

Workshop format

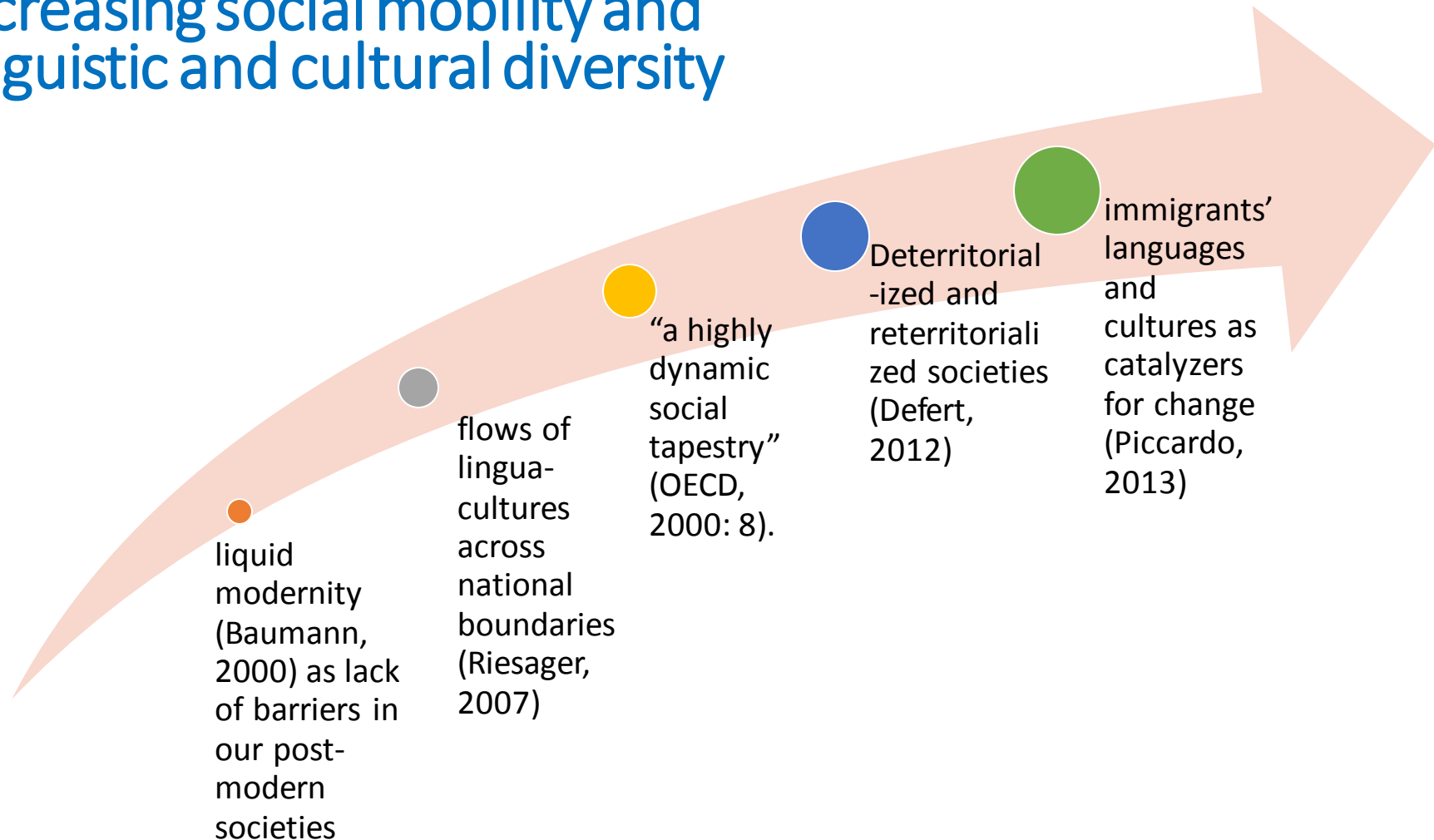
- Presentation 30 mins
- Discussion in Breakout groups 60 mins
- Reports back 30 mins
- Conclusion 15-30 ms

Presentation

- From linear to complex: evolution of societies, evolution of tools
- Mediation and the new CEFR: opening to a new conceptualization
- From theory to practice

- From linear to complex: evolution of societies, evolution of tools
- Mediation and the new CEFR: opening to a new conceptualization
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Increasing social mobility and linguistic and cultural diversity





The CEFR 2001: pioneering a new vision:

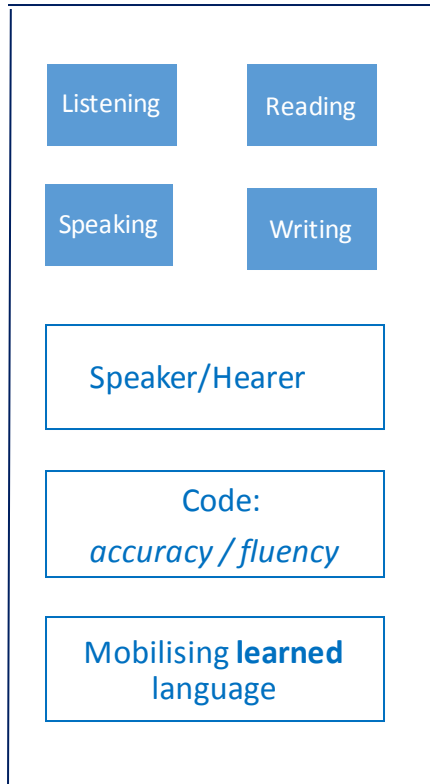
- Levels and descriptor scales > curriculum alignment
- From four skills to four modes of communication: reception, production, interaction, mediation
- Learner as social agent
- Action-oriented Approach (tasks)
- Plurilingual and pluricultural competences



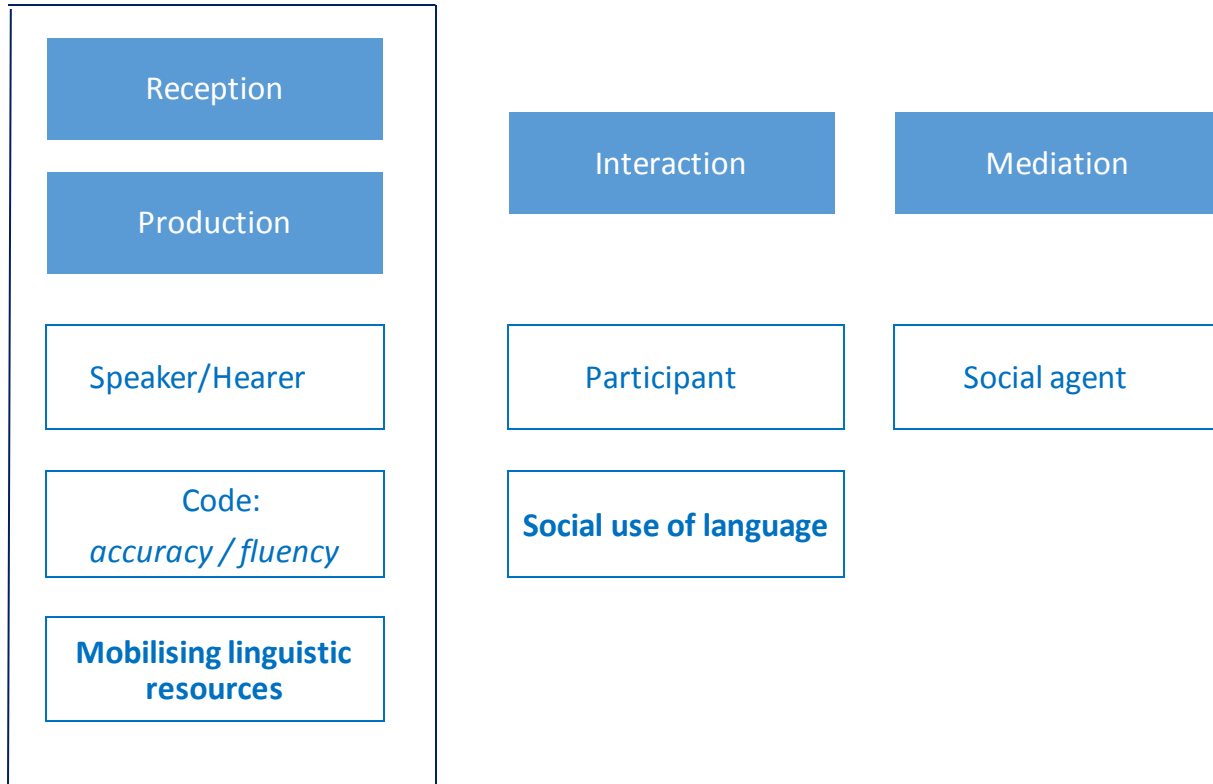
The CEFR 2020: spearheading innovation:

- Updates the CEFR
- Completes the CEFR > new scales, examples of domains
- Broadens CEFR concepts > mediation
- Refines pedagogical vision > AoA
- Develops constructs (phonology - plurilingualism)

Before the CEFR 2001



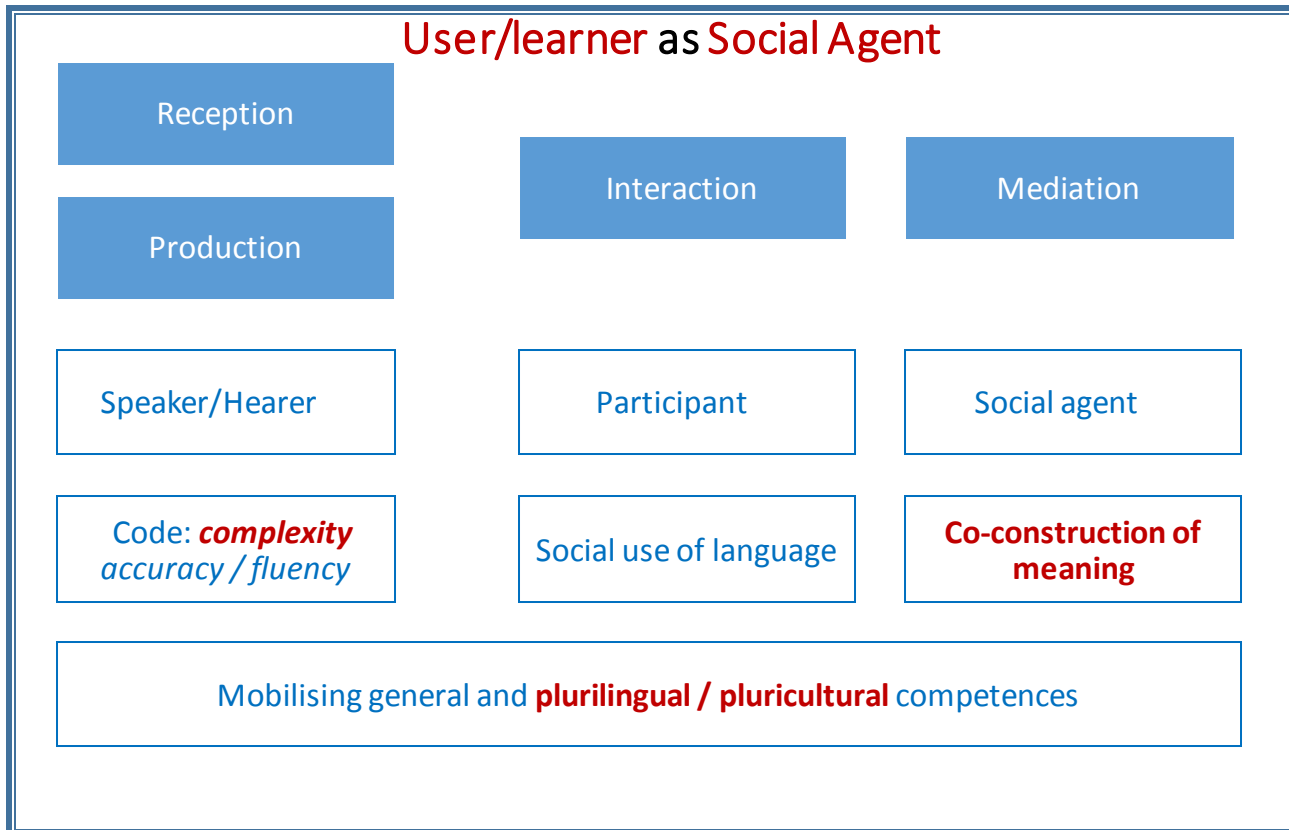
CEFR 2001



CEFR 2020: a new vision developed



User/learner as Social Agent



In an **Action-oriented Approach** learners are seen as **social agents (*acteurs sociaux*)**

- **Social:** social agents exert agency within a specific social context, which imposes **conditions and constraints**. What they ‘can mean’ is defined by the range of options / affordances of the specific situation type (“meaning potential”)
- **Agent:** Social agents mobilize **all** their resources (cognitive, emotional, linguistic and cultural) and develop strategies in iterative cycles in order to **plan, produce** results, and **monitor** their action.

An action-oriented approach

includes **purposeful, collaborative tasks** that:

- allow **initiative**, so learners can purposefully and strategically exert their **agency**
- have a defined **mission** for the learners (often require a product, an artefact)
- require **co-construction of meaning** through mediation in interaction
- set **conditions and constraints**
- specify '**language policy**' (when to “plurilanguage”, when to use one language or another)

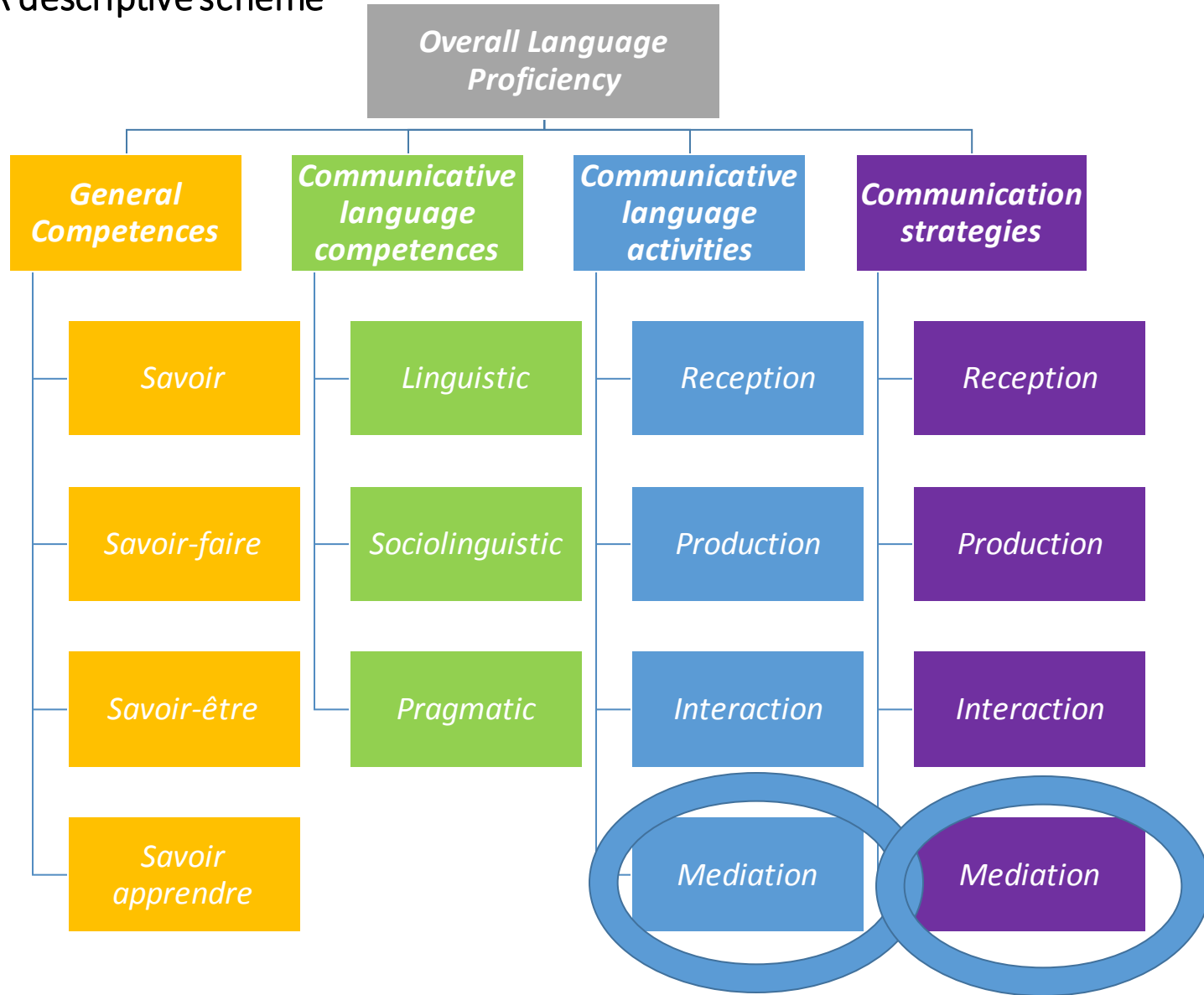
Innovating language education

Plurilingualism

Mediation

Action
orientation

The CEFR descriptive scheme

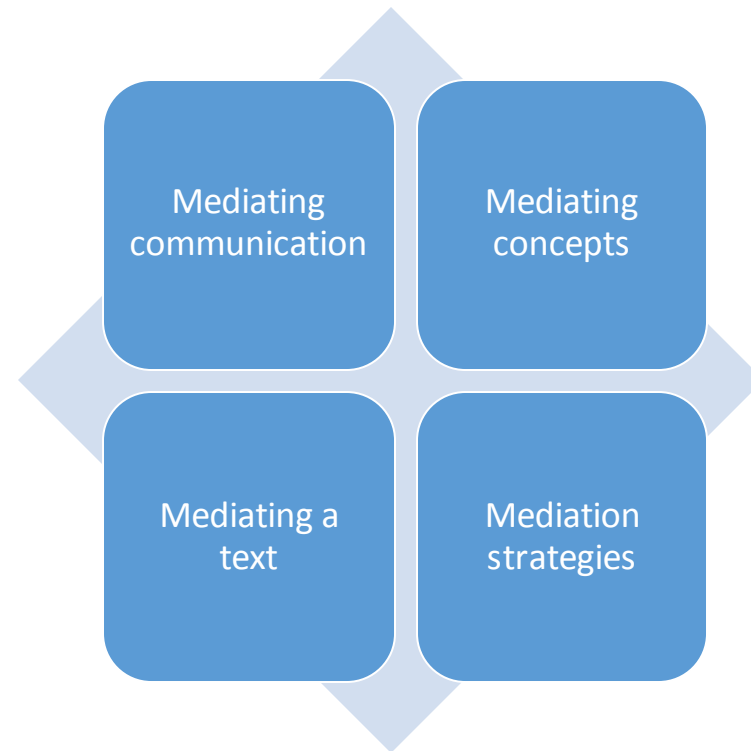


- From linear to complex: evolution of societies, evolution of tools
- **Mediation and the new CEFR:
opening to a new conceptualization**
- From theory to practice



How can it be conceptualized and operationalized in the (language) classroom?

The new CEFR
Companion
Volume (CoE,
2020)
operationalizes
this new vision
into calibrated and
validated
descriptors



- Creating space, managing tensions, counselling, conflict resolution, guidance
→ **Mediating communication**
- (Co)constructing meaning/knowledge
> social individual
→ **Mediating concepts**
- Reformulating, transcoding, alternating languages, switching oral to written, changing genres, combining text and other modes
→ **Mediating text**

Mediating communication

- Facilitating pluricultural space
- Acting as an intermediary
- Facilitating communication in delicate situations / disputes

Mediating a text

- Relaying specific information
- Explaining data (e.g. in graphs)
- Processing text
- Translating written text
- Listening & note-taking
- Expressing a personal response
- Analysis and criticism

Mediating concepts

- Facilitating collaborative interaction with peers
- Collaborating to construct meaning
- Managing interaction
- Encouraging conceptual talk

Mediation strategies

- Linking to previous knowledge
- Breaking down complicated information
- Adapting language
- Elaborating a dense text
- Streamlining a text

Mediating concepts B1

- *Can ask people to elaborate on specific points they made in their initial explanation.* (Encouraging conceptual talk)

Mediating a text B1

- *Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters or e-mails) (in Language A).* (Relaying specific information)
- *Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided they can view them several times.* (Processing a text)

Mediating communication B1

- *Can act in a supportive manner in intercultural encounters, recognising the feelings and different worldviews of other members of the group* (Facilitating pluricultural space)



in ***Mediating concepts***, social agents are languaging as they **think things through** together



in ***Mediating communication*** they are languaging in the process of **self-other regulation**



in ***Mediating a text*** they are languaging to find formulations that **enable understanding** of the text itself for themselves and for or with others.

In the languaging process various dimensions **emotional, cognitive, intrapersonal and interpersonal, cultural, textual** come into play in different combinations and at different stages

Across
languages/cultures

Plurilingual/cultural competence

- Building on pluricultural repertoire
- Plurilingual comprehension
- Building on plurilingual repertoire

Across media

Online interaction

- Online conversation and discussion
- Goal-oriented online transactions and collaboration

Across worlds

Literature

- Expressing a personal response to creative text (including literature)
- Analysis and criticism of creative text (including literature)
- Reading as a leisure activity

In the CEFR
Companion
Volume

Mediation is the
pivot of a holistic,
ecological view of
language use and
learning

Through mediation language
serves different purposes:

- creating plurilingual/pluricultural space for communication and learning;
- reducing affective blocks/tensions;
- building bridges towards the new, the other;
- (co-)constructing new meaning;
- passing on information (and simplifying, elaborating, illustrating or adapting);
- acting as intermediary.

In the CEFR
Companion
Volume

Mediation is the
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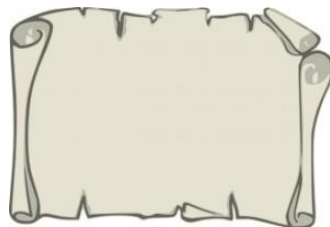
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- (co-)constructing new meaning;
- passing on information (and simplifying, elaborating, illustrating or adapting);
- acting as intermediary.

Not only (as in the CEFR 2001)
acting as an intermediary or
(re) processing an existing text

individual and social > cognition, emotions, relations

In real-life situations,
learners/users **draw on**
all possible
resources/tools
available **to make**
meaning both in a
language and through
languages, in order
access concepts,
messages and cultures



But they aren't alone...
learners/users
constantly engage in a
double perspective:
individual and social to
(co)construct meaning



- From linear to complex: evolution of societies, evolution of tools
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Individual tasks in textbooks / exams:

Germany & Greece

(Handout p. 1)

- Informing a TL-speaking friend about the content of a newspaper article in LoS: writing an email in the TL summarizing the main points.
- Informing a TL-speaking friend about the contents of an internet documentary watched in LoS - making notes in LoS on the main points and then translating these into notes in the TL.
- Interpreting for a co-patriot on a tour in New York what the guide is saying (TL): written text with gaps for the student to write in the LoS what they would say.

Individual tasks in textbooks in Germany

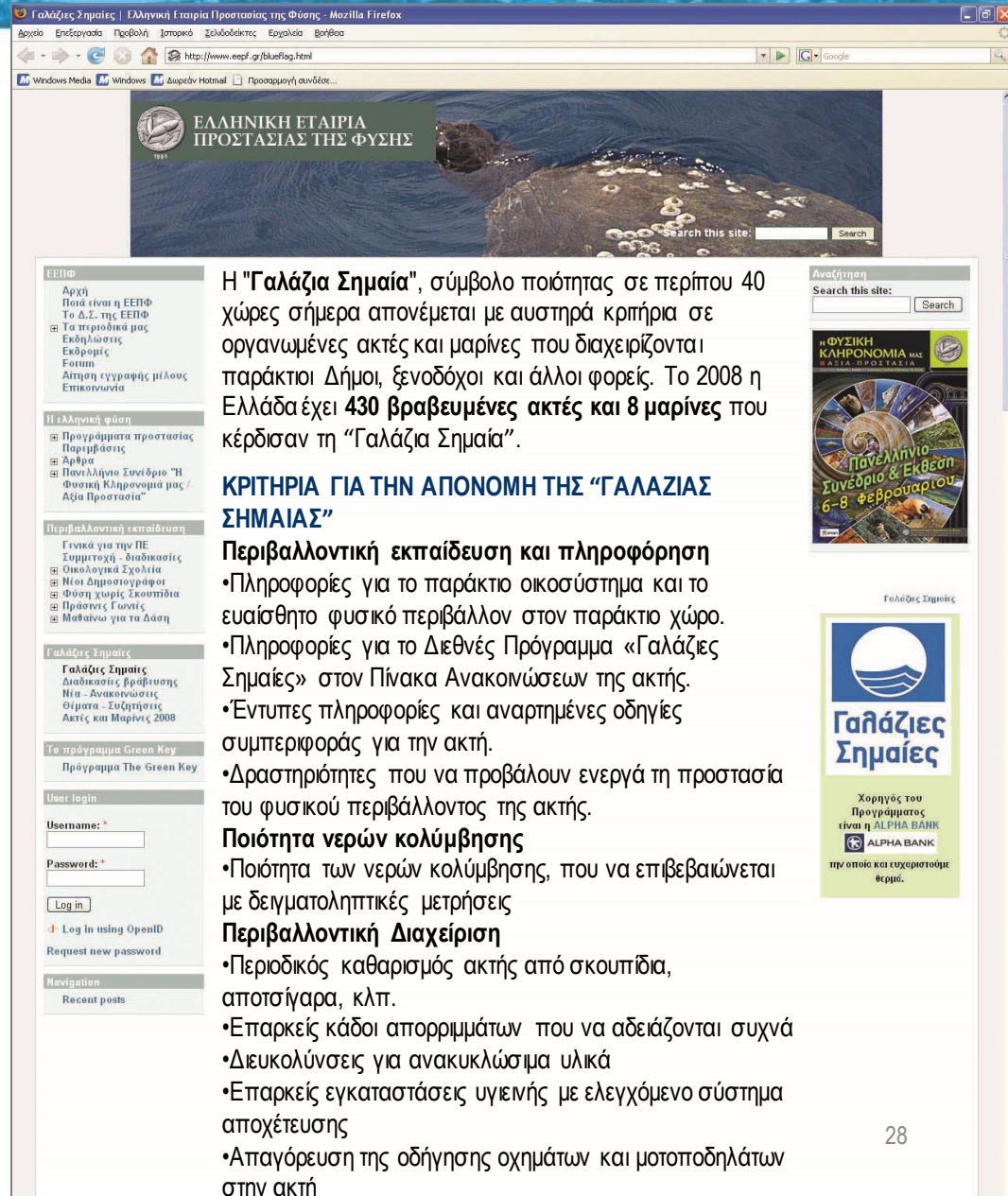
14 MEDIATION Best buy! (Understanding and explaining announcements)

The Walthers are shopping at a big supermarket during their holidays in California. They are listening to the announcements, but Mr Walther can't understand them. Listen to the announcements, take notes on what's important (prices, till when is the offer, what's special, ...), and explain to Mr Walther, in German, the important points in each.



Greek KPG exam: National foreign language exam

Imagine that you work for the Greek Tourist Organization. Your department has received a request from the tourist organization of another country for information about the very successful 'Blue Flag' programme. You have been asked to write a report (180-200 words) **explaining** how Greece has managed to achieve Blue Flag status for many of its beaches. Use information from the website below to write your report.



Γαλάζιες Σημείες | Ελληνική Εταιρεία Προστασίας της Φύσης - Mozilla Firefox

Αρχείο Ειδήσεις Προβολή Ιστορικό Σελιδοδείκτης Εργαλεία Βοήθεια

http://www.eepf.gr/blueflag.html

Windows Media Windows Δωρεάν Hotmail Προσαρμογή συνδέσε...

ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ ΠΡΟΣΤΑΣΙΑΣ ΤΗΣ ΦΥΣΗΣ

Αναζήτηση

Search this site: Search

Η ΦΥΣΙΚΗ ΚΑΘΗΜΕΡΙΑ ΜΑΣ

Πανελλήνιο Συνέδριο & Εκθεση 6-8 Φεβρουαρίου

Γαλάζιες Σημείες

Γαλάζιες Σημείες Διαδικασίες Βράβευσης Νέα - Ανακοινώσεις Οίγματα - Συζητήσεις Ακτές και Μαρίνες 2008

Το πρόγραμμα Green Key Πρόγραμμα The Green Key

User login

Username: *

Password: *

Log in

Log in using OpenID

Request new password

Μερίμνηση

Recent posts

Η "Γαλάζια Σημαία", σύμβολο ποιότητας σε περίπου 40 χώρες σήμερα απονέμεται με αυστηρά κριτήρια σε οργανωμένες ακτές και μαρίνες που διαχειρίζονται παράκτιοι Δήμοι, ξενοδοχοί και άλλοι φορείς. Το 2008 η Ελλάδα έχει **430 βραβευμένες ακτές και 8 μαρίνες** που κέρδισαν τη "Γαλάζια Σημαία".

ΚΡΙΤΗΡΙΑ ΓΙΑ ΤΗΝ ΑΠΟΝΟΜΗ ΤΗΣ 'ΓΑΛΑΖΙΑΣ ΣΗΜΑΙΑΣ'

Περιβαλλοντική εκπαίδευση και πληροφόρηση

- Πληροφορίες για το παράκτιο οικοσύστημα και το ευαίσθητο φυσικό περιβάλλον στον παράκτιο χώρο.
- Πληροφορίες για το Διεθνές Πρόγραμμα «Γαλάζιες Σημείες» στον Πίνακα Ανακοινώσεων της ακτής.
- Έντυπες πληροφορίες και αναρτημένες οδηγίες συμπεριφοράς για την ακτή.
- Δραστηριότητες που να προβάλλουν ενεργά τη προστασία του φυσικού περιβάλλοντος της ακτής.

Ποιότητα νερών κολύμβησης

- Ποιότητα των νερών κολύμβησης, που να επιβεβαιώνεται με δειγματοληπτικές μετρήσεις

Περιβαλλοντική Διαχείριση

- Περιοδικός καθαρισμός ακτής από σκουπίδια, αποσιγάρα, κλπ.
- Έπαρκείς κάδοι απορριμμάτων που να αδειάζονται συχνά
- Διευκολύνσεις για ανακυκλώσιμα υλικά
- Έπαρκείς εγκαταστάσεις υγιεινής με ελεγχόμενο σύστημα αποχέτευσης
- Απαγόρευση της οδήγησης οχημάτων και μοτοποδηλάτων στην ακτή

Mediating communication

- Facilitating pluricultural space
- **Acting as an intermediary**
- Facilitating communication in delicate situations / disputes

Mediating a text

- **Relaying specific information**
- Explaining data (e.g. in graphs)
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Mediating concepts

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- Streamlining a text

How can mediation be action-orientated?

- There is **so much more one** than individual tasks that one can do in the classroom
- How can such tasks be adapted to give **richer classroom experience?**

What action-orientation is all about:

- using **one or more languages** to complete an **integrated task** to:
 - make sense (reception)
 - **collaborate** (interaction)
 - **create** artefacts (production)
- using local, relevant **authentic materials** creatively
- becoming aware of the **importance of strategies**
- **thinking in terms of levels:** What can be expected from a B2 that cannot be expected from a B1?

What action-orientation is all about:

- using one or more languages to complete an integrated task to **exert agency** and:
 - make sense (reception)
 - **collaborate** (interaction)
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- becoming aware of the **importance of strategies**
- **thinking in terms of levels**: What can be expected from a B2 that cannot be expected from a B1?

How can such mediation tasks be further developed to be **action-oriented**?

- There is **so much more** one that one can do with a class, e.g.:
 - **Researching** information online
 - **Collaborating** in pairs or small groups
 -

How can such tasks give a **richer classroom experience**?

What action-orientation is all about:

- using **one or more languages to complete an integrated task** to **exert agency** and:
 - make sense (reception)
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- using local, relevant **authentic materials** creatively
- becoming aware of the importance of strategies
- thinking in terms of levels: What can be expected from a B2 that cannot be expected from a B1?

What could be an integrated task?

1. **collaborate** *mediate concepts/communication*
2. **research** and
3. **make sense** *mediate for oneself*
4. **explain** *mediate (a) text*
5. **collaborate** *mediate concepts/communication*
to create artefacts

What could be an integrated task?

1. **collaborate** *mediate concepts/communication*
2. **research** and
3. **make sense** *mediate for oneself*
4. **explain** *mediate (a) text*
5. **collaborate** *mediate concepts/communication*
to create artefacts

Crosslinguistic mediation of a text

Handout

- First page: individual tasks
- Activities 1-6: tasks adapted to:
 - be **action-oriented**
 - allow **agency**
 - require **collaboration**

Workshop

c 60 mins

Discuss the activity (Activities 1-6) for your group:

What is the role of mediation in the activity and what added value does this activity bring compared to activities you generally use?

Handout

Workshop - preparation

1. Find in the chat the links to the PADLETs
2. **COPY them all somewhere**
3. Open the link

Test padlet: <https://padlet.com/brianjohnnorth3/yxnx3cl859v2wz7w>

4. **Play** with the tablet – write anything

Workshop - task

1. Open the link for your group/activity: Group 1 – Activity 1, etc.
2. Decide:
 - a group moderator – who will guide discussion
 - a rapporteur – who will report in plenary on your discussion afterwards, using the notes made in your PADLET
3. Discuss the activity for your group: ***What is the role of mediation in the activity and what added value does this activity bring compared to activities you generally use?***
4. If you have time: choose another activity you like – repeat the discussion – open the PADLET for that activity – write comments

Breakout Rooms

XXXXXXXXXXXXXXXXXXXXXXXX

Example activities

Mediating a text and mediating communication At the restaurant

- A2 level
- Thematic context: food and drink
- Activity proposed by textbooks: a role play at the restaurant.
- Inserting realistic mediation activities: necessary when a person who does not speak the target language and/or is not familiar with the target culture needs some help.
- Intercultural dimension: cultural contextualization

Relaying specific information in speech	A2+	Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.
Processing text in speech	A2	Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.
Translating a written text in speech	A2	Can provide a simple, rough, spoken translation (into Language B) of short, simple texts (e.g. notices on familiar subjects) (written in Language A), capturing the most essential point.
Adapting language (strategy)	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text (strategy)	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Phase 1 Dialogue

Mediating a text

- Student A: At the restaurant, starting from one of the menus above you need to explain the different dishes and options in (.....) to your friend who does not speak (.....). Prepare yourself in advance with the help of a dictionary, the glossary on your textbook, and role play the beginning of the meal, when you are choosing what to order. (You still have questions you need to ask to the server).
- Student B: After understanding the menu from what your friend tells you, choose what you want to eat and drink and tell your friend, who will be making the order for you both.

Acting as an intermediary	A2	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided the speakers help with formulation.
Acting as an intermediary	A2+	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.
Adapting language (strategy)	A2	Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.
Amplifying a text (strategy)	B1	Can make an aspect of an everyday topic clearer by providing simple examples.
Linking to previous knowledge (strategy)	B1	Can show how new information is related to what people are familiar with by asking simple questions.

Phase 2 Trialogue

Mediating communication:

Acting as an intermediary in informal situations (with friends or colleagues)





- **Role play with the server**
- Student A and B (at the table): Student A has still questions about the different options and dishes that Student C (the server) needs to answer. Student A will mediate these answers to student B then pass the order for both.
- Student C (the server): Student C will ask for precisions (like do you have any allergies? Do you want your dishes served together?...) that student A has to mediate to student B and back to student C.

Plurilingual comprehension	A2	Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <u>different languages</u> .
Plurilingual comprehension	B1	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <u>different languages</u> .

plurilingual variant

English Country Kitchen

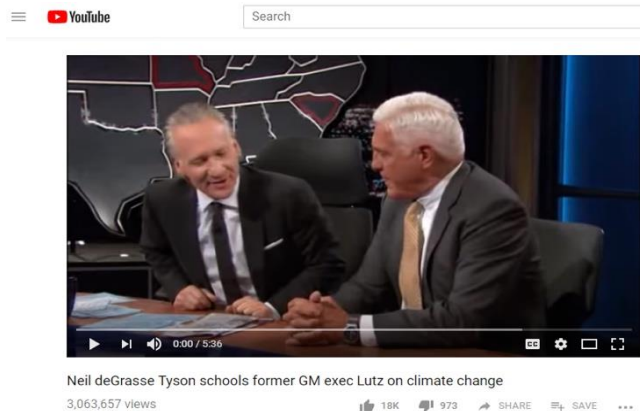
<p>ENTRÉES</p> <p>Soupe du jour 6,00€</p> <p>Camembert Rôti au miel et sa tranche de lard grillé 7,00€</p> <p>Pain grillé à l'ail 3,80€</p> <p>Beans on toast 5,50€</p> <p>Poêlée de foies de volaille aux champignons 7,00€</p> <p>Ceuf cocotte à la crème et au bacon 6,00€</p> <p>Petite salade de chèvre chaud, choux pickles 7,00€</p> <hr/> <p>PLATS (garniture incluse)</p> <p>Lassiette Anglaise (rôti de bœuf froid, charcuterie, légumes et fromages, Garden mint Marmelade) 13,00€</p> <p>Lassiette Anglaise végétarienne (Saucisse végétarienne et assortiment de légumes, fromages, Garden Mint marmelade) 13,00€</p> <p>Fish & chips 13,00€</p> <p>Rumsteck simmental 14,00€</p> <p>Burger ECK 13,50€</p> <p>Poisson du jour 14,00€</p> <p>Confit de Canard et sa gelée de cassis 13,50€</p> <p>Salade caesar 11,50€</p> <p>Bruschetta de chèvre chaud, choux pickles 11,50€</p> <p>Tourte boeuf et champignons 13,50€</p> <hr/> <p>GARNITURES au choix (supplément 3,80€)</p> <p>Pommes de terre rôties à la graisse de canard</p> <p>Purée de pois cassés</p> <p>Frites maison</p> <p>Haricots verts</p>	<p>STARTERS</p> <p>Soup of the day 6,00€</p> <p>Roasted camembert with a slice of grilled bacon 7,00€</p> <p>Garlic bread 3,80€</p> <p>Beans on toast 5,50€</p> <p>Stirfry of chicken livers with mushrooms 7,00€</p> <p>Baked egg with cream and bacon 6,00€</p> <p>Salad with warm goat cheese, pickled cabbage 7,00€</p> <hr/> <p>MAIN COURSES (sides included)</p> <p>English Plate (Cold roast beef, cooked meats, vegetables, cheese, Garden mint Marmelade) 13,00€</p> <p>English Plate vegetarian (Vegetarian sausage and mixed vegetable, cheese, Garden Mint marmelade) 13,00€</p> <p>Fish & chips 13,00€</p> <p>Simmental rump steak 14,00€</p> <p>ECK Burger 13,50€</p> <p>Fish of the day 14,00€</p> <p>Duck confit with blackcurrant jelly 13,50€</p> <p>Caesar salad 11,50€</p> <p>Hot goat's cheese bruschetta, pickled cabbage 11,50€</p> <p>Beef and mushrooms pie 13,50€</p> <hr/> <p>SIDE ORDERS (surcharge 3,80€)</p> <p>Duck fat roasted potatoes and roasted bacon cubes</p> <p>Mushy peas</p> <p>Homemade chips</p> <p>Green beans</p>	<p>DESSERTS</p> <p>Tartes aux deux noix 6,80€</p> <p>Victoria sponge 6,50€</p> <p>Cheese cake (gluten free) 6,50€</p> <p>Coulant chocolat (gluten free) 6,00€</p> <p>Café gourmand 7,80€</p> <p>Cookie 2,50€</p> <p>Scone 2,00€ (accompagné de clotted Cream et de confiture)</p> <p>Assiette de fromage (FR et UK) 7,00€</p> <hr/> <p>DESSERTS</p> <p>Double pecan pie 6,80€</p> <p>Victoria sponge 6,50€</p> <p>Cheese cake (gluten free) 6,50€</p> <p>Classic chocolate lava cake (gluten free) 6,00€</p> <p>Café gourmand 7,80€</p> <p>Cookie 2,50€</p> <p>Scone 2,00€ (with clotted Cream and marmelade)</p> <p>Cheese platter (FR et UK) 7,00€</p>
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Prix nets, service compris L'abus d'alcool est dangereux pour la santé, consommez avec modération

Secondary/tertiary education and adults

A Climate Change Denier



5 minute video talk show discussion
with a Climate change denier.

https://www.youtube.com/watch?v=Klgp_qDiRhQ

The findings of the latest Climate Change report (IPCC)



15 minute video on the findings of the
latest Climate Change conference

https://www.youtube.com/watch?time_continue=40&v=onlLqIG3rvU

Phase 1 Reception Mediating text: Note-taking

- Student A: Watch Video A and take notes on main points
- Student B: Watch Video B and take notes on main points

Phase 2 Dialogue Mediating text: Processing a text

- Explain to your partner the facts and viewpoints expressed in your video. Listen to your partner's explanation of theirs. Interrupt to ask for clarification, check comprehension, ask for more details, etc.

Phase 3 Discussion Mediating concepts:

- **Facilitating collaboration with peers**
- **Collaborating to construct meaning**
- Join another pair to form a group of four. Discuss the two videos. Formulate (a) what you think must be done locally; (b) how people like you could help to persuade your institution to adopt this policy.

Note-taking	B1	Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
Processing text in speech	B1	<p>Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided standard language is used and that he/she can listen several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</p>
Facilitating collaboration	B1	Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.
Collaborating to construct meaning	B1	Can use questions, comments and simple reformulations to maintain the focus of a discussion.