



The Table below which can be found in Chapter 6 of the Teaching Guide presents certain examples of METLA mediation tasks, which are linked to specific CEFR-CV scales and descriptors. It can be used in combination with the flowchart “Mediating a text”. For the teacher to be aware of the rationale behind the METLA activities and to create similar ones for his/her own purposes, it is important to understand the way we have linked our activities to the CEFR-CV scales and descriptors. The first column provides the scales, the second column the descriptors found in the particular scales, while the third column presents selected steps from the METLA activities, which relate to the specific descriptors.

Table Examples of tasks aligned with CEFR-CV descriptors

CEFR mediation scales	CEFR mediation scales and Proficiency level	Selected steps extracted from the activity examples
Explaining data in speech and writing Learners will: list/ relay/ interpret/ describe information from graphs, bar charts, flowcharts, etc.	<u>Explaining data in speech</u> <i>A2+ Level:</i> Can interpret and describe (in Language B) simple visuals on familiar topics (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.	<u>Task 6: Face masks</u> This is a role-play activity. Learners orally explain the content of the poster “Użutajjebtal-maskri” (Proper use of Face masks) offered in Maltese (LA) to their parent in their home language (in Language B e.g. Italian etc.).
Processing text in speech and writing Learners will: summarise/synthesize/ report information.	<u>Processing text in speech:</u> <i>C1 Level:</i> Can explain (in Language A) subtle distinctions in the presentation of facts and arguments (in Language B).	<u>Task 29: Literature</u> The activity is based on the literary work “Une année chez les Français”, by Fouad Laroui (2010). This task aims at developing learners’ ability to reflect on the use of mediation strategies in daily situations. By means of analysing a cross-linguistic (Arabic-French) and intercultural situation, as depicted in a literary work, learners are able to discuss how intercultural differences, linguistic competence, and power structures impact the outcomes of mediation in daily interaction.
	<u>Processing text in speech</u> <i>B2 level:</i> Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.	<u>Task 24: First-aid telephone</u> This is a project activity that focuses on life skills and specifically how to give first-aid instructions. Learners read a text in Language A about fainting, and they have to role-play a phone-call scenario in pairs (student-parent’s assistant). One of the learners describes the symptoms while the other gives a summary of first-aid instructions based on the text they have read.

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	<p><u>Processing text in writing</u> <i>A2 Level:</i> Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain highest frequency vocabulary; despite errors, the text remains comprehensible. Can copy out short texts in printed or clearly hand-written format.</p>	<p><u>Task 4: Lost dog activity</u> Learners read a message in Language A written by someone who has lost his dog and asks for his friend to spread the news by making a 'Lost dog' flyer and an Instagram post. They work in pairs and create in Language B their own flyer and Instagram post by processing the information offered in the 'Lost dog' original message.</p>
	<p><u>Processing text in writing</u> <i>B1 Level:</i> Can summarise in writing the main points made in straightforward information written texts on subjects that are of personal or current interest.</p>	<p><u>Task 7: Film-making competition</u> A film-making competition is being organised where learners are invited to script, act, and direct their own film illustrating the benefits of learning foreign languages. Learners are asked to create in Language B a group on WhatsApp to inform their friends about this competition.</p>
<p>Relaying specific information in speech and writing Learners will: list/ relay/explain specific relevant information.</p>	<p><u>Relaying specific information in writing</u> <i>A2 Level:</i> Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.</p>	<p><u>Task 1: Grocery list activity</u> Learners are given (the name and the description of) five popular dishes from around the world (e.g. carbonara, paella, etc.) and are asked to choose one. They have to search for information in Language A and then, make a drawing as part of their homework and write all the ingredients of the dish in Language B.</p>
	<p><u>Relaying specific information in writing</u> <i>B1 Level:</i> Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).</p>	<p><u>Task 8: Airport activity</u> This project activity focuses on cross-cultural communication and the way we communicate parts of this information to different people. First, the learners read a Language A text regarding airport transportation, and then, they write informal short messages as part of Language B written text communication with an exchange student. This output is later used in order to write a formal email to the student's parents.</p>
	<p><u>Relaying specific information in speech</u> <i>B1 Level:</i> Can relay (in Language B) specific information given in straightforward informational texts (such as leaflet, brochure entries, notices and letters or emails) (written in LA).</p>	<p><u>Task 11: Maths family connect</u> This is a role-play activity. Learners are presented with a poster, "Maths Family Connect" in Language A. They are to select and orally explain the content of the poster to their grandma (a classmate plays the role of grandma) in Language B.</p>



<p>Translating a written text in speech and writing Learners will: produce clear to rough translations.</p>	<p><u>Translating a written text in writing</u> B1 Level: Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard Language; despite errors, the translation remains comprehensible.</p>	<p><u>Task 13: WhatsApp activity</u> As part of this project activity, learners are provided with the following text in Language A: "Hey guys! We've checked the weather forecast and it seems that next Saturday is going to be really warm! I was thinking that it would be nice to have a party in the backyard at 08:00 pm. I hope there won't be any complaints about the music. Would you like to join us? Could you pass this information to John in Finnish (Language B) so everyone could enjoy the nice weather and have a good time? Thanks a lot, and see you on Saturday!" Learners work in pairs and create a rough translation in Language B.</p>
<p>Note-taking (lectures, seminars, meetings) Learners will: understand and then take notes during various occasions.</p>	<p><i>B2 Level:</i> Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.</p>	<p><u>Task 10: Students' housing problems</u> Learners are asked to watch a video in English on how to make a flyer and then take notes (in any language) with the main ideas which they will need in order to do the following task which involves the production of a promotional flyer. <u>Task 15: A Londoner in Greece!</u>¹ Learners are asked to read a Greek text (Language A) relevant to the Greek summer (holidays, dangers from the sun or fires) and take some notes to be used in a telephone conversation with their friend in Language B. They are trained in the use of various mediation strategies (e.g., paraphrasing, providing synonyms etc.)</p>

¹ The CEFR-CV mainly links notetaking with listening rather than reading and taking notes as in this activity. However, we believe that taking notes from a reading text, as is the case in Task 15, is equally important.

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