation, ask for clarifications, react calmly

Openness II: Respect of otherness: spoken interaction (curiosity, neutrality, making explicit)

- show curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own, acknowledge different perspectives, change perspective
- avoid snap and stereotypical judgements
- express differences in a neutral way without judgments
- deal tactfully with the ethical problems raised by personally unacceptable features of otherness
- explain own culture-embedded values, norms, customs, representations, approaches

Adaptability I: Behavioural flexibility: spoken interaction (acknowledgement, identification, adaptation, common ground)

- demonstrate an overall understanding of the kinds of communicative difficulties that can arise in an intercultural context
- identify and consciously work with various communicative conventions, communication styles underlying norms, representations and values of different partners with other cultural profiles and configurations

- analyse in one's own communication behaviour from a cultural perspective and adapt one's own behaviour and to different requirements and situations
- negotiate a common ground for communication activity with partners appropriate to the context, objective and relationship

Adaptability II: Communicative awareness: spoken interaction (self-knowledge, questioning, clarification, adaptation)

- acknowledge and analyse one's own multicultural profile, culture-embedded values, norms, customs and representations and communication styles that come into play in intercultural communication
- acknowledge that own perception is not shared universally, that concepts might not refer to the same notions and representations in different languages, question the self-evident
- acknowledge that different cultural conceptions and intercultural differences can be present in spoken interaction, even if a common language is used
- modify one's own forms of expression, invite for participation, make oneself understood and check understanding of partners, clarify and resolve potential and real misunderstandings or incomprehension

Knowledge I: Knowledge discovery: spoken interaction (ways of functioning, differentiation)

- acquire and use new knowledge of cultural practices, values, rules, norms underlying other's behaviour by direct questioning, reply to questions, explains (own way of functioning)
- ensure that concepts refer to the same notions and representations in different languages
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

Knowledge II: Empathy: spoken interaction (others' feelings)

- find out what other people think and how they feel in concrete situations
- demonstrate understanding of others' feelings, wishes, values, beliefs and ways of thinking of other people (via language, attitude, gesture, facial expressions, etc.) and deal appropriately with them

8.1.3 Strategies for academic and professional spoken interaction

8.1.3.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- use a variety of strategies to manage the coexistence of several languages in interaction and use one's own multilingual and multicultural repertoire and prior knowledge to promote successful interaction and active participation and to enrich and diversify communication

Detailed learning outcomes:

Before spoken interaction

- activate prior knowledge in different languages, including L1, about the schemata of a communicative interaction, topic and interaction strategies as advance organiser
- prepare interaction on a linguistic level (clarify specialised terminology, key concepts, vocabulary, expressions needed in interaction in advance)
- consider the communicative distance from other interlocutors in order to prepare possible moves in exchange
- formulate objectives in relation to the desired outcome of the interaction

During spoken interaction

- determine how one's own individual multilingual and multicultural profile (including L1) can serve as a resource for providing various kinds of spoken interaction schemata to enrich and diversify communication
- adopt turn taking strategies in order to obtain the discourse initiative, to cement the collaboration in the task and keep the discussion on course
- apply strategies to monitor during the spoken interaction whether the chosen communicative approach is appropriate and adapt it if needed and to deal with the unexpected
- use the alternation of languages as a participation strategy (participants use their best mastered languages productively and are capable of understanding the languages used by their interlocutors)
- draw upon one's knowledge of different languages and cultures including L1 in order to solve communication problems e.g. in group work communication make use of lexical elements of other languages, code-switch, translate elements, etc.
- use circumlocution, paraphrasing and restructuring to cover gaps in vocabulary or structure
- ask for assistance in formulations
- check meaning by asking, if possible, for clarification, simplification, exemplification, translation, reformulation in another common language, writing down difficult words/names, summarising prior contributions in the used language(s) or another common language etc.

- use linguistic difficulties, errors and differences in order to explore together the meaning of words and concepts behind those words and their exact definition and build more solid understanding
- use ICT and reference tools and techniques that facilitate mutual understanding, such as online dictionaries of all kinds (monolingual, bi-/multilingual, specialised, pronunciation, etc.), translation tools, social media, etc.
- be sensitive to a speaking partner's difficulties in expressing themselves in L2(s) can give assistance in formulations
- shift between languages in order to have the situational flexibility and adaptability to contribute to understanding and participation of members with diverse multilingual and multicultural profiles
- switch smoothly from one language to another and mediate between interlocutors who have difficulties or are unable to understand each other directly, by using the language of instruction in a simplified manner or by using another common language and accommodating to the speaking partner's language and knowledge level and needs
- use reformulations, simplifications, repetitions, vulgarisation and exemplification, translations in order to make oneself understood in the language of instruction or another common language
- monitor success in spoken interaction and give clarifications, feedback and use meta-communication when needed, if necessary in a different language than the language(s) used in interaction
- manage emotional/affective aspects when interacting (stress, anxiety, etc.) in order to optimize communication

After spoken interaction

- organise information for further use (information management, classify and organise information using multilingual repertoire)
- receive peer feedback on own interactive skills and use it constructively
- reflect on one's own spoken interaction strategies and design a way to improve them
- exploit interaction for language learning and enlarging one's own multilingual and multicultural profile (terminology, expressions, sign posts, structures, ways of communicating, discipline-specific and cultural conventions, etc.)

8.1.3.2 Assessment criteria for academic and professional spoken interaction

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, preparation: spoken interaction (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes to manage interaction situation in a multilingual and multicultural setting
- prepare adequately for interaction activity to achieve effective communication

Effectiveness in execution I: Active participation, compensation, decoding, accommodation: spoken interaction (range, appropriateness, flexibility)

- apply flexibly a variety of appropriate communicative strategies including translanguaging strategies and co-existence of several languages to promote successful interaction and active participation
- apply flexibly a variety of appropriate compensation strategies to cover gaps in vocabulary or structure, including translanguaging strategies
- use appropriate decoding strategies including translanguaging strategies to check meaning and deepen understanding
- apply flexibly a variety of appropriate strategies including translanguaging and mediation strategies allowing to accommodate contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation

Effectiveness in execution II: Monitoring process, emotions, information management: spoken interaction (appropriateness, flexibility)

- monitor interaction for clarifying and adjusting if necessary to optimize interaction
- manage own emotions and monitor one's own attitude for effective interaction
- organise information for further use appropriately using own multilingual repertoire

Assessment and reflection: Own interaction and interaction strategies, feedback, transfer, further learning: spoken interaction (appropriateness)

- analyse and assess one's own achievement in relation to appropriate criteria
- integrate feedback constructively in order to improve interaction
- reflect on one's own interaction strategies in order to improve them
- broaden one's own multilingual and multicultural repertoire

See also Annex 3

MAGICC Assessment grids - Academic and professional spoken interaction competences, skills and strategies



8.2 Academic and professional spoken production competences, skills and strategies for communication of information, knowledge and expertise to different audiences

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 4.4.1. Productive activities and strategies: 4.4.1.1. Oral production, 4.4.1.3. Production Strategies, 4.4.5. Non-verbal communication, 4.5 Communicative language processes, 5. The user/learner's competences

8.2.1 Academic and professional spoken production in at least three languages (including L1) with a minimum level of B2 in at least two languages of the individual multilingual profile

8.2.1.1 Learning outcomes

⇒ *At the end of the learning period and in relation to a specific reference level for L2s, the student is expected to be able to:*

General academic context (spoken production)

- use one's multilingual and multicultural repertoire to communicate information and own expertise to different audiences
- deliver in different languages clear, well-structured, effective and audience-relevant spoken presentations respecting appropriate standards
- present detailed descriptions, information and instructions, feed-back, etc. on a wide range of topics or fields and on complex issues in different languages
- handle complex questioning in different languages
- summarise, synthesise, rephrase, etc. orally in one's own language or some other language within one's own repertoire (oral or written) information presented in different languages and accommodate it to the requirement of a multilingual and multicultural audience
- utilize well-developed media and information literacy and good ICT skills for execution of tasks

Discipline specific context (spoken production)

- communicate convincingly potential solutions and research findings based on knowledge of the field, as well as accurately express and discuss concepts, results and arguments / other salient points following the discourse conventions of the discipline in different languages

Professional context (spoken production)

- give a well-structured presentation/information session on topics within one's field of work in different languages
- accommodate different communicative and cultural expectations in one's own presentations
- respond to follow-up questions from an expert or non-expert audience
- communicate in different languages in job-related situations such as informing, managing complaints, making requests, clarifying, describing processes and procedures, managing the media, etc.

8.2.1.2 Assessment criteria for academic and professional spoken production

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes and in several languages (L1 and L2s) the ability to...*

Macro-comprehensibility-target audience: Text type, form (relevance of form and organisation, relevance to the audience)

- follow regionally and/or internationally accepted norms and disciplinary conventions
- organise and present discourse in a way that makes it easily followed by the target audience

Topic development: Content and structure (relevance to topic, comprehensibility, coherence and cohesion)

- develop a topic adequately and adapt it to the audience (specialist / non-specialist)
- produce a discourse that is coherent with clear argumentative structure, relevant and of appropriate length

Micro-comprehensibility I: Grammatical resource and control (accuracy, range, flexibility)

- use grammar effectively even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures

Micro-comprehensibility II: Lexical resource and control (appropriateness, flexibility, range, level of formality)

- use with ease an adequate range of both general and specialised vocabulary
- use vocabulary of the required level of formality

Micro-comprehensibility III: Pronunciation (intonation, stress, pauses, individual sounds, rhythm, L1-interference)

- use stress, rhythm, intonation, pauses and sufficiently clear individual sounds in order to make discourse easy to follow (despite L1 interference for L2 speakers)
- speak clearly with appropriate volume and speed, adapt if necessary

Overall communicative quality: Fluency, interest of the audience, non-verbal communication (range, flexibility)

- produce smooth-flowing speech
- apply different stylistic means, such as humour, puns, metaphors, irony etc. for different functions (maintain interest, emphasize, etc.)
- use appropriate non-verbal communication to support understanding
- create an interactive relationship with the audience

👉 For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

8.2.2 Intercultural skills and competences for academic and professional spoken production

8.2.2.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

- adapt one's presentations and communication style to fit intercultural encounters *in situ*.
- accept the co-existence of several languages in a communicative situation and use own multilingual, multicultural and intercultural repertoire for communicative effectiveness

8.2.2.2 Assessment criteria for intercultural skills and competences for spoken production

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

⇒ *The student can demonstrate in relation to the above-mentioned learning the ability to...*

Adaptability I: Behavioural flexibility: spoken production (acknowledgement, identification, adaptation)

- understand and acknowledge the role of culture and its influence in spoken presentations and communications
- identify different requirements in spoken production in different cultural contexts
- adapt one's presentation and communication style to different requirements and situations / to a different academic culture

Adaptability II: Communicative awareness: spoken production (self-knowledge, questioning, analysis)

- acknowledge and analyse one's own culture-embedded values, norms, customs and representations of other cultural norms and communication styles that may lead to misunderstanding
- question the seemingly self-evident brought about by one's own cultural and scientific background
- acknowledge that different cultural conceptions and intercultural differences can be present in a spoken presentation even if a common language/or different common languages is/are used
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting), and appraise them from different perspectives, clarify and resolve potential and real misunderstandings or incomprehension

Knowledge: Knowledge discovery: spoken production (verification, differentiation)

- ensure that concepts refer to the same notions and representations in different languages
- differentiate between cultural interpretations and scientific arguments, identify one's own cultural biases, ethnocentric points of view

8.2.3 Strategies for academic and professional spoken production

8.2.3.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- use a variety of strategies to manage the coexistence of several languages in spoken production situations and use one's own multilingual and multicultural repertoire and prior knowledge to strengthen, enrich and diversify spoken communication of information, knowledge and expertise to different audiences

Detailed learning outcomes:

Before speaking to an audience

- explore how one's individual multilingual and multicultural profile (including L1) can serve as a resource for providing text type conventions for presentations, organisational structure, presentation strategies, explore them and compare with specific requirements
- activate prior knowledge and use resources present in own multilingual and multicultural repertoire (topic, concepts, issues, authors, language knowledge for comparison of paragraph structure, sentence construction, word order, translating, compensation strategies such as circumlocution, paraphrasing, restructuring) as advance organiser and to adjust the task to one's own resources and linguistic and communicative means
- locate resources for possible help
- use reference tools and techniques to cover gaps in vocabulary or structure, such as online and offline dictionaries of all kinds (monolingual, bi-/multilingual, specialised, pronunciation etc.), translation tools, corpora, complementary information sources, social media, etc.
- consciously prepare one's presentation (conception, visual support, rehearsal)
- self-correct during the preparation process, assess the effect of different styles, discourse structures or formulations in a specific language in relation to target audience

During speaking to an audience

- use visual support in different languages to support understanding in a multilingual and multicultural setting
- apply a variety of appropriate strategies including translanguaging, mediation and alternation of languages strategies allowing to accommodate contribution to linguistic level/profile and needs of the target audience
- use circumlocution, paraphrasing and restructuring to cover own gaps in vocabulary or structure
- make use of lexical elements of other languages to avoid interrupting speech or if useful in the context
- ask for assistance in formulations (if possible)
- monitor success during the presentation and readapt if necessary
- deal with the unexpected and show control of the situation
- manage emotional/affective aspects during a presentation (anxiety, stress, etc.)

After speaking to an audience

- organise information for further use (information management, classify and organise information)
- evaluate one's own presentation in relation to appropriate criteria
- receive peer feedback and use it constructively
- reflect on one's own presentation strategies and design a way to improve them

8.2.3.2 Assessment criteria for spoken production strategies

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, resources, preparation: spoken production (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes for effective spoken production in a multilingual and multicultural context
- locate and use appropriate reference tools and other online and off-line resources for information and assistance
- prepare adequately for spoken production
- analyse and evaluate presentation or communication for desired effect in relation to target audience

Effectiveness in execution I: Accommodation, compensation: spoken production (range, appropriateness, flexibility)

- apply flexibly a variety of appropriate strategies including translanguaging strategies to optimise understanding, adapt contributions to an audience with varying level profiles of the language(s) of speech
- apply flexibly a variety of compensation strategies to cover gaps in vocabulary or structure including translanguaging strategies

Effectiveness in execution II: Monitoring, time and stress, information management: spoken production (appropriateness)

- monitor success of spoken production and react flexibly to the situation and the unexpected, adjust if necessary to optimize spoken production
- manage anxiety, time, stress
- organise information for further use appropriately

Assessment and reflection: Own production and production strategies, transfer, further learning: spoken production (appropriateness)

- analyse and assess own achievement in relation to appropriate criteria
- integrate feedback constructively in order to improve production
- reflect on own spoken presentation or communication strategies in order to improve them
- broaden one's own multilingual and multicultural repertoire

See also Annex 4

MAGICC Assessment grids - Academic and professional spoken production competences, skills and strategies



8.3 Academic and professional writing competences, skills and strategies for communication of information, knowledge and expertise to different audiences

8.3.1 Academic and professional writing skills in at least three languages (including L1) with a minimum level of B2 in at least two languages of the individual multilingual profile

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 4.4.1. Productive activities and strategies, 4.4.1.2 Written production, 4.4.1.3 Production strategies, 4.5 Communicative language processes, 4.6 Texts, 5. The user/learner's competences

8.3.1.1 Learning outcomes

⇒ *At the end of the learning period and in relation to a specific reference level for L2s, the student is expected to be able to:*

General academic context (writing)

- use one's own multilingual and multicultural repertoire to communicate in written form information and own expertise to different audiences
- produce in different languages a wide range of written texts including abstract, structurally complex and lengthy texts,
 - such as: essays, position and reflection papers, scientific or survey reports, academic research papers and proposals, abstracts, Bachelor's / Master's thesis, process descriptions, critical statements, contribution to a joint group report aimed at a multicultural audience, correspondence, etc.
- write clear, well-structured and detailed texts on a variety of complex topics in different languages
- summarise, synthesise, rephrase in written form in one's own language or some other language within one's own repertoire information and arguments presented in various (written or oral) sources and in different languages
- utilize developed media and information literacy and good ICT skills for execution of tasks

Discipline specific context (writing)

- organise, synthesise and evaluate relevant research information for various formats of academic writing, including non-specialist audiences, in different languages
- communicate in different languages conceptual information in one's field, using references and citations properly without plagiarism and respecting discipline-specific and intercultural discourse conventions of writing in that field
- write in different languages a report aimed at a scientific/professional audience of one's own field

Professional context (writing)

- write e-mails and short factual texts, such as business letters, CVs, memos, instructions, product literature, user manuals, www-pages, etc. related to one's field or work in different languages
- network and collaborate in virtual environments and produce different written documents related to projects, including meetings, client encounters, presentations, project proposals and project plans, reports, minutes, technical documentation, etc. in various languages

8.3.1.2 Assessment criteria for academic and professional writing skills

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes and in several languages (L1 and L2s) the ability to...*

Macro-readability-Guidance for the reader, accessibility: Format and presentation (format convention, visual organisation)

- follow (regionally or internationally) accepted norms and format conventions for specific academic / professional text types and/or discipline-specific conventions and / or practice of a specific Higher Education institution/professional setting
- visually organise and present text in a way that makes it easily accessible for the target reader

Topic content: Content (information points covered, relevance)

- develop a topic adequately in relation to task and at the required level of conceptualisation and abstraction
- write a text with appropriate (focussed) and relevant content to topic and task

Thematic development: Text structure (logical organisation, coherence and cohesion)

- produce a clearly-organised text, that is coherent and uses suitable linking devices for smooth flow of text

Micro-readability I: Grammatical accuracy (syntax, form, spelling and punctuation, range of structures)

- use grammar, spelling and punctuation effectively so that the message is clear even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures appropriate to the CEFR reference level, topic and task

Micro-readability II: Vocabulary control and range (appropriateness, register and style, range)

- use an adequate range of both general and specialised vocabulary appropriate to the CEFR reference level and topic
- use reasonably appropriate vocabulary, required register, level of formality and style appropriate to task

Overall communicative quality: Capture and maintain attention (ease, originality)

- produce a text adapted to the target reader (specialist / non-specialist)
- produce a text that is interesting to read for the target reader

⇒ For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

8.3.2 Intercultural skills and competences for academic and professional writing

8.3.2.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

- Understand intercultural differences in written communication in different academic and professional contexts, analyse one's own writing from a cultural perspective and accommodate it accordingly

8.3.2.2 Assessment criteria for intercultural skills and competences for academic and professional writing

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Adaptability I: Behavioural flexibility: writing (acknowledgement, identification/comparison, adaptation)

- understand and acknowledge the role of culture and its influence in academic and professional writing
- compare and contrast different academic and professional writing cultures, specific requirements for academic and professional texts and research writing (e.g. specific text type and discourse conventions, target reader) in a given situation for identifying and highlighting the local requirements
- adapt systematically one's own action to different requirements and situations / to a different academic and professional writing culture

Adaptability II: Communicative awareness: writing (self-knowledge, questioning, analysis, adaptation)

- recognize one's own culture-embedded values, beliefs, representations and norms that may influence academic and/or professional writing
- question the seemingly self-evident brought about by one's own cultural and scientific background
- recognize that different cultural conceptions can be present when writing texts even when using *lingua franca*
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting) to avoid cultural biases, ethnocentric points of view

Knowledge: Knowledge discovery: writing (acquisition, verification, differentiation)

- acquire, use and verify cultural knowledge
- ensure that concepts / terminology refer to the same notions and representations in different languages/cultural contexts
- differentiate scientific arguments from cultural interpretations

8.3.3 Strategies for academic and professional writing

8.3.3.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- use a variety of strategies to manage the coexistence of several languages in writing situation and use one's own multilingual repertoire and prior knowledge to strengthen, enrich and diversify written communication of information, knowledge and expertise to different audience

Detailed learning outcomes:

Before writing

- activate resources, prior knowledge and different competences present in individual multilingual and multicultural profile including L1 (topic, concepts, issues, authors, literacy knowledge, such as text type conventions, organisational structure, language knowledge, writing strategies) as an advance organiser
- prepare adequately the written production

During writing

- explore how one's individual multilingual and multicultural profile (including L1) can serve as a resource for providing various kinds of writing schemata and build on them
- manage the co-existence of several languages in an academic writing situation and use one's own repertoire (including L1) for communicative effectiveness (e.g. comparison of text type conventions, paragraph structure, sentence construction, word order, punctuation rules in different languages)
- use circumlocution, paraphrasing and restructuring to cover gaps in vocabulary or structure
- locate resources for possible help
- ask for assistance in formulations (face-to-face, online)
- use reference tools such as online and offline dictionaries of all kinds (monolingual, bi-/multilingual, specialised, etc.), translation tools, correction tools, corpora, complementary information sources, social media, etc.
- self-correct during the writing process and text revision
- assess the effect of different styles, discourse structures or formulations in a specific language in relation to target audience
- edit and evaluate one's own academic / professional text in relation to specific criteria and discipline-specific requirements
- receive feed-back and exploit it to improve one's own writing skills
- edit a colleague's text, providing constructive feedback and improving it structurally, stylistically and grammatically and in relation to (discipline) specific requirements
- manage time and emotional / affective aspects during writing process (self-motivation, stress, anxiety, etc.)

After writing

- reflect on one's own writing behaviour and strategies and design a way to improve them
- exploit a writing activity for language learning and enlarging one's own multilingual and multicultural profile (terminology, idiomatic expressions, sign posts, structures, way of writing, conventions, etc.)

8.3.3.2 Assessment criteria for academic and professional writing strategies

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, resources, preparation: writing (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes for academic and professional communication and to manage co-existence of several languages in writing situation
- prepare adequately for writing activity (to reduce discrepancy between prior knowledge and task requirements)

Effectiveness in execution I: Compensation, reference tools, monitoring: writing (range, appropriateness, flexibility)

- apply flexibly a variety of strategies and use one's own multilingual and multicultural repertoire to optimise writing process (activation of schemata present in own multilingual and multicultural profile, comparison of paragraph structure, sentence construction, word order, punctuation rules in different languages, translating, etc., compensation strategies such as circumlocution, paraphrasing, restructuring,) and adjust task to own resources
- locate and use appropriate reference tools and other online and off-line resources for information and assistance
- manage time, stress and re-motivate oneself

Effectiveness in execution II: Self-correction, editing, feedback on product: writing (range, appropriateness, flexibility)

- apply flexibly a variety of strategies to optimize own writing products (self-correction, restructuring, assessment of effect of structures and formulations, etc.)
- analyse, evaluate and edit own text in relation to specific criteria and objectives and/or discipline specific requirements
- constructively integrate feedback to improve writing
- edit colleague's text and provide constructive feed-back

Assessment of and reflection: Writing process and strategies, transfer/connections, further learning: writing (Appropriateness)

- reflect on own writing behaviour and strategies in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

See also Annex 5

MAGICC Assessment grids - Academic and professional writing competences, skills and strategies

9. CAN MANAGE LEARNING IN A LIFELONG LEARNING PERSPECTIVE, MAKING USE OF OWN MULTILINGUAL AND MULTICULTURAL COMPETENCES

9.1 Independent learning skills and strategies to manage and direct own learning

Builds on the Council of Europe's *Common European Framework of Reference for Languages (CEFR)*: 5.1: General competences, 5.1.3 'Existential' competence (savoir-être), 5.1.4.3 Study skills, 5.1.4.4 Heuristic skills

9.1.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- direct, monitor and assess own learning: identify personal learning needs; set objectives; design a plan of study; evaluate appropriate tasks, activities, and materials; assess achievement; detect new needs and make use of one's own multilingual and multicultural repertoire for the learning purposes; manage time and motivate oneself

Detailed learning outcomes:

Before learning

- understand the importance of continuously developing one's expertise and know-how
- understand how languages and language learning operate in knowledge and skills construction
- activate prior knowledge and previous experiences to reach a realistic view of self as communicator and learner and of one's own levels
- identify personal learning needs
- set appropriate goals for own learning
- identify own strengths and weaknesses, as well as obstacles to learning
- assess own motivation, attitudes, and willingness to invest effort and time
- design a plan for study
- identify and locate suitable tasks, activities and materials for self-directed achievement of the expected learning outcomes
- evaluate the cognitive and affective demands of the expected learning outcomes
- knows what potential learning environments (group, ICT-enhanced, buddy-system...) are suitable for own purposes

- evaluate electronic and other language learning materials critically
- transfer learning experiences from one or more languages to the learning of a new language

During learning

- explore and make use of how one's individual multilingual and multicultural profile and prior knowledge can serve as a resource for learning (identify and use regularities and differences, shared pattern between languages for known and unknown languages, compare, contrast)
- apply learning styles and strategies appropriate to the task and learning process
- manage time and re-motivate oneself if needed
- manage emotional/affective aspects during learning (anxiety, uncertainty and ambiguity of learning)
- apply memory skills, decoding skills, inferencing, predicting, scanning and skimming, etc. to complete learning tasks
- apply various kinds of learning techniques (classifying, associating, using images, sounds, emotions, repeating, using schemes/mind-maps, contrasting languages, experimenting, putting in a new context, practicing, taking notes, summarizing, etc.)
- use reference tools such as online and offline dictionaries of all kinds (monolingual, bi-/multilingual, specialised, etc.), translation tools, corpora, correction tools, complementary information sources, social media, etc.
- make use of peer learning and feedback strategies if involved in a collaborative learning environment
- document learning step by step in order to assess and improve the learning process (e.g. in a learning journal)
- analyse and monitor one's own learning process through for example checkpoints
- self-assess, self-correct and redirect one's own learning process
- detect new needs
- assess when the expected learning outcomes have been reached

After learning

- reflect on one's own approaches and strategies and design a way to improve them
- evaluate one's own achievement level against set criteria
- document one's own multilingual and multicultural profile and lifelong learning strategies (e. g. in a European Language Portfolio)
- reflect on feed-back and use it constructively
- decide on one's own readiness for potential external assessment

9.1.2 Assessment criteria for independent learning skills and strategies

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, self-knowledge (appropriateness)

- recognize one's own plurilingual, pluricultural profile
- analyse one's own strengths and weaknesses
- acknowledge one's own attitudes and beliefs
- identify and describe one's own preferred learning environment
- recognize one's own preferred learning styles and strategies
- recall knowledge and be aware about the influence of motivation on effective learning
- activate prior knowledge about techniques to manage emotions (diminish anxiety, take risks)

Effectiveness in execution I: Goal setting, selection of tasks and means (appropriateness)

- identify personal needs and set realistic short and long term goals
- estimate effort and assess cognitive demands to reach goals
- identify appropriate learning tasks and materials
- identify and apply helpful learning techniques, methods and strategies
- make use of preferred learning environments

Effectiveness in execution II: Monitoring, adjustment (appropriateness, flexibility)

- manage time, stress and re-motivate oneself
- set checkpoints to monitor learning
- assess learning progress and re-direct if necessary
- monitor one's own attitude and adapt personal factors and strategies in order to optimize the learning process

Assessment and reflection: Process, achievement (appropriateness)

- evaluate the learning behaviour, learning experience and approach for further learning purposes
- analyse and assess one's own achievement
- document one's own multilingual profile for improved recognition by external stakeholders

See also Annex 6

MAGICC Assessment grids - Independent learning skills and strategies

9.2 Examination skills and strategies to improve chances of success

9.2.1 Learning outcomes

⇒ *At the end of the learning period, the student is expected to be able to:*

General learning outcome:

- apply a variety of strategies and make use of one's own multilingual and multicultural repertoire to manage the co-existence of several languages in exam preparation and situation and to enrich, strengthen and diversify own examination skills

Detailed learning outcomes:

Before the exam

- identify types of assessment and exam requirements at a specific higher education institution and a specific discipline area/programme (by reading regulations, looking at examples, talking to students who have already passed the exam, and to the teacher)
- activate prior knowledge and previous experiences in the domain to reach a realistic view of one's own level, and time and energy required to achieve objective
- identify and locate appropriate material for exam preparation, interpret own notes
- apply strategies for appropriate preparation for exams (circumscribe exam matter, organise, subdivide and categorize material, summarise, synthesise, imagine questions, revise alone or with others, simulate exam, etc.) using conscientiously own multilingual and multicultural repertoire to manage coexistence of different languages
- manage emotional/affective aspects during learning (anxiety, stress, etc.)
- manage time and motivate and re-motivate oneself if needed
- apply independent learning skills and strategies

During the exam

- use own multilingual repertoire to ensure good understanding of exam question(s) in different languages and follow instructions
- manage possible cultural differences in exam practices (knowledge, communicative awareness, behavioural flexibility)
- recognize examiners' idiosyncrasy, body language, comments and tips and take them into account
- use strategies to activate knowledge and use it optimally
- speak/write clearly, with the appropriate level of formality
- ask for clarification, repetition, translation (if possible)
- make use of lexical elements of other languages to avoid interrupting speech/text or if useful in the context
- use compensation strategies such as circumlocution, paraphrasing and restructuring to cover gaps in vocabulary or structure
- monitor success during the exam and readapt if necessary, deal with the unexpected and show control of the situation
- manage anxiety and stress

After the exam

- analyse the exam and evaluate one's own achievement level against set criteria
- reflect on one's own approaches and strategies and design a way to improve them

9.2.2 Assessment criteria for examination skills

⇒ *The student can demonstrate in relation to the above-mentioned learning outcomes the ability to...*

Planning: Prior knowledge, resources, preparation (appropriateness)

- identify and understand the type of exams and requirements in a specific institution/discipline/programme
- activate prior knowledge for pre-organisational purposes to establish discrepancy between own level and exam requirements and effort required to achieve objective
- identify appropriate material for exam preparation and use own multilingual repertoire for diversified exam preparation and to manage coexistence of different languages
- use a variety of appropriate strategies and techniques to prepare exam effectively including independent learning skills and strategies
- manage time, stress and re-motivate oneself

Effectiveness in execution I: Understanding exam questions, activate knowledge (appropriateness, flexibility)

- identify and apply a variety of appropriate strategies and use own multilingual and multicultural repertoire and prior knowledge to optimize understanding of exam questions, instructions, examiners' idiosyncrasy and possible cultural differences in exam practices
- use appropriate means and strategies to activate and communicate knowledge in order to optimize result of the exam

Effectiveness in execution II: Compensation, monitoring, adjustment (range, appropriateness, flexibility)

- apply a variety of strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources
- monitor success and react flexibly to the situation and the unexpected, take into account tips and comments
- manage anxiety, time, stress

Assessment and reflection: Process, achievement (appropriateness)

- analyse and assess own exam behaviour and achievement
- reflect on one's own exam strategies in order to improve them

See also Annex 7

MAGICC Assessment grids - Examination skills and strategies

10. OVERALL AIM FOR HIGHER EDUCATION DEGREES

In this context, the overall aim for higher education degrees could be described as follows: solid, multilingual mastery of the discipline/field-specific and professional domain with a developed competence in life-long learning and use of own multilingual and multicultural repertoire for effective communication and interaction, as well as for self-directed learning.

(Tentative) core academic competences for global employability

adapted from LANQUA: Language Network for Quality assurance and QF-EHEA

- Knowledge and understanding of how information is managed, conceptualized, 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.
- 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.
- 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 their expertise and to interact in specific and interdisciplinary fields, teams, networks and communities, as well as in social contexts.
- 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.

III Scenarios, activities, assessment

11. SCENARIO EXAMPLES FOR THE DEVELOPMENT AND ASSESSMENT OF ACADEMIC MULTILINGUAL AND MULTICULTURAL COMMUNICATION COMPETENCE

There are an unlimited number of academic and professional use situations in multilingual and multicultural settings where students and graduates might have to act in and which could serve as a basis for scenario development. The conceptual framework contains some illustrative examples to give a concrete idea of the types of scenarios which are relevant.

11.1 Scenarios relating primarily to BA

11.1.1 For study purposes

Participating in a lecture in a multilingual and multicultural context

(inspired by *Profile Deutsch*, p. 214)

- a. Before the lecture, preparing by reading online articles on the topic in different languages, including the language of the lecture
- b. Listening to the lecture and taking notes for further use in the language of speech or L1/other language of one's own multilingual repertoire
- c. After the lecture, clarifying unclear points with other students using one's own multilingual profile

Participating in a tutorial

- a. Preparing for the tutorial by reading in at least two languages
- b. Asking questions, clarifying difficult points (in a common language)
- c. Writing notes, summarizing the tutorial (in the local language of instruction)

11.1.2 For professional language and communication skills

Participating in a meeting at work

- a. Taking notes in a common language
- b. Presenting one issue to discuss, presenting one's own point of view in two languages
- c. Discussing the different options in two languages
- d. Summarizing the main points of the meeting and action points in a common language

11.2 Scenarios relating primarily to MA

11.2.1 For study purposes

Giving a multimedia presentation in a multilingual context (1) (Preparation)

- a. Finding information: reading a chapter of a book in the language of presentation, reading online articles on the topic in different languages, including L1
- b. Summarizing the main points, organizing the information in slides, writing notes in the language of presentation.
- c. Writing the presentation, most of the slides in the language of the presentation, some of the slides in another language or in the two languages.
- d. Rehearsing and recording the presentation in two languages.

Giving a multimedia presentation in a multilingual context (2) (Presentation)

- a. Starting the presentation: Introduction of the topic in the language of the presentation
- b. Using a presentation of the topic (slides in two languages)
- c. Answering questions about the presentation in the language of the presentation and other common language(s) and using one's own multilingual repertoire, if necessary

Writing an assignment (Group work)

- a. Communicating and negotiating with the other participants using three languages
- b. Contributing to the definition of the outcome and agreeing a work plan using one's own multilingual repertoire
- c. Researching the topic using three languages
- d. Communicating via e-mail and video conferencing with other participants using three languages
- e. Writing the agreed contribution in one common language
- f. Collaborating in the outcome in two languages, e. g. local language and another language of instruction

11.2.2 For professional language and communication skills

Leading a negotiation in a multilingual and multicultural context

(inspired by *Profile Deutsch*, p. 214)

- Inviting negotiation partners in a common language
- Collecting information on the topic of negotiation in different languages
- Leading the negotiation in a multilingual and multicultural setting
- Writing up the results in L1 and/or a common language

11.3 Example of one scenario including possible reference levels

International conference in Germany

Relevant to students following international research Master's programmes, but it could be adapted for Bachelor students. The tasks replicate the language needed in order to participate effectively in a multilingual international conference. For each task, minimum levels required for each language are estimated.

Task 1: Submitting an abstract for a conference

Submission of abstract in English, together with a summary or translation in a second language.

	<i>Reading</i>	<i>Writing</i>	<i>Mediation</i>	<i>Writing</i>
	Preparation L1	Abstract	Translation of abstract (optional)	Cover letter (comparative)
L1 (Dutch*)	L1	L1	L1	L1
L2 (English*)	L2: B2	L2: C1	L2: C1	L2: B1
L3 (German*)	L2: B2		L2: C1	L2: B1

*these are examples of languages; the student is free to choose his or her own L2 – L3. L1 will always be the student's first language.

Task 2: Giving a paper

The abstract has been accepted and the learner presents his/her paper at the conference. The presentation is in English but the slides are in German

	<i>Reading</i>	<i>Spoken production</i>	<i>Spoken interaction</i>	<i>Writing</i>
	Reading (preparation)	Presentation	Q&A	Power point (ICT skills for execution of task)
L1 (Dutch)	L1	L1	L1	L1
L2 (English)	L2: B2	Presentation in English L2: B2	Understanding questions in English and responding in English, L2: B2	
L3 (German)	L2: B2		Understanding questions in German but answering in English	Slides in German

Task 3: Conference participant/ audience member

During the conference, the student reads the booklet of abstracts in order to decide which other presentations to attend. The student then attends several other presentations in a variety of languages and asks questions in several languages.

	<i>Reading</i>	<i>Listening</i>	<i>Spoken interaction</i>	<i>Reading</i>
	Choosing presentations to attend**	Listening to the presentation and answers to Qs	Asking questions and answering questions	Understanding the slides
L1 (Dutch)	L1	L1	L1	L1
L2 (English)	L2: B1	L2: B2	L2: B2	L2: B2
L3 (German)	L2: B1	L2: B1	L2: B1	L2: B1

** reading and assimilating information about the other presentations (comparison and intercomprehension)

Task 4: Conference dinner

At the conference dinner and other social events, the student makes small talk in a number of languages and discusses conference content in some languages. He/she also has to follow the conversation of others in several languages.

	<i>Spoken interaction</i>	<i>Spoken interaction</i>	<i>Listening</i>
	Small talk which is interculturally appropriate and uses translanguaging strategies	Conference related talk using translanguaging strategies	Following conversations
L1 (Dutch)	L1	L1	L1
L2 (English)	L2: A2	L2: B1	L2: A2
L3 (German)	L2: A2	L2: B1	L2: A2
L4 (Spanish)	L2: A2		L2: A2

Task 5: Publishing a paper (after conference - optional)

After attending the conference the student may decide to respond to the Call for Papers. This will involve writing an academic paper and communicating by email with the scientific committee, which could take place in another language. They may also be asked to provide a summary of the paper in a second language.

	<i>Reading</i>	<i>Writing</i>	<i>Writing</i>
	Preparation	Writing a paper which corresponds to text type conventions and is also culturally appropriate	Cover letter/email communication
L1 (Dutch)	L1	L1	L1
L2 (English)	L2: B2	L2: C1	L2: B2
L3 (German)	L2: B2		L2: B1

Task 6: Learning to learn: Reflection on the process

Written self-assessment of one's own work process: Description of work: Were the different phases accomplished efficiently? What could be improved? (L1 or L2)

11.4 Settings and activities to develop multilingual and multicultural academic communication competence

- Language learning modules including more than one language
- Bi/multilingual programmes: integration of content and language(s)/immersion/CLIL
- Tandem learning/buddy systems
- Independent learning settings
 - multilingual and multicultural group activities
 - workplace investigations and professional communication activities (needing to be multicultural)
 - awareness raising of intercultural issues (e. g. critical incidents)
 - Simulations/role plays, e.g. company simulations (multicultural workplaces)/visitors from working life
 - telecollaboration/collaborative online activities in mixed nationality groups (e. g. each one teaches their language)
 - videoconferencing (via skype, with learners abroad)
 - comparative approaches for the development of intercultural competence
 - intercomprehension activities between related languages
 - polyglot speaking activities
 - contrastive approaches between languages
 - oral and written mediation activities (e. g. tasks involving use of source materials in different languages)
 - independent language learning activities at individual level or between student pairs with different multilingual profiles
 - use of social media in multilingual and multicultural groups

12. CONTINUUM IN RELIABILITY AND STANDARDISATION PROCEDURES, ASSESSMENT FORMS AND PROCEDURES

In terms of assessment and of transnational standardisation / harmonisation, MAGICC action will be situated on a continuum in terms of reliability and transnational comparability (from established to exploratory). Criterion-based grids will be used for all skills, competences and strategies to be developed through the scenarios, but they will have a variable status and evidence base.

- Firstly, there are well-established transnational reference tools, benchmark samples and assessment criteria for different reference levels for the different communicative activities in the CEFR. In this case, transnational standardisation is possible and procedures exist. MAGICC performance samples on academic, professional, and possibly discipline-specific communication competence in different languages will be related to the CEFR for transnational comparability.
- Secondly, European wide reference tools exist (e. g. INCA framework), but there is little empirical evidence and experience in the professional community for determining reference levels. This concerns intercultural communication competence. Therefore, transnational harmonisation is much more difficult, but the project can contribute to gaining more experience in this domain.
- Thirdly, for lifelong learning and exam skills and strategies, and more particularly for translanguaging strategies as well as for strategies in general, there are, as yet, no transnational reference frameworks for assessment. MAGICC will use descriptors and assessment which cover the core competences in this domain and are relevant for tertiary level education (elaborated in the MAGICC conceptual framework). Constructs and a framework will be created for assessment in the project. Here the project is in an exploratory situation; even more so than in the previous point.

In the three cases, assessment will be based on transparent reflection and argument. Assessment forms will be different for the various skills, competences and strategies, including mainly task based activities, reflective texts and other forms of alternative assessment.

Apart from relating communicative activities to reference levels (A1-C2), MAGICC also aims at creating marking procedures within one specific reference level and for competences, skills and strategies which are not related to reference levels.

13. REFERENCES

Anderson, L.W. & Krathwohl, D. (Eds.) (2001) *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman (available e.g. at <http://www4.uwsp.edu/education/lwilson/curric/newtaxonomy.htm>)

Biggs, J. (2003) *Teaching for Quality Learning at University*. Buckingham: Open University Press

Biggs, J. (1999) *Teaching for Quality Learning at University: What the Student Does*. Buckingham: The Society for Research into Higher Education and Open University Press

Bologna Process, The official website 2007-2009:
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

Candelier, M., et al. (2010) *FREPA/CARAP – Framework of Reference for Pluralistic Approaches to Languages and Cultures*. Graz: European Centre for Modern Languages

Council of Europe (2001) *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press

Cottrell, S. (2008) *The Study Skills Handbook, Third Edition*. Houndmills: Palgrave Macmillan

Forster Vosicki, B. (2012) *MAGICC synthesis report on the outcomes of the interviews with key stakeholders*:
<http://www.magicc.eu>

Glaboniat, M., Müller, M., Schmitz, H., Rusch, P. & Wertenschlag, L. (2005) *Profile deutsch A1 - C2*. Berlin, München: Langenscheidt

Intercultural Competence Assessment (INCA):
<http://www.incaproject.org>

Language Network for Quality Assurance, 2007 -2010 (LANQUA):
<http://www.lanqua.eu>

Lenz, P. & Berthele, R. (2010) *Assessment in Plurilingual and Intercultural Education*. Strasbourg: Council of Europe

Mehlhorn, G. (2005) *Studienbegleitung für ausländische Studierende an deutschen Hochschulen*. München: Iudicium Verlag

Pohl, M. (2000) *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Hawker Brownlow, Cheltenham, Vic, 2000

Räsänen, A. & Natri, T. (2012) *MAGICC Synthesis report on data collected in Work package 1*:
http://www.unil.ch/magicc/page87972_en.html

The Framework for Qualifications of the European Higher Education Area:
http://www.bologna-bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf

ANNEXES : MAGICC ASSESSMENT GRIDS

Annex 1 - Academic and professional reading competences, skills and strategies

Annex 2 - Academic and professional listening competences, skills and strategies

Annex 3 - Academic and professional spoken interaction competences, skills and strategies

Annex 4 - Academic and professional spoken production competences, skills and strategies

Annex 5 - Academic and professional writing competences, skills and strategies

Annex 6 - Independent learning skills and strategies

Annex 6 - Examination skills and strategies

Assessment scheme to be used with the MAGICC assessment grids

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

Use grading scale of your institution related to percentage.

Annex 1: Assessment criteria and grids for academic and professional reading competences, skills and strategies

Academic and professional reading skills in at least three languages of individual multilingual repertoire (including L1)

Assessment criteria and grid

↪ For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

Macro-comprehension: Relevance of material, overall effect, required standard (appropriateness)

- assess the usefulness and the relevance of information in different languages in relation to a programme specific topic or domain and overall effect of text on the reader
- identify if a text corresponds to academic or professional standards (in paper and written Internet sources)

Understanding of discourse development: Overview structure and content, purpose, key points, logical development (range, appropriateness)

- survey text for an overview of structure and content
- demonstrate understanding of the purpose of the text
- skim and scan written text materials for main idea, key salient points and/or specific information in texts
- follow the development of ideas, argumentation, theoretical and methodological logic, recognising contradictions and inconsistencies

Micro-comprehension: Details, nuances, relations (range, appropriateness)

- understand texts in detail, including concepts and terminology
- identify, analyse and interpret implications, attitudes and opinions, ideas, arguments, theoretical assertions and facts
- refer back and forth, analyse parts in relation to the whole and relationships among ideas

Reading quality: Speed, reuse of information, connections/transfer (appropriateness)

- read complex texts with confidence and sufficient speed and adapt speed to purpose
- take appropriate notes to process and/or share information for further use and according to purpose (summarising, synthesizing, rephrasing, citing, etc., using multilingual repertoire, in language of text or some other language of one's own repertoire
- make relevant connections within the subject area and beyond and is able to reuse in one language (subject) knowledge acquired in another language

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional reading skills

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-comprehension: Relevance of material Overall effect Required standard		Assesses the usefulness, relevance and/or overall effect of information with difficulty or inappropriately. Rarely identifies if a text corresponds to academic or professional standards.	Generally assesses appropriately the usefulness, relevance and/or overall effect of information. Generally identifies if a text corresponds to academic or professional standards.	Assesses the usefulness, relevance and/or overall effect of information appropriately. Clearly identifies if a text corresponds to academic or professional standards.
Understanding of discourse development: Overview of structure and content Purpose, key points, specific information Logical development		Surveys text for an overview of structure and content inappropriately or very limitedly. Demonstrates limited understanding of purpose. Rarely identifies the main idea, key points and/or specific information by skimming and scanning a written text. Identifies the logical development of ideas inappropriately or very limitedly.	Generally surveys text for an overview of structure and content appropriately. Demonstrates reasonable understanding of purpose. Generally identifies the main idea, key points and/or specific information by skimming and scanning a written text. Generally identifies the logical development of ideas.	Surveys text for an overview of structure and content appropriately. Demonstrates full understanding of purpose. Clearly identifies the main idea, key points and/or specific information by skimming and scanning a written text. Fully identifies the logical development of ideas.
Micro-comprehension: Details Nuances Relations		Shows little understanding of details in texts. Identifies, analyses and interprets implications, attitudes and opinions, ideas, arguments, theoretical assertions or facts very fragmentarily. Refers back and forth, analyses parts in relation to the whole and relationships among ideas with difficulty	Shows reasonable understanding of details in texts. Generally identifies, analyses and interprets implications, attitudes and opinions, ideas, arguments, theoretical assertions or facts. Generally refers back and forth, analyses parts in relation to the whole and relationships among ideas.	Understands text(s) in details. Fully identifies, analyses and interprets implications, attitudes and opinions, ideas, arguments, theoretical assertions or facts. Systematically refers back and forth, analyses parts in relation to the whole and relationships among ideas.
Reading quality: Speed Reuse of information, Connections/transfer		Reads complex texts with little confidence and insufficient speed. Has difficulties taking appropriate notes for further use, possibly applying multilingual repertoire. Rarely makes relevant connections within the subject area and beyond and transferring (subject) knowledge acquired in one language to another language.	Reads complex texts with reasonable confidence and speed. Takes reasonably appropriate notes for further use, possibly applying multilingual repertoire. Makes some relevant connections within the subject area and beyond and is generally able to transfer (subject) knowledge acquired in one language to another language.	Reads complex texts with appropriate confidence and speed. Takes appropriate notes for further use, possibly applying multilingual repertoire. Makes appropriate connections within the subject area and beyond and is able to transfer (subject) knowledge acquired in one language to another language.

Intercultural skills and competences for academic and professional reading
Assessment criteria and grid

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Openness: Tolerance of ambiguity (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and be able to deal with it constructively
- acknowledge that concepts might not refer to the same notions and representations in different languages

Adaptability I: Behavioural flexibility (acknowledgement, identification, adaptation)

- understand the diversity of cultures and their influence in written communication (e.g. understand cultural and disciplinary differences in research writing)
- distinguish between various kinds of academic and professional texts in different languages and/or in different academic/professional cultures (reports, surveys, position papers, essays, etc.) and identify, compare and contrast their typical discourse structures and culture-embedded communicative conventions

Adaptability II: Communicative awareness (acknowledgement, questioning, analysis)

- acknowledge of one's own culture-embedded values, beliefs, representations, norms, conventions that may mislead understanding in reading
- question the seemingly self-evident meanings brought about by one's own cultural and scientific background to enhance understanding
- acknowledge that different cultural conceptions can be present in a written text even if a *lingua franca* is used
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting)

Knowledge: Knowledge discovery (acquisition, verification, differentiation)

- acquire, use and verify cultural background knowledge to enhance understanding (relate texts to their cultural, historical, social, scientific context and traditions)
- ensure if concepts /terminology refer to the same notions and representations in different languages
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Intercultural skills and competences for academic and professional reading

Level of mastery ⇄ Criteria ⇄	In-adequate	Basic	Satisfactory	Full
Openness: Tolerance of ambiguity Lack of clarity: Acknowledgement Adaptation		Deals with ambiguity on a one-off basis. May be overwhelmed by ambiguous situations.	Acknowledges ambiguities and has a limited repertoire of approaches to cope with these.	Acknowledges ambiguities and deals with them systematically.
Adaptability I: Behavioural flexibility Role of culture and external culture specific aspects in reading: Awareness Identification, Adaptation		Knows that some culture specific aspects are present in written texts but rarely takes them into account.	Understands and has some coherent knowledge of culture-specific aspects and their influence in written texts and generally takes them into account.	Knows in breadth and depth in what way culture-specific aspects influence academic writing and takes them into account systematically.
Adaptability II: Communicative awareness Own culture-embedded values, beliefs, representations, norms, conventions, self-evidence: Self-knowledge Questioning Analysis		<p>Acknowledges some of own culture-embedded values, beliefs, representations, norms and seemingly self-evident aspects but cannot identify these precisely or only fragmentarily to avoid misunderstanding in reading.</p> <p>Questions the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding unsystematically or only fragmentarily.</p> <p>Has difficulty acknowledging that different cultural conceptions can be present in a written text even if a <i>lingua franca</i> is used.</p> <p>Applies criteria in relation to cultural phenomena that enable distancing oneself from it very limitedly (see criteria above).</p>	<p>Acknowledges and has some coherent knowledge of own culture embedded values, beliefs, representations, norms and seemingly self-evident aspects to avoid misunderstanding in reading.</p> <p>Applies basic strategies to question the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding.</p> <p>Generally acknowledges that different cultural conceptions can be present in a written text, even if a <i>lingua franca</i> is used.</p> <p>Generally applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).</p>	<p>Fully acknowledges in what way own culture-embedded values, beliefs, representations, norms and seemingly self-evident aspects can lead to misunderstanding.</p> <p>Analyses, assesses and reflects in a systematic and principled way the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding.</p> <p>Fully acknowledges that different cultural conceptions can be present in a written text, even if a <i>lingua franca</i> is used.</p> <p>Fully applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).</p>
Knowledge: Knowledge discovery Cultural background knowledge, concepts, scientific arguments: Acquisition Verification Differentiation		<p>Rarely acquires, uses and verifies cultural background knowledge to enhance understanding.</p> <p>Rarely ensures concepts/terminology or verifies if they refer to the same notions in different languages.</p> <p>Differentiates scientific arguments from cultural interpretation in simple and obvious cases, often not grasping significance.</p>	<p>Occasionally acquires, uses and verifies cultural background knowledge to enhance understanding.</p> <p>Generally ensures concepts/ terminology and verifies if they refer to the same the notions in different languages.</p> <p>Applies a basic strategy to differentiate scientific arguments from cultural interpretation.</p>	<p>Acquires, uses and verifies cultural background knowledge to enhance understanding.</p> <p>Systematically ensures concepts/ terminology and verifies if they refer to the same the notions in different languages.</p> <p>Applies a principled/theory-based approach to differentiate scientific arguments from cultural interpretation.</p>

Academic and professional reading strategies
Assessment criteria and grid

Planning: prior knowledge, groundwork, prediction (Appropriateness)

- demonstrate awareness of the potential of one's own multilingual and multicultural profile including L1 and prior knowledge for effective reading
- identify and apply appropriate prior knowledge and use own repertoire for pre-organisational purposes to manage the co-existence of several languages in reading and for effective reading and diversified knowledge building
- build hypotheses on text to read

Effectiveness in execution I: overview, decoding, reference tools (Range, Appropriateness, Flexibility)

- use a variety of appropriate strategies for rapid access, overview of meaning and/or structure and problems of text
- apply translanguaging and other inferring and decoding strategies to retrieve information and meaning (intercomprehension strategies, translation, inferring from context)
- locate and use appropriate reference tools and other on-line and off-line resources for information and assistance

Effectiveness in execution II: Checking and highlighting, monitoring and adjustment (Range, Appropriateness, Flexibility)

- use checking strategies to optimise understanding
- effectively use a variety of visual techniques to strengthen understanding
- organise information for further use appropriately
- manage time and affective factors for effective reading

Assessment and reflection: reading process and strategies, transfer, further learning (Appropriateness)

- analyse, assess and reflect on one's own reading strategies and achievement in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional reading strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: Prior knowledge Groundwork Prediction		Knows that own multilingual and multicultural repertoire and prior knowledge can be useful for effective reading but cannot identify these precisely or only very fragmentarily. Analyses and uses prior knowledge and own repertoire unsystematically and in an improvised manner for pre-organizational purposes for reading and managing the co-existence of several languages in reading. May attempt to build hypotheses on text (s) to read.	Has some coherent knowledge on how own multilingual and multicultural repertoire and prior knowledge can be useful for effective reading. Generally activates prior knowledge and uses own repertoire for pre-organizational purposes for reading and managing the co-existence of several languages in reading. Is generally able to build hypotheses on text(s) to read.	Knows in depth what way own multilingual and multicultural repertoire and prior knowledge can be useful for effective reading. Fully activates prior knowledge and uses own repertoire for pre-organizational purposes for reading and managing the co-existence of several languages in reading. Is fully able to build hypotheses based on text(s) to read.
Effectiveness in execution I: Overview Decoding Reference tools		Rarely applies appropriate strategies to accessing, overviewing and assessing texts or in a very limited way. Rarely applies translanguaging and other inferring and decoding strategies to retrieve information and meaning. Rarely locates and uses appropriate reference tools and other on or off-line references.	Applies some appropriate strategies for accessing, overviewing and assessing texts. Generally applies translanguaging and other inferring and decoding strategies to retrieve information and meaning. Locates and uses with some ease reasonably appropriate reference tools and on and off-line references.	Flexibly applies a variety of appropriate strategies for accessing, overviewing and assessing texts. Applies flexibly and appropriately a variety of translanguaging and other inferring and decoding strategies to retrieve information and meaning. Locates and effectively uses appropriate reference tools and other on or off-line references.
Effectiveness in execution II: Checking Highlighting, Information management Monitoring and adjustment (time and personal factors)		Rarely uses checking strategies to optimize understanding. Rarely or ineffectively uses visual techniques to strengthen understanding. Rarely organizes information for further use appropriately. Shows only little control of time and affective factors for effective reading.	Generally applies checking strategies to optimize understanding. Generally uses effectively a variety of visual techniques to strengthen understanding. Generally organizes information for further use appropriately. Shows some control of time and affective factors for effective reading.	Fully applies checking strategies to optimize understanding. Effectively uses a variety of visual techniques to strengthen understanding. Fully organizes information for further use appropriately. Shows excellent control of time and affective factors for effective reading.
Assessment and reflection: Reading process and strategies Transfer Further learning		Shows only some understanding of own reading strategies and assesses and reflects on them unsystematically. Exploits reading activity unsystematically and often inappropriately to extend own multilingual and multicultural profile.	Analyses, assesses and reflects on own reading strategies based on some coherent knowledge and basic strategy. Exploits reading activity reasonably well to extend own multilingual and multicultural profile.	Analyses, assesses and reflects in a systematic and principled/theory-based way on own reading strategies. Effectively exploits reading activity to extend own multilingual and multicultural profile.

Annex 2: Assessment criteria and grids for academic and professional listening competences, skills and strategies

Academic and professional listening skills in at least three languages of individual multilingual repertoire (including L1)

Assessment criteria and grid

↪ For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

Macro-comprehension: Relevance of material, required standard (appropriateness)

- assess rapidly the usefulness and the relevance of spoken information in relation to some specific topic or domain
- identify if an oral text corresponds to academic standards (e.g. in spoken Internet sources)

Understanding of discourse development: Orientation, purpose, style, logical development, key points, specific information (range, appropriateness)

- make use of text type conventions (discourse markers, text organisation, cohesive devices, sign posts, typical concepts and terminology) for orientation
- demonstrate understanding of a speaker's purpose(s)
- identify a speaker's argumentation styles and different forms of oral communication
- follow the development of ideas, argumentation, theoretical and methodological logic
- identify and understand main points, identify specific information in speech, distinguish between important and unimportant content

Micro-comprehension: Accents, non-verbal, details, nuances, co-existence of languages (accommodation, appropriateness, flexibility)

- rapidly adapt to various accents of L1 speakers and non-L1 speakers
- use a speaker's non-verbal indicators to support understanding
- follow speech in detail
- identify and understand implications, attitudes, feelings and opinions and ideas, theoretical assertions and facts, contradictions and inconsistencies
- understand how information is being used (provide evidence; describe a step in a process, etc.)
- recognise different stylistic means, such as humour, puns, metaphors, irony and understand their function within the text (entertain, emphasise, attract attention)
- flexibly use multilingual repertoire to accommodate to speaker(s) communicating more than one common language and the co-existence of languages

Listening quality: reuse information, connections/transfer (appropriateness)

- take efficient notes to process and share information (recording information accurately for other users and uses) in various languages according to purpose
- make relevant connections within the subject area and beyond and is able to reuse in one language (subject) knowledge acquired in another language

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional listening skills

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-comprehension: Relevance of material Required standard		Assesses the usefulness and relevance of spoken information with difficulty or inappropriately. Rarely identifies if an oral text corresponds to academic standards.	Generally assesses the usefulness and relevance of spoken information appropriately and rapidly. Generally identifies if an oral text corresponds to academic or professional standards.	Assesses the usefulness and relevance of spoken information appropriately and rapidly. Clearly identifies if an oral text corresponds to academic or professional standards.
Understanding of discourse development: Orientation Purpose Style Logical development Key points, specific information		Rarely makes use of text type conventions for orientation. Demonstrates limited understanding of the speaker's purpose(s). Rarely identifies a speaker's argumentation styles and different forms of verbal communication. Has difficulties following the development of ideas, argumentation, theoretical and methodological logic. Rarely identifies and understands main points, identifies specific information in speech.	Generally makes use of text type conventions for orientation. Demonstrates reasonable understanding of the speaker's purpose(s). Generally identifies a speaker's argumentation styles and different forms of verbal communication. Follows the development of ideas, argumentation, theoretical and methodological logic reasonably well. Generally identifies and understands main points, identifies specific information in speech.	Makes full use of text type conventions for orientation. Demonstrates full understanding of the speaker's purpose(s). Clearly identifies a speaker's argumentation styles and different forms of verbal communication. Has no difficulties following the development of ideas, argumentation, theoretical and methodological logic. Fully identifies and understands main points, identifies specific information in speech.
Micro-comprehension: Accents Non-verbal, Details, nuances Co-existence of languages		Has difficulties adapting to various accents of L1 and non-L1 speakers. Rarely uses a speaker's nonverbal indicators to support understanding. Has difficulties following speech in detail. Rarely identifies and understands implications, attitudes, feelings and opinions and ideas, theoretical assertions and facts, contradictions and inconsistencies. Rarely understands how information is being used. Rarely recognizes different stylistic means and understands their function within the text. Demonstrates limited flexibility in using multilingual repertoire to accommodate to speaker(s) communicating more than one common language and the co-existence of languages.	Adapts to various accents of L1 and non-L1 accents reasonably well. Generally uses a speaker's nonverbal indicators to support understanding. Follows speech in detail reasonably well. Generally identifies and understands implications, attitudes, feelings and opinions and ideas, theoretical assertions and facts, contradictions and inconsistencies. Generally understands how information is being used. Generally recognizes different stylistic means and understands their function within the text. Demonstrates reasonable flexibility in using multilingual repertoire to accommodate to speaker(s) communicating more than one common language and the co-existence of languages.	Rapidly adapts to various accents of L1 and non-L1 accents. Fully uses a speaker's nonverbal indicators to support understanding. Easily follows speech in details. Fully identifies and understands implications, attitudes, feelings and opinions and ideas, theoretical assertions and facts, contradictions and inconsistencies. Clearly understands how information is being used. Fully recognizes different stylistic means and understands their function within the text. Demonstrates full flexibility in using multilingual repertoire to accommodate to speaker(s) communicating more than one common language and the co-existence of languages.
Listening quality: Reuse information, Connections/transfer		Has difficulties taking efficient notes to process and share information in various languages according to purpose. Rarely makes relevant connections within the subject area and beyond and is limited in ability to reuse in one language (subject) knowledge acquired in another language.	Takes reasonably efficient notes to process and share information in various languages according to purpose. Generally makes relevant connections within the subject area and beyond and is generally able to reuse in one language (subject) knowledge acquired in another language.	Takes efficient notes to process and share information in various languages according to purpose. Makes relevant connections within the subject area and beyond and is able to reuse in one language (subject) knowledge acquired in another language.

Intercultural skills and competences for academic and professional listening
Assessment criteria and grid

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Openness: Tolerance of ambiguity: listening (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and to be able to deal with it constructively
- acknowledge that concepts might not refer to the same notions and representations in different languages

Adaptability I: Behavioural flexibility: listening (acknowledgement, identification, adaptation)

- understand the diversity of cultures and their influence in spoken communication (e.g. understand cultural and disciplinary differences in research presentation)
- distinguish between various kinds of academic and professional texts in different languages and/or in different academic/professional cultures identify, compare and contrast their typical discourse structures and culture-embedded communicative conventions
- adapt one's own listening behaviour to the requirements of cultural and disciplinary differences in speech

Adaptability II: Communicative awareness: listening (self-knowledge, questioning, analysis)

- acknowledge one's own culture-embedded values, norms, conventions that may mislead understanding
- acknowledge that different cultural conceptions can be present in a spoken text even if a common language is used
- question the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting)

Knowledge: Knowledge discovery: listening (acquisition, verification, differentiation)

- acquire, use and verify cultural background knowledge to enhance understanding
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Intercultural skills and competences for academic and professional listening

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Openness: Tolerance of ambiguity Acknowledgement Adaptation		Deals with ambiguity on a one-off basis. May be overwhelmed by ambiguous situations. Rarely acknowledges that concepts might not refer to the same notions and representations in different languages.	Acknowledges ambiguities and has a limited repertoire of approaches to cope with these. Generally acknowledges that concepts might not refer to the same notions and representations in different languages.	Acknowledges ambiguities and deals with them systematically. Fully acknowledges that concepts might not refer to the same notions and representations in different languages.
Adaptability I: Behavioural flexibility Acknowledgement, Identification Adaptation		Knows that some culture-specific aspects are present in spoken communication but rarely takes them into account. Has difficulty distinguishing between various academic and professional speech, comparing and contrasting their typical discourse structures and culture-embedded communicative conventions. Rarely adapts one's own listening behaviour to the requirements of cultural and disciplinary differences in speech.	Understands and has some coherent knowledge of culture-specific aspects and their influence in spoken communication and generally takes them into account. Generally distinguishes between various academic and professional speech, compares and contrasts their typical discourse structures and culture-embedded communicative conventions. Occasionally adapts one's own listening behaviour to the requirements of cultural and disciplinary differences in speech.	Knows in breadth and depth in what way culture-specific aspects influence academic speech and takes them into account systematically. Fully distinguishes between various academic and professional speech, compares and contrasts their typical discourse structures and culture-embedded communicative conventions. Adapts one's own listening behaviour to the requirements of cultural and disciplinary differences in speech.
Adaptability II: Communicative awareness Self-knowledge Questioning Analysis		Acknowledges some of own culture-embedded values, norms, and conventions but cannot identify these precisely or only fragmentarily to avoid misunderstanding in communication. Has difficulty acknowledging that different cultural conceptions can be present in a spoken text even if a common language is used. Questions the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding unsystematically or fragmentarily. Applies criteria in relation to cultural phenomena that enable distancing oneself from it very limitedly (see criteria above).	Acknowledges and has some coherent knowledge of own culture-embedded values, norms, and conventions to avoid misunderstanding in communication. Generally acknowledges that different cultural conceptions can be present in a spoken text even if a common language is used. Applies basic strategies to question the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding. Generally applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).	Fully acknowledges in what way own culture-embedded values, norms, and conventions may lead to misunderstanding in communication. Fully acknowledges that different cultural conceptions can be present in a spoken text even if a common language is used. Analyzes, assesses and reflects the seemingly self-evident meaning brought about by one's own cultural and scientific background to enhance understanding in a systematic and principled way. Fully applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).
Knowledge: Knowledge discovery Acquisition, verification, differentiation		Rarely acquires uses and verifies cultural background knowledge to enhance understanding.	Occasionally acquires uses and verifies cultural background knowledge to enhance understanding.	Acquires uses and verifies cultural background knowledge to enhance understanding.

Academic and professional listening strategies

Assessment criteria and grid

Planning: Prior knowledge, preparation, predicting: listening (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes for managing the co-existence of several languages and for effective listening and diversified knowledge building
- use appropriate strategies to prepare for listening activity (content in different languages, structure, key vocabulary and terminology, strategies, etc.)
- build hypotheses on speech

Effectiveness in execution I: Decoding, checking, recalling: listening (range, appropriateness, flexibility)

- apply effectively translanguaging and/or other inferring and decoding strategies to optimise understanding of speech and retrieve information and meaning (intercomprehension strategies, inferring from content text type and structure, anticipation)
- detect and accommodate to speaker's linguistic and/or conceptual problems
- use a variety of appropriate strategies to check and recall speech and understanding (during and after listening)

Effectiveness in execution II: Monitoring, information management: listening (appropriateness)

- manage affective factors for effective listening
- organise information for further use appropriately using own multilingual repertoire for diversified knowledge building and sharing

Assessment and reflection: Listening process and strategies, transfer, further learning: listening (appropriateness)

- analyse, assess and reflect on own achievement and listening strategies in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional listening strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: Prior knowledge Preparation Predicting		Analyses and uses prior knowledge and own repertoire unsystematically and in an improvised manner for pre-organizational purposes for listening and managing the co-existence of several languages in listening. Rarely uses appropriate strategies to prepare for listening activity. May attempt to build hypotheses on speech.	Generally activates prior knowledge and uses own repertoire for pre-organizational purposes for listening and managing the co-existence of several languages in listening. Occasionally uses appropriate strategies to prepare for listening activity. Generally able to build hypotheses on speech.	Fully activates prior knowledge and uses own repertoire for pre-organizational purposes for listening and managing the co-existence of several languages in listening. Uses appropriate strategies to prepare for listening activity. Fully able to build hypotheses on speech.
Effectiveness in execution I: Decoding Checking Recalling		Rarely applies translanguaging and other inferring and decoding strategies to retrieve information and meaning. Rarely detects and accommodates to speaker's linguistic and/or conceptual problems. Rarely uses a variety of appropriate strategies to check and recall speech and understanding.	Generally applies translanguaging and other inferring and decoding strategies to retrieve information and meaning. Generally detects and accommodates to speaker's linguistic and/or conceptual problems. Generally uses a variety of appropriate strategies to check and recall speech and understanding.	Effectively applies translanguaging and other inferring and decoding strategies to retrieve information and meaning. Detects and accommodates to speaker's linguistic and/or conceptual problems. Uses a variety of appropriate strategies to check and recall speech and understanding.
Effectiveness in execution II: Monitoring Information management		May attempt to manage affective factors for effective listening. Rarely organizes information for further use appropriately.	Generally able to manage affective factors for effective listening. Generally organizes information for further use appropriately.	Fully able to manage affective factors for effective listening. Fully organizes information for further use appropriately.
Assessment and reflection: Listening process and strategies, transfer Further learning		Analyses, assesses and reflects on own achievement and listening strategies in order to improve them unsystematically or fragmentarily. May attempt to broaden one's own multilingual and multicultural repertoire.	Generally analyses, assesses and reflects on own achievement and listening strategies in order to improve them. Generally able to broaden one's own multilingual and multicultural repertoire.	Fully analyses, assesses and reflects on own achievement and listening strategies in order to improve them. Fully able to broaden one's own multilingual and multicultural repertoire.

Annex 3: Assessment criteria and grids for academic and professional spoken interaction competences, skills and strategies

Academic and professional spoken interaction skills in at least three languages of individual multilingual repertoire (including L1)

Assessment criteria and grid

↪ For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

Macro-comprehensibility: Clarity of message (format, adaptation to speaking partner/s)

- interact in a way that respects the discipline-specific or other discourse conventions and is adapted to speaking partner(s) needs
- produce discourse organised so as to be easily followed

Discourse development: Discourse management (relevance of topics, coherence and cohesion)

- contribute in a way that is coherent, relevant and appropriate and develops the discourse adequately in relation to the objective, maintain a focussed approach to the task at hand
- build on the contribution of others in order to complete task

Micro-comprehensibility I: Grammatical resource and control (accuracy, range, flexibility)

- use grammar effectively even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures

Micro-comprehensibility II: Lexical resource and control (appropriateness, flexibility, range, level of formality)

- use with ease an adequate range of both general and specialised vocabulary/terminology
- use vocabulary of the required level of formality

Micro-comprehensibility III: Pronunciation (intonation, stress, pauses, individual sounds, rhythm, L1-interference)

- use stress, rhythm, intonation, pauses and sufficiently clear individual sounds in order to make discourse easy to follow (despite L1 interference for L2 speakers)
- speak clearly with appropriate volume and speed, adapt if necessary

Overall communicative quality: Fluency, non-verbal communication (ease, flexibility)

- produce smooth-flowing contributions
- use appropriate non-verbal communication

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional spoken interaction skills

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-comprehensibility: Clarity of message Format Adaptation to speaking partner/s)		Interacts in a way that only partially or inappropriately respects discipline-specific or other discourse conventions and is only partially adapted to the needs of the speaking partners. Organises discourse inappropriately so that it is difficult to follow.	Interacts in a way that generally respects discipline-specific or other discourse conventions and is generally adapted to the needs of the speaking partners Organises discourse in a way to be followed with little difficulty.	Interacts in a way that fully respects discipline-specific or other discourse conventions and is consistently adapted to the needs of the speaking partners. Organises discourse effectively so that it is easy to follow.
Discourse development: Discourse management Relevance of topics Coherence and cohesion		Rarely contributes in a coherent and / or relevant manner in relation to topic. Does not always develop discourse adequately in relation to the objective which can lead to breakdown of communication.	Contributes usually in a coherent and /or relevant manner in relation to topic. Generally develops discourse adequately in relation to the objective.	Contributes consistently in a coherent and /or relevant manner in relation to topic. Fully and effectively develops discourse in relation to the objective.
Micro-comprehensibility I: Grammatical resource and control Accuracy Range Flexibility		Makes grammar errors that may obscure meaning or frequent inaccuracies may lead to misunderstandings. Uses limited range of grammatical structures (in relation to CEFR level).	Makes grammar errors that occasionally obscure meaning and corrects mistakes if they have led to misunderstandings. Uses adequate range of grammatical structures (in relation to CEFR level).	Makes few grammar errors so that meaning is consistently clear. Effectively uses a wide range of grammatical structures (in relation to CEFR level).
Micro-comprehensibility II: Lexical resource and control Appropriateness Flexibility Range Level of formality		Rarely uses both general and specialized vocabulary appropriately and precisely. Has limited range of both general and specialized vocabulary (in relation to CEFR level). Rarely uses the required level of formality.	Uses both general and specialized vocabulary generally adequately. Has an adequate range of sufficiently appropriate both general and specialized vocabulary (in relation to CEFR level). Generally uses the required level of formality.	Uses both general and specialized vocabulary flexibly and with ease. Has a wide range of consistently appropriate and effective both general and specialized vocabulary (in relation to CEFR level). Consistently uses the required level of formality.
Micro-comprehensibility III: Pronunciation Intonation, stress, pauses, individual sounds, rhythm L1-interference		Uses intonation, stress, pauses, individual sounds and rhythm often inappropriately and inaccurately. Has L1 interference that sometimes makes discourse difficult to follow.	Uses sufficiently appropriate and accurate intonation, stress, pauses, individual sounds and rhythm. Has some L1 interference but discourse is generally easy to follow.	Consistently uses appropriate and accurate intonation, stress, pauses, individual sounds and rhythm. Conveys meaning effectively despite some L1 interference.
Overall communicative quality: Fluency, non-verbal communication Ease Flexibility		Has difficulties to produce smooth-flowing contributions. Tempo hesitant, often searching for expressions. Sometimes uses inappropriate non-verbal communication.	Produces fairly smooth-flowing contributions, even if sometimes hesitant while searching for expressions. Uses generally adequate non-verbal communication.	Produces fluent and spontaneous contributions almost effortlessly. Uses fully appropriate non-verbal communication.

Source CEFR, Centre de langues UNIL and Jyväskylä Assessment criteria for communication skills

Openness I: Tolerance of ambiguity: spoken interaction (acknowledgement, adaptation)

- accept ambiguity and lack of clarity and ability to deal with it constructively
- move forward despite a new unclear situation, ask for clarifications, react calmly

Openness II: Respect of otherness: spoken interaction (curiosity, neutrality, making explicit)

- show curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own, acknowledge different perspectives, change perspective
- avoid snap and stereotypical judgements
- express differences in a neutral way without judgments
- deal tactfully with the ethical problems raised by personally unacceptable features of otherness
- explain own culture-embedded values, norms, customs, representations, approaches

Adaptability I: Behavioural flexibility: spoken interaction (acknowledgement, identification, adaptation, common ground)

- demonstrate an overall understanding of the kinds of communicative difficulties that can arise in an intercultural context
- identify and consciously work with various communicative conventions, communication styles underlying norms, representations and values of different partners with other cultural profiles and configurations
- analyse in one's own communication behaviour from a cultural perspective and adapt one's own behaviour and to different requirements and situations
- negotiate a common ground for communication activity with partners appropriate to the context, objective and relationship

Adaptability II: Communicative awareness: spoken interaction (self-knowledge, questioning, clarification, adaptation)

- acknowledge and analyse one's own multicultural profile, culture-embedded values, norms, customs and representations and communication styles that come into play in intercultural communication
- acknowledge that own perception is not shared universally, that concepts might not refer to the same notions and representations in different languages, question the self-evident
- acknowledge that different cultural conceptions and intercultural differences can be present in spoken interaction, even if a common language is used
- modify one's own forms of expression, invite for participation, make oneself understood and check understanding of partners, clarify and resolve potential and real misunderstandings or incomprehension

Knowledge I: Knowledge discovery: spoken interaction (ways of functioning, differentiation)

- acquire and use new knowledge of cultural practices, values, rules, norms underlying other's behaviour by direct questioning, reply to questions, explains (own way of functioning)
- ensure that concepts refer to the same notions and representations in different languages
- differentiate scientific arguments from cultural interpretations, identify cultural biases, ethnocentric points of view

Knowledge II: Empathy: spoken interaction (others' feelings)

- find out what other people think and how they feel in concrete situations
- demonstrate understanding of others' feelings, wishes, values, beliefs and ways of thinking of other people (via language, attitude, gesture, facial expressions, etc.) and deal appropriately with them

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Intercultural skills and competences for academic and professional spoken interaction / Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Page 1/2

Level of mastery ⇨ Criteria ⇩	In-adequate	Basic	Satisfactory	Full
Openness I: Tolerance of ambiguity Acknowledgement Adaptation		Deals with ambiguity on a one-off basis. May be overwhelmed by ambiguous situations. Rarely acknowledges ambiguity or asks for clarification, participates in a limited manner or reactively.	Applies a basic strategy to cope with ambiguities and deal with situations. Generally acknowledges ambiguities, asks for clarification, generally participates in interaction and reacts calmly.	Applies a principled / theory based and systematic approach in order to cope with ambiguities. Fully acknowledges ambiguities, asks for clarification and participates in interaction and reacts calmly.
Openness II: Respect of otherness Curiosity Neutrality Making explicit		Only partially aware of different perspectives. Shows little curiosity and readiness to suspend disbelief about other cultures and beliefs about one's own. Sometimes judges differences or may not be able to defer evaluative judgment as good or bad. Rarely explains own-culture embedded values, norms, representations and approaches.	Generally acknowledges different perspectives; shows curiosity and readiness to suspend disbelief about other cultures. Expresses differences as neither good nor bad and deals reasonably tactfully with ethical problems raised by personally unacceptable features of otherness. Usually explains own-culture embedded values, norms, representations and approaches.	Fully acknowledges different perspectives; shows curiosity and readiness to suspend disbelief about other cultures and beliefs about one's own. Respects diversity and copes tactfully with ethical problems raised by personally unacceptable features of otherness. Explains own-culture embedded values, norms, representations and approaches.
Adaptability I: Behavioural flexibility Acknowledgement Identification, adaptation Common ground		Adopts a reactive/defensive approach to situations and has little overall understanding of the kinds of communicative difficulties that can arise in an intercultural context. Has difficulties to identify and consciously work with various communicative conventions, communication styles underlying norms, representations and values of different partners with other cultural profiles and configurations. Has difficulties to negotiate a common ground with partners.	Generally demonstrates overall understanding of the kinds of communicative difficulties that can arise in an intercultural context. Generally identifies and consciously works with various communicative conventions, communication styles underlying norms, representations and values of different partners with other cultural profiles and configurations. Generally adopts appropriate behaviour. Generally negotiates a common ground with partners.	Consistently demonstrates overall understanding of the kinds of communicative difficulties that ca. arise in an intercultural context. Fully identifies and consciously works with various communicative conventions, communication styles underlying norms, representations and values of different partners with other cultural profiles and configurations. Adopts appropriate behaviour. Consistently negotiates a common ground with partners seeking to bring about the most favorable outcome.

./.

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Adaptability II: Communicative awareness Self-knowledge Questioning Clarification Adaptation		<p>Acknowledges some of own culture-embedded values, norms, and conventions but cannot identify these precisely or only fragmentarily to avoid misunderstanding in communication.</p> <p>Tends to hold onto his/her own conventions and expects adaptation from others. Questions the seemingly self-evident meaning brought about by one's own cultural and scientific background unsystematically or fragmentarily.</p> <p>Has difficulty acknowledging that different cultural conceptions can be present in an interaction even if a common language is used.</p> <p>Has difficulties to modify one's own form of expression to prevent or resolve misunderstandings or incomprehension.</p>	<p>Acknowledges and has some coherent knowledge of own culture-embedded values, norms, and conventions that come into play in intercultural communication.</p> <p>Generally acknowledges that own perception is not shared universally and has a basic strategy to question the seemingly self-evident meaning brought about by one's own cultural and scientific background.</p> <p>Generally acknowledges that different cultural conceptions can be present in an interaction even if a common language is used.</p> <p>Generally modifies one's own form of expression to prevent or resolve misunderstandings or incomprehension.</p>	<p>Fully acknowledges and analyses in a principled / theory based and systematic way own culture-embedded values, norms, and conventions that come into play in intercultural communication.</p> <p>Fully acknowledges that own perception is not shared universally and systematically questions the seemingly self-evident meaning brought about by one's own cultural and scientific background.</p> <p>Fully acknowledges that different cultural conceptions can be present in an interaction even if a common language is used.</p> <p>Systematically modifies one's own form of expression to prevent or resolve misunderstandings or incomprehension.</p>
Knowledge I: Knowledge discovery Ways of functioning Differentiation		<p>Draws on random knowledge and minimal factual research about other cultural practices, values, rules, norms underlying other's behaviour. Rarely uses direct questioning, replies to questions, gives explanations.</p> <p>Rarely differentiates scientific arguments from cultural interpretations, cultural biases or ethnocentric points of view.</p>	<p>Has some coherent knowledge about other cultural practices, values, rules, norms underlying other's behaviour. Generally uses direct questioning to inform oneself, replies to questions, gives explanations.</p> <p>Generally differentiates scientific arguments from cultural interpretations, i cultural biases or ethnocentric points of view.</p>	<p>Knows in breadth and depth about other cultural practices, values, rules, norms underlying other's behaviour. Uses direct questioning to inform oneself, replies to questions, gives explanations.</p> <p>Differentiates in an informed way scientific arguments from cultural interpretations, cultural biases or ethnocentric points of view.</p>
Knowledge II: Empathy Others' feelings		<p>Rarely tries to find out what other people think or feel in concrete situations.</p> <p>Tends to see the foreigner's cultural differences as curious, and remains confused about the seemingly strange behavior and their antecedents.</p>	<p>Generally tries to find out what other people think or feel in concrete situations.</p> <p>Generally demonstrates understanding of others' feelings, wishes, values, beliefs and ways of thinking of other people and deals reasonably appropriately with them.</p>	<p>Always tries to find out what other people think or feel in concrete situations.</p> <p>Demonstrates understanding of others' feelings, wishes, values, beliefs and ways of thinking of other people and deals appropriately with them.</p>

Academic and professional spoken interaction strategies
Assessment criteria and grid

Planning: Prior knowledge, preparation: spoken interaction (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes to manage interaction situation in a multilingual and multicultural setting
- prepare adequately for interaction activity to achieve effective communication

Effectiveness in execution I: Active participation, compensation, decoding, accommodation: spoken interaction (range, appropriateness, flexibility)

- apply flexibly a variety of appropriate communicative strategies including translanguaging strategies and co-existence of several languages to promote successful interaction and active participation
- apply flexibly a variety of appropriate compensation strategies to cover gaps in vocabulary or structure, including translanguaging strategies
- use appropriate strategies including translanguaging strategies to check meaning and deepen understanding
- apply flexibly a variety of appropriate decoding strategies including translanguaging and mediation strategies allowing to accommodate contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation

Effectiveness in execution II: Monitoring process, emotions, information management: spoken interaction (appropriateness, flexibility)

- monitor interaction for clarifying and adjusting if necessary to optimize interaction
- manage own emotions and monitor one's own attitude for effective interaction
- organise information for further use appropriately using own multilingual repertoire

Assessment and reflection: Own interaction and interaction strategies, feedback, transfer, further learning: spoken interaction (appropriateness)

- analyse and assess one's own achievement in relation to appropriate criteria
- integrate feedback constructively in order to improve interaction
- reflect on one's own interaction strategies in order to improve them
- broaden one's own multilingual and multicultural repertoire

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional spoken interaction strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: Prior knowledge Preparation		Analyses and uses prior knowledge and own repertoire unsystematically and in an improvised manner for pre-organizational purposes to manage interaction situations in a multilingual and multicultural setting. Prepares for interaction activities ineffectively.	Generally activates prior knowledge and uses own repertoire for pre-organizational purposes to manage interaction situations in a multilingual and multicultural setting. Prepares for interaction activities reasonably effectively.	Fully activates prior knowledge and uses own repertoire for pre-organizational purposes to manage interaction situations in a multilingual and multicultural setting. Prepares for interaction activities effectively and appropriately.
Effectiveness in execution I: Active participation Compensation Decoding Accommodation		Rarely applies communicative strategies including translanguaging strategies and co-existence of several languages to promote successful interaction and active participation. Rarely applies compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources. Rarely uses decoding strategies including translanguaging strategies to check meaning and deepen understanding. Rarely applies strategies including translanguaging and mediation allowing accommodating contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation.	Generally applies communicative strategies including translanguaging strategies and co-existence of several languages to promote successful interaction and active participation. Generally applies compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources. Generally uses decoding strategies including translanguaging strategies to check meaning and deepen understanding. Generally applies strategies including translanguaging and mediation allowing accommodating contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation.	Applies flexibly a variety of appropriate communicative strategies including translanguaging strategies and co-existence of several languages to promote successful interaction and active participation- Applies flexibly a variety of compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources. Uses flexibly appropriate decoding strategies including translanguaging strategies to check meaning and deepen understanding. Applies flexibly a variety of appropriate strategies including translanguaging and mediation allowing accommodating contributions to interlocutors' linguistic level/profile and needs to support speaking partners making themselves understood and enabling participation.
Effectiveness in execution II: Monitoring process Emotions Information management		Has difficulties to monitor interaction for clarifying and adjusting if necessary to optimize interaction. May attempt to manage own emotions and monitor one's own attitude for effective interaction. Rarely organizes information for further use appropriately using own multilingual repertoire.	Generally monitors interaction for clarifying and adjusting if necessary to optimize interaction. Generally able to manage own emotions and monitor one's own attitude for effective interaction. Generally organizes information for further use appropriately using own multilingual repertoire.	Monitors flexibly and appropriately interaction for clarifying and adjusting if necessary to optimize interaction. Fully able to manage own emotions and monitor one's own attitude for effective interaction. Fully organizes information for further use appropriately using own multilingual repertoire.
Assessment and reflection: Own interaction and interaction strategies Feedback Transfer Further learning		Shows only some understanding of own achievement and interaction strategies, and assesses and reflects unsystematically, based on random knowledge. Has some difficulties receiving feedback and exploiting it constructively in order to improve interaction. May attempt to design plans. Exploits interaction unsystematically and often inappropriately to extend own multilingual and multicultural profile.	Analyses, assesses and reflects own achievement and interaction strategies based on some coherent knowledge and basic strategy. Exploits feedback reasonably well to improve interaction. Designs reasonable plans to optimize interaction. Exploits reasonably well interaction to extend own multilingual and multicultural profile.	Analyses, assesses and reflects in a systematic and principled / theory-based way on own achievement and interaction strategies. Effectively exploits feedback to improve own interaction. Generalizes experience and designs appropriate plans to optimize interaction. Effectively exploits interaction activity to extend own multilingual and multicultural profile.

Annex 4: Assessment criteria and grids for academic and professional spoken production competences, skills and strategies

Academic and professional spoken production skills in at least three languages of individual multilingual repertoire (including L1)

Assessment criteria and grid

👉 For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

Macro-comprehensibility-target audience: Text type, form (relevance of form and organisation, relevance to the audience)

- follow regionally and/or internationally accepted norms and disciplinary conventions
- organise and present discourse in a way that makes it easily followed by the target audience

Topic development: Content and structure (relevance to topic, comprehensibility, coherence and cohesion)

- develop a topic adequately and adapt it to the audience (specialist / non-specialist)
- produce a discourse that is coherent with clear argumentative structure, relevant and of appropriate length

Micro-comprehensibility I: Grammatical resource and control (accuracy, flexibility, range)

- use grammar effectively even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures (in relation to CEFR level)

Micro-comprehensibility II: Lexical resource and control (range, flexibility, level of formality)

- use with ease an adequate range of both general and specialised vocabulary (in relation to CEFR level)
- use vocabulary of the required level of formality

Micro-comprehensibility III: Pronunciation (intonation, stress, pauses, individual sounds, rhythm, L1-interference)

- use stress, rhythm, intonation, pauses and sufficiently clear individual sounds in order to make discourse easy to follow (despite L1 interference for L2 speakers)
- speak clearly with appropriate volume and speed, adapt if necessary

Overall communicative quality: Fluency, interest of the audience, non-verbal communication (range, flexibility)

- produce smooth-flowing speech
- apply different stylistic means, such as humour, puns, metaphors, irony etc. for different functions (maintain interest, emphasize, etc.)
- use appropriate non-verbal communication to support understanding
- create an interactive relationship with the audience

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional spoken production skills

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-comprehensibility- target audience: Text type, form Relevance of form and organisation Relevance to the audience		Respects regionally and / or internationally accepted norms and disciplinary conventions only partially or inappropriately. Organises and presents discourse inappropriately so that it is difficult to follow by target audience.	Generally respects regionally and / or internationally accepted norms and disciplinary conventions. Organises and presents discourse in a way to be followed with little difficulty by target audience.	Fully respects regionally and / or internationally accepted norms and disciplinary conventions. Organises and presents discourse effectively so that it is interesting and easy to follow by target audience.
Topic development: Content and structure Relevance to topic Comprehensibility Coherence and cohesion		Develops topic inadequately, which is often irrelevant and difficult to understand, hardly adapting to the target audience (specialist / non-specialist). Produces a discourse that lacks of coherence and has no clear argumentative structure, uses only few transitional elements.	Generally develops topic adequately, which is comprehensible and of appropriate relevance and length, adapting to the target audience (specialist / non-specialist). Produces a discourse that is generally coherent and has a reasonably clear argumentative structure, uses some transitional elements.	Develops topic consistently well, which is of appropriate length and easy to understand, fully adapting to the target audience (specialist / non-specialist). Produces a discourse that is consistently coherent with a clear argumentative structure, uses flexibly appropriate transitional elements.
Micro-comprehensibility I: Grammatical resource and control Accuracy Flexibility Range		Makes frequent grammatical errors that may obscure meaning or may lead to misunderstandings. Uses limited range of grammatical structures (in relation to CEFR level).	Makes grammatical errors that occasionally obscure meaning but can correct mistakes if they have led to misunderstandings. Uses adequate range of grammatical structures (in relation to CEFR level).	Makes few grammatical errors so that meaning is consistently clear. Effectively uses a wide range of grammatical structures (in relation to CEFR level).
Micro-comprehensibility II: Lexical resource and control Range Flexibility Level of formality		Has limited range of both general and specialized vocabulary (in relation to CEFR level). Partly uses inappropriate and imprecise general and specialized vocabulary. Rarely uses the required level of formality.	Has an adequate range of sufficiently appropriate general and specialized vocabulary (in relation to CEFR level). Usually uses appropriate and precise general and specialized vocabulary. Generally uses the required level of formality.	Has a wide range of consistently appropriate and effective general and specialized vocabulary (in relation to CEFR level). Uses both general and specialized vocabulary flexibly and with ease. Consistently uses the required level of formality.
Micro-comprehensibility III: Pronunciation Intonation, stress, pauses, Individual sounds, Rhythm L1-interference		Uses intonation, stress, pauses, individual sounds and rhythm often inappropriately and inaccurately. Has L1 interference that sometimes makes discourse difficult to follow.	Uses sufficiently appropriate and accurate intonation, stress, pauses, individual sounds and rhythm. Has some L1 interference but discourse is generally easy to follow.	Uses consistently appropriate and accurate intonation, stress, pauses, individual sounds and rhythm. Conveys meaning effectively despite some L1 interference.
Overall communicative quality: Fluency, interest of the audience, non-verbal communication Range Flexibility		Has a difficulty to produce smooth-flowing contributions. Speaks rather hesitantly, often searching for expressions. Rarely applies stylistic means to maintain interest, to emphasize, etc. Uses sometimes inappropriate non-verbal communication, little eye contact and/or little interaction with audience	Produces fairly smooth-flowing contributions, even if sometimes hesitant, sometimes searching for expressions. Generally applies stylistic means to maintain interest, to emphasize, etc. Uses generally appropriate non-verbal communication, maintains contact with the audience.	Produces fluent and spontaneous stretches of speech almost effortlessly. Applies flexibly a variety of different stylistic means to maintain interest, to emphasize, etc. Uses fully appropriate non-verbal communication, good eye contact and engages the audience.

Source CEFR, Centre de langues UNIL and Jyväskylä Assessment criteria for communication skills

Intercultural skills and competences for academic and professional spoken production

Assessment criteria and grid

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Adaptability I: Behavioural flexibility: spoken production (acknowledgement, identification, adaptation)

- understand and acknowledge the role of culture and its influence in spoken presentations and communications
- identify different requirements in spoken production in different cultural contexts
- adapt one's presentation and communication style to different requirements and situations / to a different academic culture

Adaptability II: Communicative awareness: spoken production (self-knowledge, questioning, analysis)

- acknowledge and analyse one's own culture-embedded values, norms, customs and representations of other cultural norms and communication styles that may lead to misunderstanding
- question the seemingly self-evident brought about by one's own cultural and scientific background
- acknowledge that different cultural conceptions and intercultural differences can be present in a spoken presentation even if a common language/or different common languages is/are used
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting), and appraise them from different perspectives, clarify and resolve potential and real misunderstandings or incomprehension

Knowledge: Knowledge discovery: spoken production (verification, differentiation)

- ensure that concepts refer to the same notions and representations in different languages
- differentiate between cultural interpretations and scientific arguments, identify one's own cultural biases, ethnocentric points of view

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Intercultural skills and competences for academic and professional spoken production, Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Level of mastery ⇄ Criteria ⇄	In-adequate	Basic	Satisfactory	Full
Adaptability I: Behavioural flexibility Acknowledgement, Identification Adaptation		Has some random knowledge that culture-specific aspects influence effective spoken presentations and communications. Identifies requirements very fragmentarily, with little comparison. Adapts unsystematically and often in an improvised way to culture-specific academic and professional spoken production requirements.	Has some coherent knowledge of culture-specific aspects and their influence on effective spoken presentations and communications. Identifies and compares different requirements quite systematically, thus demonstrating some coherent knowledge of specific requirements in a given situation. Applies basic strategies to adapt to culture-specific academic and professional spoken production requirements.	Knows in breadth and depth in what way culture-specific aspects influence academic and professional spoken presentations and communications. Identifies clearly and compares systematically different requirements in order to highlight those in a given situation. Applies a principled / theory-based and systematic approach to adapt to culture-specific requirements in academic and professional spoken production.
Adaptability II: Communicative awareness Self-knowledge Questioning Analysis		Acknowledges some of own culture-embedded values, norms, and conventions but cannot identify these precisely or only fragmentarily to avoid misunderstanding in communication. Tends to hold onto his/her own conventions and expects adaptation from others. Questions the seemingly self-evident meaning brought about by one's own cultural and scientific background unsystematically or fragmentarily. Has difficulty acknowledging that different cultural conceptions can be present in spoken presentations and communications even if a common language is used. Applies criteria in relation to cultural phenomena that enable distancing oneself from it very limitedly (see criteria above).	Acknowledges and has some coherent knowledge of own culture-embedded values, norms, and conventions that come into play in intercultural communication. Generally acknowledges that own perception is not shared universally and has a basic strategy to question the seemingly self-evident meaning brought about by one's own cultural and scientific background. Generally acknowledges that different cultural conceptions can be present in spoken presentations and communications even if a common language is used. Generally applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).	Fully acknowledges and analyses in a principled / theory based and systematic way own culture-embedded values, norms, and conventions that come into play in intercultural communication. Fully acknowledges that own perception is not shared universally and systematically questions the seemingly self-evident meaning brought about by one's own cultural and scientific background. Fully acknowledges that different cultural conceptions can be present in spoken presentations and communications even if a common language is used. Fully applies criteria in relation to cultural phenomena that enable distancing oneself from it (see criteria above).
Knowledge: Knowledge discovery Verification Differentiation		Rarely ensures concepts/terminology or verifies if they refer to the same notions in different languages. Differentiates scientific arguments and cultural interpretation, cultural biases and ethnocentric points of view in simple and obvious cases, but often not grasping their significance.	Generally ensures concepts/ terminology and verifies if they refer to the same the notions in different languages. Applies a basic strategy to differentiate scientific arguments and cultural interpretation, and cultural biases and ethnocentric points of view.	Systematically ensures concepts/ terminology and verifies if they refer to the same the notions in different languages Applies a principled/theory-based approach to differentiate scientific arguments and cultural interpretation, cultural biases and ethnocentric points of view.

Academic and professional spoken production strategies
Assessment criteria and grid

Planning: Prior knowledge, resources, preparation: spoken production (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) for pre-organisational purposes for effective spoken production in a multilingual and multicultural context
- locate and use appropriate reference tools and other online and off-line resources for information and assistance
- prepare adequately for spoken production
- analyse and evaluate presentation or communication for desired effect in relation to target audience

Effectiveness in execution I: Accommodation, compensation: spoken production (range, appropriateness, flexibility)

- apply flexibly a variety of appropriate strategies including translanguaging strategies to optimise understanding, adapt contributions to an audience with varying level profiles of the language(s) of speech
- apply flexibly a variety of compensation strategies to cover gaps in vocabulary or structure including translanguaging strategies

Effectiveness in execution II: Monitoring, time and stress, information management: spoken production (appropriateness)

- monitor success of spoken production and react flexibly to the situation and the unexpected, adjust if necessary to optimize spoken production
- manage anxiety, time, stress
- organise information for further use appropriately

Assessment and reflection: Own production and production strategies, transfer, further learning: spoken production (appropriateness)

- analyse and assess own achievement in relation to appropriate criteria
- integrate feedback constructively in order to improve production
- reflect on own spoken presentation or communication strategies in order to improve them
- broaden one's own multilingual and multicultural repertoire

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional spoken production strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: Prior knowledge Resources Preparation		<p>Knows that own multilingual and multicultural repertoire and prior knowledge can be useful for spoken production in a multilingual and multicultural context but cannot identify these precisely or only very fragmentarily.</p> <p>Analyses and uses prior knowledge unsystematically and in an improvised way.</p> <p>Rarely locates and uses appropriate reference tools and other on or off-line references.</p> <p>Prepares for spoken production ineffectively.</p> <p>Rarely analyses and evaluates presentation or communication for desired effect in relation to target audience.</p>	<p>Understands and has some coherent knowledge how own multilingual and multicultural repertoire and prior knowledge can be useful for spoken production in a multilingual and multicultural context.</p> <p>Shows some strategies to identify and apply this knowledge for pre-organizational purposes for task.</p> <p>Locates and uses with some ease reasonably appropriate reference tools and on and off-line references.</p> <p>Prepares for spoken production reasonably appropriately.</p> <p>Generally analyses and evaluates presentation or communication for desired effect in relation to target audience.</p>	<p>Knows in depth in what way own multilingual and multicultural repertoire and prior knowledge can be useful for pre-organizational purposes for spoken production in a multilingual and multicultural context.</p> <p>Applies a principled/theory-based and systematic approach to identify and apply this knowledge effectively in relation to task.</p> <p>Locates and effectively uses appropriate reference tools and other on or off-line references.</p> <p>Prepares for spoken production effectively and appropriately.</p> <p>Efficiently analyses and evaluates presentation or communication for desired effect in relation to target audience.</p>
Effectiveness in execution I: Accommodation Compensation		<p>Rarely applies strategies including translanguaging strategies allowing accommodating presentation to an audience with varying level profiles of the language(s) of speech.</p> <p>Rarely applies compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources.</p>	<p>Generally applies strategies including translanguaging strategies allowing accommodating presentation to an audience with varying level profiles of the language(s) of speech.</p> <p>Generally applies compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources.</p>	<p>Applies flexibly a variety of appropriate strategies including translanguaging strategies allowing accommodating presentation to an audience with varying level profiles of the language(s) of speech.</p> <p>Applies flexibly a variety of compensation strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources.</p>
Effectiveness in execution II: Monitoring Time and stress Information management		<p>Shows only little control of the process, adjusts rarely and/or often inappropriately.</p> <p>May attempt to manage time and affective factors during spoken production.</p> <p>Rarely organizes information for further use appropriately using own multilingual repertoire.</p>	<p>Uses basic strategies, and some coherent knowledge to monitor success, reacts relatively flexibly to the situation and the unexpected.</p> <p>Generally able to manage time and affective factors during spoken production.</p> <p>Generally organizes information for further use appropriately using own multilingual repertoire.</p>	<p>Effectively monitors success, adjusts flexibly and appropriately to situation and the unexpected.</p> <p>Fully able to manage time and affective factors during spoken production.</p> <p>Fully organizes information for further use appropriately using own multilingual repertoire.</p>
Assessment and reflection: Own production and production strategies Transfer Further learning		<p>Shows only some understanding of own achievement and spoken production strategies, and assesses and reflects unsystematically, based on random knowledge.</p> <p>Has some difficulties receiving feedback and exploiting it constructively in order to improve spoken production.</p> <p>May attempt to design plans.</p> <p>Exploits spoken production unsystematically and often inappropriately to extend own multilingual and multicultural profile.</p>	<p>Analyses, assesses and reflects own achievement and spoken production strategies based on some coherent knowledge and basic strategy.</p> <p>Exploits feedback reasonably well to improve spoken production.</p> <p>Designs reasonable plans to optimize production.</p> <p>Exploits reasonably well spoken production to extend own multilingual and multicultural profile.</p>	<p>Analyses, assesses and reflects in a systematic and principled / theory-based way on own achievement and spoken production strategies.</p> <p>Effectively exploits feedback to improve own spoken production.</p> <p>Generalizes experience and designs appropriate plans to optimize spoken production.</p> <p>Effectively exploits spoken production to extend own multilingual and multicultural profile.</p>

Annex 5 : Assessment criteria and grids for academic and professional writing competences, skills and strategies

Academic and professional writing skills in at least three languages of individual multilingual repertoire (including L1)

Assessment criteria and grid

↪ For L2s, a specific reference level of the CEFR must be taken into consideration in assessment.

Macro-readability – Guidance for the reader: Format and presentation (format conventions, visual organisation and accessibility)

- follow (regionally or internationally) accepted norms and format conventions for specific academic or professional text types and/or discipline-specific conventions and / or practice of a specific Higher Education institution/professional setting
- visually organise and present text in a way that makes it easily accessible for target reader

Topic content: Content (information points covered, relevance)

- develop a topic adequately in relation to task and at the required level of conceptualisation and abstraction
- write a text with appropriate (focussed) and relevant content to topic and task

Thematic development: Text structure (logical organisation, coherence and cohesion)

- produce a clearly-organised text, that is coherent and uses suitable linking devices for smooth flow of text

Micro-readability I: Grammatical accuracy (syntax, form, range of structures, spelling and punctuation)

- use grammar, spelling and punctuation effectively so that the message is clear even if errors may occasionally obscure meaning
- use an adequate range of grammatical structures appropriate to the CEFR reference level, topic and task

Micro-readability II: Vocabulary control and range (range, appropriateness, register, level of formality and style)

- use an adequate range of both general and specialised vocabulary appropriate to the CEFR reference level and topic
- use reasonably appropriate vocabulary, required register, level of formality and style appropriate to task

Overall communicative quality: Adaptation, Capture and maintain attention (adaptation to target reader, originality)

- produce a text adapted to the target reader (specialist / non-specialist)
- produce a text that is interesting to read for the target reader

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional writing skills

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Macro-readability – Guidance for the reader: Format and presentation Format convention Visual organisation Accessibility		Only some format conventions and/or discipline-specific conventions are followed, making comprehension difficult. Visual organization and presentation often not appropriate.	Format conventions and/or discipline-specific conventions generally followed, although some inconsistencies remain. Visual organization and presentation generally appropriate, making it relatively accessible to the target reader.	Format conventions and/or discipline specific conventions consistently followed. Appropriate visual organization and presentation, making it easily accessible to target reader.
Topic content: Content Information points covered Relevance		Important / several points or other aspects of content missing or irrelevant, difficulty in focusing, and dealing with topic. Large parts not at the required level of conceptualization and abstraction.	Major points and other aspects of content included and generally developed (to topic and task requirement), Appears relevant to topic and task. Possibly a little limited in scope, mostly at the required level of conceptualization and abstraction.	All content points included, and developed effectively and appropriately. Appears well focused and relevant to topic and task, wide scope and at the required level of conceptualization and abstraction.
Thematic development: Text structure Logical organisation, Coherence and cohesion		Little organization and little or inappropriate use of linking devices. Appears incoherent and lacking in logical flow.	Adequate organization of text. Sometimes simple and/or inappropriate use of linking devices for the CEFR level, somewhat affecting logical flow of text, and links are sometimes abrupt or unclear.	Clear and smoothly flowing organization of the text Easily recognizable to readers. Suitable use of linking devices appropriate to the CEFR level. Forms a coherent whole.
Micro-readability I: Grammatical accuracy Range of structures Syntax, form Spelling and punctuation		Restricted range of structures for the CEFR level and frequent grammatical, spelling and punctuation errors, distracting the reader and obscuring the message.	Range of structures appropriate for the CEFR level. Grammatical, spelling and punctuation errors occur, but the message remains relatively clear.	Excellent range of structures for the CEFR level used flexibly. Minor grammatical, spelling and punctuation errors may occur but the message is consistently clear.
Micro-readability II: Vocabulary control and range Range Appropriateness, Register, level of formality and style		Range of vocabulary too limited for the CEFR level and task. Choice of vocabulary, register, level of formality and style often inappropriate for the task and the intended audience.	Range of vocabulary adequate for CEFR level and task. Choice of vocabulary, required register, level of formality and style reasonably appropriate for the task and the intended target reader.	Extensive range of vocabulary for the CEFR level and task. Consistently correct and appropriate use of vocabulary, register, level of formality and style for the task and the intended target reader.
Overall communicative quality: Adaptation and Ability to capture and maintain attention Adaptation to target reader Originality		Text is not adapted to the target reader, requiring great effort on the part of the target reader to understand the message.	Text is Generally adapted to target reader, reasonably easy to read and effective.	Text is fully adapted to target reader, interesting to read, original and fully effective.

Source CEFR, Centre de langues UNIL and Jyväskylä General assessment criteria for academic writing, UNITIE project

Intercultural skills and competences for academic and professional writing
Assessment criteria and grid

Categories adapted from INCA Framework: <http://www.incaproject.org/framework.htm>

Adaptability I: Behavioural flexibility (acknowledgement, identification / comparison, adaptation)

- understand and acknowledge the role of culture and its influence in academic and professional written communication
- compare and contrast different academic and professional writing cultures, specific requirements for academic and professional texts and research writing (e.g. specific text type and discourse conventions, target reader) in a given situation for identifying and highlighting the local requirements
- adapt systematically one's own action to different requirements and situations / to a different academic and professional writing culture

Adaptability II: Communicative awareness (self-knowledge, questioning, analysis, adaptation)

- recognize one's own culture-embedded values, beliefs, representations and norms that may influence academic and/or professional writing
- question the seemingly self-evident brought about by one's own cultural and scientific background
- recognize that different cultural conceptions can be present when writing texts even when using a *lingua franca*
- apply criteria in relation to cultural phenomena that enable distancing oneself from the phenomena (observation, analysis, identification, recognition of components, comparing, contrasting) to avoid cultural biases, ethnocentric points of view

Knowledge: Knowledge discovery (acquisition, verification, differentiation)

- acquire, use and verify cultural knowledge
- ensure that concepts / terminology refer to the same notions and representations in different languages/cultural contexts
- differentiate scientific arguments from cultural interpretations

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Intercultural skills and competences for academic and professional writing

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Adaptability I: Behavioural flexibility Role of culture and external culture specific aspects in writing: Acknowledgement Identification / comparison Adaption		Has some random knowledge that culture-specific aspects influence effective writing. Identifies requirements very fragmentarily, with little comparison. Adapts unsystematically and often in an improvised way to culture-specific writing requirements.	Has some coherent knowledge of culture-specific aspects and their influence on effective writing. Identifies and compares different requirements quite systematically, thus demonstrating some coherent knowledge of specific requirements in a given situation. Applies basic strategies to adapt to culture-specific writing requirements.	Knows in breadth and depth in what way culture-specific aspects influence academic writing. Identifies clearly and compares systematically different requirements in order to highlight those in a given situation. Applies a principled / theory-based and systematic approach to adapt to culture-specific requirements in academic writing.
Adaptability II: Communicative awareness Own culture-embedded values, beliefs, representations, norms Self-evidence: Self-knowledge Questioning Analysis Adaptation		Understands and acknowledges some of own culture-embedded values, beliefs, representations, norms and seemingly self-evident aspects but cannot identify these precisely or only fragmentarily in relation to the writing process, topic or task. Analyses and reflects on own values, beliefs, norms, seemingly self-evident and cultural conception in lingua franca that might affect own writing process unsystematically frequently writing inappropriately.	Understands and has some coherent knowledge of own culture-embedded values, beliefs, norms, representations and seemingly self-evident aspects and how these affect the writing process, topic or task. Applies basic strategies to reflect on and analyze own values, beliefs, norms, seemingly self-evident and cultural conceptions in own writing process and generally works with these elements in an appropriate way in writing. Some inconsistencies remain.	Fully understands in what way own culture-embedded values, beliefs, norms, representations and seemingly self-evident aspects, and different cultural conceptions affect the writing process, topic or task. Analyses, assesses and reflects in a systematic and principled way own values, beliefs, norms, seemingly self-evident and cultural conceptions in own writing process, and works with these elements in an appropriate way in writing.
Knowledge: Knowledge discovery Cultural background knowledge, concepts, arguments: Acquisition Verification Differentiation		Draws on random general knowledge and minimal factual research. Rarely contrasts concepts / terminology or verifies if they refer to the same notions in different languages. Differentiates scientific arguments and cultural interpretation in simple and obvious cases, but often not grasping their significance.	Recourses to information sources in anticipation, builds on found information. Generally contrasts concepts / terminology and verifies if they refer to the same the notions in different languages. Applies a basic strategy to differentiate scientific arguments and cultural interpretation.	Develops knowledge through systematic research-like activities in different forms. Systematically contrasts and analyses concepts / terminology and verifies if they refer to the same the notions in different languages. Applies a principled/theory-based approach to differentiate scientific arguments and cultural interpretation.

Academic and professional writing strategies
Assessment criteria and grid

Planning: Prior knowledge, resources, preparation (appropriateness)

- identify and apply appropriate prior knowledge and use own multilingual and multicultural repertoire (including L1) as for pre-organisational purposes for academic and professional written communication and to manage co-existence of several languages in writing situation
- prepare adequately for writing activity (to reduce discrepancy between prior knowledge and task requirements)

Effectiveness in execution I: Compensation, reference tools, monitoring (range, appropriateness, flexibility)

- apply flexibly a variety of appropriate strategies and use one's own multilingual and multicultural repertoire (including L1) to optimise writing process (activation of schemata present in own multilingual and multicultural profile, comparison of paragraph structure, sentence construction, word order, punctuation rules in different languages, translating, etc., compensation strategies such as circumlocution, paraphrasing, restructuring,) and adjust task to own resources
- locate and use appropriate reference tools and other online and off-line resources for information and assistance
- manage time, stress and re-motivate oneself

Effectiveness in execution II: Self-correction, editing, feedback on product (range, appropriateness, flexibility)

- apply flexibly a variety of strategies to optimize own writing products (self-correction, restructuring, assessment of effect of structures and formulations, etc.)
- analyse, evaluate and edit own text in relation to specific criteria and objectives and/or discipline specific requirements
- constructively integrate feedback to improve writing
- edit colleague's text and provide constructive feed-back

Assessment and reflection: Writing process and strategies, transfer, further learning (appropriateness)

- reflect on own writing behaviour and strategies in relation to appropriate criteria in order to improve them
- broaden one's own multilingual and multicultural repertoire

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Academic and professional writing strategies

Level of mastery ⇄ Criteria ⇄	In-adequate	Basic	Satisfactory	Full
Planning: Prior knowledge Resources Preparation		Knows that own multilingual and multicultural repertoire and prior knowledge can be useful for writing but cannot identify these precisely or only very fragmentarily. Analyses and uses prior knowledge unsystematically and in an improvised way. Prepares for writing activity ineffectively.	Understands and has some coherent knowledge how own multilingual and multicultural repertoire and prior knowledge can be useful for writing. Applies some strategies to identify and apply this knowledge for pre-organizational purposes for task. Prepares for writing activity reasonably appropriately.	Knows in depth in what way own multilingual and multicultural repertoire and prior knowledge can be useful for pre-organizational purposes for writing. Applies a principled/theory-based and systematic approach to identify and apply this knowledge effectively in relation to task. Prepares for writing activity effectively and appropriately.
Effectiveness in execution I: Compensation Reference tools Monitoring process		Applies strategies to adjust task to own resources often inappropriately or very limitedly. Rarely locates and uses appropriate reference tools, thus affecting appropriate achievement of task. Shows little control of personal factors influencing the writing process and is dealing with these in an unsystematic and improvised manner.	Generally applies strategies to adjust task to own resources. Possibly limited in range. Locates and uses with some ease reasonably appropriate reference tools. Shows some control of personal factors influencing the writing process and has some basic strategies in dealing with these in order to achieve task.	Applies flexibly a variety of appropriate strategies to adjust task to own resources. Locates and effectively uses appropriate reference tools. Shows excellent control of personal factors influencing the writing process and has a diversified and principled/systematic approach in dealing with these in order to achieve task.
Effectiveness in execution II: Self-correction Editing Feedback		Applies revision strategies unsystematically, optimization of text not achieved. Analyses own text in relation to (discipline)-specific requirements and criteria unsystematically and in an inappropriate manner. Has some difficulties receiving feedback and exploiting it in order to improve own text. Gives unsystematic and little useful feedback, editing texts of others without improving them.	Generally applies some revision strategies to optimize own text. Applies some strategies for editing own text in relation to (discipline)-specific requirements and criteria. Exploits feedback reasonably well to improve own text. Gives feedback which is reasonably useful and has some strategies to edit texts of others and improve them moderately.	Applies flexibly a variety of appropriate revision strategies to optimize own text. Analyses systematically and edits effectively own text in relation to (discipline)-specific requirements and criteria. Effectively exploits feedback to improve own text. Gives constructive feedback and effectively edits texts of others, improving them considerably.
Assessment and reflection: Writing process and strategies Transfer Further learning		Shows only some understanding of own writing process and strategies, and assesses and reflects unsystematically, based on random knowledge May attempt to design plans. Exploits writing activity unsystematically and often inappropriately to extend own multilingual and multicultural profile.	Analyses, assesses and reflects own writing process and strategies based on some coherent knowledge and basic strategy. Designs reasonable plans to optimize the writing process. Exploits reasonably well writing activity to extend own multilingual and multicultural profile.	Analyses, assesses and reflects in a systematic and principled / theory-based way on own writing process and strategies. Generalizes experience and designs appropriate plans to optimize the writing process. Effectively exploits writing activity to extend own multilingual and multicultural profile.

Annex 6: Assessment criteria and grid for Independent learning skills and strategies

Planning: Prior knowledge, self-knowledge (appropriateness)

- recognize one's own multilingual, multicultural profile
- analyse one's own strengths and weaknesses
- acknowledge one's own attitudes and beliefs
- identify and describe one's own preferred learning environment
- recognize one's own preferred learning styles and strategies
- recall knowledge and be aware about the influence of motivation on effective learning
- activate prior knowledge about techniques to manage emotions (diminish anxiety, take risks)

Effectiveness in execution I: Goal setting, selection of tasks and means (appropriateness)

- identify personal needs and set realistic short and long term goals
- estimate effort and assess cognitive demands to reach goals
- identify appropriate learning tasks and materials
- identify and apply helpful learning techniques, methods and strategies
- make use of preferred learning environments

Effectiveness in execution II: Monitoring, adjustment (appropriateness, flexibility)

- manage time, stress and re-motivate oneself
- set checkpoints to monitor learning
- assess learning progress and re-direct if necessary
- monitor one's own attitude and adapt personal factors and strategies in order to optimize the learning process

Assessment and reflection: Process, achievement (appropriateness)

- evaluate the learning behaviour, learning experience and approach for further learning purposes
- analyze and assess one's own achievement
- document one's own multilingual profile for improved recognition by external stakeholders

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Independent learning skills and strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: prior knowledge, self-knowledge Multilingual, multicultural profile Strengths / weaknesses Attitudes / beliefs Learning environment Styles and strategies Motivation Emotions		Knows that some personal factors and profile influence learning but cannot identify these precisely or only very fragmentarily. Applies self-analysis in relation to personality traits that influence learning unsystematically and in an improvised way.	Has some coherent knowledge of own personal factors and profile and how they influence learning. Applies a basic strategy to analyze own personality traits to enhance learning.	Knows in breadth and depth in what way own personal factors and profile influence learning. Applies a principled / theory-based and systematic approach in order to analyze self for effective learning.
Effectiveness in execution I: goal setting, selection of tasks and means Needs and goals Effort and cognitive demands Learning tasks / materials Techniques, methods, strategies		Sets goals without sufficiently taking into account specific situation, personal resources and prior competences. Rarely selects appropriate tasks, materials and means, thus hindering achievement of goals.	Sets goals to some extent taking into account specific situation and personal resources. Selects reasonably appropriate materials, tasks and means that generally allowing achievement of goals.	Sets realistic goals fully taking into account specific situations and personal resources. Selects appropriate materials, tasks and means to achieve goals.
Effectiveness in execution II: monitoring, adjustment Time / stress / motivation Checkpoints Assessment of process / redirection Adjustment personal factors		Shows little control to the learning process, reacts and improvises to find solutions to short term difficulties. Shows only little control of the process, checks and adjusts rarely and/or often inappropriately.	Shows some control of the learning process and generally adjusts if necessary. Uses basic strategies, and some coherent knowledge to check achievement, remove obstacles and redirect.	Shows excellent control of the learning process, determines in due time when it is necessary to adapt one's learning process. Acts in an informed way and shows flexibility and appropriacy in checking progress, removing obstacles and adjusting.
Assessment and reflection Learning behaviour / experience / process Achievement Documentation		Shows only some understanding of own learning behaviour, experience and/or achievement, assesses and reflects unsystematically, often unrealistically and based on random knowledge. May attempt to design plans. Documents own multilingual, multicultural and learner profile in a way that gives little value to own skills and competences for the benefit of external stakeholders.	Analyses, assesses and reflects own learning behaviour, experience and/or achievement based on some coherent knowledge and basic strategy. Designs reasonable plans to optimize own learning process. Documents and highlights reasonably well own multilingual, multicultural and learner profile for the benefit of external stakeholders.	Analyses, assesses and reflects in a systematic and principled / theory-based way on own learning behaviour, experience and / or achievement. Designs appropriate plans to optimize own learning process. Documents and highlights efficiently own multilingual, multicultural and learner profile for the benefit of external stakeholders.

Annex 7: Assessment criteria and grid for examination skills and strategies

Planning: Prior knowledge, resources, preparation (appropriateness)

- identify and understand the type of exams and requirements in a specific institution/discipline/programme
- activate prior knowledge for pre-organisational purposes to establish discrepancy between own level and exam requirements and effort required to achieve objective
- identify appropriate material for exam preparation and use own multilingual repertoire for diversified exam preparation and to manage co-existence of different languages
- use a variety of appropriate strategies and techniques to prepare exam effectively including independent learning skills and strategies
- manage time, stress and re-motivate oneself

Effectiveness in execution I: Understanding exam questions, activate knowledge (appropriateness, flexibility)

- identify and apply a variety of appropriate strategies and use own multilingual and multicultural repertoire and prior knowledge to optimize understanding of exam questions, instructions, examiners' idiosyncrasy and possible cultural differences in exam practices
- use appropriate means and strategies to activate and communicate knowledge in order to optimize result of the exam

Effectiveness in execution II: Compensation, monitoring, adjustment (range, appropriateness, flexibility)

- apply a variety of strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources
- monitor success and react flexibly to the situation and the unexpected, take into account tips and comments
- manage anxiety, time, stress

Assessment and reflection: Process, achievement (appropriateness)

- analyse and assess own exam behaviour and achievement
- reflect on one's own exam strategies in order to improve them

The above mentioned criteria have been simplified in the grid. Criteria must be related to task specification.

Examination skills and strategies

Level of mastery ⇨ Criteria ⇨	In-adequate	Basic	Satisfactory	Full
Planning: prior knowledge, resources, preparation Exam requirements Prior knowledge and required effort Materials and multilingual strategies Learning techniques and strategies Time / stress / motivation		Understands the type of exams and requirements with difficulty or inappropriately. Knows that prior knowledge can be useful for pre-organisational purposes and to establish discrepancy between own level and exam requirements and effort required to achieve objective but cannot identify it precisely or only very fragmentarily. Rarely selects appropriate materials for exam preparation nor uses multilingual repertoire to manage the co-existence of languages, thus hindering achievement of goals. Applies learning strategies and techniques including independent learning skills to prepare exam unsystematically and in an improvised way. May attempt to manage time and affective factors during exam preparation.	Generally understands appropriately the type of exams and requirements. Generally analyses and uses prior knowledge for pre-organisational purposes and to establish discrepancy between own level and exam requirements and effort required to achieve objective. Selects reasonably appropriate materials and generally uses multilingual repertoire to manage the co-existence of languages generally allowing achievement of goals. Applies basic learning strategies and some techniques including independent learning skills to prepare exam. Generally able to manage time and affective factors during exam preparation.	Understands the type of exams and requirements appropriately. Fully analyses and uses prior knowledge for pre-organisational purposes and to establish discrepancy between own level and exam requirements and effort required to achieve objective. Selects appropriate materials and and effectively uses multilingual repertoire to manage the co-existence of languages to achieve goals. Applies a principled/theory-based and systematic approach including independent learning skills in order to prepare exam. Fully able to manage time and affective factors during exam preparation.
Effectiveness in execution I: understanding exam question, activate knowledge Decoding strategies (questions, instructions, idiosyncrasies and cultural differences in exam practices) Activation and communication strategies		Rarely applies strategies such as translanguaging and other inferring and decoding strategies and prior knowledge to optimize understanding of exam questions, instructions, examiners' idiosyncrasy and possible cultural differences in exam practices. Uses means and strategies to activate and communicate knowledge in order to optimize result of the exam unsystematically and in an improvised way.	Generally applies some strategies such as translanguaging and other inferring and decoding strategies to optimize understanding of exam questions, instructions, examiners' idiosyncrasy and possible cultural differences in exam practices. Applies a basic strategy and some means to activate and communicate knowledge in order to optimize result of the exam.	Effectively applies a variety of appropriate strategies such as translanguaging and other inferring and decoding strategies to optimize understanding of exam questions, instructions, examiners' idiosyncrasy and possible cultural differences in exam practices. Effectively uses appropriate means and strategies to activate and communicate knowledge in order to optimize result of the exam.
Effectiveness in execution II: Compensation, monitoring, adjustment Compensation strategies (including translanguaging) Monitoring success and flexible reactions Time / stress / anxiety		Rarely applies strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources. Shows only little control of the process, adjusts rarely and/or often inappropriately. May attempt to manage time and affective factors during exam.	Applies some strategies, including translanguaging and other compensation strategies to make oneself understood and to adjust task to own language and communication resources. Uses basic strategies, and some coherent knowledge to monitor success, reacts relatively flexibly to the situation and the unexpected. Generally able to manage time and affective factors during exam.	Applies a variety of strategies, including translanguaging and other compensation strategies flexibly to make oneself understood and to adjust task to own language and communication resources. Effectively monitors success, adjusts flexibly and appropriately to situation and the unexpected. Fully able to manage time and affective factors during exam.
Assessment and reflection Exam behaviour / experience Achievement		Shows only some understanding of own exam behaviour, experience and / or achievement, assesses and reflects unsystematically, often unrealistically and based on random knowledge. May attempt to design plans to optimize own examination skills and strategies.	Analyses, assesses and reflects own exam behaviour, experience and / or achievement based on some coherent knowledge and basic strategy. Designs reasonable plans to optimize own examination skills and strategies.	Analyses, assesses and reflects in a systematic and principled / theory-based way on own learning behaviour, experience and / or achievement. Designs appropriate plans to optimize own examination skills and strategies.