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**DROITS DE L'HOMME,  
DÉMOCRATIE  
ET ÉTAT DE DROIT**



## CEFR Online Workshop Series 2022 #8

3 November 2022

### Mediation in/for the language classroom: learning situations and formative assessment

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- I. Mediation in foreign language learning (45 minutes, plenary).**
- II. Task 1: Rubrics for formative assessment of mediation (30 minutes, breakout rooms + plenary).**
- III. Task 2: Creating a rubric to assess a mediation activity.**
  - a) Step 1: getting to know the activity (5 minutes, plenary).
  - b) Step 2: selecting strategies and abilities (10 minutes, plenary).
  - c) Step 3: creating our rubrics (30 minutes, break-out rooms).
  - d) Step 4: sharing our rubrics (20 minutes, plenary).
- IV. Final remarks (10 minutes, plenary).**

## I. Mediation in foreign language learning.

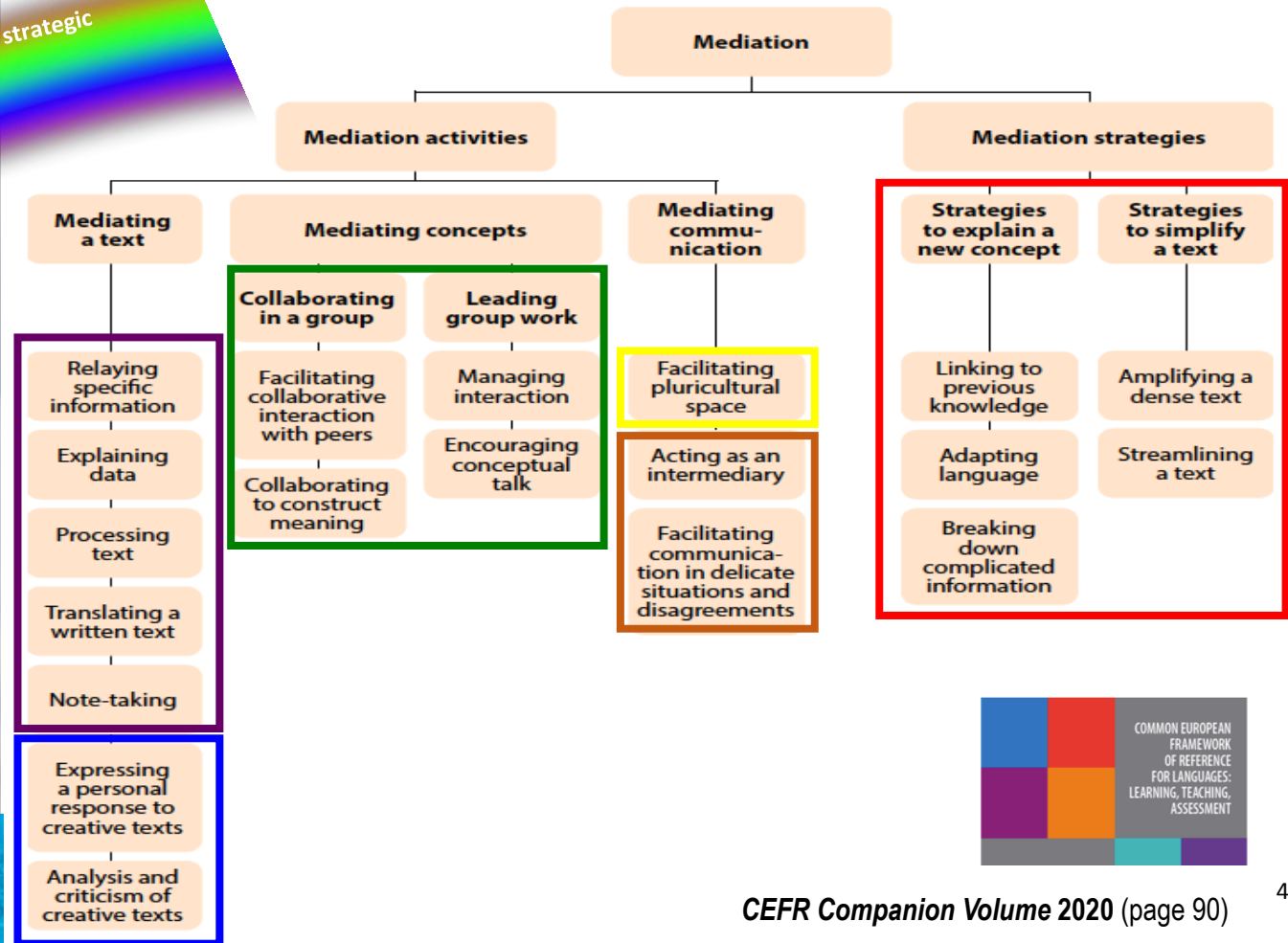
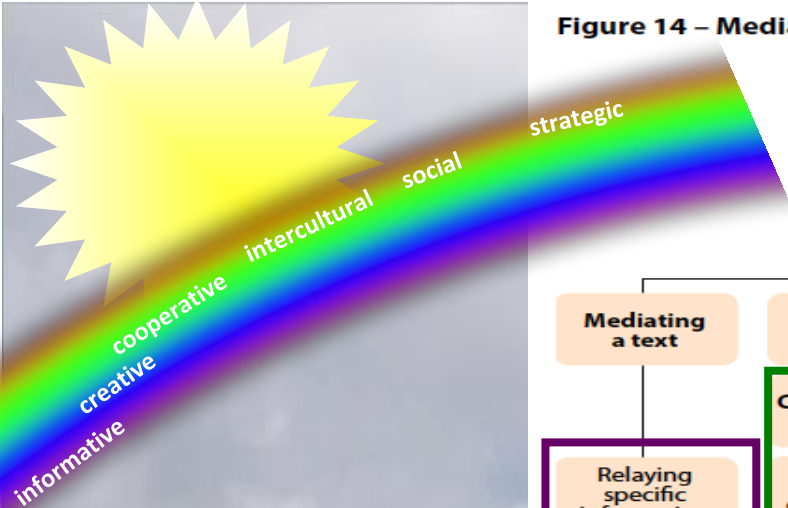
- **Mediation: a mode of communication.**
- Mediation: an asset for teaching foreign languages.
- Mediation: an asset for assessing foreign languages.

## II. Task 1

## III. Task 2

## IV. Final remarks

Figure 14 – Mediation activities and strategies







Source: Pixabay

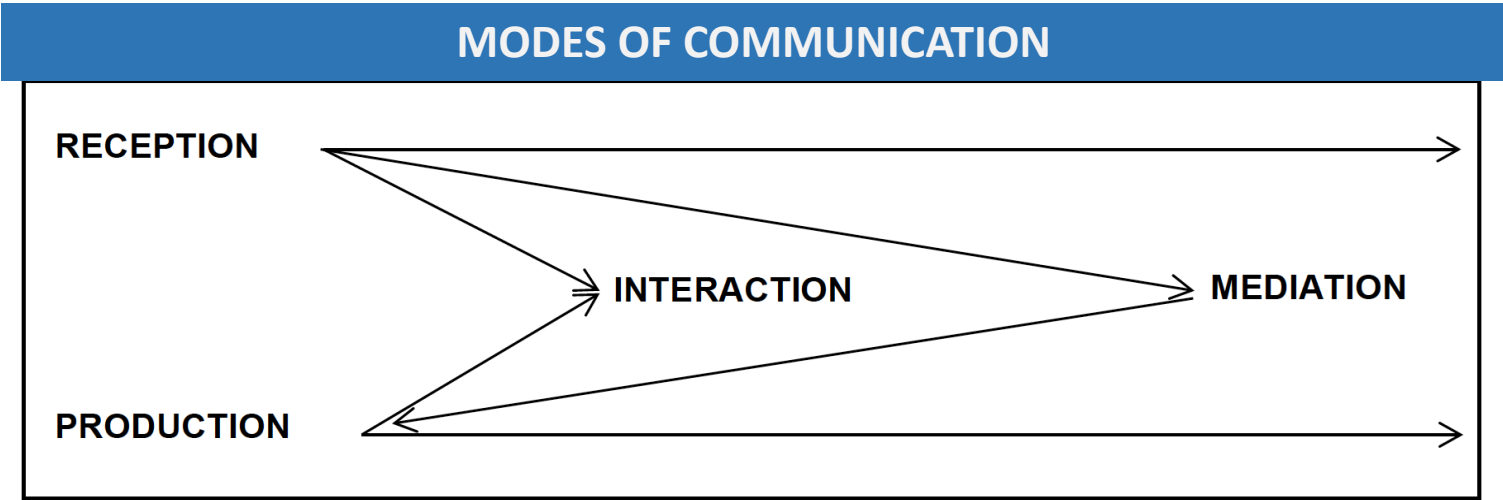
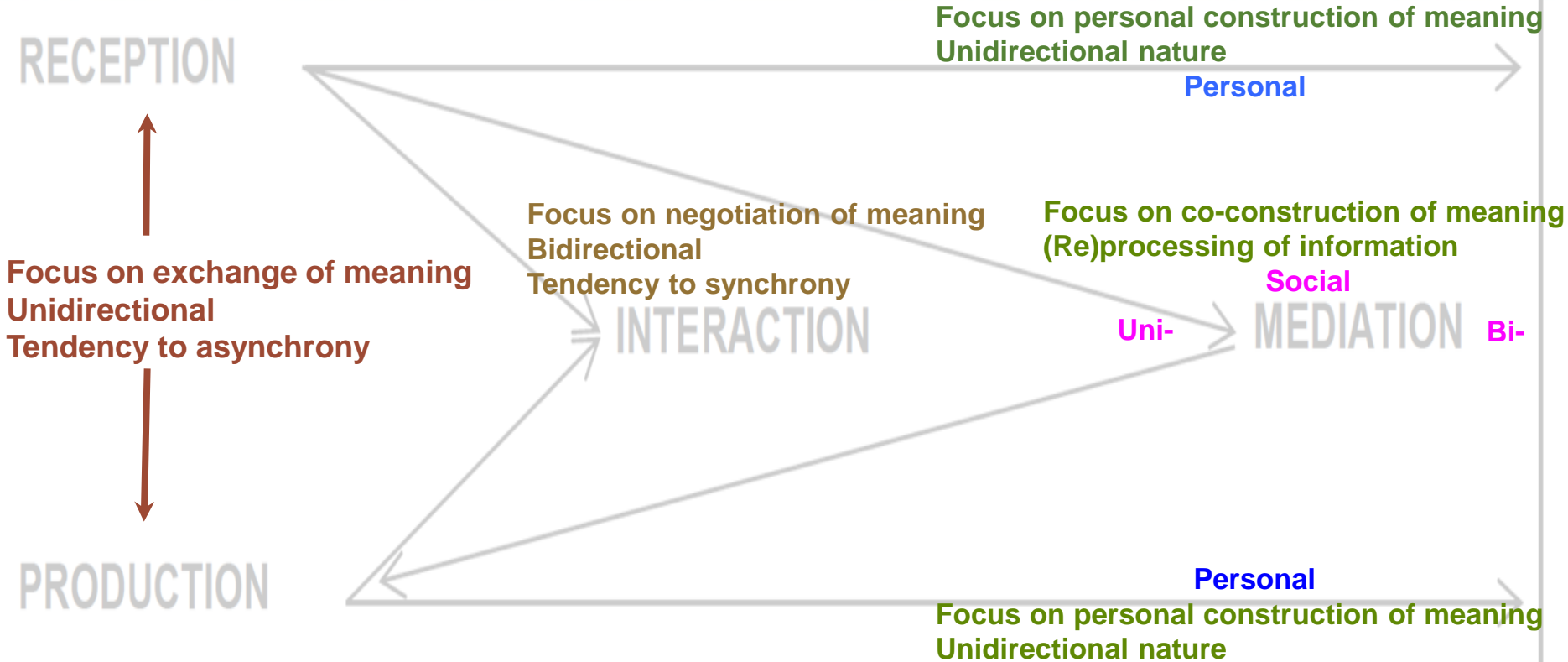


Figure 2 – The relationship between reception, production, interaction and mediation

*CEFR Companion Volume 2020* (page 34)







RECEPTION

- Reading instructions
- Reading a menu
- Search reading
- Watching a talk
- Writing a blog entry
- Composing a complaint
- Filling in a form
- Narrating
- Creating subtitles
- Telling a joke
- ...

- Chatting
- Debating
- Talking on the phone
- Exchanging emails
- Taking part in a web chat
- Texting
- Posting a response -
- Telling a joke*
- ...

- Studying a Powerpoint
- Taking notes
- ...

INTERACTION

- Explaining an instructional text
- Summarizing
- Translating
- Explaining data
- Creating an infographics based on a text
- Recommending a novel
- ...

MEDIATION

- Acting as intermediary
- Fostering intercultural understanding
- Helping with a task at hand
- Interpreting in a conversation
- Managing teamwork
- ...

PRODUCTION

- Explaining a concept
- Recording a screencast
- ...

**MEDIATOR = FACILITATOR**

**MEDIATOR = CO-CONSTRUCTOR**

Informative dimension (mediating **FOR** others)

Cognitive dimension (mediating **WITH** others)

**INFORMATION**

**RECEIVER**

**MEANING**

**PEER, LEARNER**

**MEDIATOR = INTERMEDIARY**

Social dimension (mediating **BETWEEN** others)

**INTERLOCUTOR/A**

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**From communication...**

**... to action**

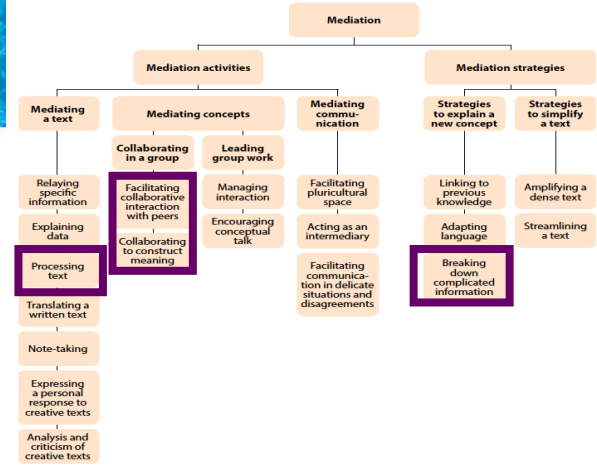
## From communication...

- In groups, pick up a celebrity and prepare to tell the class the most important facts about him/her so that your classmates can guess who you are talking about.

### ... to action

- The town hall wants to name the new park in the town after a celebrity. In groups, pick up a celebrity and prepare your proposal to take part in the public poll. Remember you have to research and justify your selection.

Figure 14 - Mediation activities and strategies



Context

... to action

Product

- The town hall wants to name the new park in the town after a celebrity. In groups, pick up a celebrity and prepare your proposal to take part in the public poll. Remember you have to research and justify your selection.

Goal

Research

Co-construction

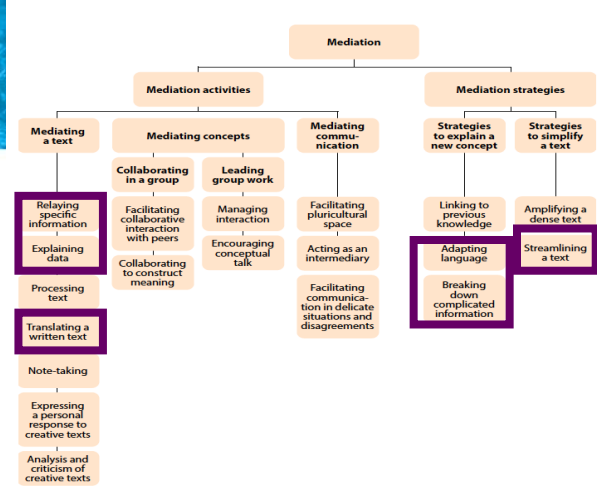
## From communication...

- Write an email to a friend of yours who is going to visit your home town to send him/her tips on what to do.

## ... to action

- Back home, you host many guests from Spain. Put together a map with tips and practical info in Spanish about your area for the prospective guests in order to comply with the flat-sharing regulations.

Figure 14 - Mediation activities and strategies



Research

Product

... to action

- Back home, you host many guests from Spain. Put together a map with tips and practical info in Spanish about your area for the prospective guests in order to comply with the flat-sharing regulations.

Context

Purpose

Translation



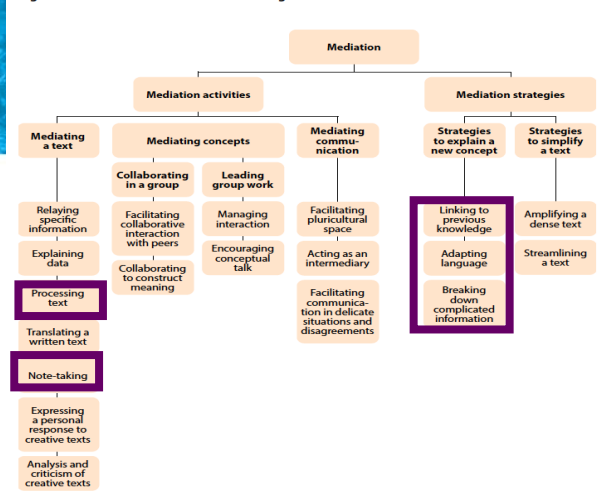
## From communication...

- Write a summary of the video we are going to watch in class for your teacher.

## ... to action

- Take notes of the video we are going to watch in class to study its content for the exam. One of your classmates has asked you to pass him/her the summary as he/she can't make it to class today.

Figure 14 - Mediation activities and strategies



Product

... to action

Goal

- Take notes of the video we are going to watch in class to study its content for the exam. One of your classmates has asked you to pass him/her the summary as he/she can't make it to class today.

Context

Impediment

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## Formative assessment of mediation as a dynamic process:

- Learners **know and internalise** the assessment criteria (e. g. by collaborating in the construction of assessment rubrics).
- Learners **make decisions** about the assessment procedures (e.g. what and when to assess).
- Learners **take part** in the assessment procedures (e. g. by peer-assessment).
- Learners **focus on the process** and not only on the product (e. g. by iterative assessment of work-in-progress versions).

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## Examine Rubrics A and B in the handout. For each of them, answer the following questions:

- What type of assessment is involved (self, peer, or teacher-centred)?
- What type of mediation is being assessed (textual, cognitive or communicative)?
- What mediation strategies and abilities are being assessed?

How well did it go?				
Read the following questions and get ready to answer them while working with your class mates on the group task you have been assigned.				
<b>To what extent do you agree or disagree with statements (a) and (b):</b>				
	(1) seldom or never	(2) occasionally	(3) often	
(a) When we have different opinions, I help my class mates to come to an agreement.	1	2	3	Comments:
(b) When I explain something, I ask questions to check my class mates understand my point.	1	2	3	
<b>Fill out the following statements:</b>				
(c) _____ has mentioned the following idea, with which I disagree: _____				
(d) _____ has mentioned the following idea, with which I agree: _____				
<b>Answer YES/NO to the following questions:</b>				
(e) Have all the group members contributed, at least once, to the task?	YES	NO		
(f) Is the final product a result of the cooperation of all group members?	YES	NO		
(g) Was I able to contribute as much as I wanted to the task?	YES	NO		
If you answered NO to any of the questions (e), (f) or (g), write something you will do to improve that issue next time you work in groups with other class mates:				

A screencast explaining how to use an app		
Watch the screencasts that two of your class mates have uploaded to the course platform explaining one of their favourite apps to non-tech savvy people. Answer the following questions. (Fill out a form for each of your class mates).		
<b>Name:</b>	<b>Evidence:</b>	
Your screencast started with an introduction about the app (what it is for, why you find it useful, etc.)	yes	no
You carefully explained how to use the app, including all the steps needed to set it up.	yes	no
You avoided technical terms. If you used any, you paraphrased with simple words.	yes	no
You explained the meaning of the icons, pictures, etc. in the app.	yes	no
<b>You used the following strategies in your screencast:</b>		
YES NO	You mentioned other well-known apps as a way to explain how this one works.	
YES NO	The screencast included some trouble-shooting instructions.	
YES NO	You offered help when using the app.	
<b>I think you should use these strategies because:</b>		

- 15 minutes (breakout rooms). **Padlet 1**
- 15 minutes (plenary).

(Source [adapted]: Sánchez Cuadrado, Adolfo, Caroline Shackleton and Nathan Turner (2022), «Procesos de evaluación de la mediación en lenguas extranjeras/segundas lenguas», in A. Sánchez Cuadrado (coord.), *Mediación en el aprendizaje de lenguas. Estrategias y recursos*. Madrid: Anaya. Págs.: 189-220. ISBN: 978-84-698-9160-5.)

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Step 1: getting to know the activity (5 minutes, plenary).

**Level:** B2 (Spanish)

**Learners' profile:** University students; interest in academic matters.

**Mediation activities:**

**Explaining data in writing**

- Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in their fields of interest (with text in Language A).

**Encouraging conceptual talk**

- Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.
- Can ask people to explain how an idea fits with the main topic under discussion.



## Step 1: getting to know the activity (5 minutes, plenary).

**Context:** A school in your home town has a after-school activity programme in the foreign languages taught at the school. You have been invited to take part in it by giving a series of brief presentations in Spanish (about 20 minutes long each) for pupils (aged 15-16) who are learning Spanish at the school. They have learnt Spanish for four years now, so they have some command of the language. For this week's talk, you have found these two interesting info graphics to talk about environmental crime in the EU:

## Step 1: getting to know the activity (5 minutes, plenary).

### Written input:

#### The EU's fight against

Environmental crime is the 4th largest criminal activity in the world after drugs trafficking, human trafficking, and counterfeiting. It grows at a rate between 5%-7% per year.

€ 80-230 billion are lost globally every year due to environmental crime.

#### What is environmental crime?



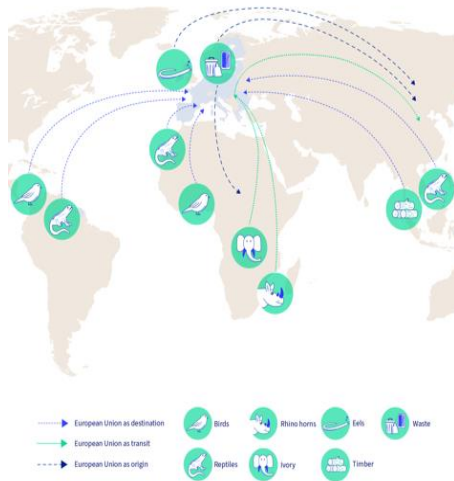
- improper collection, transport, recovery or disposal of waste
- illegal emission or discharge of substances into the atmosphere, water or soil
- killing, destruction or possession of or trade in protected wild animal or plant species
- illegal trade in ozone-depleting substances

#### What are the consequences of environmental crime?

- increased levels of pollution
- degradation of wildlife
- reduction of biodiversity
- disturbance of ecological balance
- risks for human health



#### Routes of trafficking in waste, timber and wildlife

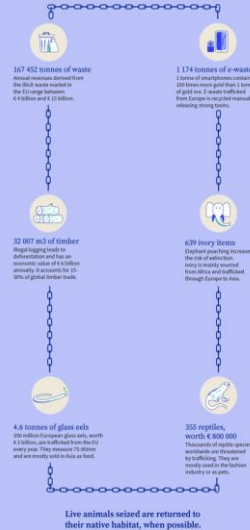


#### Results of EU police operations 2018-2021

€ 8.3 million  
total value  
of seizures

829  
people arrested

#### Seizures



(Source: Council of Europe info graphics.  
<https://www.consilium.europa.eu/en/infographics/eu-fight-environmental-crime-2018-2021/>)

## Step 1: getting to know the activity (5 minutes, plenary).

**Instructions:** Prepare the hand-out you would give the students attending your presentation.

Do not forget to:

- Include a short introduction to activate students' prior knowledge.
- Use the information from the info graphics.
- Adapt your text to young learners (15-16 years old).

## Step 2: selecting strategies and abilities (10 minutes, plenary).

- Differentiating information (relevant/irrelevant).
- Showing interest and empathy.
- Recognising how visual elements relate to each other (e.g., time sequence, cause-effect, size-rate/importance, etc.).
- Maintaining or changing the style, register and wording of the original text.
- Differentiating arguments and opinions.
- Understanding opposing points of view.
- Identifying questions to stimulate logical reasoning.
- Recognising implicit and explicit meaning.
- Promoting critical-thinking.
- Relating new information to previous knowledge.
- Describing and analysing feelings and emotions.
- Breaking down complicated information.
- Appreciating alternative approaches
- Adapting language.

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## Step 3: creating our rubrics (30 minutes, break-out rooms).

**Name of the rubric:**

**Name of student:**

**Evidence:**

**Check whether you used the following strategies when you composed your hand-out:**

(Descriptor #1)	YES	NO
(Descriptor #2)	YES	NO
(Descriptor #3)	YES	NO
(Descriptor #4)	YES	NO
(Descriptor #5)	YES	NO

**For each descriptor you checked as NO, think of something you could change in your hand-out to comply with that descriptor:**

**Bearing in mind the strategies and abilities we selected in Step 2, formulate the descriptors #1- #5 to be used in the rubric. Remember this rubric is for self-assessment.**

- 30 minutes (breakout rooms). **Padlet 2**
- 20 minutes (plenary).

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## MEDIATION TASKS: FUNDAMENTALS.

- **Needs analysis** = **selection** of mediation activities relevant for learners' prospective use of the language.
- **Connection to real life** = product, artefact, action. From "bringing the real world into the classroom" to "**connecting the classroom to the real world**".
- **Centrality of action** = from a language-centered approach (i.e. learning language aspects/skills in order to fulfill tasks) to a **task-centered approach** (i.e. fulfilling tasks in order to learn language aspects and to gain skills). *Backward design*. Assessment of specific abilities.
- **Context-related specificity** = **what, where, when, why, how and for/among/with whom** we are mediating.
- **Integration** = **mixture** of modes of communication, competences, activities, languages, modalities, etc.