

8 Πανελλήνιο ΣΥΝΕΔΡΙΟ

Εκπαίδευση & Πολιτισμός
στον 21ο αιώνα



13-14 Μαΐου
2023

Διδασκαλία και αξιολόγηση διαγλωσσικής διαμεσολάβησης: το Ευρωπαϊκό έργο METLA

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Συντονίστρια έργου METLA | ECML | Συμβούλιο της Ευρώπης



Τι είναι το METLA project?

Έργο που χρηματοδοτείται από το κέντρο ECML (Ευρωπαϊκό Κέντρο Σύγχρονων Γλωσσών) ακολουθώντας τις βασικές αρχές του Συμβουλίου της Ευρώπης.

The **ME.T.L.A.** project
*Mediation in Teaching,
Learning & Assessment*



- σκοπός μας είναι η δημιουργία ενός **οδηγού για εκπαιδευτικούς ξένων γλωσσών** (πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης) που θα ήθελαν να συμπεριλάβουν την **γλωσσική διαμεσολάβηση** στο μαθημά τους. Ο οδηγός περιλαμβάνει πληροφορίες για την θεωρία και πρακτική της διαμεσολάβησης καθώς επίσης και παραδείγματα δραστηριοτήτων και δοκιμασιών σε διάφορες γλώσσες με βάση το [Companion Volume](#) του ΚΕΠΑ (Κοινού Ευρωπαϊκού Πλαισίου για τις Ξένες Γλώσσες του Συμβουλίου της Ευρώπης)
- η δημιουργία μιας ψηφιακής βάσης δεδομένων, η οποία θα περιλαμβάνει δραστηριότητες για ποικίλα εκπαιδευτικά περιβάλλοντα.



Ομάδα εργασίας



Γενικές πληροφορίες

Τίτλος έργου: **Mediation in Teaching, Learning & Assessment (METLA)**

Χρηματοδότηση: Ευρωπαϊκό Κέντρο Σύγχρονων Γλωσσών Συμβουλίου της Ευρώπης (ECML)

Διάρκεια έργου: 2020-2022

Επίσημες γλώσσες έργου:
Αγγλικά & Γαλλικά

Ιστοσελίδα : www.ecml.at/mediation

Facebook :

<https://www.facebook.com/Mediation-in-Teaching-Learning-and-Assessment-METLA-106948367795298>

Μέλη ομάδας από 6 διαφορετικές χώρες

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Στόχος και παραγόμενα έργου



2020

η δημιουργία ενός **οδηγού για εκπαιδευτικούς ξένων γλωσσών** που θα ήθελαν να συμπεριλάβουν την γλωσσική διαμεσολάβηση στις διδακτικές τους πρακτικές



πληροφορίες για την θεωρία και πρακτική της διαμεσολάβησης

Ιδέες και συμβουλές για εκπαιδευτικούς

2021

η δημιουργία μιας **ψηφιακής βάσης δεδομένων (repository)**



παραδείγματα δραστηριοτήτων σε διάφορες γλώσσες με βάση το Companion Volume του ΚΕΠΑ (ΣτΕ, 2020)

δραστηριότητες διαμεσολάβησης **διαφόρων επιπέδων γλωσσομάθειας (Α1-Γ2) σε **διαφορετικές γλώσσες**** για ποικίλα εκπαιδευτικά περιβάλλοντα

2021

Η δημιουργία ιστοσελίδας με τα παραγόμενα του έργου και επιπλέον χρήσιμο υλικό





Τι είναι η διαγλώσσική διαμεσολάβηση; Ορόσημα

The **ME.T.L.A.** project
*Mediation in Teaching,
Learning & Assessment*

- Στον χώρο της διδακτικής των ξένων γλωσσών ο όρος διαμεσολάβηση αρχίζει να γίνεται ευρέως γνωστός το **2001**, όταν το *Κοινό Ευρωπαϊκό Πλαίσιο για τις Ξένες Γλώσσες* (ΚΕΠΑ) την συμπεριέλαβε μεταξύ των τεσσάρων βασικών επικοινωνιακών δραστηριοτήτων για τη διδασκαλία, μάθηση και αξιολόγηση της γλωσσομάθειας.
- Η απουσία περιγραφητών για τη διαμεσολάβηση ήταν αισθητή. Ετσι, το Συμβούλιο της Ευρώπης το **2013** αποφάσισε να αναθέσει το έργο της περιγραφής των δεικτών σε ομάδα ειδικών. Το έργο αυτό ολοκληρώθηκε εντός του **2018** οποτε δημοσιοποιήθηκαν στην ιστοσελίδα του Συμβουλίου της Ευρώπης) νέες κατηγορίες (scales) και νέοι δείκτες (descriptors). Το τελικό κείμενο δημοσιοποιήθηκε το **2020**.



Τι είναι η διαγλωσσική διαμεσολάβηση; Ορισμοί



The **ME.T.L.A.** project
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Είναι μέρος της πολυγλωσσικής ικανότητας ενός ομιλητή

Η διαγλωσσική διαμεσολάβηση εμπλέκει δύο ή περισσότερες γλώσσες και η μεταφορά μηνυμάτων δεν γίνεται μόνο σε γλωσσικό αλλά και σε πολιτισμικό επίπεδο

Η διαμεσολάβηση αποτελεί **κοινωνική πρακτική επικοινωνιακής παρέμβασης** (Dendrinos, 2006) από κάποιον που επιδιώκει να διευκολύνει την επικοινωνία μεταξύ συνομιλητών, αναγνωστών κ.λπ., οι οποίοι δεν έχουν τις ίδιες γνώσεις ή την ίδια επικοινωνιακή επάρκεια.

Η διαμεσολάβηση αφορά την διευκόλυνση της καθ'αυτής επικοινωνίας ή την αναδιατύπωση ενός κειμένου, ή την ανακατασκευή του νοήματος ενός μηνύματος (North & Piccardo, 2016) .

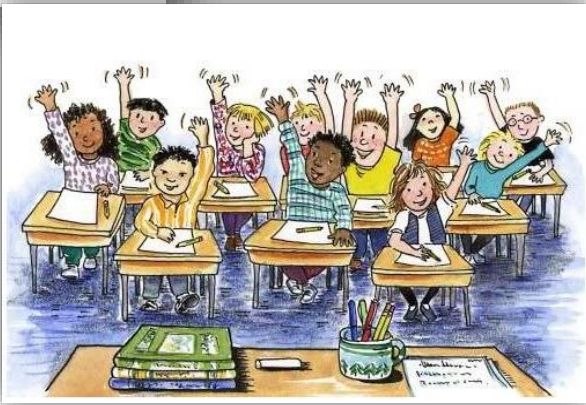
Η διαμεσολάβηση, σύμφωνα με το επικαιροποιημένο ΚΕΠΑ , διακρίνεται σε: (α) γλωσσική (linguistic), (β) κοινωνική (social), (γ) πολιτισμική (cultural), και (δ) παιδαγωγική (pedagogic),

Κατά την παρέμβασή του ο διαμεσολαβητής **επιλέγει να μεταφέρει** και να εξηγήσει μόνον τα νοήματα που δεν είναι κατανοητά στον άλλο. Επίσης, **παραφράζει** σημεία του γραπτού ή προφορικού κειμένου κατά τρόπο ώστε το άτομο στο οποίο απευθύνεται να καταλάβει (βλ. Δενδρινού & Σταθοπούλου, 2011/2013· Stathoroulou, 2013b, 2015).

Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution



Η διαγλωσσική διαμεσολάβηση στην τάξη



Διαβάζει κείμενα σε μια γλώσσα
Αποκωδικοποιεί πληροφορίες
Επιλέγει τις πληροφορίες που απαιτούνται για την επίτευξη του επικοινωνιακού στόχου
Μεταφέρει στη γλώσσα-στόχο τα μηνύματα με τρόπο κατάλληλο



ΔΙΑΜΕΣΟΛΑΒΩ:

- δεν σημαίνει 'αναπαράγω' σε μια γλώσσα ένα κείμενο γραμμένο σε μια άλλη
- Σημαίνει 'κρίνω', 'επεξεργάζομαι' και 'ερμηνεύω' νοήματα ενός κειμένου σε μια γλώσσα,
- Σημαίνει 'επιλέγω' νοήματα που χρησιμεύουν για την επίτευξη του επικοινωνιακού στόχου

Οι διαφορετικές εκφάνσεις της διαγλωσσικής διαμεσολάβησης στην τάξη:

- η εναλλαγή από τη μια γλώσσα στην άλλη είτε στο προφορικό είτε στο γραπτό λόγο
- κατανόηση σε μια γλώσσα, παραγωγή σε μια άλλη γλώσσα
- η κατανόηση των οδηγιών μιας δραστηριότητας σε μια γλώσσα και η απάντηση σε άλλη
- η επιλογή των πληροφοριών σε μια γλώσσα και η δημιουργία ενός project σε μια άλλη
- η χρήση ερεθισμάτων όπως φωτογραφίες ή εικόνες μαζί με μικρά κείμενα, γραφήματα ή αφίσες σε μια γλώσσα και οι ερωτήσεις προς τους μαθητές για την μεταφορά της ουσίας, οι συζητήσεις των κυρίων ιδεών και η καταγραφή των συναισθημάτων τους σε μια άλλη γλώσσα

Ένα παράδειγμα μαθήματος απο τη βάση δραστηριοτήτων τού έργου

FOR THE STUDENT: ACTIVITY WORKSHEET

Healthy diet!

Step 1

Are you familiar with the health benefits of the Mediterranean diet? Briefly discuss them with your partner, and come up with one reason each to explain why you think the Mediterranean diet is considered healthy.

Step 2

Watch the video on the Mediterranean diet, and write down in note form the health benefits it offers: <https://www.youtube.com/watch?v=o5aof7U13yg>
Use either English or any other language for your notes.

Step 3

Your friend Brian from Switzerland has recently informed you that he intends to start eating healthier food. Read the article below and send him an **email** (in English) (100 words) **agreeing** with him and **presenting** the Greek salad as a healthy option.

Η χωριάτικη σαλάτα είναι superfood!

Τα περισσότερα παραδοσιακά ελληνικά πιάτα, παρά τις αναπόφευκτες αλλαγές στη διατροφή που ο σύγχρονος τρόπος ζωής μας επιβάλλει, εξακολουθούν να αποτελούν πρώτη επιλογή τόσο για εμάς όσο και για τους ξένους που έρχονται στην Ελλάδα. Ένα από τα πιάτα αυτά είναι η χωριάτικη σαλάτα. Τα χαμηλά λιπαρά, η υψηλή διατροφική της αξία και το γεγονός ότι μπορεί, μαζί με λίγο ψωμί, να αποτελέσει ένα χορταστικό, εύγευστο και κυρίως πλήρες γεύμα (περιέχει πρωτεΐνες, υδατάνθρακες, φυτικές ίνες) της δίνουν πρώτη θέση στο τραπέζι μας.

Τι περιέχει συνήθως και τι μας προσφέρει;

Φρέσκες ντομάτες, αγγούρι, πράσινη πιπεριά, ξερά κρεμμύδια, ελιές, φέτα και φυσικά ελαιόλαδο είναι τα βασικά συστατικά της χωριάτικης σαλάτας μαζί με το αλάτι, τη ριγανή και την κάπαρη, η οποία συνηθίζεται σε αρκετά ελληνικά νησιά.

Ντομάτα: Μια μέτρια ντομάτα δίνει περίπου 40 θερμίδες και είναι ένα από τα λαχανικά που θεωρείται πως έχουν αντικαρκινική δράση.

Φέτα: Η παραδοσιακή φέτα φτιάχνεται αποκλειστικά από αιγοπρόβειο γάλα. Αν και εξαιρετικά νόστιμη, πρέπει να καταναλώνεται με μέτρο, αφού δίνει αρκετές θερμίδες (260 θερμίδες ανά 100 γρ.). Η φέτα είναι πλούσια σε ασβέστιο, βιταμίνη Α, βιταμίνη Β12, Ριβοφλαβίνη και Ιώδιο. Για να πάρετε όλα τα θρεπτικά στοιχεία της φέτας, αλλά λιγότερες θερμίδες μπορείτε να επιλέξετε την light εκδοχή της.

Ελαιόλαδο: Είναι πλούσιο σε βιταμίνη Ε η οποία συμβάλλει στην προστασία των κυττάρων από το οξειδωτικό στρες. Αν και εξαιρετικά ωφέλιμο, το ελαιόλαδο δεν παύει να έχει πολλές θερμίδες. Σε μια κανονική σαλάτα για τέσσερα άτομα 3 κουταλιές της σούπας είναι αρκετές.

Ελιές: Είναι τροφή πολύ πλούσια σε θρεπτικά στοιχεία όμοια με το αγνό παρθένο ελαιόλαδο, όμως η θερμιδική τους αξία δεν είναι αμελητέα: οι 5 ελιές δίνουν περίπου 45 θερμίδες. Τα μονοακόρεστα λιπαρά οξέα που περιέχουν ενισχύουν τη λειτουργία του καρδιο-αναπνευστικού συστήματος και μας προφυλάσσουν από τις καρδιαγγειακές παθήσεις.




Κρεμμύδι: Ένα μέτριο κρεμμύδι δίνει 60 θερμίδες, ανήκει – όπως και το σκόρδο – στα λαχανικά που είναι γνωστά κυρίως για την αντισηπτική τους δράση, ενώ διάφορες μελέτες τα τελευταία χρόνια αναφέρονται και στην προστασία που είναι πιθανό να προσφέρει στον οργανισμό μας από τον καρκίνο.

Αγγούρι: Ένα μέτριο αγγούρι δίνει 32 θερμίδες. Όταν διαλέγεται αγγούρια για τη σαλάτα προτιμήστε αυτά που είναι σκληρά στην υφή. Μπορούν να διατηρηθούν χωρίς πρόβλημα στο ψυγείο για 2 εβδομάδες.

Taken from: <https://www.itrofi.gr/diatrofi/elliniki/article/1143/i-horiatiki-salata-einai-superfood>

Step 4

You participate in a **forum** where people around the world talk about the traditional dishes of their country. Choose a traditional Greek dish and briefly **describe** it in English.

UK		<i>Fish and chips, white fish fillets in batter (or egg-and-breadcrumbs), deep fried with potato chips</i>
Poland		<i>Bigos often translated into English as hunter's stew, is a Polish dish of chopped meat of various kinds stewed with sauerkraut and shredded fresh cabbage. It is served hot and can be accompanied with vegetables, spices or wine</i>
Italy		<i>Pasta alla carbonara, prepared with ingredients such as eggs, Pecorino cheese, guanciale (a type of Italian cured meat made from pork cheeks) and black pepper.</i>
Greece		

Step 5

Watch the video (<https://www.youtube.com/watch?v=zID4cWoVEPQ>) on how to make a flyer, and take notes with your partner about the main ideas which you will need in Step 6. You may use either English, Greek or any other language.

Step 6

You participate in a school competition where students around Europe publish their **promotional leaflets** about a healthy diet, which will be distributed to European schools. You have chosen to produce a leaflet on a new, healthier and less fatty pita gyro*, the so-called "light version". Using information from the website text below, write your **promotional leaflet** of about 150 words, a) informing readers about what the new product consists of, b) presenting its benefits in comparison to the traditional pita gyro, and c) briefly presenting some healthy ingredients in it.

an évolution



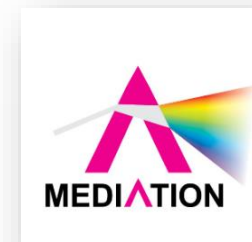
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Εργαλεία στη διάθεση του εκπαιδευτικού ως αποτέλεσμα του ΜΕΤΛΑ



Εργαλεία για τον Εκπαιδευτικό:

1. Οδηγός (I)

- ▶ Τονίζει τη σημασία της ανάπτυξης της διαγλωσσικής επικοινωνιακής ικανότητας των μαθητών μέσα από:
 - την **εναλλαγή γλωσσών**,
 - την **ανταλλαγή κοινωνικο-πολιτισμικών στοιχείων**,
 - την **(επανα)διαπραγμάτευση γλωσσικών και πολιτισμικών διαφορών**
- Αντιμετωπίζει τη **διαφορά, τη διαφοροποίηση και τη διαφορετικότητα** σε επίπεδο γλωσσών και πολιτισμών ως θετικές έννοιες



Απώτερος στόχος: να παρουσιαστεί μια σειρά **προτάσεων** για το πώς μπορεί να ενσωματωθεί αποτελεσματικά η διαμεσολάβηση στις εκπαιδευτικές πρακτικές ώστε να μπορεί ο/η εκπαιδευτικός να ενισχύσει τις δεξιότητες παράλληλης χρήσης γλωσσών των μαθητών του/της

Περιλαμβάνει: Κατευθύνσεις για διαφοροποίηση και προσαρμογή στα διάφορα εκπαιδευτικά περιβάλλοντα



Εργαλεία για τον Εκπαιδευτικό:

1. Οδηγός (II)

Δραστηριότητες διαμεσολάβησης σε διαφορετικούς συνδυασμούς γλωσσών

EXAMPLE FROM TASK 10

Step 4

When Miguel is back in Mexico, he posts the following picture on his social media page. Your dad asks you if you know what this is all about. You remember having seen something about the *día de los Muertos* in a movie, and decide to look for information about this tradition online.



A. You find the following article in Spanish: Read it and explain to your dad, who is English, what this tradition entails.

B. Send him a written text (private) on Facebook messenger.

The learner becomes familiar with certain traditions through Spanish source texts and is asked to relay in writing some of this information in another language (English).

Crossing cultural boundaries effectively, flexibly and adaptively is what matters here (Ting-Toomey, 1999: 261).

ACTIVITY TITLE	LEVEL	LANGUAGE A (source texts)	LANGUAGE B (FL)
1. Grocery list	A1	English	Finnish
		Greek	English
		English	Greek
		Greek	English
2. Lost dog	A2	Greek	English
		Finnish	English
3. Face masks	B1	Maltese	English
4. Film making competition	B1	English	Italian
5. At The Airport	B1	Finnish	Greek
		Greek	Finnish
6. Students' housing problems	C2	French	German/English
7. Maths family connect	B1	English	Italian
8. T-shirt competition	B1	English	Italian
9. What's up app	B1	English	Other
10. A Visitor from Mexico	B1	Spanish	English
11. A Londoner in Greece	B2	Greek	English
12. Covid and manipulation	B2	German	English
13. Healthy diet	B2	Greek	English
14. Student-Teacher e-communication	B2	English	Finnish
		English	Greek
		Finnish	English
		Greek	English
15. First-aid poster	B2	Finnish	English
		Greek	English
16. First-aid telephone	B2	Finnish	English
		Greek	English
		German	French
		German	Other
17. Internet	C1	English	Greek
18. Literature	C1	Any L	French
		Any L	Arabic
19. Celebrating the Mother Day in Portugal	B1	English	Portuguese
20. A Mexican in my town	B1	German	Spanish

Εργαλεία για τον Εκπαιδευτικό:

1. Οδηγός (III)

Φιλικά προς τον αναγνώστη πλαίσια

When do we mediate?

We mediate, in formal and informal contexts, when there is need to make information accessible to a friend, a colleague, a family member, a tourist, a boss, an audience in a conference, and generally to parties who do not grasp this information or have difficulties to understand due to linguistic or/and cultural differences.

Cross-linguistic mediation is an everyday social activity and occurs when there is a need to communicate information from (at least) one language into another (or others), to have something clarified, to (re)interpret a message, to sum up what a text says for one or more persons, for an audience or for a group of readers, etc taking into account the addressee, the communicative scenario or situation and the aim of the communicative encounter or task. Within a multilingual context, it is an important activity which facilitates the exchange of meanings and information and ensures mutual understanding. It is an instance of multimodal, multisemiotic, cross-

cultural and meaning constructing communication. As a matter of fact, in the plurilingual reality of today's globalized world, we often find ourselves in multi-plurilingual spaces in which we have to mediate across languages and interlocutors in order to ensure understanding. Being able to mediate is necessary in public and private domains, in the professional and educational fields, and more specifically whenever messages have to be reformulated or rephrased from one language to another in order to facilitate the construction of meaning and to bring interlocutors closer together. The figure below indicates the perspectives through which one can see cross-linguistic mediation. These categories have been emerged by asking our ECML network (experts on plurilingualism, educators, teacher trainers, syllabus and materials developers, and researchers, academic) what mediation is for them.

Ποικιλία παραδειγμάτων

Mediation can take place both at the level of reception and production depending on the task at hand.

Mediation occurs both at the level of reception and at the level of production. Depending on the task at hand, the learner may use either his/her home language knowledge⁸ in order to understand a message and then transfer it in the foreign language in writing or speaking,⁹ or may produce a message in his home language on the basis of a written or oral message in the foreign language. Important is, in these cases, to be ready to analyse the communicative situation and act accordingly. Note that production is text based, since it involves reading/listening to a text in one (or more) language(s) – usually an authentic text, such as a magazine or a newspaper article, which serves as a source of information – for the specific purpose of selecting relevant information from it and relaying that information in another language (Stathopoulou, 2015: 61). Here are some examples of mediation activities:

1. Retelling a story the students know in their home language in the language they learn, or the other way around.
2. Reading the news in Language A and tell/write the main ideas in Language B
3. Writing an abstract/ a report of the foreign language class in other languages for the missing students
4. Attending a meeting in another part of the country where another language or dialect is spoken, then trying to summarize its main points in the language spoken in my research for colleagues who could not attend.
5. Helping a newly-arrived student - with whom I do not share a common language - by using my knowledge of another language, closer to his or her own
6. Helping a colleague with a basic knowledge of the local language to make sense of administrative language by providing input in that particular register;

Εργαλεία για τον Εκπαιδευτικό:

1. Οδηγός (IV)

Moving away from the monolingual view of language teaching and learning, and not favouring the isolation of languages

I see it as a transformation process (Blending -Embedding -Producing hybrid texts)

Communication in a multilingual context: "simulating" everyday experiences of people living in the era of globalization

Making connections not only between different languages, but also between different cultures and people in order to aid to learn a new language (cross-cultural awareness)

Being able with the language is not enough; Using different strategies and techniques for transferring messages across languages

What is cross-lingual mediation for you ?



www.ecml.at/mediation

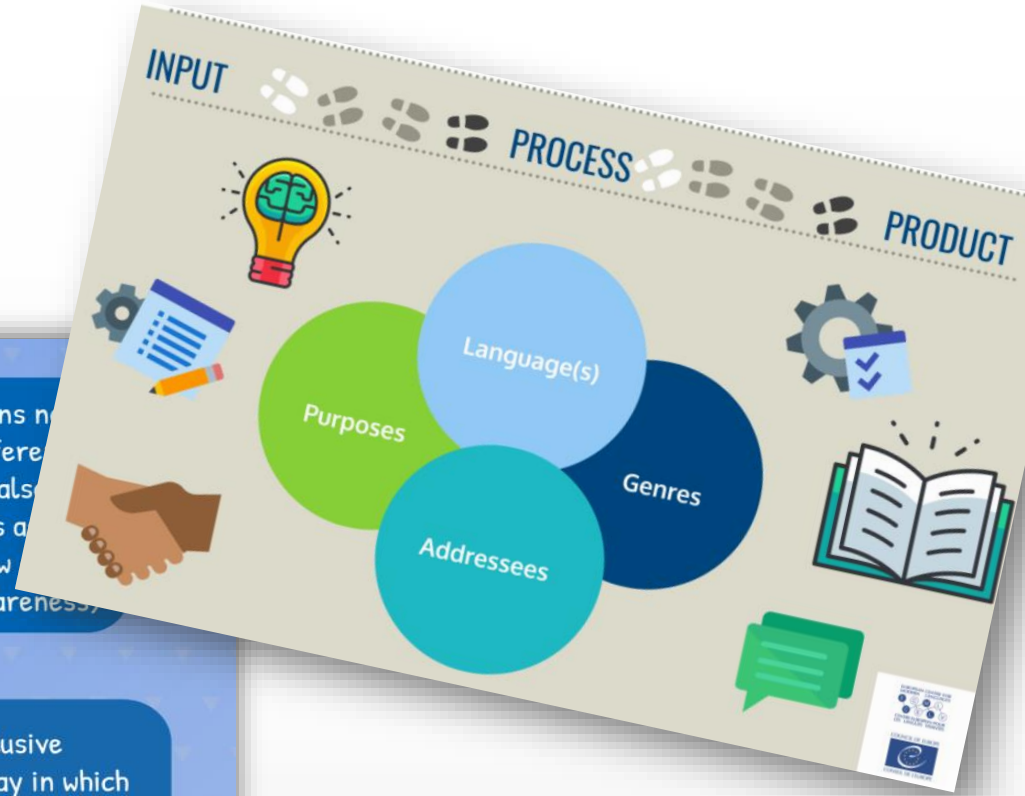
'Passing on', 'explaining', 'reformulating', 'making meaning', (re)negotiating between languages, meanings, practices

Fostering creativity by letting learners decide on the medium of 'relating' a foreign language text in L1

Reading/listening in one language - writing/speaking in another

Creating inclusive environments: a way in which students with a migrant background can be encouraged to make connections between different languages

Explaining and clarifying in different languages: It could be the lives of immigrant or mixed families, tourists, refugees, exchange students, scientists, companies, etc.



Ποικιλία εικόνων
και οπτικού υλικού



Εργαλεία για τον Εκπαιδευτικό:

1. Οδηγός (V)

EXAMPLE FROM TASK 13

The strategy of **note-taking** is practised.

Step 1
Are you familiar with the health benefits of the Mediterranean diet? Briefly discuss with your partner and come up with one reason each why you think the Mediterranean diet is considered healthy.

Incorporating **videos** ensure **multimodality** and **authenticity** and stimulate learners' interest

Step 2
Watch the video on the Mediterranean diet and write down in note form the health benefits it offers: <https://www.youtube.com/watch?v=o5aof7UI3yg>
Use either English or any other language for your notes.

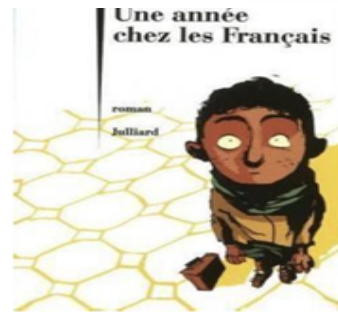
This can be an example of both intralinguistic mediation (within the same language—English) and cross-linguistic mediation

Step 3
Your friend Brian from Switzerland has recently informed you that he intends to start eating healthier food. Read the article below and send him an **email** (in English) (30 words) **agreeing** with him and **presenting** the Greek salad as a healthy option.

EXAMPLE FROM TASK 18

1. Lis le synopsis du roman « Une année chez les français », de Laroui.

1969 : les Américains marchent sur la Lune. Mehdi, 10 ans, débarque au lycée Lyautey de Casablanca où son instituteur, impressionné par son intelligence et sa boulimie de lecture lui a obtenu une bourse. Loin de son village de l'Atlas, Mehdi pense être un membre de l'équipage d'Apollo découvrant une planète inconnue : qui sont ces Français qui vivent dans le luxe, adorent les choses immangeables, parlent sans pudeur et lui manifestent un tel intérêt ? Durant une année scolaire animée par une galerie de personnages surprenants, l'histoire émouvante d'un enfant propulsé dans un univers aux antipodes de celui de sa famille.



Mots utiles :

Note: students can **take note** of the unknown vocabulary they find important to retain, and **provide their meaning in any language** they want. This allows them to make sense of a text in a target language, using their individual

Οδηγίες για τον εκπαιδευτικό ενσωματωμένες με τη μορφή σχολίων στο κείμενο



Εργαλεία για τον Εκπαιδευτικό:

2. Αποθετήριο δραστηριοτήτων



Ποικιλία δραστηριοτήτων σε διαφορετικές γλώσσες.

Παραδείγματα:

- *εναλλαγή από τη μια γλώσσα στην άλλη είτε στο προφορικό είτε στο γραπτό λόγο*
- *κατανόηση σε μια γλώσσα, παραγωγή σε μια άλλη γλώσσα*
- *κατανόηση των οδηγιών μιας δραστηριότητας σε μια γλώσσα και η απάντηση σε άλλη*
- *επιλογή των πληροφοριών σε μια γλώσσα και η δημιουργία ενός project σε μια άλλη*
- *χρήση ερεθισμάτων όπως φωτογραφίες ή εικόνες μαζί με μικρά κείμενα, γραφήματα ή αφίσες σε μια γλώσσα και μεταφορά των βασικών ιδεών ή/και η καταγραφή των συναισθημάτων τους σε μια άλλη γλώσσα*



Τι περιλαμβάνει η κάθε δραστηριότητα;



Topic of the activity or Subject matter

FOR THE TEACHER: ACTIVITY TITLE ...

Type of task (*song, project etc*)

Proficiency level (*A1-C2*)

Short description and aim of the activity:

Background information (if applicable)

CEFR CV mediation scale and descriptor (*to which the activity refers*):

CEFR CV mediation strategies involved:

Languages involved (*Language A –Language B – Language C etc*)

Linguistic objectives:

By the end of the lesson, the students will be able to:

Other competences involved: (*non language aspects of the lesson (e.g. digital competences, intercultural understanding, different attitudes and values, critical and innovative thinking, inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.), intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, etc.)*)

Time/lessons needed for the activity:

Resources required (*e.g. lyrics of songs, script of a text, flashcards, etc.*)

Procedure:

		Class organization (individual, pairs, groups)	Ideas for differentiation
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Step 6			
Step 7			

Extra resources for the teacher (if applicable)

Mediation activity scales for 'Mediating a text' (CEFR-CV pp. 90-108)

Mediation strategies scales (CEFR-CV pp. 117-122)

Step-by-step procedure in the two METLA working languages (EN-FR)

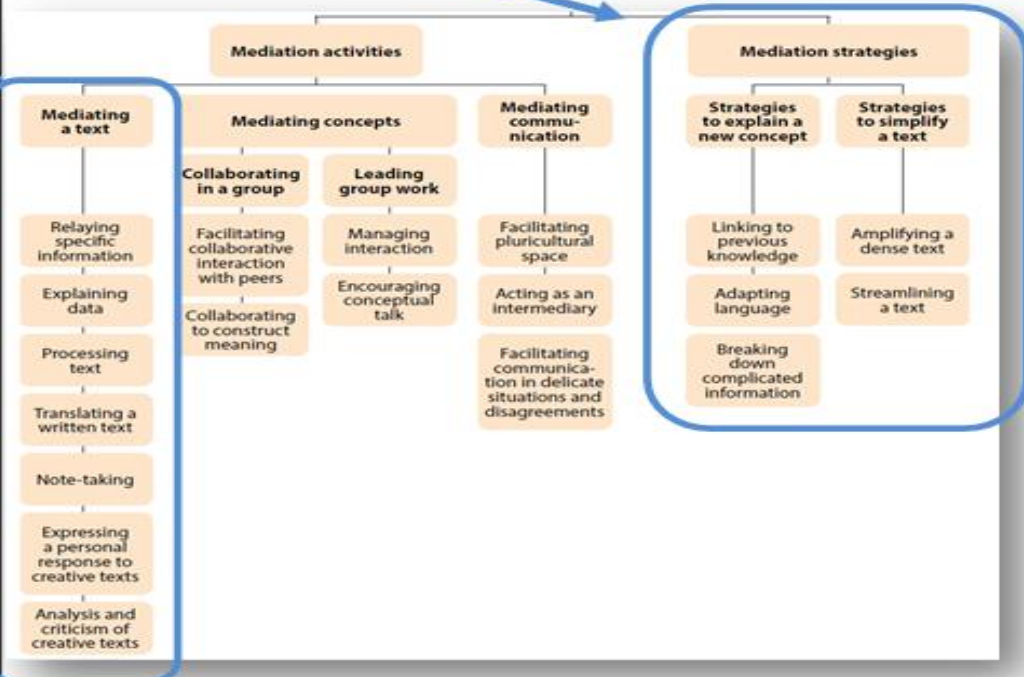
Further tips and guidance:

Suggestions and ideas for adapting/differentiating (*e.g. for different contexts/ learner groups, proficiency levels etc*):

FOR THE STUDENT: ACTIVITY WORKSHEET

(*texts, activities, questions, photos, flashc. cards etc*)

The *instructions* for students appear in the foreign language(s) to be learnt



Άλλα εργαλεία:



3. Γλωσσάρι όρων

► περιλαμβάνει ορισμούς και επεξηγήσεις όρων που χρησιμοποιούνται στον οδηγό για τον εκπαιδευτικό.



4. Checklists, Infographics και Σχάρες αυτό/ ετερο-αξιολογησης



5. Συχνές Ερωτήσεις (στην επίσημη σελίδα του έργου)



Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution



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2023

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Mediation in teaching, learning and assessment

The METLA project proposes innovative and engaging ways in which teachers can include language mediation in their everyday classroom practice. Here you will find essential information about language mediation, plenty of examples of cross-linguistic mediation tasks and step-by-step guidelines on how you can design and evaluate your own language mediation tasks.

Υλικό προς χρήση



The Teaching Guide

The METLA project has developed a Teaching Guide for foreign language teachers of primary and secondary education who want to include (cross)linguistic mediation in their teaching practices. It contains information about the theory and practice of language teaching, learning and assessing in relation to mediation together with examples of mediation tasks in different languages. Such examples draw on the new Companion Volume of the Common European Framework of Reference for Languages (CEFR-CV). This Guide also provides tips and suggestions for teachers on how they can design their own mediation tasks.

Download the Teaching Guide

The METLA tasks databank

The METLA project also involves the development of a databank with additional sample cross-linguistic mediation tasks in different languages for different contexts.

Go to the METLA tasks databank



Project team



Supported by Bessie Dendrinos (Greece), Maria Dolors Masats Viladoms (Spain), Katerina Krimpogianni (Greece), Eva Braidwood (Finland) and Franziska Gerwers (Germany)

Project

These are the results from a project of the European Centre for Modern Languages within its

4 βασικές κατηγορίες

- What is mediation?
- Mediation in the CEFR
- Mediation tasks
- Teacher's corner

developing competences
langues, compétences en évolution



What is mediation?

When do we mediate?

We mediate when there is need to make information accessible to others (friends, colleagues, family members, tourists, etc.) who are experiencing difficulty understanding oral or written speech in some situation or another. We may have to explain part of what was said or written, to relay one or more messages in a language that the person we are mediating for understands. The mediator acts as an intermediary who passes on source text information to someone else to (an)other language(s) or within the same language in order to bridge communication gaps using the appropriate mediation strategies (e.g. paraphrasing).

What is the difference between cross-linguistic and intralinguistic mediation?

As the CEFR-CV informs us "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)". Cross-linguistic (or interlinguistic) mediation thus refers to the activity of relaying information from one language to another. Intralinguistic mediation takes place when the relaying of information occurs within the same language. Explaining content of graphs and tables within the same language is an example of intralinguistic mediation.

Let's imagine situations in which we might mediate within the same language.

Some examples of intralinguistic mediation may be:

- 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, or
- the case of a doctor explaining the blood test results to his/her patient who is unable to understand the medical text

Let's imagine situations in which we might mediate across languages in real life...



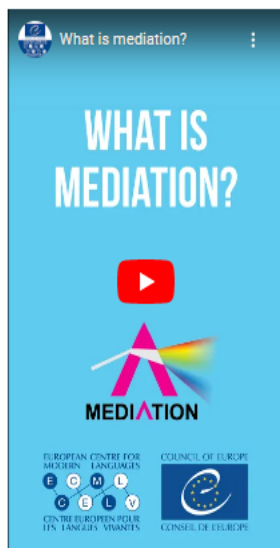
- A tourist in our city stops and asks us about a concert that is announced through a poster which is in the local language only. We read and give info to the tourist about the when, where, of the concert and other details he or she wants to know.
- A friend relays information from a magazine article in a foreign language in order to warn someone else about the dangers of smoking

- We watch a video in a language that our parents do not understand, and give them instructions on how to open the door of the washing machine when the wash is finished.

- A passer-by asks a street artist to explain in a foreign language the meaning of a piece of graffiti on the road.



- We look at the weather in our



Mediator

The mediator's task is to bridge or minimise communication gaps between languages and users of different languages. S/he:

<p>operates as a facilitator, a meaning negotiator, a meaning-making agent;</p>	<p>creates meanings for someone who is unable to (fully) understand a text in one language and with whom he/she may or may not share the same cultural or social experiences;</p>
<p>helps other people understand information written, spoken or signed in a language, register or modality which they do not speak or understand;</p>	<p>is considered as a kind of a 'go-between' or an intermediary between cultures – languages - discourses – texts;</p>
<p>is not a neutral third party but a social actor co-responsible for the construction and negotiation of meaning and an active participant in the</p>	

language
s l'édu

Mediation in the CEFR

In 2001, the CEFR introduced mediation as a communicative ability -along with reception, production and interaction. Mediation in the CEFR (2001) is conceived as an activity in which the user/learner creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). This section informs the reader about the definition of mediation given in the CEFR.



The CEFR adopts a plurilingual vision giving value to cultural and linguistic diversity. Being "plurilingual" does not necessarily mean having balanced and high developed competences in multiple languages, but rather being able to integrate various repertoires and draw on them, for different communicative purposes. The development of learners' plurilingual competence is of paramount importance according to the CEFR. This project sees **cross-linguistic mediation as part of someone's plurilingual competence**. It follows that plurilingual competence entails a creative movement across languages, of passing on information and constructing new meanings and involves the interplay among languages.

As Piccardo (2016) puts it, the (plurilingual) mediator engages in tasks that require his/her agency in strategically employing all resources available to accomplish a mission.

The CEFR (2001: 87-88) defines mediation as a process where "the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly –normally (but not exclusively) speakers of different languages." However, unlike with the other communicative abilities of reception, production and interaction, for which extensive illustrative descriptors (or can-do statements) were produced, no such sets of descriptors relevant to mediation were included in the original CEFR document. As a result, the concept of mediation was not developed to its full potential. And this is exactly the reason why the CEFR Companion Volume was published two decades later.



In the CEFR Companion Volume, the definition of mediation was expanded and descriptors for mediation were added in order to help teachers and stakeholders incorporate mediation in their courses, syllabuses and materials. The focus is on processes like passing on information in an appropriate form, and simplifying, elaborating, illustrating or otherwise adapting input in order to facilitate understanding. In the CEFR Companion Volume, the concept of mediation, as part of somebody's plurilingual competence, focuses on

three main categories for which various scales have been provided.

The three categories are the following:

- mediating a text,
- mediating concepts and
- mediating communication.



Categories and scales relevant to the METLA project

In the CEFR-CV, the concept of mediation focuses on three main categories for which various scales have been provided. The three categories of mediation activities are: a) mediating a text, b) mediating concepts, and c) mediating communication.



'Mediating a text' involves transferring information to a person with no access to the original text due to linguistic, cultural or social barriers. 'Texts' refer both to verbal texts (e.g., articles, emails, leaflets, reports) and videos, photos, graphics etc. 'Passing on' to another person the content of a text is the key practice here. The METLA project focuses specifically on this particular set of scales providing guidelines to teachers as to how these can be exploited in order to introduce cross-linguistic mediation tasks in their classrooms.



'Mediating concepts' is more related to the pedagogic aspects of mediation and the scales relevant to this category refer to educational domains which require managing interaction on the part of the teachers, collaborating to construct meaning, facilitating collaborative interaction, among others.



'Mediating communication' scales refer to the process of facilitating understanding between participants, as, for instance, in tensions, disputes or disagreements. Negotiating, creating shared spaces and resolving conflicts are the key practices here.

Given the focus of the METLA project, we present the scales under the category 'Mediating a text' together with a short explanation in the Teaching Guide. In the CEFR-CV, the reader will find that each one of the scales



What to know before the design process

This section provides information on the principles on which the METLA mediation tasks are based and presents their characteristics.

The METLA project and types of cross-linguistic mediation tasks

The METLA project focuses on cross-linguistic mediation. Here are some types of tasks:



reading/listening in one language, writing/speaking in another language



understanding instructions in one language, carry out tasks in another language



using resources in multiple languages with the aim to produce certain outcomes



using stimuli which are photographs or images infographics or posters and asking students to transfer the gist, to discuss main ideas, to write their feelings in another language

Principles underlying the METLA mediation tasks

METLA tasks are cross-linguistic mediation tasks and encourage learners to:

- recognise and actively create **linguistic bridges**;
 - become able to **use different languages** for different communicative purposes and semiotic resources (as gestures, postures, gazes, mimic, drawings, etc.) purposefully;



The input and the output relationship

In mediation tasks, there is always the two-way dynamic relationship between the input (text in Language A such as a video, an audio extract, a newspaper article etc.) and the output (oral or written text/product in Language B) which is dependent upon the context of situation set by the task (task requirements).

The context of situation refers to:

- the source (input) and target (output) text-type or genre (e.g., an email, a leaflet, a report, a formal letter, an announcement at the airport, a news bulletin etc.); what are the characteristics of a radio show and how someone could transfer this information to a newspaper article, or how the information taken from a poster could be presented in an e-mail or how the content of a movie could become a podcast discussion?
- the relationship between interlocutors (between friends, from a student to his/her teacher etc.); What is the level of formality according to the addressees?
- the purpose for which they communicate. The mediator produces a text which may: inform, clarify, explain, analyse in detail, present, promote, urge, suggest etc.
- the **languages involved**

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How to assess mediation

METLA tasks can be used for both formative and summative assessment. The METLA project places particular emphasis on formative assessment. In fact many METLA tasks contain components which encourage learners to reflect on their performance and progress or to carry out a self-assessment task.

Formative assessment

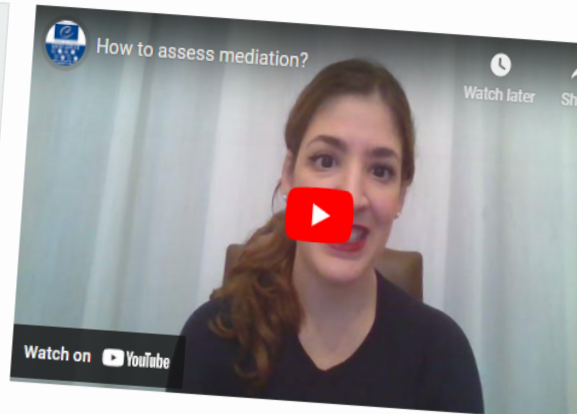
Formative assessment of mediation

Formative assessment methods provide ongoing information on how students are progressing and support the learning process. In the classroom formative assessment of mediation can be made by means of:

- **Journals/Logs**: students make daily entries in a diary referring to their progress. Teachers ask students to create a journal or a learning log, in which both teachers and learners write and through which they collaborate.
- **Portfolios**: collection of students' work (mainly written but a portfolio could also include drawings, videos, etc.). They demonstrate the evolution of students' work. Portfolios can be done either in the foreign language or in any language brought into the classroom. The teacher should bear in mind that s/he can exploit technology and involves students in making their **e-portfolio**, i.e., an electronic version of a portfolio to record and share their work, reflect on their learning and receive feedback
- **Self-assessment grids or reflection tasks**: Getting learners to reflect on their own performance on the basis of certain criteria is what self-assessment involves. Reflection tasks are those tasks which ask learners to track their learning progress, identify areas of strengths and weaknesses, reflect on strategies they used in order to carry out the mediation task etc.

EXAMPLES:

In Tasks 22 and 23 (project activity) students are asked to select information from various sources in Language A (video and texts) and create an informative poster which will provide first-aid instructions about heat exhaustion in Greece and Finland. The students then present their work in front of a small group of students. A reflection task is provided at the end of the lesson and which includes questions about the strategies they used in order to create their own poster. These questions encourage them to reflect on the steps they followed in order to carry out Tasks 22 and 23 as a whole.



Mediation test-tasks

Testing mediation

Testing, as a form of summative assessment, focuses on eliciting a specific sample of performance. Mediation tasks could be used in summative assessment ranging from classroom tests to standardised examinations. For example here (https://rcel2.enl.uoa.gr/kpg/en_index.htm) the Greek national foreign language examinations system, known as KPG exams, offers exams in English, French, German, Italian, Spanish and Turkish. Following the CEFR six level proficiency scales, it is a high-stakes exam battery which focuses on the use of language in different contexts. Taking an intercultural perspective, it measures candidates' ability to mediate by including written and oral mediation tasks involving Greek and the foreign language that is assessed.

Some key questions to consider before creating cross-linguistic mediation test tasks:

1. What is the purpose of the test? (citizenship purposes, to satisfy entry requirements in specific courses etc.)
2. Who is the test for? What are the characteristics of test takers? (age, educational level etc.) What is the proficiency level of the learners that will be taking the test?

Teachers' corner

Quiz

Do you want to check what you know about cross-linguistic mediation? Take this quiz to answer 12 questions and find out how many you got right!

Start Quiz

Tips for teachers



Download pdf



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Questions & Answers

1. What is the difference between cross-linguistic (or interlinguistic) and intralinguistic mediation?

Cross-linguistic or interlinguistic mediation refers to the activity of relaying information from one language to another. Intralinguistic mediation takes place when the relaying of information occurs within the same language. Explaining content of graphs and tables within the same language is an example of intralinguistic mediation. Reading the news in Language A and telling/ writing the main ideas in Language B is an example of cross-linguistic mediation.

2. How is cross-linguistic mediation different from translation?

3. What is the relationship between mediation and code-switching?

4. Where does cross-linguistic mediation take place outside the language classroom?

5. Isn't English as a lingua franca enough to ensure communication across languages and cultures?

6. Can cross-linguistic mediation be tested?

7. What are the basic differences between cross-linguistic mediation learning tasks and cross-linguistic mediation testing tasks?

Glossary

Please note: These definitions relate to this specific project. The same terms may be defined differently elsewhere.

Items in total: 18

Alternative assessment

Co-construction and negotiation of meaning

Cross-linguistic mediation

Cross-linguistic mediation task

Genre

Intercultural awareness

Intercultural competence

Intralinguistic mediation

FAQs

The glossary



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This project, funded by the European Centre for Modern Languages of the Council of Europe, sets out to develop guidelines useful for language teachers who want to include the linguistic mediation aspect in their classrooms.

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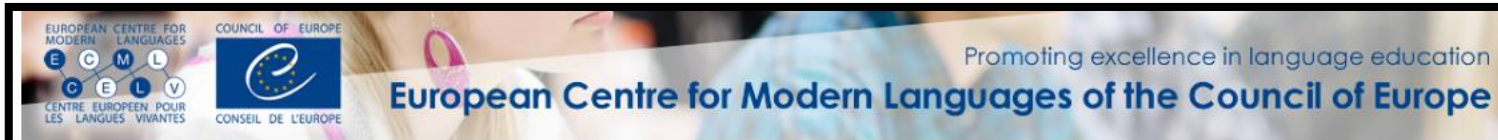
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HOME > PROGRAMME > PROGRAMME 2020-2023 > MEDIATION IN TEACHING, LEARNING AND ASSESSMENT

Mediation in teaching, learning and assessment

This project sets out to develop a teaching guide for foreign language teachers of primary and secondary education who want to include linguistic mediation in their classrooms. This will contain information about the theory and practice of language teaching, learning and assessing mediation together with examples of mediation tasks in different languages, which draw on the [Companion Volume](#) of the Common European Framework of Reference for Languages (CEFR). A digital database, which will include tasks for various educational environments, will also be produced.



OVERVIEW

HOW TO GET INVOLVED

TEAM AND PARTNERS

RELATED RESOURCES

Working languages of the project: English, French

Project term: 2020-2021

Shortcut: www.ecml.at/mediation



Main idea and objectives

This project sets out to develop guidelines useful for language teachers who want to include the linguistic mediation aspect in their classrooms. The goal is to familiarise teachers with a language pedagogy that will allow them to function "as agents of multilingualism in Europe" (Ziegler 2013) and to help them gain knowledge into how to develop and assess their students' mediation skills.

Mediation, with which this project is concerned, as part of someone's plurilingual competence is an aspect in teacher education not yet touched upon. As highlighted by a



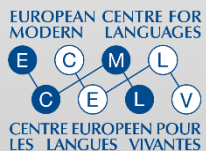
Envisaged project results

The teaching guide to be produced will contain information about

- what mediation entails,
- how it can be implemented,

The **ME.T.L.A.** project
*Mediation in Teaching,
Learning & Assessment*

Ιστοσελίδα
www.ecml.at/mediation



es en évolution



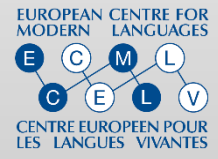
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