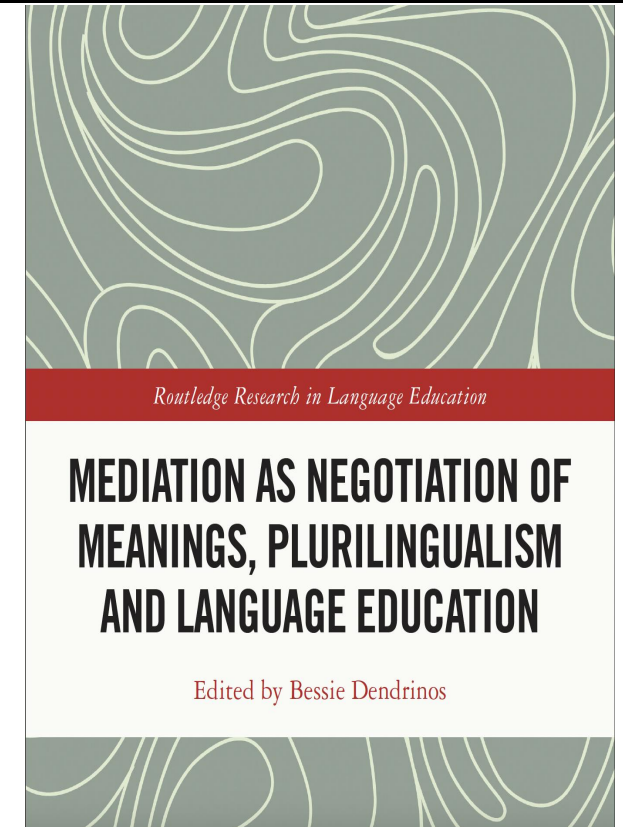


# **MEDIATION AS NEGOTIATION OF MEANINGS FOR PLURILINGUALISM**

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**Bessie Dendrinou, Johann Fischer & Kia Karavas**



**API Education Forum Event Series**

**First session: Book Launch**

**5 September 2024**

# PLURLINGUALISM AND MEDIATION



# PLURLINGUALISM AND MEDIATION

« the power of cultural institutes (e.g., British Council, Goethe Institute) and examination bodies focused on one specific language, their roles in teacher education and their influence on coursebooks, has tended to perpetuate separate pedagogic cultures and communities”

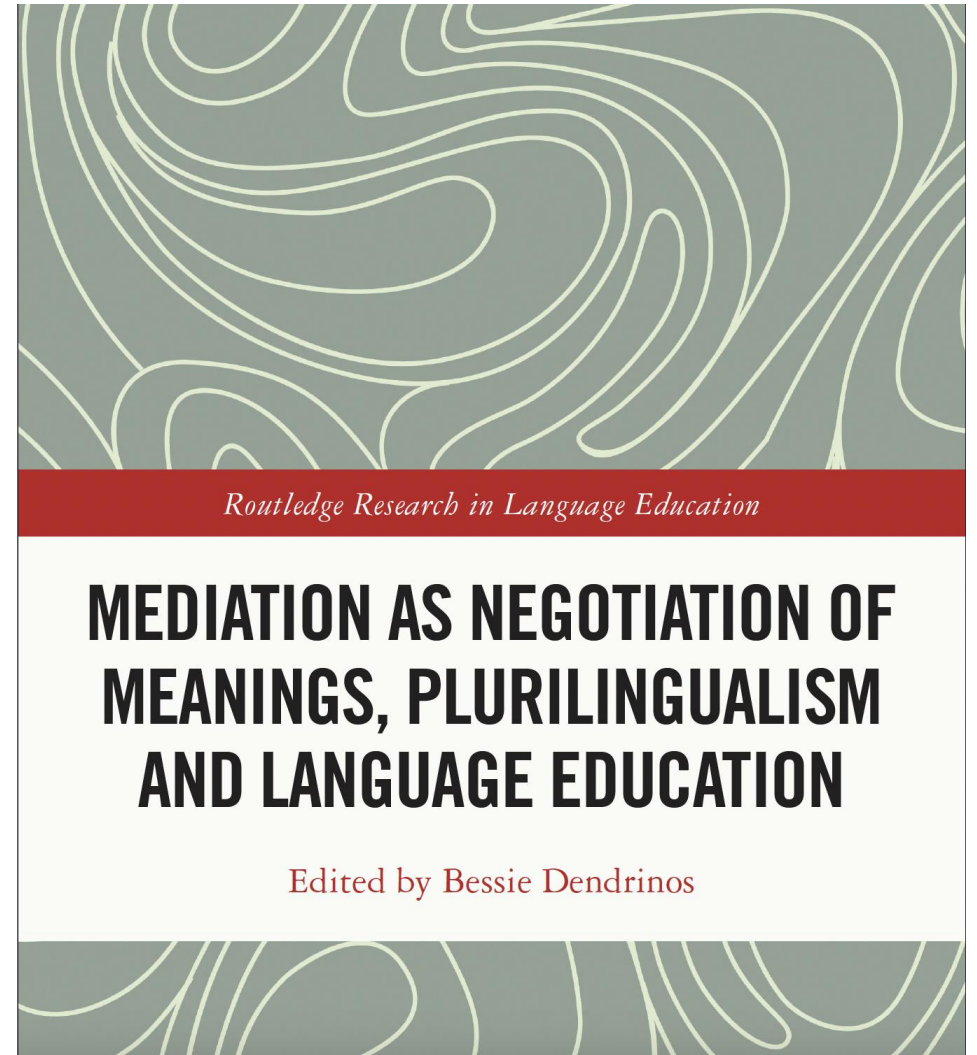
CEFR Expert Group (2023, p. 24) *A Guide to Action-oriented, Plurilingual and Inter-cultural Education*, Council of Europe Publishing, Strasbourg.

# CONCEPTUALISATION AND OPERATIONALIZATION OF LINGUISTIC MEDIATION AS A TESTING CONSTRUCT: A CASE STUDY

Dendrinos, B. & Karavas, E.

The aim of the paper is to highlight how plurilingual testing and more specifically the testing of translingual practices is possible and valid.

DENDRINOS, B. (ED). 2024. MEDIATION AS NEGOTIATION OF MEANINGS, PLURILINGUALISM AND LANGUAGE EDUCATION, LONDON AND NEW YORK: ROUTLEDGE

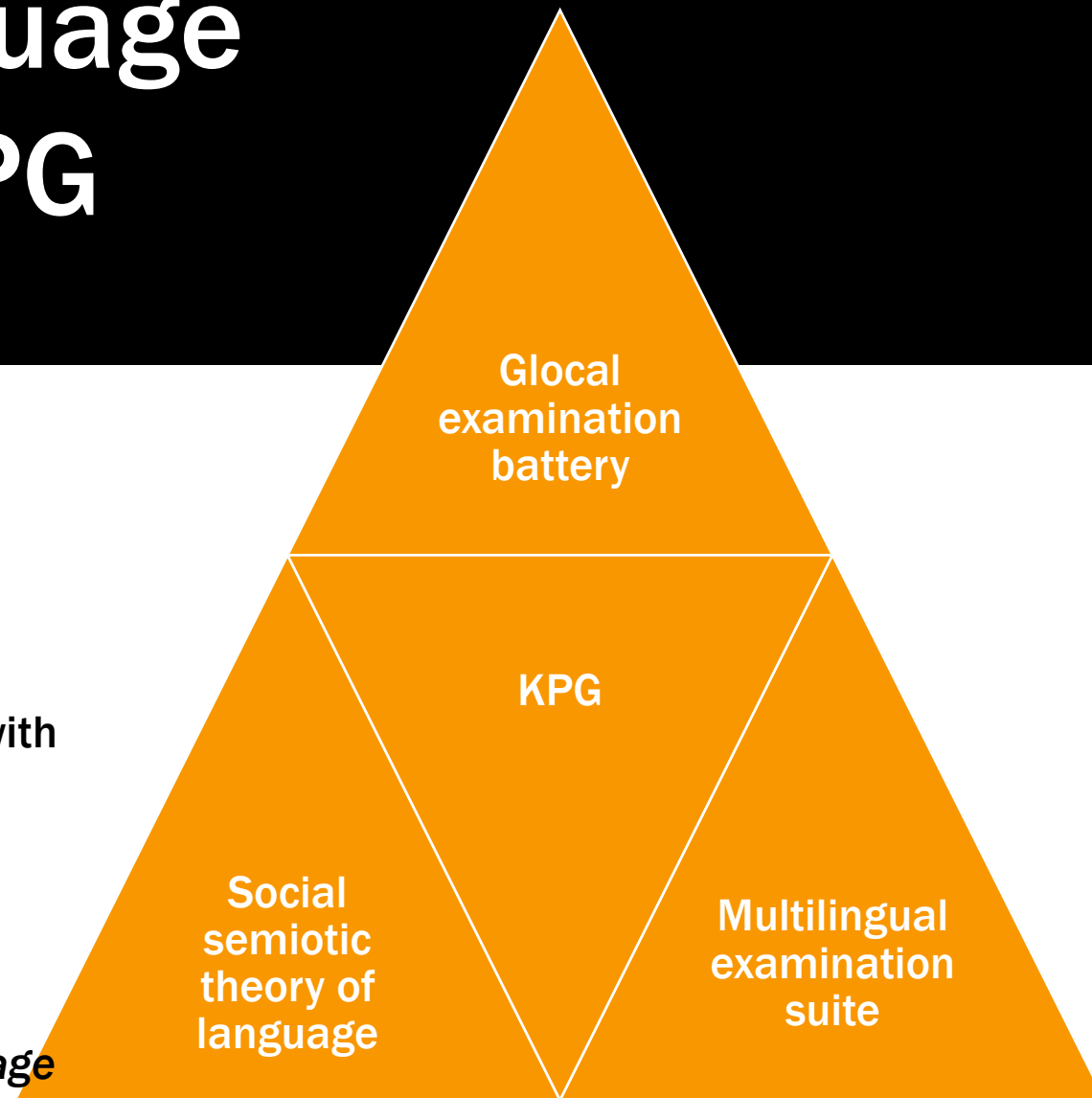


# State Certificate of Language Proficiency in Greece: KPG

**Rooted** in the local context and culturally appropriate taking into consideration international standards and research findings.

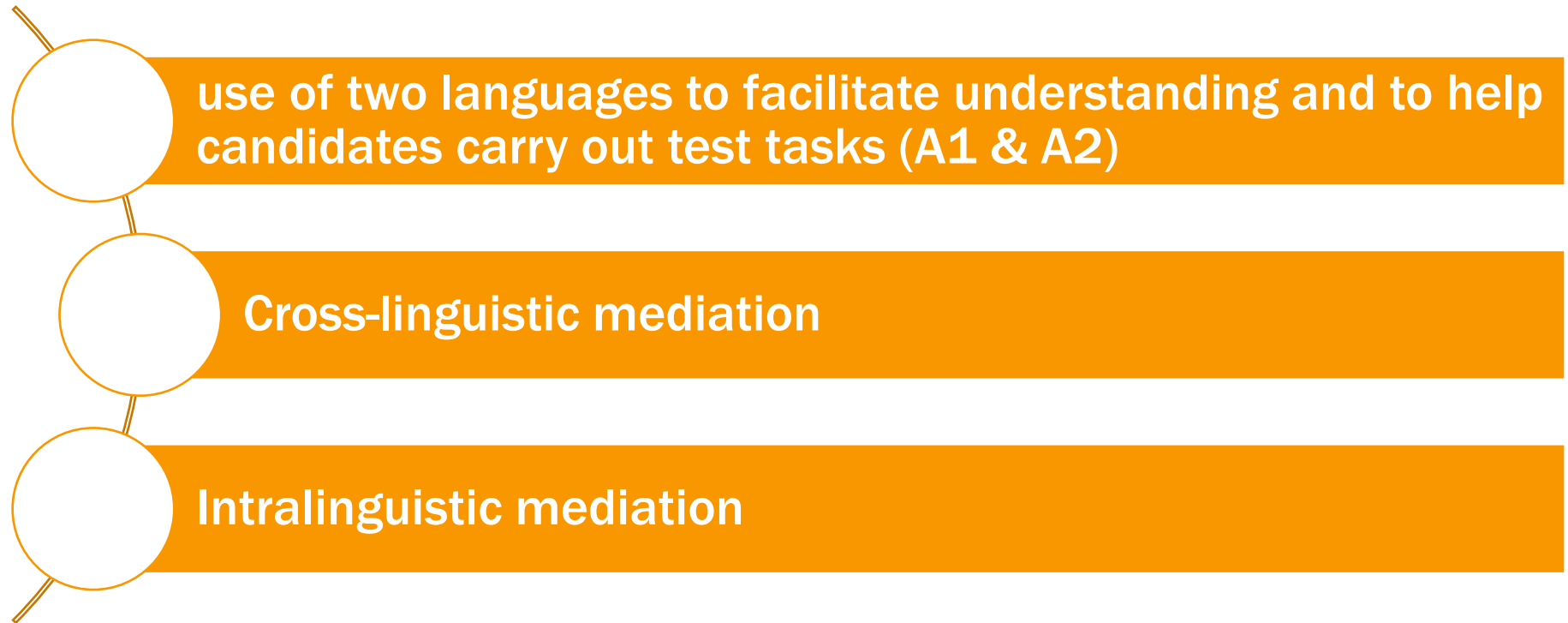
Concern is focused on how language learners use the language(s) they are learning and others that they already know, the semiotic modes available to them and the literacies they have developed with increasing (plurilingual) competence in global or local settings, in ways that involve their sociocultural knowledge and allow them to articulate their experiences.

Assesses proficiency in 6 languages (English, French, German, Spanish, Italian and Turkish) based on a *common theory of language* and *common specifications*



# KPG: TRANSLINGUAL PRACTICES

“translingual practice’ signals the simultaneous use of two or more languages, language varieties and or textual practices for the same or for different communicative purposes



# CROSS-LINGUISTIC MEDIATION

*an activity that involves extracting one or more messages from verbal, visual or aural texts in one language and relaying them in written or oral speech in a different language*

“mediating a text usually 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.... Often in the process of mediating a text in this way, one needs to substantially manipulate and adapt the text and the way concepts are addressed in it, not just ‘transfer’ the content”

(Piccardo and North 2019: 234)

# INTRALINGUISTIC MEDIATION


- ✓ ability to relay information within the same language, across genres, semiotic modes and channels of communication
- ✓ schooled people, such as the KPG candidates, are socially required to have the necessary literacy to deal with (multimodal) texts in their everyday lives

# OPERATIONALISING CROSS-LINGUISTIC AND INTRALINGUISTIC MEDIATION

Test task analysis project: test-banking methodology, similar to Swiss National Science Research Council project



Research projects (which evolved as PhD studies) which supplemented the test task analysis project and focused on the identification of characteristics which distinguish the test tasks and the language performance by candidates across proficiency levels (e.g. Stathopoulou 2013, Karatza 2019)



Articulation of scaled mediation can-do statements, identification of expectations of candidates' performance and development of test task design guidelines for test developers

**TRANSLINGUAL PRACTICES IN THE  
KPG EXAMS:  
[WWW.MINEDU.GOV.GR/THEMATA-KPG](http://WWW.MINEDU.GOV.GR/THEMATA-KPG)**

**Thank you for listening!**

