



The use of the CEFR Companion Volume for the teaching and testing of mediation:

The case of the ECML METLA project

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In



About this presentation...



Defining mediation



Mediation in the CEFR & CEFR-CV



Introducing the METLA project



METLA mediation tasks



Planning for mediation: key considerations

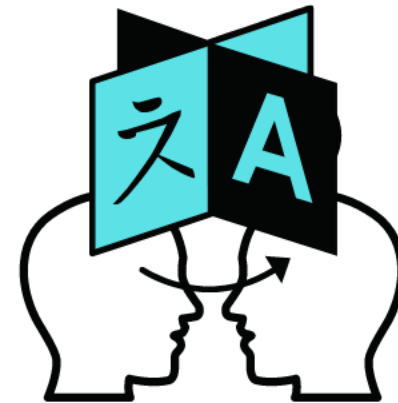


Insp
Insp



Let's imagine a situation where...

- A tourist seeks information in a foreign city and asks about the meaning of a certain sign. Since the tourist cannot understand the sign what a local can do is try to convey this information in another language (language that the tourist can understand).
- A friend relays information from a magazine article in a foreign language in order to warn someone else about the dangers of smoking.
- A passer-by asks a street artist to explain in a foreign language the meaning of a piece of graffiti on the road.
- A pupil asks a classmate to summarize, in a shared language, the content of an audio-visual source in a foreign language.





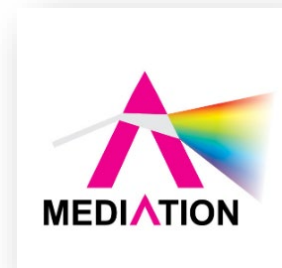
When do we mediate?

- ❑ We mediate when there is **need** to make accessible information that a friend, a colleague, a family member, etc. does not grasp;
- ❑ it originates from the need to have something **clarified**, to **interpret** or reinterpret a message, to **sum up** what a text says for one or more persons, for an audience, for a group of readers, etc.

Who is the mediator?

1. The person who
 - facilitates understanding between parties
 - facilitates access to 'new' knowledge
 - bridges communication gaps
2. a kind of a '**go-between**' or an **intermediary** between: cultures – languages- discourses – texts
3. **BUT** Not a neutral third party ➡ an **active participator** in the communicative encounter, one who takes an active responsive attitude towards the source text (Stathopoulou, 2013)





Foreign Language Didactics: **Landmarks**

2001

Cross language mediation is included in the *Common European Framework of Reference for Languages (CEFR)*

2013-2017 > 2018 > 2020

Launch of the Project of the Council of Europe for the development of an extended set of descriptors for MEDIATION > the **Companion Volume**

2020-2022

The METLA project



Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution





The Common European Framework of Reference for Languages (CEFR, 2001)

The *ME.T.L.A.* project

Mediation in Teaching, Learning & Assessment



The CEFR pioneered the introduction of mediation...

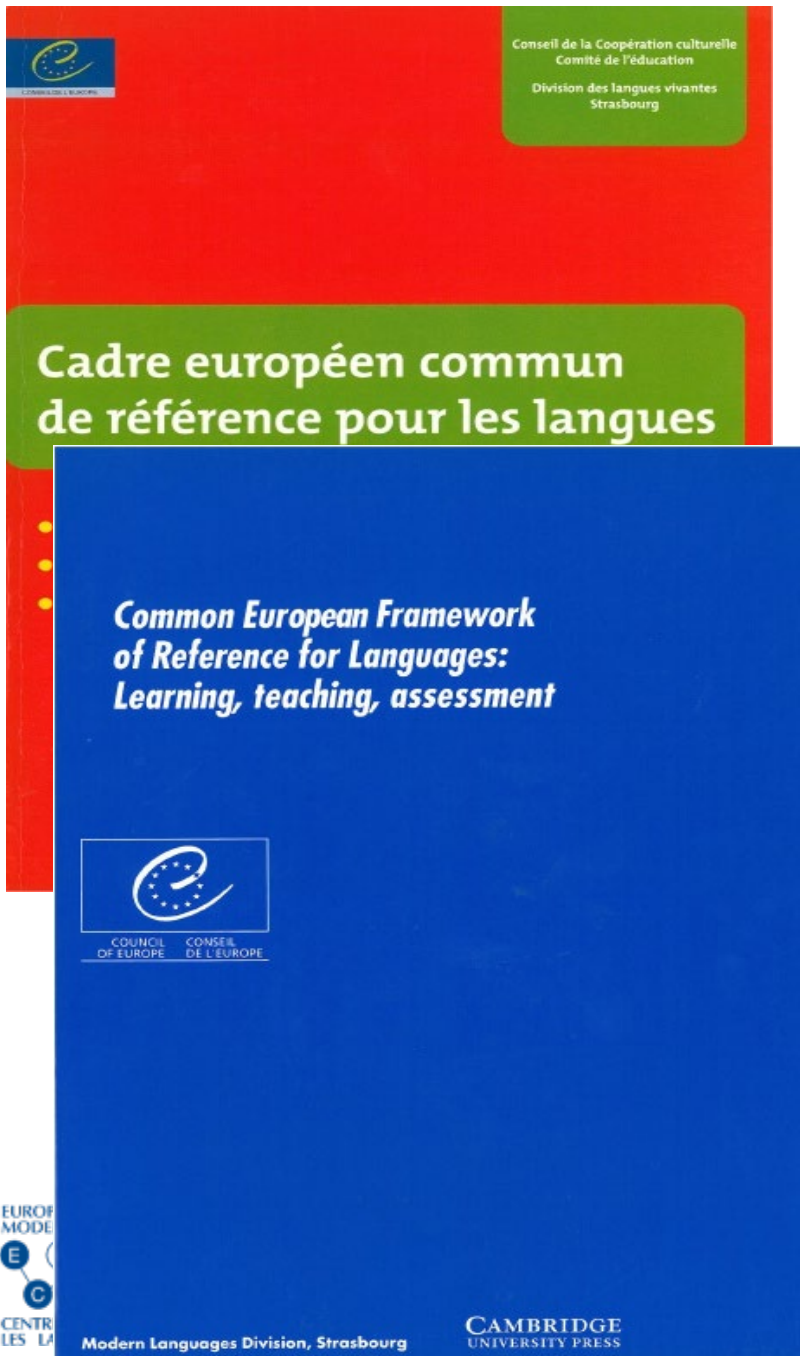


...to indicate communicative language activities, which are not covered by reception and production



Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution





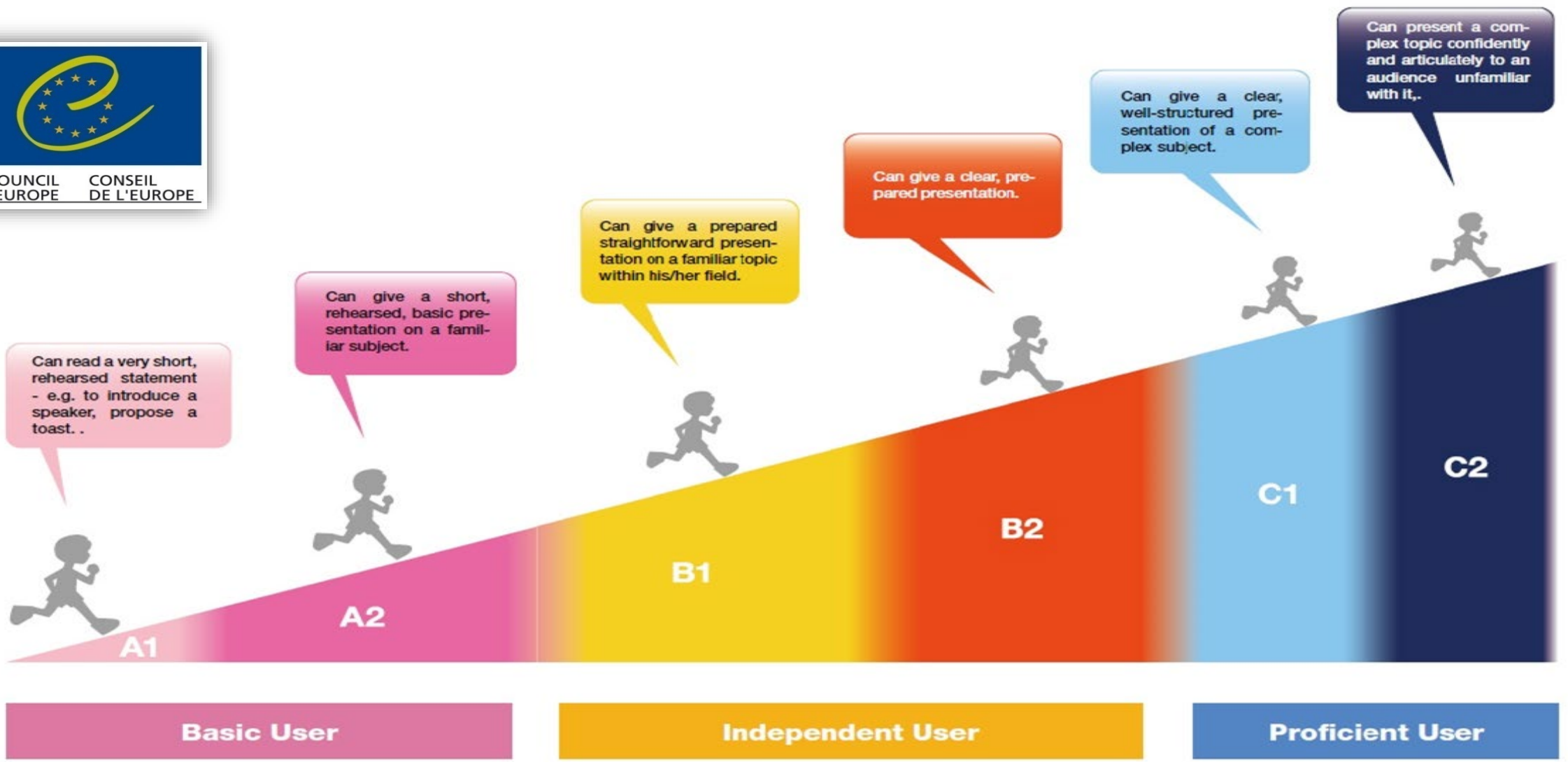
“In both the receptive and productive modes, the written and/or oral activities of *mediation* make communication possible between persons who are unable, for whatever reason to communicate with each other directly.”

“Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies.”

innovation in language education: changing contexts, evolving competences
'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution



Mediation in the CEFR (2001)?





The CEFR Companion Volume (2020)

The *ME.T.L.A.* project
Mediation in Teaching, Learning & Assessment





From 2001 to 2020: the CEFR-CV



COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT

Companion volume

Coordinator: **Brian North**
Authoring group for the development of mediation
descriptors:
Enrica Piccardo, Tim Goodier, Maria Stathopoulou

Inspiring in

ences



<https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>



The new CEFR-CV descriptors



- can be exploited for the development of appropriate pedagogies, language programmes, curricula and syllabi respecting the diverse linguistic resources
- related to:
 - the parallel use of languages
 - language users' willingness to act as **interlingual mediators** and their capacity to purposefully blend, embed and alternate codes



Defining mediation... (1)

(Coste and Cavali, 2015:12)



reducing the distance
between two poles



Defining mediation... (2)

(CEFR Companion 2020: 103)



3.4. MEDIATION

The development and validation of the scales for mediation is described in “Developing illustrative descriptors of aspects of mediation for the CEFR” (North and Piccardo 2016). The aim was to provide CEFR descriptors for a broader view of mediation, as presented in the paper “Education, mobility, otherness – The mediation functions of schools” (Coste and Cavalli 2015).

In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities (e.g. from spoken to signed or vice versa, in cross-modal communication) and sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.

- Intra-linguistic mediation: refers to mediation in the same language but across different texts.
- Cross-linguistic mediation: involves more than one language - source language(s) and target language(s)



Defining mediation... (3)

(North and Piccardo, 2016: 9)



- Mediation concerns the facilitation of the communication itself and/or the **(re)formulation** of a text, the **(re)construction** of the meaning of a message.



Defining mediation in the CEFR-CV

It focuses on three main categories for which various scales have been provided

- a) **Mediating a text:** transferring information to a person with no access to the original text due to linguistic, cultural or social barriers
- b) **Mediating concepts:** related to the pedagogic aspects of mediation and the scales relevant to this category refer to **educational domains** which require **managing interaction, collaborating to construct meaning, facilitating collaborative interaction among others**
- c) **Mediating communication:** the process of facilitating understanding between participants as for instance in **tensions, or disagreements**

➤ Descriptors for mediation strategies were also developed.



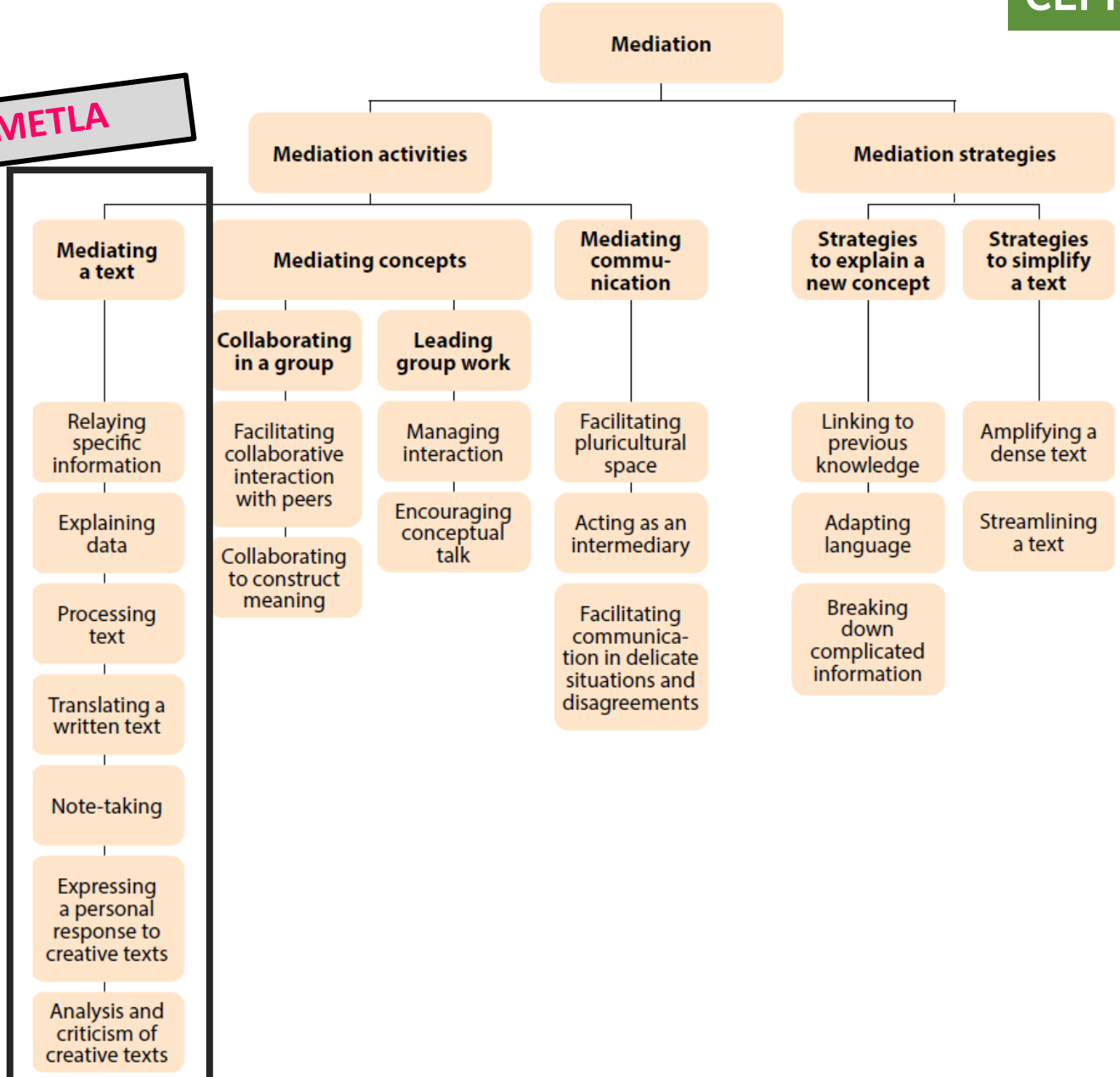
Figure 14 – Mediation activities and strategies

CEFR-CV scales



METLA

The *ME.T.L.A.* project
*Mediation in Teaching,
 Learning & Assessment*



s en évolution





The METLA Project (2020-2022)

The *ME.T.L.A.* project
*Mediation in Teaching,
Learning & Assessment*





The *ME.T.L.A.* project
*Mediation in Teaching,
Learning & Assessment*

Project term: 2020-2022

Working languages: English, French

Website: www.ecml.at/mediation

Project facebook page:

<https://www.facebook.com/Mediation-in-Teaching-Learning-and-Assessment-METLA-106948367795298>



Inspiring innovation
Inspirer l'innovation

Project team



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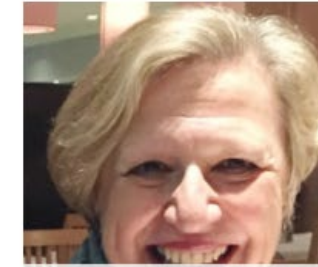


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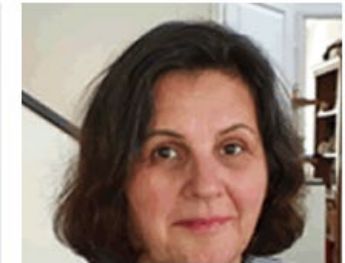
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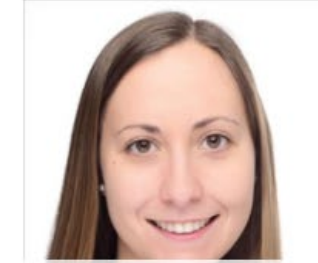
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HELLENIC REPUBLIC

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Centre of Excellence for Multilingualism
and Language Policy



2022 outputs

2021 outputs
Workshop
Training events,
conferences

2020 outputs
Informal meetings
Expert & network
meeting
Collaboration with
ECML and practitioners

Coordinators'
meeting 2019

APPLY

The *ME.T.L.A.* project
*Mediation in Teaching,
Learning & Assessment*

Our *journey* with the
name METLA





Focus of the project:

What is (cross-linguistic) mediation?

The **ME.T.L.A.** project
*Mediation in Teaching,
Learning & Assessment*

involves interplay of languages

a **social activity**: Its products cannot be seen in isolation from the situation in which they are produced.

“the process which connects the social and the individual” (Swain, Kinnear & Steinman 2015: 151) in order to bridge communication gaps.

The users' ability to mediate does not only involve being **linguistically competent** in the relevant language or languages, it also entails using **mediation strategies**

Part of someone's plurilingual competence

selective extraction of information by the mediator from a source text in one language and relaying this information into another language with the intention of bridging the communication gap(s)

selection process

interpretation of meanings articulated in STs & **making / construction of new meanings** in the TL expressed appropriately for the context of situation (Dendrinos, 2006)

transformation process

information in the ST are not only **transferred** to the target text but they are also **transformed** in order to fit the new context of the target text.





The METLA project

Outputs

The *ME.T.L.A.* project
*Mediation in Teaching,
Learning & Assessment*

- a **Teaching Guide** for **foreign language teachers** of primary & secondary education who want to include **cross-linguistic mediation** in their pedagogical practices
- a **digital database/ repository**
- a **resources website**

information about the theory and practice of mediation



Ideas/tips/suggestions for differentiation across contexts



examples of mediation tasks in different languages, which draw on the CEFR Companion Volume



mediation tasks in different **languages**, for various educational **environments**, for different proficiency **levels**



Year 1

Year 2
Year 3

Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution



Output 1

Understanding the concept of cross-linguistic mediation
The METLA project (2020-2022)
Guide: contents and structure
Who is the Guide for?

CHAPTER 1 Introduction to cross-linguistic mediation

- 1.1. When do we mediate?
- 1.2. Defining cross-linguistic mediation
- 1.3. The role of the mediator
- 1.4. Mediation in the CEFR and Companion Volume
- 1.5. Plurilingual education and mediation
- 1.6. Teaching and assessing mediation

CHAPTER 2 The learner as a mediator

- 2.1. Selecting and transferring information
- 2.2. Competences and strategies

CHAPTER 3 METLA mediation tasks

- 3.1. What is a mediation task?
- 3.2. Underlying principles of METLA tasks and the plurilingual approach
- 3.3. Methodology and piloting
- 3.4. Aims of METLA tasks
- 3.5. Main characteristics of METLA tasks
- 3.6. METLA task description template

CHAPTER 4 Designing mediation tasks

- 4.1. Planning for mediation: key steps
- 4.2. The design process
 - 4.2.1. Incorporating learners' home languages
 - 4.2.2. Incorporating the (inter/pluri)cultural component
 - 4.2.3. Incorporating multimodality and different media
 - 4.2.4. Ensuring authenticity

The Teaching Guide

- 4.2.6. Developing learners' mediation strategies
- 4.2.7. Dealing with a variety of genres
- 4.2.8. Incorporating mediation tasks into project work

CHAPTER 5 Adapting mediation tasks

- 5.1. Adaptation across languages
- 5.2. Differentiating across(CEFR) language proficiency levels

CHAPTER 6 Guidelines for using the CEFR-CV descriptors in designing cross-linguistic mediation tasks

- 6.1. Choosing the appropriate CEFR-CV scale(s) and descriptors
 - 6.1.1. 'Mediation activities' and 'Mediation strategies'
 - 6.1.2. Using descriptors in task design
 - 6.1.3. Which scales and descriptors to use?
- 6.2. Using 'plurilingual and pluricultural' scales
 - 6.2.1. 'Facilitating pluricultural space'
 - 6.2.2. 'Acting as an intermediary'
 - 6.2.3. More about the 'pluri' scales

CHAPTER 7 Assessing cross-linguistic mediation

- 7.1. Assessing cross-linguistic mediation: preliminary considerations
- 7.2. Formative assessment: designing reflection tasks
- 7.3. Summative assessment: from classroom tests to standardised examinations



The METLA databank tasks

The teacher can find and download cross-linguistic mediation tasks on a variety of topics and with different combinations of languages

Output
2

List of topics:

- Pets/ animals
- Teen life
- Food
- Shopping
- COVID-19
- Travelling/ countries
- After school plans
- First-aid instructions
- Literature
- Languages
- Costumes/ culture
- Mythology
- Europe
- Eating habits
- Communication/social media
- Volunteering

Source texts in:

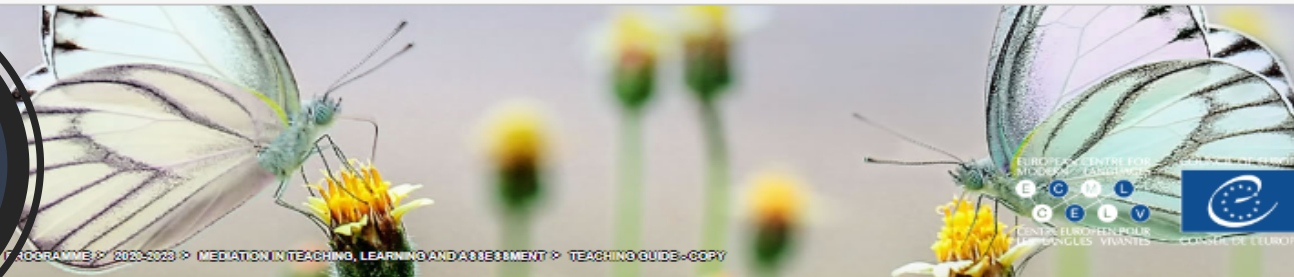
- English
- Greek
- Finnish
- Maltese
- French
- Spanish
- German
- Any L
- Danish
- Italian
- Estonian

Target texts in:

- Finnish
- English
- Greek
- Italian
- German
- French
- Arabic
- Portuguese
- Spanish
- Maltese
- Croatian
- Irish
- Estonian
- Other (e.g. students' home languages)



Output 3



Mediation in teaching, learning and assessment

The METLA project proposes innovative and engaging ways in which teachers can include language mediation in their everyday classroom practice. Here you will find essential information about language mediation, plenty of examples of cross-linguistic mediation tasks and step-by-step guidelines on how you can design and evaluate your own language mediation tasks.

Multiple modes: texts, videos, photos, infographics etc

Downloadable outputs



The Teaching Guide

The METLA project has developed a Teaching Guide for foreign language teachers of primary and secondary education who want to include (cross)linguistic mediation in their teaching practices. It contains information about the theory and practice of language teaching, learning and assessing in relation to mediation together with examples of mediation tasks in different languages. Such examples draw on the new Companion Volume of the Common European Framework of Reference for Languages (CEFR-CV). This Guide also provides tips and suggestions for teachers on how they can design their own mediation tasks.

Download the Teaching Guide

The METLA tasks databank

The METLA project also involves the development of a databank with additional sample cross-linguistic mediation tasks in different languages for different contexts.

Go to the METLA tasks databank



Project team



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Project



These are the results from a project of the European Centre for Modern Languages within its

4 main sections

- What is mediation?
- Mediation in the CEFR
- Mediation tasks
- Teacher's corner

- includes basic information about the teaching and assessment of mediation
- extra resources for teachers
- links to the Databank and the Teaching Guide



In METLA tasks, students...



switch from one language to the other either in writing or orally



read/listen in one language, write/speak in another language



understand instructions in one language, carry out tasks in another language



select information in one language, carry out a project in another language



use resources in multiple languages with the aim of producing specific outcomes



make use of stimuli such as photographs or images, infographics or posters and transfer the gist, discuss main ideas, express their feelings in another language

Specific aims of METLA tasks

The METLA tasks should be treated as examples of certain aspects of mediation. We strongly encourage the **adaptation** of the materials according to the different teaching contexts in which they will be used.

1. Develop positive attitudes towards other languages and cultures

2. Develop learners' plurilingual, pluricultural and communicative language competence

3. Develop learners' mediation strategies

4. Improve learners' linguistic skills in the foreign language

5. Foster learner autonomy

6. Develop learners' transversal and 21st century competences and skills

7. Enable learners to communicate with speakers of different languages/ from different backgrounds/ in a variety of communicative encounters





The METLA project

Underlying principles

- Pluralistic approaches to the teaching of languages (Candelier et al, 2012) which embrace different sorts of multilingual and intercultural pedagogies;
- Development of learners' plurilingual competence;
- Learners as social agents (Piccardo and Galante, 2018);
- Co-constructing meaning in interaction (Melo-Pfeifer and Araújo e Sá, 2018);
- Intercultural openness; social inclusion (Byram, 2008),
- Respect of democratic values (Council of Europe, 2016)
- The non-separation of languages of the communicative repertoire (Busch, 2017; Moore, 2006)

The principles of the **action-oriented teaching** are manifest in the METLA educational material and, specifically, the concepts of:

- social agency of learners;
- collaborative tasks and co-construction of meaning;
- learning by doing (through action);
- authenticity of tasks and learners' outcomes;
- integration of additional languages;
- (self-)assessment of the outcomes.





The METLA project

key features of the tasks

Authenticity	Thematically-organised	Context-oriented & purpose-related	Multimodality (infographics, visuals etc)
Learner-centredness	Variety	Attractive layout	User friendliness
	Strategies-oriented	Adaptable to different contexts	

In line with the new CEFR-CV descriptors on linguistic mediation



THE METLA MEDIATION TASK TEMPLATE



FOR THE TEACHER: *ACTIVITY TITLE ...*

Type of task (*role play, project etc*)

Proficiency level (*A1-C2*)

Short description and aim of the activity:

Background information (if applicable):

CEFR-CV scales for mediating a text (*to which the activity refers*):

CEFR-CV scales for mediation strategies: |

Languages involved (*Language A – Language B – Language C etc*)

Linguistic objectives:

By the end of the lesson, the students will be able to:

Other competences involved: (*non language aspects of the lesson (e.g. digital competences, intercultural understanding, different attitudes and values, critical and innovative thinking, inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.), intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.)*)

Time/lessons needed for the activity:

Resources required (*e.g. lyrics of songs, script of a text, flashcards, etc.*)

Procedure:

		Class organization (individual, pairs, groups)	Ideas for differentiation
Step 1			
Step 2			
Step 3			
Step 4			

Extra resources for the teacher (if applicable)

Further tips and guidance:

Suggestions and ideas for adapting/differentiating (*e.g. for different contexts/ learner groups, proficiency levels etc*):

CEFR-CV scales and descriptors



FOR THE STUDENT: **ACTIVITY WORKSHEET**

(*Texts, activities, questions, photos, flashcards etc*)

The **linguistic (or language-related) objectives** refer to the specific objectives of the task- what the learner will be able to do after completing the task.

Examples of language-related objectives:

- *Students will be able to use vocabulary related to the topic of animals (e.g. body parts, etc.)*
- *Students will be able to describe places using adjectives*

Those **non-language competences** (e.g. digital competences, intercultural understanding, organizational skills, different attitudes and values, social skills, teamwork and collaboration) which may come into play. (see [ECML Think tank website](#)).



Example 1

A visitor from Mexico

Example from Task 10 - B2

METLA mediation tasks in the TG: *different levels, languages, versions*

EXAMPLE FROM TASK 10

Step 4

When Miguel is back in Mexico, he posts the following picture on his social media page. Your dad asks you if you know what this is all about. You remember having seen something about the *día de los Muertos* in a movie, and decide to look for information about this tradition online.

A. You find the following article in Spanish: Read it and explain to your dad, who is English, what this tradition entails.

B. Send him a written text (private) on Facebook messenger.



The learner becomes familiar with certain traditions through Spanish source texts and is asked to relay in writing some of this information in another language (English).

Crossing cultural boundaries effectively, flexibly and adaptively is what matters here (Ting-Toomey, 1999: 261).

ACTIVITY TITLE	LEVEL	LANGUAGE A (source texts)	LANGUAGE B (FL)
1. Grocery list	A1	English	Finnish
		Greek	English
		English	Greek
		Greek	English
2. Lost dog	A2	Greek	English
		Finnish	English
3. Face masks	B1	Maltese	English
4. Film making competition	B1	English	Italian
5. At The Airport	B1	Finnish	Greek
		Greek	Finnish
6. Students' housing problems	C2	French	German/English
7. Maths family connect	B1	English	Italian
8. T-shirt competition	B1	English	Italian
9. What's up app	B1	English	Other
10. A Visitor from Mexico	B1	Spanish	English
11. A Londoner in Greece	B2	Greek	English
12. Covid and manipulation	B2	German	English
13. Healthy diet	B2	Greek	English
14. Student-Teacher e-communication	B2	English	Finnish
		English	Greek
		Finnish	English
		Greek	English
15. First-aid poster	B2	Finnish	English
		Greek	English
16. First-aid telephone	B2	Finnish	English
		Greek	English
		German	French
		German	Other
17. Internet	C1	English	Greek
18. Literature	C1	Any L	French
		Any L	Arabic
19. Celebrating the Mother Day in Portugal	B1	English	Portuguese
20. A Mexican in my town	B1	German	Spanish

Different versions

FOR THE TEACHER

A visitor from Mexico

Type of task: Describing places, speaking a foreign language, learning about cultures

Educational level: Primary and/or secondary education

Proficiency level: B2

Short description and aim of the activity:

Students learn how to describe places through the use of adjectives, and at the same time become familiar with different text types. They practice their skills in comprehending texts in Language A and producing meaning in Language B.

The lesson plan consists of five parts, each containing several steps. Communicating touristic information to people in another language is a common practice which can be taught in the classroom with steps 1-3 in the first part of the lesson plan. The second part (step 4) involves intercultural aspects, and uses a text format that students are familiar with: a social media message. In the third part (step 5), students can reflect on their multilingual practices. In the final two parts (steps 6 and 7), students are exposed to multimodal texts (song, video and text) and are asked to transfer information from one language to another on a relevant topic, i.e. learning foreign languages.

Background information (if applicable). The written texts in this lesson are relevant to countries where Spanish is the official language. These countries are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Equatorial Guinea, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.

CEFR mediation scale and descriptor to which the activity refers:

RELAYING SPECIFIC INFORMATION IN SPEECH

- Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).

PROCESSING TEXT IN WRITING

- Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.
- Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

CEFR-CV scales and descriptors

Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward informational text, in order to pass this information on to someone else.

STRATEGIES TO EXPLAIN A NEW CONCEPT:

- Adapting language:
Can paraphrase in a simpler fashion the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible to others.

Languages involved

Language A: Spanish

Language B: English

Language C: home language

Linguistic objectives. Students will be able to:

- convey main gist orally and in writing
- summarize a text in another language
- listen to a text and summarize in multiple languages (both intra-linguistic and cross-linguistic mediation)
- paraphrase information from one language to another
- describe places using adjectives
- find synonyms across languages

Other competences involved:

- **Media and information literacy:** the ability to search through the Internet, to locate and access information, as well as to analyse and evaluate media content)
- **global citizenship:** tolerance, openness, respect for diversity, intercultural understanding
- **interpersonal skills:** pairwork and collaboration
- **critical and innovative thinking:** self-reflection of multilingual practices

Time/lessons needed for the activity: 2 lessons

Resources required:

- A PC or mobile device and an Internet connection for Step 6
- YouTube link for Step 6 <https://youtu.be/4LjDe4sLERO>
- TEDx talk by McWhorter (<https://youtu.be/VQRjouwKDIU>) for Step 7

Procedure:

		Class organization	Ideas for differentiation

	<p><i>places in your city/town that a tourist can visit?</i></p> <p>Each should think of a place, and write down (on a card provided by the teacher) the name of the place and three reasons why tourists should visit it, without sharing their information with their classmates. Then the partners ask each other questions to guess the place.</p> <p>(Once the procedure has been described to the students, the teacher may elicit or provide some adjectives for describing places that the students can use to provide their reasons and write them on the board.)</p>		<p>may want to refer to the sights of their home.</p>
Step 2	Students read two texts in Spanish (Language A) and orally present the main ideas of the short texts.	Pairs	
Step 3	Students fill in a table with the adjectives they used for their descriptions and their synonyms (e.g., beautiful scenery > amazing scenery)	Individual	Students with different home languages could also provide adjectives in their language having the same meaning.
Step 4	Students read another text in Spanish taken from the Internet about a tradition. They have to select information from it and write a Facebook private message to their dad in English (Language B).	Individual	
Step 5	Students reflect on their multilingual practice and write down (in Language A, B or C) one situation where they have engaged in mediation activities.	Individual	
Step 6	Students listen to a song in Spanish (but with English subtitles) and try to make a list of the main ideas mentioned there. Their notes will then be used in order to write an article in a school newspaper on the same topic.	Individual	
Step 7	Students listen to a TEDex talk and write a summary for a multilingual school project on the main reasons to learn a foreign language. Their summary should be in English, Spanish and any other language.	Individual	

Extra resources:

Step 3 asks students to write down any adjectives they used in order to carry out the tasks in Step 1-2. Here is an indicative list that can be of use by the teacher.

Adjectives for describing places:

- | | |
|---|------------------------------------|
| 1. ancient (antique, very old) | 8. charming (appealing, pleasant) |
| 2. interesting (appealing, fascinating) | 9. contemporary (current, modern) |
| 3. breathtaking (amazing, awesome) | 10. tropical (humid, hot) |
| 4. peaceful (quite, calm) | 11. traditional (long-established) |
| 5. unique (exceptional) | 12. noisy (loud) |
| 6. beautiful (stunning) | 13. unusual (strange, bizarre) |
| 7. bustling (lively, busy) | 14. historic (momentous, notable) |
| | 15. deserted (isolated, abandoned) |

Useful expressions for describing places:

- The atmosphere is
- It offers ...
- A popular tourist attraction is...
- You can see...
- It is close to...
- It's possible to ...
- You may find there....
- It is located/situated in ...

Further tips and guidance:

The teacher may want to write on board the adjectives for describing places right from the beginning along with their definitions or synonyms.

Suggestions and ideas for adapting/differentiating for different contexts

1. The teacher of geography and the teacher of English could organise a series of common lessons focusing on countries where Spanish is officially spoken.
2. Steps 1-2 are suitable for B1 level students, if the English teacher wishes to use them for students at that level.
3. For students at higher levels (B2+), Steps 6-7 are more appropriate.
4. For adult students, Step 7 is more relevant and close to their world-life experiences

FOR THE STUDENT: ACTIVITY WORKSHEET

A visitor from Mexico

Step 1

A. Work in pairs. Each partner thinks of an interesting place in your city/town that a tourist can visit.

B. Then, on your card, **write down** three reasons why you chose this place, without sharing this information with your partner.

C. Without looking at your partner's card, try to **guess** the place. You may need to ask:

- *Is it near the...?*
- *How far is it from ...?*
- *How do I go there?*
- *What is the colour of the building?*
- *Do I need to buy tickets in order to get in?*
- *Is there a beach nearby? etc*

Step 2

Your parents' friend from Mexico, Miguel, is staying with your family in Spain for two weeks. He wants to go sightseeing. Since your mom, who speaks Spanish, is at work, you try to help Miguel by searching on the Internet for information about popular places to visit in the area where you live, Valencia.

You found the texts below about two interesting places and want to tell Miguel about them.

A. Before you start talking, write down in note form the adjectives that you are going to use to describe the places.

B. Orally **describe** them in English to Miguel, and say **why you think** he should visit them.

1. Las plazas del casco antiguo

Como en todas las ciudades, las plazas de Valencia son lugares de encuentro, repletas de terrazas, árboles y fuentes para escapar del calor del verano. Conectando cada plaza, discurren un sinfín de callejuelas, repletas de tiendas, restaurantes y cafeterías, a través de las que descubriremos más plazas y patios privados.



Una de las plazas más bonitas de Valencia es la **Plaza de la Reina**, situada en el corazón del casco antiguo.

La Plaza de la Reina es un lugar perfecto para pasar el rato, con un montón de lugares para comer. Sin embargo, ten cuidado y evita los precios turísticos. Te recomendamos refrescarte con unas bebidas en la plaza y luego acercarte hasta las sinuosas calles que la rodean para disfrutar de sus memés de tapas y comida local. En pocos minutos te encontrarás con un lugar con encanto y precios mucho más asequibles.

Si te acercas a Valencia seguramente te apetezca comer una paella valenciana, el plato estrella de la zona. Encontrar una buena paella en el centro puede ser complicado, por lo que te recomendamos acercarte hasta los restaurantes de la playa, sobretodo en la

Debido a la labor de regeneración impulsada por el ayuntamiento, se ha convertido en un atractivo turístico, por lo que ha perdido parte de su encanto tradicional y local. Con todo, todavía es un lugar singular, con una hermosa fuente de 1850 justo en medio.

Además, esta plaza se encuentra justo al lado de la **Plaza de Lope de Vega**, donde podrás encontrar el que se dice que es el edificio más estrecho de Europa.

2. El Mercado Central de Valencia

Aunque, de entrada, la idea de pasear por un mercado de comida no sea del todo apetitosa durante tus vacaciones, el histórico Mercado Central de Valencia es único y, sin duda, merece la pena.



No solo se encuentra en un precioso edificio modernista de gran tamaño, sino que también es un lugar donde los visitantes pueden obtener una visión más cercana de la vida cotidiana en la ciudad de Valencia.

El mercado se divide en diferentes secciones, en función del tipo de alimento que se vende. Así nos encontraremos pasillos con pescaderías, carnicerías, fruterías... Al pasear por el mercado nos toparemos con todo tipo de frutas y verduras, además de pescado fresco y la mejor carne y jamón de los alrededores.

Seguro que no pasas hambre, pero, si te entra el cansancio, te animamos a tomar algo en los bares y cafés de los alrededores del edificio. Es una zona muy agradable para recorrer a pie. Si quieres descubrir todos los secretos del mercado, te recomendamos nuestra guía sobre el Mercado Central de Valencia.

Seguro que no pasas hambre, pero, si te entra el cansancio, te animamos a tomar algo en los bares y cafés de los alrededores del edificio. Es una zona muy agradable para recorrer a pie. Si quieres descubrir todos los secretos del mercado, te recomendamos [nuestra guía sobre el Mercado Central de Valencia](#).

(Text taken from: https://www.vacaciones-espana.es/Valencia-ciudad/articulos/planes-para-ver-y-hacer-en-valencia?utm_source=none)

Step 3

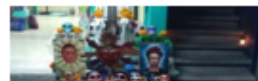
A. Which adjectives did you use in order to describe the places mentioned in the text above?

B. Can you think of synonyms (adjectives with same or similar meaning?) Fill in the table below.

Adjective I used	Synonym	Word in home language with the same/similar meaning (if applicable)

Step 4

When Miguel is back in Mexico, he posts the following picture on his social media page. Your dad asks you if you know what this is all about. You remember having seen something about



Step 5

HELP YOUR TEACHER HELP YOU!

What other situations have you experienced or can you think of where you have tried to help someone understand something in a different language?

A. Write a text which gives an example of such a situation. You can choose any language you prefer – Spanish, English, or a third language.

B. Then send your text by **email** to the language teacher(s) of your school in order for them to take into account your experiences and design future lessons incorporating different languages.

Step 6

A. Listen to a song by two Colombian brothers, Nicolás y Juan Andrés Ondina, (<https://youtu.be/4LjDe4sLER0>) who explain why it is difficult to speak Spanish. Make a list of the main reasons they refer to.

-
-
-

B. Then write an **article in your school newspaper** about the reasons why it is difficult to learn Spanish. Use the information from your notes, together with additional information from the Internet.

Step 7

A. Listen to the **TEDEx talk** by McWhorter (<https://youtu.be/VQRjouwKDIU>).

B. Then write a **summary** for the multilingual school project about the main reasons to learn a foreign language. The topic of this project is: LEARN LANGUAGES, PARTICIPATE! Your summary should be in English, Spanish or any other language you wish to use.



- involves Spanish and English (English is Language B)
- encourages students to use **additional languages** (apart from Spanish and English, such as home languages see for instance Step 5)
- includes many different sub-tasks with **different aims** (eg. a game with cards in Step 1, oral or writing activities etc; it even includes a language practice section, see Step 3 and language resources, see teacher's notes)
- incorporates **multimodality, technology**, and a great variety of **genres** (a song, written texts, such as emails, articles, Facebook messenger, or oral texts such as a TEDEx talk, among others)
- encourages learners to use different **mediation strategies**
- involves many **competences and transversal skills**, i.e. the ability to use the Internet, global citizenship, tolerance, openness, respect for diversity, intercultural understanding, pairwork and collaboration, self-reflection

Language education: changing contexts, evolving competences
Langue aux langues : contextes changeants, compétences en évolution



Example 2

Handout C



1. Watch the YouTube "Η Αρπαγή της Περσεφόνης και τα Ελευσίνια Μυστήρια (Μέρος Α) | Ελληνική Μυθολογία" and take notes in English. You can find the link here: <https://www.youtube.com/watch?v=pHZSWnQjeks&t=86s>



Η Αρπαγή της Περσεφόνης και τα Ελευσίνια Μυστήρια (Μέρος Α) | Ελληνική Μυθολογία

- **Global citizenship:** respect for diversity, intercultural understanding
- **Media literacy:** analyze media content
- **Interpersonal skills:** teamwork, collaboration

2. Based on your notes and with a help of a dictionary, create a podcast radio show. Your audience is people who are interested in Greek mythology.

Below you can find the instructions for your podcast.

- Choose your role (radio host/interviewee)
- Prepare together with your partner the questions and answers for your podcast.
- Finally, record the podcast (max.5-7 min).

Radio host

1. Introduce yourself to your audience.
2. Introduce your guest.
3. Introduce the topic of your podcast (seasons/nourishment or technology/artifacts).

Interviewee

1. Introduce yourself to your audience.
2. Summarise the myth based on your notes.
3. Answer 5 questions related to the topic given by the interviewer:

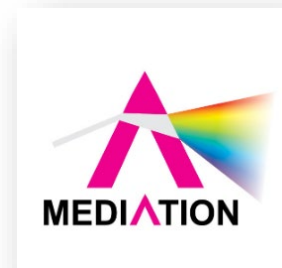


Tips and suggestions for teachers

The *ME.T.L.A.* project
Mediation in Teaching, Learning & Assessment



Planning for mediation: key steps and considerations



I. Teach or test?

II. Setting the aims of the lesson and deciding the topics and types of tasks

III. Selecting (or adapting) the relevant CEFR-CV can-do statements

IV. Selecting relevant, authentic and linguistically appropriate texts in the source language

V. Deciding on the types of source texts and output texts

VI. Writing clear task instructions and creating a realistic context

VII. Using the ME.T.L.A (or other) checklists for the process of creating a task



Planning for mediation: key steps and considerations



1. Teach or test?

the approach and rationale behind the activities which aim at developing mediation skills and strategies differ from those which are designed for assessment or testing purposes



Planning for mediation: key steps and considerations



II. Setting the aims of the lesson and deciding the topics and types of tasks

- ❑ consider the learners' **proficiency** levels in different languages, in general, and in the target language, in particular, together with the specific **needs** and the **situational context**.
- ❑ decide whether the focus of the lesson will be on **oral** (producing an *oral* text on the basis of another written or oral text) or **written mediation** (producing a *written* text) or both.



Planning for mediation: key steps and considerations



III. Selecting (or adapting) the relevant CEFR-CV can-do statements

the teacher decides what descriptor scales can be useful for his/her students in connection with a specific task.

EXAMPLE:

If the teacher's goal is to teach **summary writing** in the target language through **written mediation tasks**, the set of descriptors relating to '**Processing text in writing**' could be a starting point in order to design specific activities.

An example of such a descriptor is:

'Can summarise in writing the main points made in straightforward informational texts regarding subjects that are of personal or current interest.'



Planning for mediation: key steps and considerations



IV. Selecting relevant, authentic and linguistically appropriate texts in the source language

Source texts characteristics that teachers need to take into account when designing mediation tasks:

- linguistic complexity
- cognitive complexity
- length of text
- organization of text
- relevance in terms of content



Planning for mediation: key steps and considerations



V. Deciding on the types of *source texts* and *output texts*

Deciding on the genres, either of the source texts or the target texts, or both, is an important step in mediation activity design as using genre-appropriate language is likely to be one of the goals of the activity.

EXAMPLE

The teacher may intend to provide practice on how to write an email in the foreign language.

While the target texts will involve this particular genre, the source texts may be an email or any other text-types



Planning for mediation: key steps and considerations



VI. Writing clear *task instructions* and creating a *realistic context*

The learner needs specific information about

- the context of mediation,
- the purpose of mediation and
- the addressee of the target text in order to relay the information that would be most relevant, useful or interesting to the target audience





Assessing mediation

The *ME.T.L.A.* project
Mediation in Teaching, Learning & Assessment



Teaching & assessing cross-linguistic mediation...

Mediation which can be *taught and assessed* through **mediation tasks which ask for the use of different languages (i.e. passing on information from one language to another)**, softening linguistic and cultural gaps in the process

Testing cross-linguistic mediation...



- ✓ International language exams are still based on **monolingual approaches**, viewing language as a closed and finite system that does not enable other languages to ‘smuggle in’ (Dendrinos, 2013).
- ✓ Test papers endorse the idea that effective communication is **monolingual** (Dendrinos 2001) and that proficient users of a language do not use ‘hybrid’ forms, mix languages or codes.



Alternative forms of assessment in METLA tasks: self-assessment or reflection tasks



- Getting learners to *reflect* on their own performance on the basis of certain criteria
- Reflection worksheets can be used as the final step of a classroom activity and can be designed to reflect on the mediation skills developed during the tasks





Example 3

Handout D

Student _____ Class: _____

REFLECTION

WRITE DOWN THREE CHARACTERISTICS OF TEXT MESSAGES

WRITE DOWN THREE PHRASES YOU FOUND EASY TO TRANSFER FROM _____ (LA) TO _____ (LB) AND THREE DIFFICULT ONES. WHY?

WRITE DOWN THREE CHARACTERISTICS OF E-MAILS

WHEN YOU WROTE YOUR TEXT MESSAGES, DID YOU CONSIDER ANY OF THE FOLLOWING (AND WHY/HOW?):

- the recipient's culture
- the recipient's age
- the form of the text (e.g. online)
- the purpose of your text (e.g. to explain/inform/complain)
- the level of politeness
- the languages involved
- the way we text in _____ (LA)
- the way we text in _____ (LB)

Handout E

EMAILS

Self-assessment email list

Based on what you have written, mark the right answer:

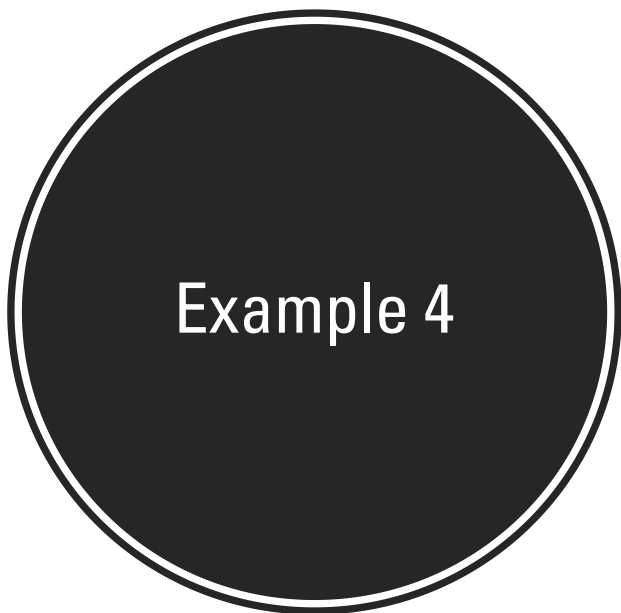
I have included:	I am not sure	Yes	No	not applicable
an informative subject line				
opening greeting/salutation (e.g. Dear Ms. Smith)				
background information (e.g. the purpose of my email/ name of the lesson/ date/ time etc.)				
specific request				
polite forms (e.g. modal verbs: I would / I should /shall etc.)				
a complimentary close (Yours faithfully, Yours sincerely...)				
attachments				

I have :	I am not sure	Yes	No	not applicable
taken into account a specific audience (age/ethnicity/culture)				
used headings when appropriate				
stated the main point early				
effectively used transitions between ideas and paragraphs				
avoided slang				

Now, pass your email and your self-assessment list to your partner.



Alternative forms of assessment in METLA tasks: peer-assessment or peer-feedback



C

PRESENTATION

PEER-FEEDBACK LIST:

GROUP:

TITLE:

PRESENTERS:

I liked the design of the poster.

I could follow the presentation.

The presenters spoke mainly in English.

Both the symptoms and the treatment were included in the poster.

The presenters explained some difficult words.

Three new words I have learnt:

1..... 2..... 3.....

<p style="text-align: center; margin: 0;">EVALUATION</p> <p style="text-align: center; margin: 5px 0;">5 - Highest</p> <p style="text-align: center; margin: 5px 0;">3 - Average</p> <p style="text-align: center; margin: 5px 0;">1 - Lowest</p>	<p style="text-align: center; margin: 0;">NAME THREE NEW THINGS YOU HAVE LEARNT:</p>
--	---

OVERALL GRADE:



Alternative forms of assessment in METLA tasks: The METLA reflection grid for the student



Name:	3	2	1
ARE YOU A GOOD MEDIATOR?			
GENERAL			
I know what a mediation activity involving different languages is.			
I know that I should pay attention to the instructions of the activity.			
I know that mediation activities ask me to transfer information from one language to another.			
DEALING WITH THE SOURCE TEXT			
I read the source text carefully and more than once.			
I can distinguish relevant from less relevant information from the original text.			
I can identify and select the information needed to accomplish the mediation task.			
I consider the purpose of the text (why it has been written, where it appears and by whom).			
TRANSFERRING INFORMATION IN ANOTHER LANGUAGE			
I can transfer information from the original text in another language (Specify the language(s) _____)			
I can paraphrase source information and use it into another language.			
I can evaluate and correct the final outcome.			
I can use pictures, tables, and other visual material in order to better understand the text.			
THIS TASK/LESSON HAS HELPED ME... (put one or more tick(s) and add your own ideas if you wish)			
<input type="checkbox"/> use my knowledge and skills in different languages to understand or communicate in a multilingual setting			
<input type="checkbox"/> _____			
IN THIS TASK/LESSON I FOUND DIFFICULTY IN... (add your own ideas)			
<input type="checkbox"/> _____			

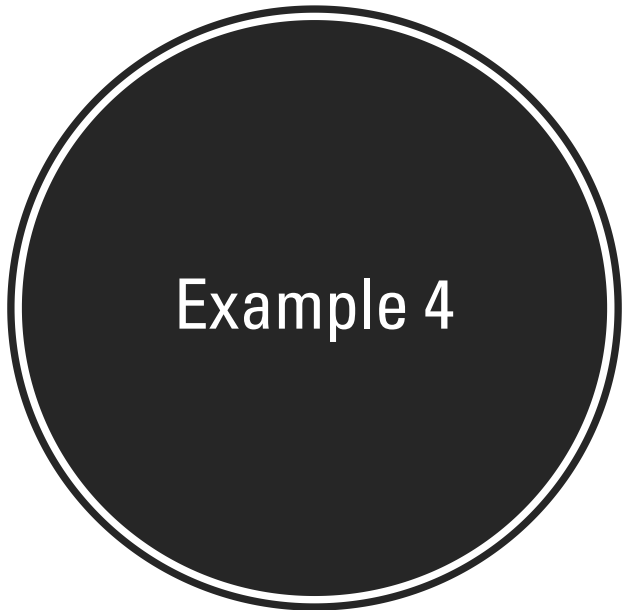
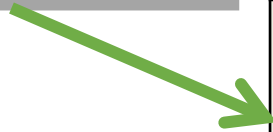
The grid is divided into five parts with the first three parts dealing with **mediation strategies** and the last two with **what students have achieved and what difficulties they faced**.



An example of a test



CEFR-CV scales and descriptors



Test aims	Assessing written cross-linguistic mediation (task based on production)
Test format	1 speaking activity (oral mediation task). Learners orally exchange information on a topic in Language B. They are asked to use information found in Language A texts.
Time	1 hour
LEARNERS	
Educational level	Secondary education
Proficiency level	B1
Languages	German (Language A) and Spanish (Language B, language tested)
Mediation specific CEFR scales and descriptors	<p>RELAYING SPECIFIC INFORMATION IN SPEECH</p> <ul style="list-style-type: none"> Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).
TASKS	
Texts	Authentic texts extracted from the Internet
Source texts	German (Language A) texts with touristic information
Target texts	Students transfer information from the two texts into Spanish (Language B).
Marking scheme and evaluation criteria	<p>Marking focusing on the degree to which learner's oral production:</p> <p>a) is relevant in terms of content</p> <p>b) includes the appropriate information from the source text <i>(the learner has selected only the source information that serves his/her purpose thus distinguishing between major and minor information)</i></p> <p>c) is grammatically and syntactically accurate</p> <p>d) is fluent</p>
Score	<p>Grades: A, B or C</p> <p><i>(the teacher should provide a description of what each score entails taking into account the above criteria)</i></p>





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Mediation in Teaching, Learning and Assessment - METLA

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This project, funded by the European Centre for Modern Languages of the Council of Europe, sets out to develop guidelines useful for language teachers who want to include the linguistic mediation aspect in their classrooms.

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<https://www.ecml.at/ECML-Programme/Programme2020-2023/Mediationinteachingandassessment/tabid/4305/language/en-GB/Default.aspx>

Typically replies within a day

Send message

Mediation in Teaching, Learning and Assessment - METLA
14 hrs ·

The European Centre for Modern Languages (ECML) is a Council of Europe institution which assists its member states in addressing challenges within their national education systems by:

- promoting innovative approaches to language education
- advancing the quality of learning and teaching language
- supporting the implementation of language education policies
- fostering dialogue between language education practitioners and decision makers... See more

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Council of Europe
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Website: www.ecml.at/mediation

The screenshot shows the website header with logos for the European Centre for Modern Languages (ECML) and the Council of Europe. The main title is 'Mediation in teaching, learning and assessment'. Below the title is a paragraph describing the project's goal to develop a teaching guide for foreign language teachers. A navigation bar contains buttons for 'OVERVIEW', 'HOW TO GET INVOLVED', 'TEAM AND PARTNERS', and 'RELATED RESOURCES'. There is a video player with the title 'About the project - Stathopoulou EN - with E...'. Below the video is the section 'Envisaged project results' with a list of bullet points.

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CENTRE EUROPEEN POUR LES LANGUES VIVANTES
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HOME > PROGRAMME > PROGRAMME 2020-2023 > MEDIATION IN TEACHING, LEARNING AND ASSESSMENT

Mediation in teaching, learning and assessment

This project sets out to develop a teaching guide for foreign language teachers of primary and secondary education who want to include linguistic mediation in their classrooms. This will contain information about the theory and practice of language teaching, learning and assessing mediation together with examples of mediation tasks in different languages, which draw on the [Companion Volume](#) of the Common European Framework of Reference for Languages (CEFR). A digital database, which will include tasks for various educational environments, will also be produced.

OVERVIEW | HOW TO GET INVOLVED | TEAM AND PARTNERS | RELATED RESOURCES

Working languages of the project: English, French
Project term: 2020-2021
Shortcut: www.ecml.at/mediation

MANAGEMENT

Main idea and objectives

This project sets out to develop guidelines useful for language teachers who want to include the linguistic mediation aspect in their classrooms. The goal is to familiarise teachers with a language pedagogy that will allow them to function "as agents of multilingualism in Europe" (Ziegler 2013) and to help them gain knowledge into how to develop and assess their students' mediation skills.

Mediation, with which this project is concerned, as part of someone's plurilingual competence is an aspect in teacher education not yet touched upon. As highlighted by a

Envisaged project results

The teaching guide to be produced will contain information about

- what mediation entails,
- how it can be implemented,



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Call for project proposals for the ECML programme 2024-2027

“Language education at the heart of democracy”

The European Centre for Modern Languages invites language experts to propose a project for its next programme starting in January 2024.

The Call for proposals is open until 31 August 2023.



Are you concerned by these key challenges in language education? Do you have ideas about how these might be addressed?

Would you like to share your expertise and be part of this unique European platform?





Any questions?

Thank you! Kiitos! Ευχαριστούμε!

Grazie! Grazi! Obrigado! Merci! Vielen Dank!

