

TIM GOODIER

Tim Goodier is Head of Academic Development for Eurocentres Global Language Learning. His work includes recent contributions to the development, authoring and validation of the CEFR Companion Volume with New Descriptors. Tim has senior oversight of quality and innovation at Eurocentres, and has worked on numerous international curriculum projects such as the launch of the 'my.Eurocentres' blended learning platform for English and French, and the design of preparatory ESAP programmes for higher education. His previous roles in education include teacher, examiner, course-developer, school inspector, and teacher-trainer and Eaqals Trustee. He won the 2015 British Council ELTons award for ELT masters dissertation with Kings College London, concerning the pedagogic exploitation of CEFR 'can do' descriptors.

**Mediation in the CEFR: Shining a light on transferrable skills in ESAP**

The CEFR Companion Volume is the product of a 4-year Council of Europe project to build on the success of the CEFR, taking account of academic and societal developments since its publication in 2001. Mediation is a key area elaborated in new illustrative descriptor scales, thus enhancing the CEFR's treatment of this concept. Rather than 'filling a hole' in the language curriculum, the new mediation descriptors can be viewed as an enriched heuristic for programme design, shining a clearer and more detailed light on this important dimension of 21st century communication.

There are a number of higher order communicative activities and strategies that come into play when exploring ideas and working collaboratively with diverse groups, and it is especially true of the academic domain that new meanings are formulated in the mediation of texts, concepts and communication. The role of English as a lingua franca of international research underlines the value of incorporating conscious training in such 'transferrable' skills into ESAP programmes, and scaled descriptors can help educators evaluate what can reasonably be addressed at each of the CEFR levels. In this talk I will consider feedback from piloting of the CEFR Companion Volume to inform 'praxis' in the classroom, and I will examine how selective pedagogic interpretation of the new mediation descriptors in ESAP programmes can provide a beneficial focus on peer collaboration, synthesis of ideas and co-construction of meanings.