



Name: **Maria Stathopoulou**

Institution:
University of Athens, Greece

Biography

Maria Stathopoulou holds PhD from the Faculty of English Language and Literature, University of Athens. Her doctoral thesis focused on translanguaging and cross language mediation. She has been a Research Fellow at the RCeL, University of Athens, for the last 11 years. Since 2014, she has been working at the Hellenic Open University and the National Technical University of Athens as an Adjunct Lecturer. From 2014-2017, she was a member of the authoring group of experts of the Council of Europe concerning the update of the CEFR. Her book *Cross-Language Mediation in Foreign Language Teaching and Testing* (2015) has been published by Multilingual Matters. Her most recent book concerns the teaching of ESP in academic contexts. Her work has been presented in national and international conferences in the UK, France, Belgium, Finland, Italy, Netherlands, Canary Islands, Cyprus, Austria among others (<https://uoa.academia.edu/MariaStathopoulou>).

Presentation:

The updated CEFR for the integration of mediation into ESAP

Abstract:

Seventeen years after its initial publication the *Common European Framework of Reference for Languages* (CEFR, 2001) was updated through a project coordinated by the Council of Europe. The main aim of this project was to develop a new set of descriptors mainly for mediation, the fourth mode of language activity (along with production, reception and interaction). The updated CEFR (2018) now becomes useful in softening language barriers by proposing new descriptors regarding the parallel use of languages, language users' willingness to act as mediators and their capacity to translanguague, blend, embed and alternate codes. Given that educators should be trained into how to achieve their learners' multilingual literacy and be able to generate materials for developing their students' mediation skills, this presentation discusses the extent to which the new CEFR mediation descriptors can be useful in integrating mediation into ESAP contexts. The focus of this discussion moves from the planning process to the actual implementation. The presentation gives some practical ideas as to how mediation tasks can be designed on the basis of the updated CEFR thus creating learning situations that foster the mingling-of-languages idea (Stathopoulou, 2015). It also takes into account the new educational reality at universities due to the intense population mobility in Europe, and suggests ways in which the updated CEFR can bridge linguistic gaps.