

# Mediation

*by Eleni Challouma & Avgi Kontou*

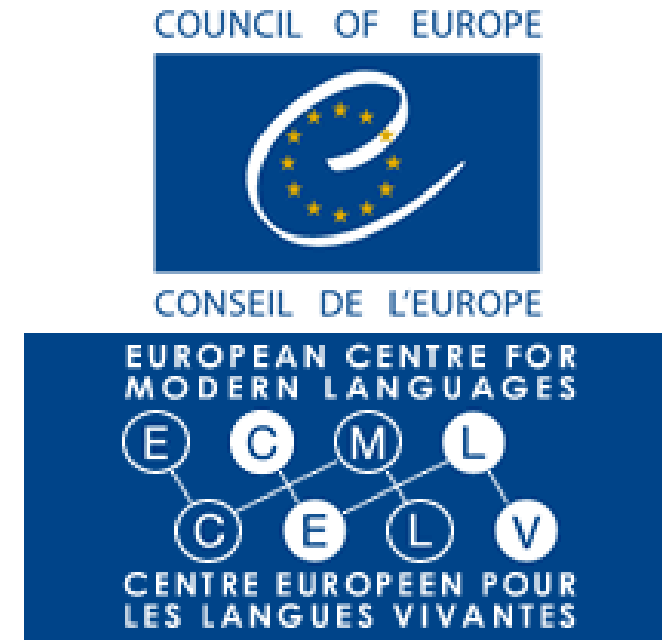
*13 April 2024-ECML Multiplier Event*

## OUTLINE:

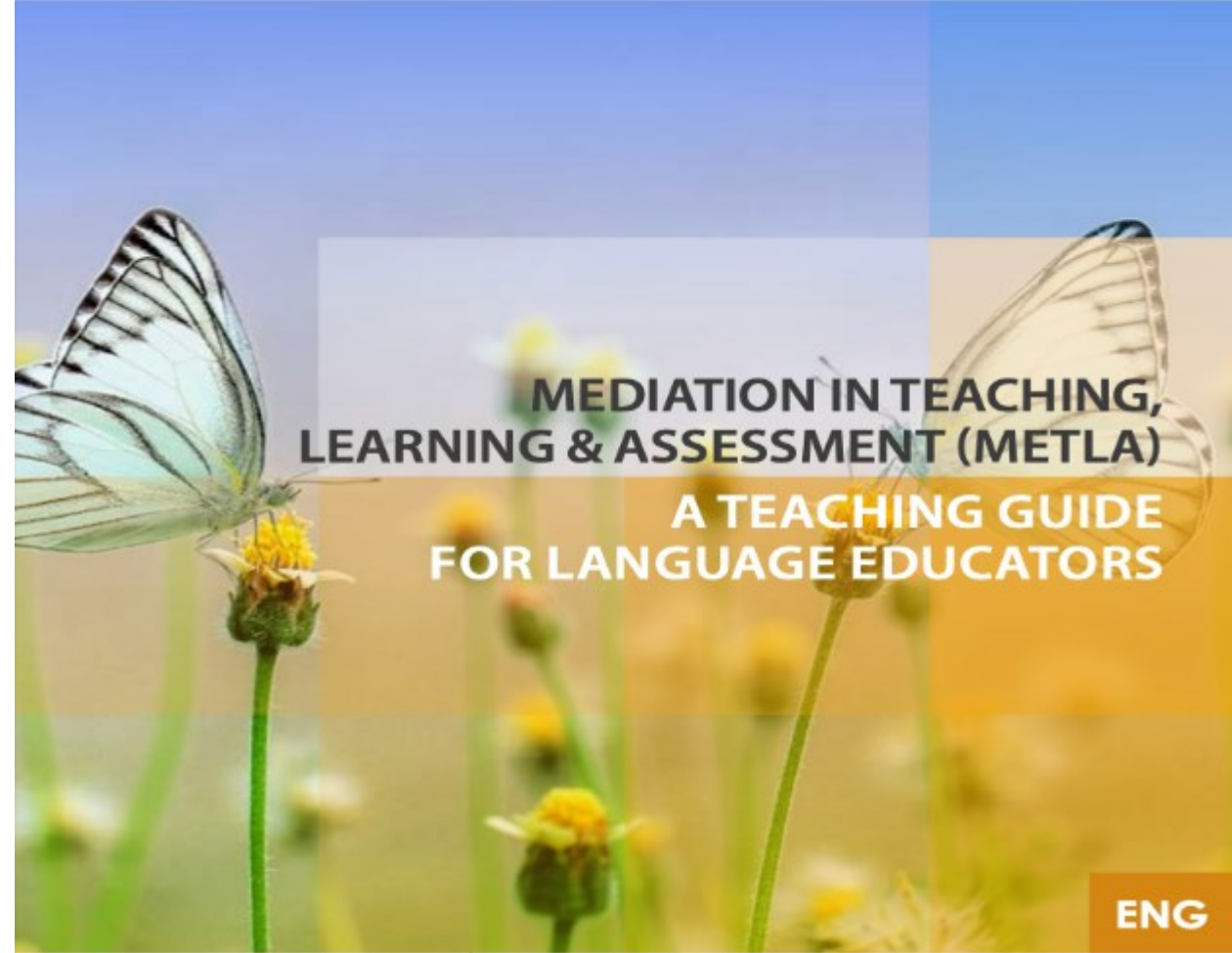
- Our experience of the workshop
- Definition of the concept of Mediation & background info
- Types of Mediation in language learning
- CEFR CV Illustrative Descriptors
- Strategies and techniques for implementing and assessing Mediation
- Examples of Mediation in language teaching
- Benefits of using Mediation in the language classroom
- Final thoughts on the future of Language Mediation

# The METLA Workshop & Project

- The first Mediation in Teaching, Learning and Assessment (METLA) workshop on 18-19 May 2021.
- Online workshop by ECML
- AIM of the METLA Project: to develop a Teaching Guide for foreign language teachers of primary and secondary education who wanted to include cross-linguistic mediation in their pedagogical practices.
- Main coordinator: Dr. Maria Stathopoulou  
*Mediation in Teaching, Learning & Assessment (METLA).*



# A Teaching Guide for Language Educators



**MEDIATION IN TEACHING,  
LEARNING & ASSESSMENT (METLA)**

**A TEACHING GUIDE  
FOR LANGUAGE EDUCATORS**

**ENG**

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# What is Mediation?

- ❖ Mediation is a dynamic multilingual practice which reflects the fluidity with which individuals use their linguistic resources and cultural knowledge to interpret, negotiate and make meaning. (Garcia 2009)
- ❖ The ability to mediate forms an essential part of a speaker's plurilingual competence. (Picardo and North 2019, Stathopoulou 2016)
- ❖ A natural consequence of the super-diverse linguistic environments in which we operate (Vogel and Garcia 2017)



# The Emergence of Mediation:

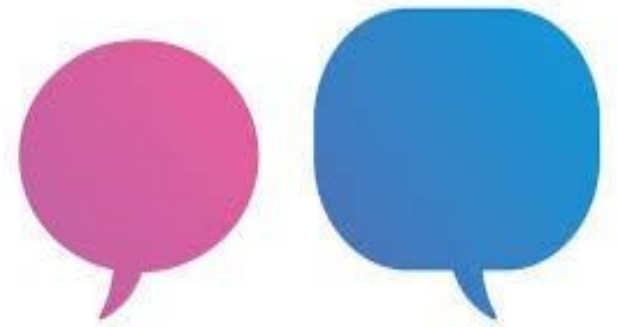
- ❖ The concept of mediation was first introduced by The Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) alongside Reception, Production and Interaction in its descriptive scheme.
- ❖ Dr Dendrinos (2006, 2014) and Dr Stathopoulou's (2015) work and related research significantly contributed to the elaboration of and detailed articulation of mediation in the Companion Volume of the CEFR (2018)

## Types of Mediation:

- ❖ **Cross-linguistic Mediation or Interlinguistic Mediation** where different languages are involved.
- ❖ **Intralinguistic Mediation** where different varieties or modes of the same language are involved.



## The role of the Mediator:



- ✓ S/he intervenes to facilitate communication.
- ✓ S/he acts as an **intermediary** who passes on information written, spoken or signed to someone else to (an)/other language(s) or within the same language in order to bridge communication gaps.
- ✓ S/he operates as a **facilitator**, a **meaning negotiator**, a **meaning-making agent** (Dendrinos, 2006) between cultures, languages, discourses and multimodal texts.



## Examples of Intralinguistic Mediation:

Between two friends, one of whom relays information from a previously read magazine article in order to warn or advise the other on a certain topic

A doctor explaining the blood test results to his/her patient who is unable to understand the medical text

A teacher teaching concepts such as Sustainable Development to his/her students



# Examples of Cross-linguistic Mediation:

A tourist in our city stops and asks us about a concert that is announced through a poster which is in the local language only. We read and give info to the tourist about the when, where, of the concert and other details he or she wants to know.

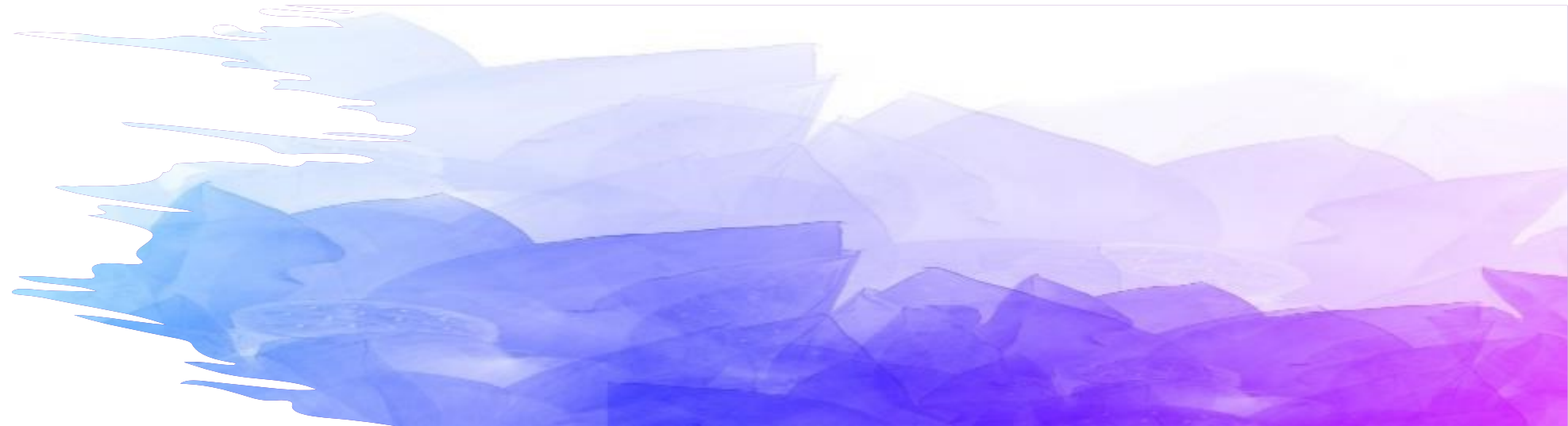
We watch a video tutorial or read the instruction leaflet in a language that our parents do not understand and give them instructions (in another language) on how to use their Apple TV.

We look at the weather in our weather app in one language and advise our sister in another language what kind of clothing he or she should take on the trip.



# Can we teach or assess Mediation?

- ✓ Intralinguistic mediation tasks are widely used in our English language classrooms.
- ✓ Cross-linguistic Mediation requires the use of different languages (i.e. passing on information from one language to another), softening linguistic and cultural gaps in the process.



# CEFR Companion Volume

CAN DO descriptors at the different levels from Pre-A1 up to C2.

The CEFR categorises the descriptors into different scales.

In many of the scales, the descriptors can be used to talk about a language activity happening within one language (English) or across more than one language (English to Russian).



# Overall Mediation

Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

B1

Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.

## Descriptors related to both intralinguistic and cross-linguistic Mediation.

The three categories of scales are:

- a) mediating a text (including literature)
- b) mediating concepts
- c) mediating communication



# Mediation activities

## Mediating a text

Relaying specific information

Explaining data

Processing text

Translating a written text

## Mediating concepts

### Collaborating in a group

Facilitating collaborative interaction with peers

Collaborating to construct meaning

### Leading group work

Managing interaction

Encouraging conceptual talk

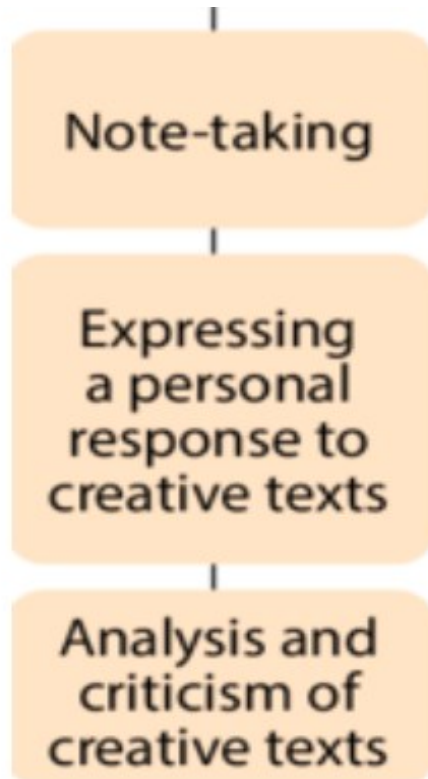
## Mediating communication

Facilitating pluricultural space

Acting as an intermediary

Facilitating communication in delicate situations and disagreements

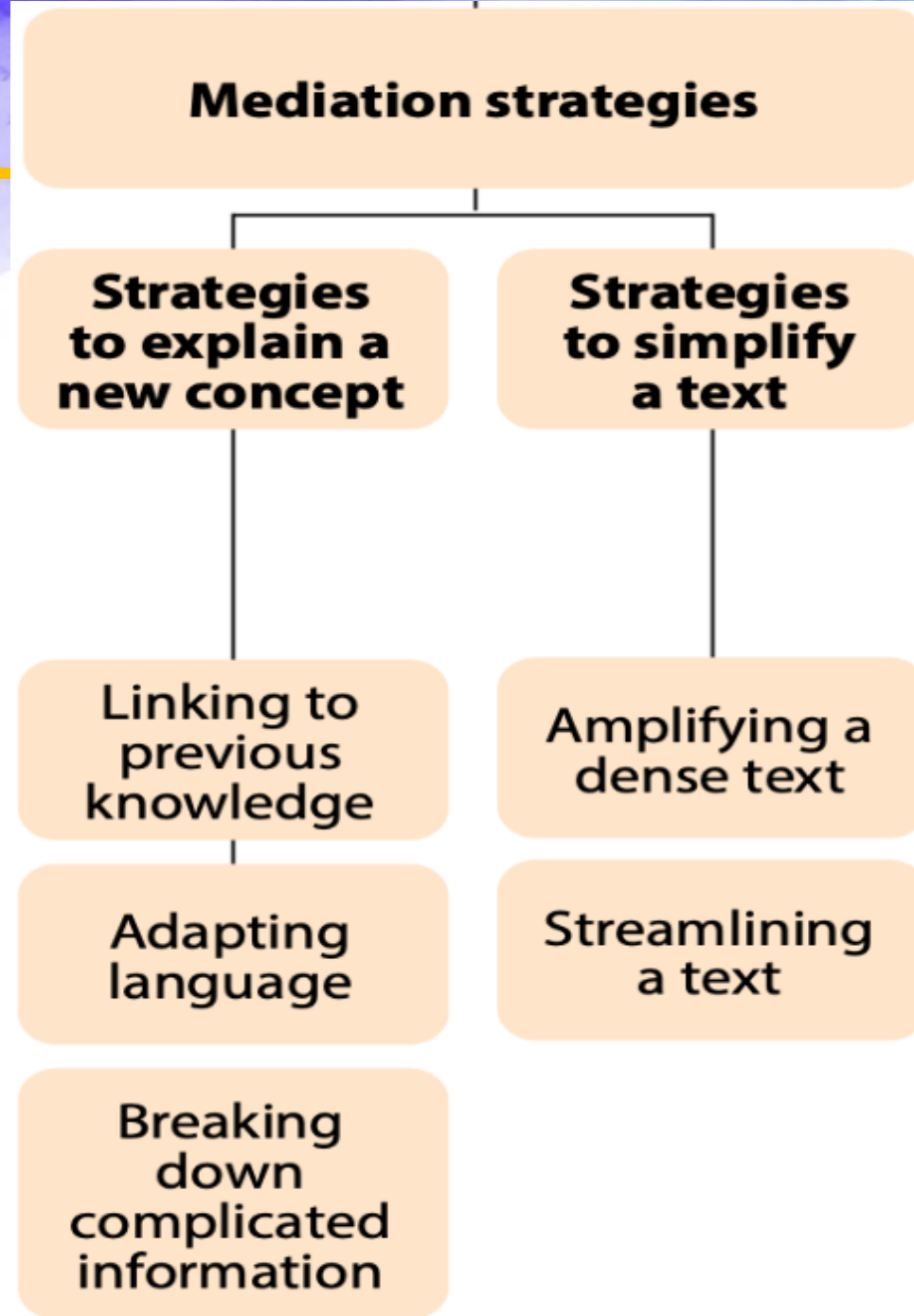
## Mediating a text





## Mediation Strategies

focus on the learner and what competences and strategies s/he should use to be successful in Mediation tasks.



**We have to change the way we produce and consume energy!**

**7 AFFORDABLE AND CLEAN ENERGY**



### Affordable and clean energy

We have to change the way we produce and consume energy. Implementing these new energy solutions as fast as possible is essential to counter climate change, one of the biggest threats to our own survival.

Energy that does not produce harmful carbon dioxide emission that leads to climate change

by Berta, Judit, Stathis, Constantina and Lara

## Cyprus

Plans to reduce the private use of cars by 30% and increase the use of public transport and cycling

Lower greenhouse gas emissions to 24% by 2030

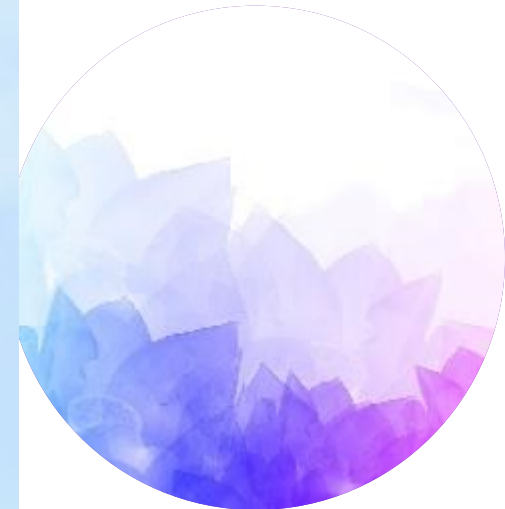
Aims to replace the fuel residential buildings use from 90% oil and coal to more eco-friendly and renewable alternatives

Expand the percentage of wind energy with wind turbines

Lean more into the use of solar power for electricity and increase its ease of access and cost



Example of Cross-linguistic Mediation activity



## Example of Cross-linguistic Mediation activity

### Spain



Achieve the average level of environmental taxation of European countries by 2030

Reduce emissions 90% by 2050

Increase the area used for organic agricultural production to 25% by 2030

Reduce primary energy intensity

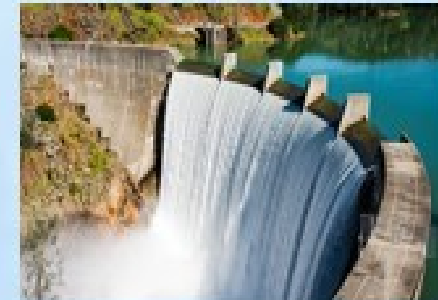
To ensure the 74% of electricity generated from renewable sources by 2030, and a 100% by 2050

Promote the water transition

### Sweden

Low emission rate is caused by the fact that 70% of the electricity production comes from hydroelectric and nuclear power, that is also why it is cheaper

Sweden's first passive house in 2001 - heating from body heat from technology and occupants



Aims at generating 100% of electricity from renewable energy sources by 2040

Expanding wind power, bioenergy from the forest

Wants to decrease energy intensity by 20% from 2008-2020



## Climate action - Sustainability

13 CLIMATE ACTION



### RECYCLING



#### Sweden



- We have "Pantamera" to encourage people to recycle their bottles. We recycle about 10% of all plastic
- That which is not recycled, we turn into energy
- In 2020, we recycled 28 836 000 tons of waste.
- 99% either materially recycled or turned into energy

#### Cyprus



- We organise group cleanups at beaches and initiate tree planting
- Brown (paper), blue (plastics and metals), green (glass), orange (pesticides and plant chemicals), purple (clothing items)
- Non profit recycling systems/organisations (green dot)
- Installation of over 50 "green kiosks"

#### Spain



- Green, yellow, brown, grey and blue containers to recycle garbage.
- Only 43,3% of waste is recycled, that is 8,7 points below the average from the European Union.
- 13,5% of waste is used to generate energy, 18,3% is recycled into clothes or objects, and 11,5% is used for composting and digestion.

One earth,  
One chance.

### TRANSPORT



#### Sweden



- We have introduced a tax if you are traveling with airplane in order to reduce the amount of airplane travelers, since it is our biggest transport emission
- All of these countries have almost equal emissions of carbon dioxide from transport per capita.
- However, 29.2% of all the fuel which are being used for transport in Sweden contains of biofuel.

#### Cyprus



- Bike lanes in major cities for easy transport with bicycles or electric scooters
- Frequent use of buses by all age groups and social classes
- 7.2% of all the fuel being used for transport is biofuel.

#### Spain



- Low emission zones in the city to restrict the access to the most polluting cars, just letting electric ones go through the areas. (different labels: 0, ECO, C, B)
- Eliminating soy and palm biofuels in 2025 (waiting for approval).
- Clear improvement through the latest years in cycle lanes networks all around the cities.
- About 10% of all the fuel for vehicles contains of biofuel.

### ENERGY

#### Spain



- 131 g co2 per KWh
- 70% fossil fuels 21% renewables mostly wind some solar
- European country with third highest renewable energy generation capacity.

#### Sweden



- 19g co2 per KWH
- mostly hydro electric or nuclear (some wind)
- 68% is renewable but the part that is not renewable is mostly nuclear

#### Cyprus



- 700g per KWH
- 83% fossil fuels, 10% solar 5% wind



# Example of cross-linguistic Mediation task

## ACTIVITY 3

Your friend Denise wants to buy her Greek neighbour's 12-year son a book for his birthday. Send her an **email message** (80 words) to:

- suggest** that she buy the book by Evgenios Trivizas "Twelve to Twelve"
- explain** why you think it's a good choice for a 12-year-old boy using information from the book review below.

Sign as Alex.

### Δώδεκα παρά δώδεκα



Παραμονή Πρωτοχρονιάς στις δώδεκα παρά δώδεκα, συμβαίνει κάτι το απίστευτο που ταραάζει ολόκληρο το σύμπαν. Στον μυθικό χώρο συναντιούνται ο Νέος Χρόνος, ο οποίος ανυπομονεί να πάρει στα χέρια του τις τύχες του κόσμου, και ο Παλιός Χρόνος, ο οποίος αρνείται να παραδεχτεί ότι πρέπει να αποχωρήσει. Έτσι, αποφασίζει να δολοφονήσει τον διάδοχό του. Στη διάρκεια της πάλης, και ενώ το σύμπαν βρίσκεται στα πρόθυρα του χάους, επιστρατεύονται όλοι οι πρωταγωνιστές του παλιού παρελθόντος. Άνθρωποι της αρχαίας εποχής, Ρωμαίοι, πολεμιστές του μεσαίωνα, διάφοροι ηγεμόνες, αλλά και φυλακισμένοι, πειρατές, και άλλοι πολλοί. Δεν θα μπορούσαν να λείπουν τα ζώα, όπως οι πιγκουίνοι, ένας λευκός μονόκερος, καθώς και δεινόσαυροι. Όλοι αυτοί συμμετέχουν στη διαμάχη μεταξύ του παλαιού και του νεότερου. Δώδεκα λεπτά πριν από τα μεσάνυχτα η σύγκρουση μεταξύ μέλλοντος και παρελθόντος κορυφώνεται με συναρπαστικό τρόπο...

Example of  
Mediation across  
different source  
texts and  
modalities.

- 1 Study the life skills strategy. Then read the *Fair Share Questionnaire* and compare your answers.

## THE FAIR SHARE QUESTIONNAIRE


What do you think about sharing pictures? Write *yes* or *no* for 1–8.

Is it OK to share a picture when ... ?

- 1 ... it might be embarrassing for someone now or in the future
- 2 ... you give contact details with it, like full name, address, or the name of a school
- 3 ... you tag the picture with a private address
- 4 ... someone has asked you to remove or not share the picture
- 5 ... you don't know if the picture is protected by copyright
- 6 ... you have permission to use the picture
- 7 ... you know the privacy settings and who can access the picture
- 8 ... the place where you want to post it might not be secure

submit results


**A**



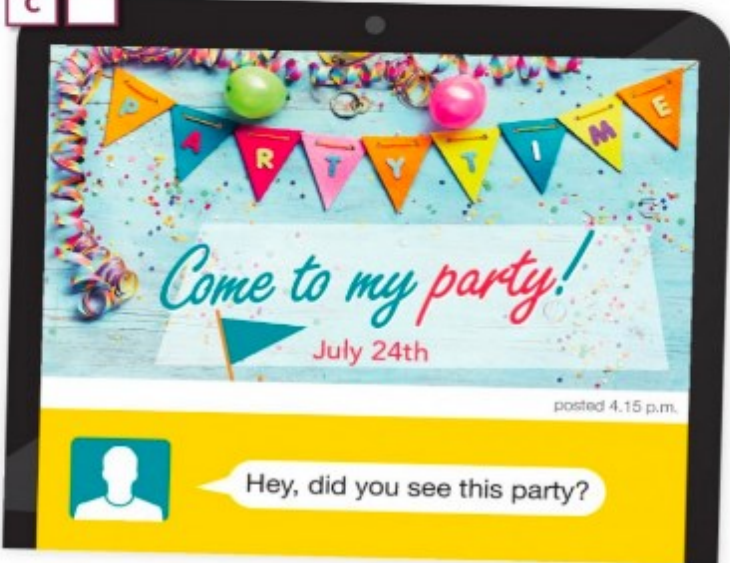
Nick: Emma having a bad morning 🙄

5 likes 3 comments

**B**



**C**



posted 4:15 p.m.

Hey, did you see this party?

# PISA Exam task

## AMANDA AND THE DUCHESS

### Text 1

#### AMANDA AND THE DUCHESS

**Summary:** Since Léocadia's death, the Prince, who was in love with her, has been inconsolable. At a shop called *Réséda Soeurs*, the Duchess, who is the Prince's aunt, has met a young shop assistant, Amanda, who looks amazingly like Léocadia. The Duchess wants Amanda to help her set the Prince free from the memories which haunt him.

*A crossroads in the castle grounds, a circular bench around a small obelisk...evening is falling...*

AMANDA

I still don't understand. What can I do for him, ma'am? I can't believe you could possibly have thought...And why me? I'm not particularly pretty. And even if someone were very pretty—who could suddenly come between him and his memories like that?

THE DUCHESS

No-one but you.

AMANDA, *sincerely surprised*

Me?

THE DUCHESS

The world is so foolish, my child. It sees only parades, gestures, badges of office...that must be why you have never been told. But my heart hasn't deceived me—I almost cried out at *Réséda Soeurs* the first time I saw you. To someone who knew more of her than just her public image, you are the living likeness of Léocadia.

*A silence. The evening birds have now taken over from the afternoon birds. The grounds are filled with shadows and twittering.*

AMANDA, *very gently*

I really don't think I can, ma'am. I have nothing, I am nothing, and those lovers...that was **my** fancy, don't you see?

*She has got up. As if about to leave, she has picked up her small suitcase.*

THE DUCHESS, *gently also, and very wearily*  
Of course, my dear. I apologise.

*She in turn gets up, with difficulty, like an old woman. A bicycle bell is heard in the evening air; she gives a start.*

Listen...it's him! Just show yourself to him, leaning against this little obelisk where he first met her. Let him see you, even if it's just this once, let him call out, take a sudden interest in this likeness, in this stratagem which I shall confess to him tomorrow and for which he will hate me—in anything but this dead girl who'll take him away from me one of these days, I'm sure...*(She has taken her by the arm.)* You will do that, won't you? I beg you most humbly, young lady. *(She looks at her, beseechingly, and quickly adds:)* And then, that way, you'll see him too. And...I can feel that I'm blushing again from saying this to you—life is just too mad! That's the third time I've blushed in sixty years, and the second time in ten minutes—you'll see him; and if he could ever (why not him, since he's handsome and charming and he wouldn't be the first?) if he could ever have the good fortune, for himself and for me, to take your fancy for one moment...*The bell again in the shadows, but very close now.*

AMANDA, *in a whisper*

What should I say to him?

THE DUCHESS, *gripping her arm*

Simply say: "Excuse me, Sir, can you tell me the way to the sea?"

*She has hurried into the deeper shadows of the trees. Just in time. There is a pale blur. It is the Prince on his bicycle. He*

# PISA Exam task

AMANDA

Excuse me, Sir...

*He stops, dismounts from the bicycle, takes off his hat and looks at her.*

THE PRINCE

Yes?

AMANDA

Can you tell me the way to the sea?

THE PRINCE

Take the second turning on your left.

*He bows, sadly and courteously, gets back on the bicycle and rides away. The bell is heard again in the distance. The Duchess comes out of the shadows, very much an old woman.*

castle tonight?

AMANDA, *in a strange voice*

Yes, ma'am.

*It is completely dark. The two of them can no longer be seen in the shadows, and only the wind can be heard in the huge trees of the grounds.*

THE CURTAIN FALLS



# PISA Exam task

## **Text 2**

### **DEFINITIONS OF SOME THEATRICAL OCCUPATIONS**

**Actor:** plays a character on stage.

**Director:** controls and oversees all aspects of a play. He not only positions the actors, arranges their entrances and exits and directs their acting, but also suggests how the script is to be interpreted.

**Wardrobe staff:** produce the costumes from a model.

**Set designer:** designs models of the sets and costumes. These models are then transformed into their full size in the workshop.

**Props manager:** in charge of finding the required props. The word “props” is used to mean everything that can be moved: armchairs, letters, lamps, bunches of flowers, etc. The sets and costumes are not props.

**Sound technician:** in charge of all sound effects required for the production. He is at the controls during the show.

**Lighting assistant or lighting technician:** in charge of lighting. He is also at the controls during the show. Lighting is so sophisticated that a well-equipped theatre can employ up to ten lighting technicians.

# PISA Exam task

## Question 3: AMANDA AND THE DUCHESS

R216Q03A- 0

R216Q03B- 0

R216Q03C- 0

The table below lists theatre technicians involved in staging this extract from *Léocadia*. Complete the table by indicating one stage direction from Text 1 which would require the involvement of each technician.

The first one has been done for you.

Theatre technicians	Stage direction
Set designer	A circular bench around a small obelisk
Props manager	
Sound technician	
Lighting technician	



## Formative Assessment

- ❖ *Journals/Logs (entries referring to Ss' progress)*
  - ❖ *Portfolios/e-portfolios (collection of Ss' work)*
  - ❖ *Learning journals*
  - ❖ *Self- assessment tasks/grids*
- 
- ❖ *Peer-assessment tasks/grids*



# Self-assessment Grid

ARE YOU A GOOD MEDIATOR?	😊	😐	😞
<b>GENERAL</b>			
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.			
<b>DEALING WITH THE SOURCE TEXT</b>			
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).			
<b>TRANSFERRING INFORMATION IN ANOTHER LANGUAGE</b>			
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.			
<b>THIS TASK/LESSON HAS HELPED ME..</b> (put one or more tick(s) and add your own ideas if you wish)			
<input type="checkbox"/> realise that a speaker of more than one language may have a role as a mediator <input type="checkbox"/> be sensitive to differences and similarities among different languages and cultures <input type="checkbox"/> be curious to find out about other languages, cultures and peoples <input type="checkbox"/> be willing to share my linguistic and cultural knowledge with others <input type="checkbox"/> use my knowledge and skills in different languages to understand or communicate in a multilingual setting <input type="checkbox"/> .....			
<b>IN THIS TASK/LESSON I FOUND DIFFICULTY IN..(add your own ideas)</b>			
<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 the difficulties they experienced.

# Benefits of Mediation



## 1 Enhances Understanding

Mediation fosters a deeper understanding of language, leading to improved comprehension and communication skills.

## 2 Promotes Collaboration

It encourages collaborative learning and teamwork among students, creating a supportive and inclusive classroom environment.

## 3 Instills Cultural Awareness

Mediation helps students appreciate and understand different cultures, promoting empathy and diversity.



# Benefits of Mediation

## 4 Activates cognitive skills

Mediation develops critical thinking skills, problem solving and creative skills as these are required to enable the mediator to evaluate source information and select appropriate information to fulfil the task.

## 5 Improves language skills

The mediator needs to be linguistically competent in the languages involved to create a meaningful message.

## 6 Enhances Sociolinguistic competences

Recognising the communicative needs of his/her audience and forming a message suitable for the situational context is very important for the mediator.

# Benefits of Mediation



7

Develops Transversal  
21<sup>st</sup>-century  
competences

With the use of  
multimodal resources and  
online resources

By practising Mediation in class:  
we ensure that our students are equipped to  
thrive in an increasingly globalized world!





# The Future of Language Mediation

- ✓ The need for skilled language mediators will only continue to grow.
- ✓ Language mediation will play a vital role in shaping the future of global collaboration and innovation.
- ✓ Professional development opportunities for teachers to effectively implement Mediation in their classrooms.



# References & Sources

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Thank you for your attention!  
Any Questions?

