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Participant's report to the National Nominating Authority and the National Contact Point

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting:** this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report¹ in the "Experts involved in ECML activities" section of each ECML member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat (Erika.komon@ecml.at)

within the given deadline.

¹ Only if you authorised the ECML to publish your contact details.

1. Reporting

Name of the workshop participant	Annamari Kajasto
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Title of ECML project	Mediation in teaching, learning and assessment ME.T.L.A." workshop
ECML project website	https://www.ecml.at/ECML-Programme/Programme2020-2023/Mediationinteachingandassessment/tabid/4305/language/en-GB/Default.aspx
Date of the event	18.-19.5.2021
Brief summary of the content of the workshop	<p>The workshop was held in Zoom and it consisted of an ECML presentation, plenaries and work in groups. These two days were very intensive but in spite of the fact that we worked online, a sense of community, closeness and encouragement was strong.</p> <p>During the first day the background to the project was presented as well as the materials produced in the project. The materials include the Teaching Guide, the ME.T.L.A task description template and the ME.T.L.A tasks for students and teachers. The definition for mediation and its different aspects in CEFR CV which are implemented in the project (2020) were presented. The focus of the workshop was on cross-linguistic mediation. The plenary sessions dealt with teaching and assessing mediation in the field of foreign language education, the learner as mediator and cross-linguistic mediation tasks: philosophy, characteristics and examples. Every session ended with an online activity for the participants about the content of the session. These helped a lot in understanding and learning more about mediation.</p> <p>During the second day the participants were divided into smaller groups and we were supposed to design a cross-linguistic mediation task of our own. Before working in break-out rooms in Zoom the ME.T.L.A tasks for students and teachers were</p>

	<p>described and the participants were told how to use the ME.T.L.A task description template. Tasks are supposed to be linked to appropriate CEFR-CV can-do statements so guidance in choosing suitable statements was given. After having completed the work I smaller groups, each group presented their task and the group was given peer-feedback and further suggestions.</p>
<p>What did you find particularly useful?</p>	<p>It was useful to see how a two-full day- workshop like this was organized and how the participants were activated using different online methods. The breaks were long enough. I was surprised how easy it was to do the task in break-out rooms. We had a really active and innovative group so it was great fun to design the task.</p> <p>To my professional development participating in this ECML workshop about mediation in teaching, learning and assessment was crucial and of great importance. I was able to grasp compact information about mediation during two days and its implementation in the field of foreign language education in basic education. I learned that teaching mediation is possible as only week before I had heard the opposite in a conference organised in Finland. The practical examples of how to teach cross-linguistic mediation and the templates allow teachers to design their own mediation tasks are useful. Teachers need certainly a lot of support in designing them as the templates are quite extensive and thus demand time and strong motivation from the teacher.</p>
<p>How will you use what you learnt / developed in the event in your professional context?</p>	<p>We are in the middle of updating the first version of the Finnish Language Portfolio, which was published in 2012 http://kielisalkku.edu.fi/fi/. The aim is to have it finished by the end of this year. The updated version will be published on the website of the Finnish National Agency for Education https://www.oph.fi/fi. Because of COVID-19 pandemic, the process has taken longer than we planned. Our first idea was to implement mediation in the self-assessment lists according to the division of communicative language activities according to CEFR-CV in mediation, reception, production and interaction. As in the Finnish National Core Curriculum for Basic Education (2014) we only have interaction, reception and production as a</p>

	<p>part of our objectives of instruction in evolving language proficiency we decided to include mediation in the self-assessment lists in the ELP.</p> <p>In our team updating the Finnish ELP are experts of early childhood education and care, pre-school and basic education who work in our agency, schools, municipalities or universities as teachers, experts, teacher trainers, researchers or professors in language pedagogy. We have had thorough discussions about whether we should implement mediation in the ELP or not. I have told about cross-linguistic mediation to our team. Our team members from the universities in Helsinki, Tampere and Joensuu would be interested in getting into contact with countries like Greece and Croatia where mediation is already as a domain in the curriculum for English. One of the them is finalizing her doctoral thesis on how to support pupils with immigrant background in learning Finnish, and I sent her links to the presentations of the workshop. The members in our ELP team from the universities of Helsinki, Jyväskylä, Tampere and Joensuu have made a questionnaire to teachers in basic education about the knowledge and experiences on mediation. A report is being written based on the answers of 60 teachers about mediation. The report will be published on the ELP website on the website of the Finnish National Agency for Education https://www.oph.fi/fi.</p> <p>In our ELP team last I brought up an idea of organizing a short webinar in Teams about mediation with the focus on cross-linguistic mediation and the updating of the first version of the Finnish ELP for the foreign language teachers in basic education in Finland. Also the report on teachers knowledge and attitudes about mediation in foreign language classes would be presented.</p>
<p>How will you further contribute to the project?</p>	<p>I'm interested in following how the METLA project continues and about the final outcome of the Teaching Guide and the templates. As mentioned above, the teacher trainers in the universities of Helsinki and Joensuu would be interested in getting in touch with the project and the countries in which mediation already is as a domain in the curriculum.</p>
<p>How do you plan to disseminate the project? - to colleagues</p>	<p>I have told about the project and its outcomes to my colleagues and our ELP team and given them access to the presentations</p>

- to a professional association
- in a professional journal/website
- in a newspaper
- other

given in the workshop. I hope that the webinar will take place autumn 2021 online.

2. Public information

Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).

Haluatko tietää, mitä on kieltenvälinen mediaatio on ja tuoda sitä opetukseesi?

Itävallan Grazissa toimiva Euroopan neuvoston alainen Euroopan nykykielten keskus ECML (European Center for Modern Languages of the Council of Europe) järjesti toukokuussa 2021 kaksipäiväisen verkkotyöpajan meneillään olevan ohjelmakautensa yhdestä hankkeesta nimeltä [Mediation in teaching, learning and assessment](#). Hankkeen tavoitteena on kehittää opettajan opas kieltenvälisestä mediaatiosta (cross-linguistic mediation). Opas sisältää tietoa mediaation opettamisen, oppimisen ja arvioinnin teoriasta ja käytännöstä sekä esimerkkejä oppilaille ja opiskelijoille tarkoitetuista eri kielten opiskeluun soveltuvista mediaatiotehtävistä. Mediaatio on yksi kielitaidon osa-alueista vuonna 2020 ilmestyneessä the Companion Volume of the Common European Framework of Reference for Languages (CEFR-CV), joka täydentää vuonna 2003 julkaistua julkaistua Eurooppalaista viitekehystä. Muut kielitaidon osa-alueet ovat vuorovaikutus, vastaanottaminen ja tuottaminen, jotka on nimetty Perusopetuksen opetussuunnitelman perusteissa 2014 kehittyvän kielitaidon osa-alueiksi taito toimia vuorovaikutuksessa, taito tulkita tekstejä ja taito tuottaa tekstejä. Mediaatiota ei ole vuoden 2104 perusteissa omana tavoitealueenaan. Sen sijaan 1.8.2021 voimaan astuneissa Lukion opetussuunnitelman perusteissa mediaatio (rakentava vuorovaikutus) on mukana laaja-alaisessa osaamisessa eri kielten oppimäärien moduuleissa.

Mediaatio on tarkoitus kytkeä Opetushallituksen meneillään olevaan uudistuvaan suomalaiseen versioon Eurooppalaisesta kielisalkusta. Perusopetuksen kielten opettajat saattavat opettaa tietämättään mediaatiota oppilailleen. Tavoitteena onkin auttaa opettajia tunnistamaan mediaatio sekä tulemaan tietoiseksi, mitä mediaatio on ja kuinka erityisesti kieltenvälisestä mediaatiota voi opettaa, oppia ja arvioida. Uudistettu kielisalkku julkaistaan [Opetushallituksen verkkosivuilla](#).

Opas on tarkoitettu erityisesti vieraita kieliä perusopetuksessa ja lukiossa opettavien opettajien käyttöön.