

ESAP Conference 2019: Something old, something new: mediation in the context of ESAP

THE UPDATED CEFR FOR THE INTEGRATION OF MEDIATION INTO ESAP

Dr Maria Stathopoulou

Adjunct Lecturer | Hellenic Open University
RCeL Research Fellow | National & Kapodistrian University of Athens
Member of the authoring group concerning the CEFR | Council of Europe

Presentation Overview

1. Why is ESAP important?
2. Why is the inclusion of mediation in ESAP courses important?
3. Mediation in the CEFR (2001)
4. New mediation scales in the CEFR Companion (2018)
5. Designing ESAP courses incorporating mediation

Why is ESAP important?

- The Bologna process (1999): “If higher education programmes are to be relevant to the European labour market, graduates have to be able to communicate in a number of languages and to expand their repertoire in changing needs”
- European Commission (2008): “Languages mean Business!”: one of the main reasons why thousands of European companies lose out on concluding deals and contracts is their lack of linguistic and intercultural competencies .

Why is ESAP important?

■ a 'Communiqué' by the Education Ministers (2017):
an inclusive and innovative approach to learning and teaching is needed; for integrated transnational cooperation in higher education, research and innovation;

“Making higher education systems inclusive also requires the right conditions for students of different backgrounds to succeed.”

Within this context, why is mediation important?

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.

What is mediation?

- Involves interplay of languages
- is a form of **translanguaging**:
Translanguaging makes it clear that there are no clear-cut boundaries between the languages employed (Stathopoulou, 2013, 2015)
- a **social activity** :
 - Its products cannot be seen in isolation from the situation in which they are produced.

Within this framework, the CEFR pioneered the introduction of mediation...

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



The CEFR (Council of Europe, 2001) has constituted a step in the direction of promoting multilingualism, by stressing the necessity for language programmes to enhance the development of language users“ **interlingual strategies and plurilingual competences** (cf. Coste and Simon 2009).



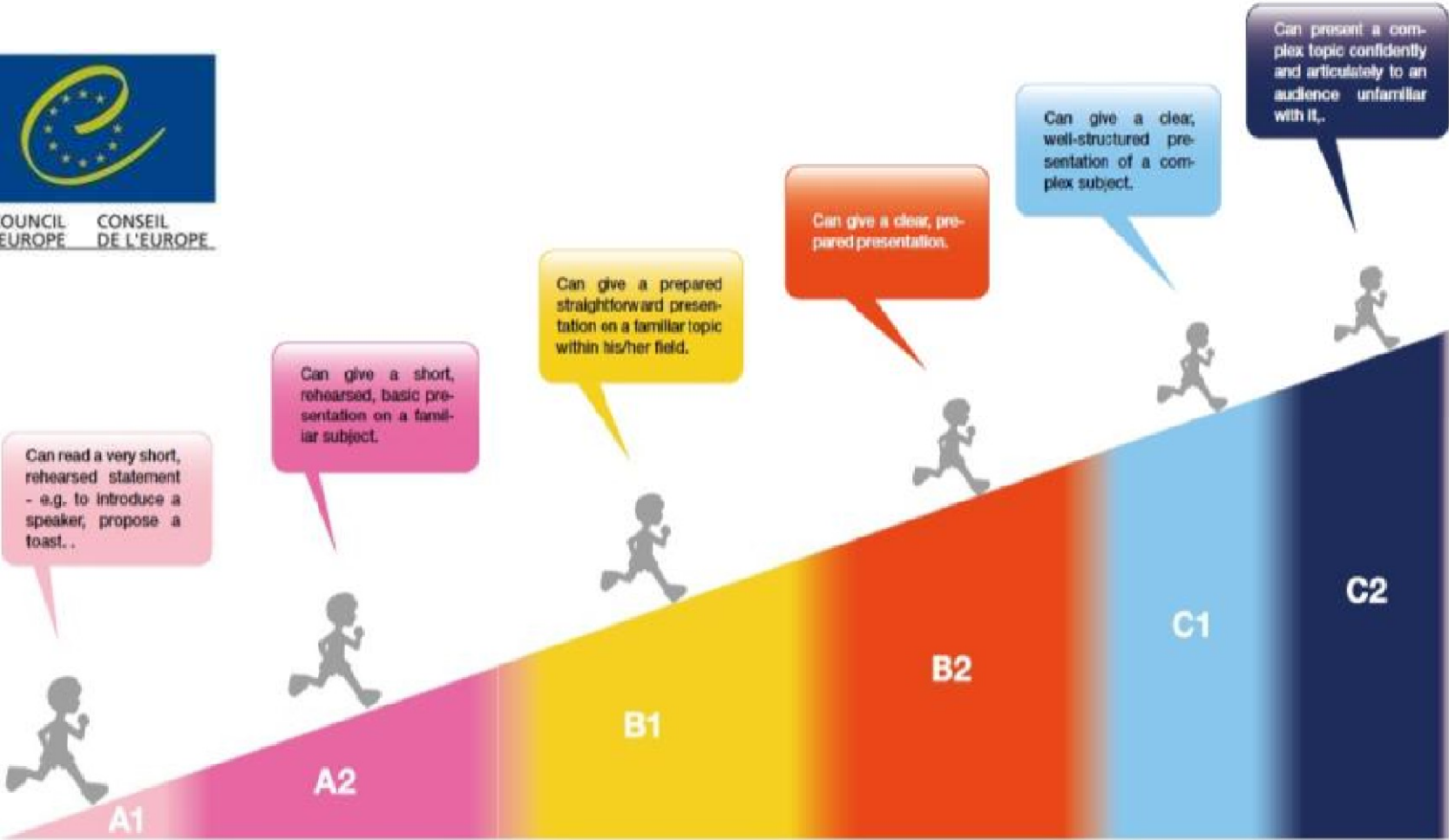
`In both the receptive and productive modes, the written and/or oral activities of ***mediation make communication possible between persons who are unable, for whatever reason to communicate with each other directly.***

.....provides for a third party a **(re)formulation** of a source text to which this third party does not have direct access.

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

(CEFR Section 2.1.3: English p14, French p18)

Mediation descriptors in CEFR (2001)?



Basic User

Independent User

Proficient User

From 2001 to 2018



The screenshot shows the homepage of the Common European Framework of Reference for Languages (CEFR). At the top left is the Council of Europe logo. The main title is "Common European Framework of Reference for Languages (CEFR)". A navigation menu includes "Home", "Introduction", "Purposes", "Levels", "Learning, Teaching, Assessment", "Tests/Examinations", and "Resources". Below the menu, a breadcrumb trail reads "You are here: Democracy > Common European Framework of Reference for Languages (CEFR)". The main heading is "Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)".

A transparent, coherent and comprehensive reference instrument

The result of over twenty years of research, the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)* is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR is available in 40 languages.

New

The *CEFR Companion Volume with New Descriptors* (Provisional Edition) is now available. The French version will be published in late autumn.

It is intended as a complement to the *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*. It represents another important step in a process that has been pursued by the Council of Europe since 1971 and owes much to the contributions of members of the language teaching profession across Europe and beyond.

The "Companion Volume" is the Council of Europe's response to requests that have been made by the groups involved in the field of language education to complement the original illustrative scales with more descriptors. In addition to the extended illustrative descriptors, it contains an introduction to the aims and main principles of the CEFR.

CEFR
Common European Framework of Reference for Languages
www.coe.int/lang-cefr

The CEFR online :

- Full 2001 English text
 - Prefatory Note
 - Notes for the User
 - Synopsis
- **CEFR 2017 Companion Volume**

[Contact us](#)



The *new* CEFR project (2013-2018)

The CEFR Companion Volume with New Descriptors

published on the Council of Europe's website:

<http://www.coe.int/en/web/common-european-framework-reference-languages>

- It is the outcome of a project commissioned & coordinated by the Council of Europe from 2013 to 2017
- Final version published in 2018

Coordinator: **Brian North**

Authoring group: **Enrica Piccardo, Tim Goodier, Maria Stathopoulou**

The new CEFR descriptors

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



The *new* CEFR project and aspects of importance for teaching and testing mediation in ESAP contexts

Definitions

Defining mediation... (1)

(Coste and Cavali, 2015:12)

reducing the distance
between two poles



Defining mediation... (2)

(CEFR Companion 2018: 103)

- “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 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”

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.

The 4 types of mediation

North and Piccardo, 2016, p. 8:

- Linguistic
- Cultural
- Social
- Pedagogic

a. Linguistic mediation

- refers to (but is not restricted to) the interlinguistic dimension, particularly in the sense of transforming one kind of text into another.
- also includes the intralinguistic dimension, which could be in any language (e.g. summarise an L2 text in L2)

b. Cultural mediation

- **Passing from one language to another necessarily involves passing from one culture to another**

c. Social mediation

- **concerns a language user who plays the role of intermediary between different interlocutors**
- **tends to refer to the resolution of personal, commercial or international disputes**

d. Pedagogic mediation

- Successful teaching is a form of mediation
- **Teachers try to mediate knowledge, experiences**
- Encompasses the following:
 - facilitating access to knowledge, encouraging other people to develop their thinking
 - collaboratively co-constructing meaning as a member of a group in a school, seminar, or workshop setting

The categorisation by Coste & Cavalli of cognitive mediation & relational mediation became instrumental in organising the categories for descriptor scales

- '[...] it may be postulated that the fundamental task of knowledge transmission and building and the appropriation of that which at first sight is perceived as otherness involves a series of operations that can be described as **cognitive mediation**. The management of interactions, relationships and even conflicts and, [...], everything pertaining to a reduction of distances between individuals, facilitating encounters and cooperation and creating a climate conducive to understanding and to work falls within the scope of a form of mediation that can be described as **relational mediation**. [...]' (2015:28)



The *new* CEFR project and aspects of importance for teaching and testing mediation in ESAP contexts

Scales

Mediating a text



Linguistic

- ▶ *Relaying specific information – in speech and in writing*
- ▶ *Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing*
- ▶ *Processing text – in speech and in writing*
- ▶ *Translating a written text – in speech and in writing*
- ▶ *Note-taking (lectures, seminars, meetings, etc.)*
- ▶ *Expressing a personal response to creative texts (including literature)*
- ▶ *Analysis and criticism of creative texts (including literature)*

Mediating concepts



Relational

- ▶ *Facilitating collaborative interaction with peers*
- ▶ *Collaborating to construct meaning*



Cognitive

- ▶ *Managing interaction*
- ▶ *Encouraging conceptual talk*

Mediating communication



Relational

- ▶ *Facilitating pluricultural space*
- ▶ *Acting as intermediary in informal situations (with friends and colleagues)*
- ▶ *Facilitating communication in delicate situations and disagreements*

1. Mediating a text

- involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers.

RELAYING SPECIFIC INFORMATION IN WRITING

C2	<i>No descriptors available; see B2</i>
C1	<i>No descriptors available; see B2</i>
B2	Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.
	Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.
	Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.
	Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A). Can relay in writing the significant point(s) contained in formal correspondence (in Language A).
B1	Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).
	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
	Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.
A2	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.
	Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.
	Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.
A1	Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.
Pre-A1	Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.

PROCESSING TEXT IN WRITING

C2	<p>Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</p>
C1	<p>Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.</p> <p>Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.</p>
B2	<p>Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.</p> <p>Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.</p> <p>Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.</p>
B1	<p>Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.</p> <p>Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</p> <p>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.</p> <p>Can paraphrase short written passages in a simple fashion, using the original text wording and structure.</p>

2. Mediating concepts

- refers to the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own.
- This is a fundamental aspect of **parenting, mentoring, teaching and training.**

3. Mediating communication

- The aim is to facilitate understanding and to shape successful communication between users/learners who may have individual, sociocultural, sociolinguistic or intellectual differences in standpoint.
- The skills involved are relevant to **diplomacy, negotiation, pedagogy and dispute resolution**, but also to everyday social and/or workplace interactions.
- is primarily concerned with personal encounters, and so descriptor scales are only provided **for spoken communicative activities**.



The *new* CEFR project and aspects of importance for teaching and testing of mediation in ESAP

Designing ESAP courses

Principles and features of the ESAP course

- **Content** difficulty should approximate the level in their normal courses .This means for instance, you cannot expect medical students and doctors to study high school biology. Medical students need University Level content.
- **Authenticity** and **Relevance**
- Massive **exposure**
- **Purpose-related orientation:** Focus on meaningful information - NOT language points
- **Syllabi:** content syllabus, language syllabus, skills syllabus

Basic steps when designing ESAP courses

- **Needs analysis**

(the process of determining the needs for which a learner or group of learners requires a language and arranging the needs according to priorities (Richards, and Platt, 1992:242). (e.g., through questionnaires)

- i. Who are my students/ my audience?
- ii. What are their objectives? What objectives would they like to reach?
- iii. What is their level of the target language?
- iv. What should my role be in such a course?
- v. What /which methods shall I adopt?
- vi. What shall I include in my course?

Basic steps when designing ESAP courses

- **Needs** analysis
- Analysis of the **teaching context**
- **Conceptualising the content: Syllabus** design (main thematic areas; top-down or bottom up syllabus design)
- Decide on the **text types** and **discourse environments**
- **Select the texts** which will inform the design of the **activities** ←
- You'll need to find out which kinds of **language** and which specific examples (e.g. which verbs would describe what they do) they need

What to consider when designing mediation tasks?

1. Teach or assess?
2. Oral or written mediation?
3. Reception or production?
4. Task parameters/ requirements
 - Proficiency level
 - Spotting the right scales from the CEFR Companion
 - Aim of the task: What skills & **strategies** to develop or assess?
 - Why to mediate? **Language focus**? (text-type, communicative purpose and roles)
 - **Source text(s)**:
 - Length, topic: close to students' age, needs and interests
 - text-type and discourse environment



Using information from the article below, write a **text of advice** (150 words) to be published in your **school paper**. Tell your **peers** what they **should** and **should not do** if they don't want to be addicted to the Internet!

Μάθετε αν είστε εξαρτημένοι από το Ίντερνετ

Σύμφωνα με τη γνωστή ιστοσελίδα www.netaddict.com, τα άτομα που έχουν εξάρτηση είναι αυτά που έχουν απαντήσει «συχνά» ή «συνέχεια» στις περισσότερες από τις παρακάτω ερωτήσεις. Ανήκετε μήπως κι εσείς σε αυτά? Αν ναι, δεν έχετε παρά να αλλάξετε συνήθειες!



- Ασχολείστε με το Ίντερνετ πάνω από 3-4 ώρες την ημέρα;
- Παραμελείτε τη σχολική σας εργασία ή τις δουλειές σας για να είσαστε online;
- Πόσο συχνά ελέγχετε το e-mail σας;
- Προτιμάτε να μείνετε σπίτι ακόμη κι όταν μπορείτε να βγείτε με φίλους, να πάτε σπίτι τους ή να μιλήσετε μαζί τους στο τηλέφωνο;
- Μένετε πολύ μόνος ή μόνη στο δωμάτιό σας παίζοντας με το κομπιούτερ;
- Έχετε λαχτάρα να ξανασυνδεθείτε με το Ίντερνετ, όταν είστε «εκτός»;
- Εκνευρίζετε όταν μπαίνουν χρονικά όρια χρήσης του Ίντερνετ;
- Είστε κακόκεφοι όσο είστε offline;

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• Ασχολείστε με το Ίντερνετ πάνω από 3-4 ώρες την ημέρα;

**Text-type
(register & style)**

**Communicative
purpose**

• Προτιμάτε να μείνετε σπίτι όταν μπορείτε να βγείτε με φίλους ή να πάτε σπίτι τους ή να μιλήσετε μαζί τους στο τηλέφωνο;

• Μένετε πολύ μόνος ή μόνη στο δωμάτιό σας παίζοντας με το κομπιούτερ;

• Έχετε λαχτάρα να ξανασυνδεθείτε με το Ίντερνετ, όταν είστε «εκτός»; Εκνευρίζετε όταν μπαίνουν χρονικά ρα χρήσης του Ίντερνετ;

• Είστε κακόκεφοι όσο είστε offline;

Content



Addressee

From: Stathopoulou (2016) Technical English for Architects, Civil Engineers and Surveying Engineers: A Learner-Centred Approach

TASK 3

Read the following four texts which are thematically linked and do the tasks that follow:

I. In what way(s) are they different in terms of content, layout and organisation?

TEXT 1

transportation engineering



Transportation engineering is a branch of engineering dealing with planning, designing, estimation, construction, maintenance, and management of transportation infrastructure for movement of people and goods from one place to the other safely, timely, conveniently, comfortably, economically. It uses a variety of modes, such as highways, railways, air ways, water ways and pipe ways also. There are six branches of transportation engineering: Aerospace; Air Transportation; Highway; Pipeline; Waterway, Port, Coastal and Ocean; Urban Transportation).

Raising awareness of the features of the different genres through texts in different languages

TEXT 2

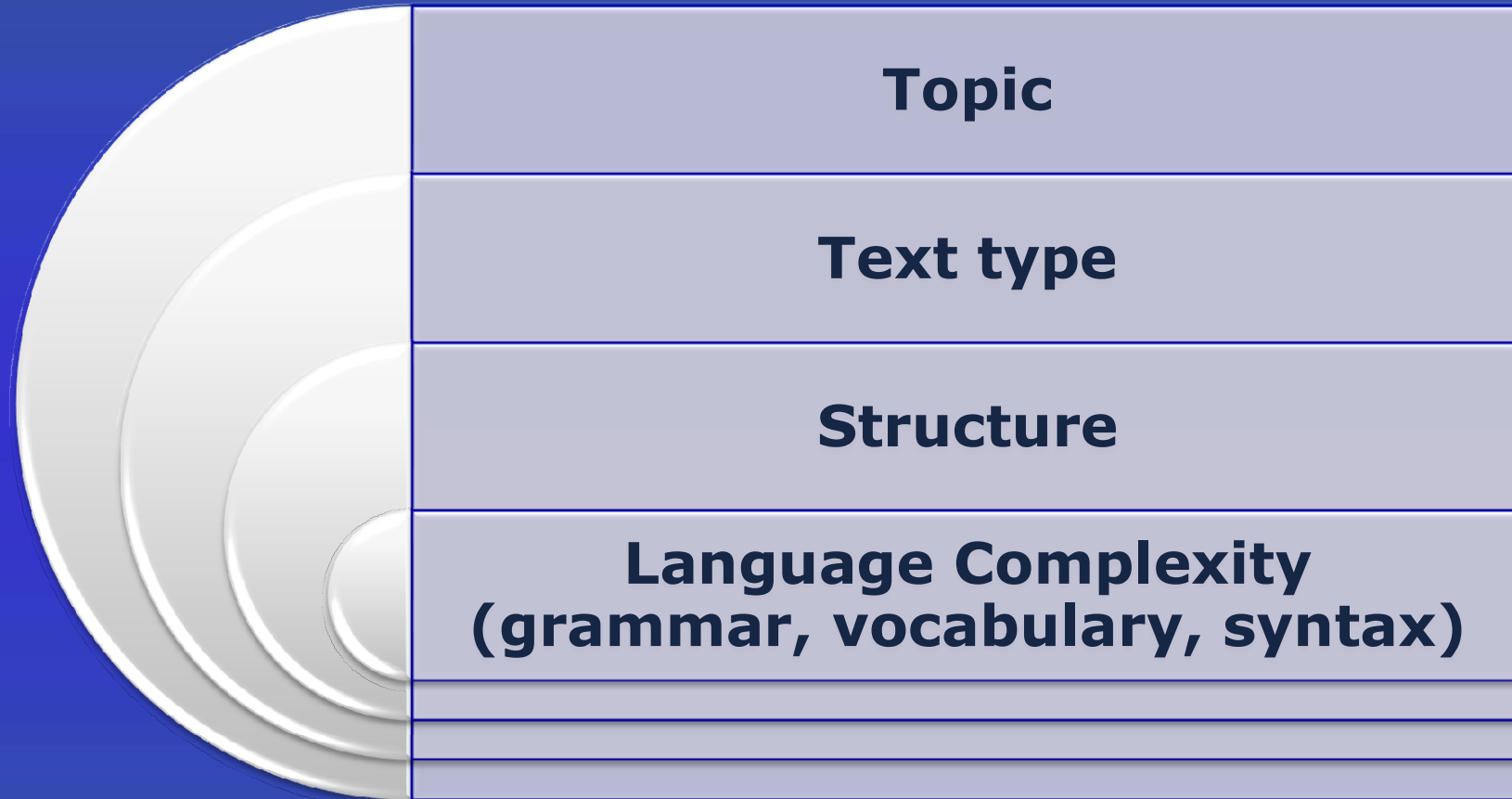
The screenshot shows a news article on the website 'ypodomes.gr'. The headline is 'Μορέας: Προ των πυλών η λειτουργία για τη μεταλλική γέφυρα Τσακώνας' (Moréas: The operation of the steel bridge Tsakónas is in front of the eyes). The article text begins: 'Ένα από τα πλέον παύκροτα σιδηρά στον κατασκευαστικό χώρο κατασκευάζει για αυτίλια. Η κατασκευή του τμήματος Παραδείσιο-Τσακώνα, από-κλιπρόνικα και όπισθι όδο δόκονα, τον επόμενο μήνα με την παράδοση της μεταλλικής γέφυρας Τσακώνας. Έργου η αγωγή για τους Μισαθίνους που κυρίως θα χρηματιστούν οι συγκεκριμένοι τμήρα να οδηγούνται την περίηρη παροχή γέφυρας. Η ονομασία δίν είναι τακτικά καθώς με συνολικό μήκος 390 μέτρα, διαθέτει 44 σπόνδυλους, και έχει σήρα τέρου. Μόλις οι 17 Ιανουαρίου στις εκτεταθεί τον γέφυρας περιοχή και α δύο κατασκευαστές και Αποφάσεις θα πραγματοποιήσουν φασαφή Αποφάση του αντιστοικού κλάδου, για εργατικά τακτικά διαμόρφωσης στις δύο Αποφάσεις και οι τελεμακέρ φροναγμάρ του αυτοσυνολόφου.

TEXT 3

The screenshot shows the Wikipedia article 'WHAT IS TRANSPORTATION ENGINEERING?'. The text defines transportation engineering as 'the application of technology and scientific principles to the planning, functional design, operation and management of facilities for any mode of transportation in order to provide for the safe, efficient, rapid, comfortable, convenient, economical, and environmentally compatible movement of people and goods (transport)'. It is a sub-discipline of civil engineering and of industrial engineering. The article also discusses the planning aspects, including forecasting and decision-making factors like urban transportation planning, trip generation, trip distribution, mode choice, and route assignment.



Source texts: variables



Have in mind your learners' interests, age and level when choosing them.



Rethinking ESAP through a multilingual lens

On the basis of the new descriptors:

1. **implementation of programmes** which will include mediation activities as a means for engaging students in ‘**linguaging**’ **practices which involve interplay of languages.**
2. development of **multilingual literacy** and a **multilingual ethos of communication through the introduction of mediation in the classroom**
3. **Training the teachers** to know how to build on the reality of **multi-semilingualisms**, how to achieve learners’ **multilingual literacy**, **how not to** see linguistic diversity as a problem but as an asset

Some ideas for teachers (1)

- Teachers aiming at developing **their students' linguistic and cultural competence** through the parallel use of languages should focus on:
 - making them aware of the importance of **language alternation** by creating learning situations that foster the **mingling-of-languages idea** (i.e. developing their metalinguistic and metacognitive awareness) (Stathopoulou, 2015, 2018);
 - organising the class and the activities in such a way as to facilitate the **use of different resources** that pupils may bring to the classroom.
- Teaching should be responsive to different students who bring with them different ways of languaging.

Some ideas for teachers (2)

- **At higher levels**, learners may become involved in tasks which require the selection of information (and its regrouping) from different resources in order to carry out a project in the target language (e.g. a magazine about a specific issue), to relay the gist of texts written in the L1 or L2 or to summarise such texts



Dr Maria Stathopoulou

mastathop@enl.uoa.gr