

Mediation in practice:

The *Mediation in Teaching Learning and Assessment* (METLA) project :



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

Working languages: English, French

Project term: 2020-2022

Website: www.ecml.at/mediation

Project facebook page:

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

Langues de travail : anglais, français

Durée du projet : 2020-2022

Site web : www.ecml.at/mediation

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

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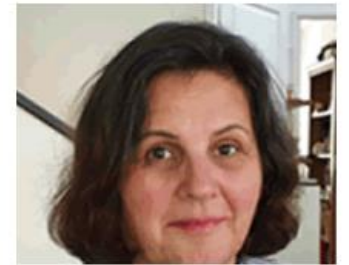
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The METLA project

Outputs



Le projet METLA

Résultats

- A **Teaching Guide** for **foreign language teachers** of primary & secondary education who want to include **cross-linguistic mediation** in their pedagogical practices
- A **digital database/repository**
- A **resources website**

Information about the theory and practice of mediation

Ideas/tips/ suggestions for differentiation across contexts

Examples of mediation tasks in different languages, which draw on the CEFR Companion Volume

Mediation tasks in different **languages**, for various educational **environnements**, for different proficiency **levels**

Year/
Année
1

Year/
Année
2

Year/
Année
3

Informations sur la théorie et la pratique de la médiation

Idées/conseils/suggestions pour la différenciation selon les contextes

Exemples de tâches de médiation dans différentes langues sur la base du Volume complémentaire du CECR

Tâches de médiation dans différentes **langues**, pour différents **environnements** éducatifs et **niveaux** de compétence

- **Guide pédagogique** pour les enseignant·e·s de **langues étrangères** du primaire et du secondaire souhaitant inclure la **médiation interlinguistique** dans leurs pratiques pédagogiques
- **Base de données / un dépôt numérique**
- **Site web de ressources**

EXTRA

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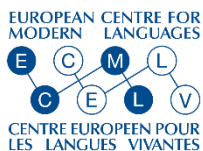


Output 1

The Teaching Guide

Guide pour les enseignant·e·s de
langues étrangères

7 chapters



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What is (cross-linguistic) mediation?

part of someone's **plurilingual** competence

We **mediate across languages** when someone needs to access messages in a language they do not understand.

purposeful selective extraction of information by the mediator from a source text in one language and relaying this information into another language with the intention of bridging the communication gap(s)

ation



Output 1

The Teaching Guide

Contents

Key points:

- alignment of mediation tasks with CEFR CV descriptors,
- designing oral & written mediation tasks
- assessing mediation performance

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The Teaching Guide

METLA Task 17 asks learners to participate in a forum where people from around the world talk about their traditional dishes.

EXAMPLE FROM TASK 17

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

A real-life context is provided through the Forum.

UK



White fish fillets in batter (or egg-and-breadcrumbs), deep fried with potato chips.

Poland



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.

Italy



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.

Greece

Dishes are seen here as **cultural elements** from different countries. Students can thus develop an interest in food habits of people from other countries.

4.2.3. Incorporating multimodality and different media

Multimodality refers to the transmission of knowledge using various modes of representation – written texts, visual representations, sound, etc. With multimodal representation, text, image, sound, etc. combine to create meaning that is the result of the interplay between them. Some mediation tasks ask learners to draw information from texts that combine multiple modes, such as electronic posters, videos, blogs, etc. Others invite learners to produce multimodal texts in the foreign language on various everyday topics, such as hobbies, family, technology, etc.

As for the use of visuals in mediation tasks, learners may be asked to relay a message presented through a pie chart, graph, table, map, sketch, photograph, etc. to interlocutors who may not understand this visual. In this case the source text consists of visuals only. The target text consists

EXAMPLE FROM TASK 17

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.

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 is eating healthier food. Read the article below and send him an email (in your own words) **agreeing** with him and **presenting** the Greek salad as a healthier alternative.

Videos ensure **multimodality** and **authenticity** and stimulate learners' interest.

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

Task 38 combines a song (Step 6) with a TEDex talk (Step 7). Specifically, learners have to listen to a song with a video which refers to the difficulties of learning Spanish and are asked to make a list of the aspects mentioned and write an article on the same topic (single mode text). Step 7 of the same activity asks learners to listen to a talk through video and relay its main ideas into a summary for a multilingual school project. The teacher here could alter the activity and, instead of a summary (a single mode text), learners could be asked to produce a video or an e-poster (multimodal text).

EXAMPLE FROM TASK 14

Step 6

Listen to a song by two Colombian brothers, Nicolás y Juan Andrés Ondina, (<https://youtu.be/3LJDe4s1ER0>) who explain why it is difficult to speak Spanish. **Make a list** of the main reasons they refer to.

- ...
- ...
- ...

Using your notes (which you may also want to paraphrase) and on the basis of other sources which you can find on the Internet, write an **article in your school newspaper** on the reasons why it is difficult to learn Spanish.

Step 7

Listen to the TEDex talk by McWhorter (<https://youtu.be/VORjowK0B1U>) and write a **summary** for the multilingual school project you are working on lately on the main reasons to learn a foreign language. Your summary should be in English, Spanish and any other languages you wish to use. The topic of this project is: LEARN LANGUAGES, PARTICIPATE

6.1. Choosing the appropriate CEFR-CV scale(s) and descriptors

The CEFR-CV (2020) adds to, extends and updates the CEFR (2001) by providing a number of new scales which can help teachers when designing cross-linguistic mediation tasks. This section provides suggestions on how the teacher can select the appropriate CEFR-CV descriptors relating to cross-linguistic mediation.

6.1.1. 'Mediation activities' and 'Mediation strategies'

In the CEFR-CV, three main categories define Mediation activities, as indicated in Figure 7 below: a) *Mediating a text* b) *Mediating concepts* and c) *Mediating communication*. In Chapter 1 (Section 1.4) we discussed the contents of these three categories.

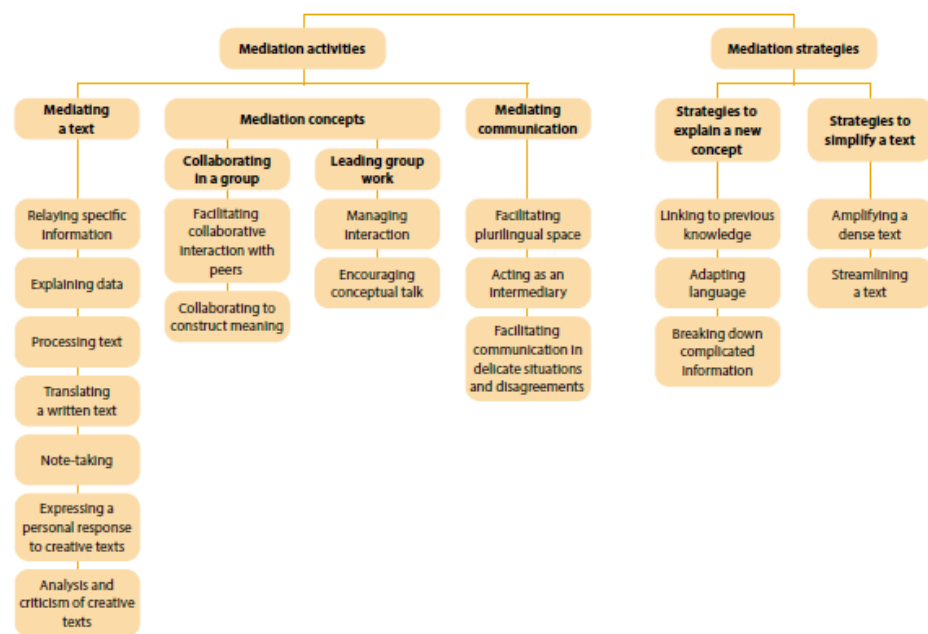


Figure 7: CEFR-CV categories for which various scales have been provided

Each category includes a number of scales which are further reviewed below. To illustrate the form and content of mediation descriptors, below is an example of a scale taken from the CEFR-CV (Council of Europe, 2020: 99-100) with descriptors relating to 'Processing text in speech or sign'. Two descriptors at the levels C2 and B2 are included.

Scale under 'Mediating a text'

PROCESSING TEXT IN SPEECH OR SIGN	
C2.	Can explain (in Language B) inferences when links or implications are not made explicit (in Language A) and point out the sociocultural implications of the form of expression (e.g. understatement, irony, sarcasm).
B2.	Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.

CEFR language proficiency level

Descriptor or 'can-do statement'

Table 2: An example of a scale from the 'Mediating a text' category

Each METLA task provides information about the specific scales and descriptors which the task is linked to, as can be seen in the extract from Task 15 below. It is important to reiterate that this Guide focuses on the first set of CEFR-CV scales for Mediation activities, i.e. 'Mediating a text'. The METLA project also makes use of scales in the 'Mediation strategies' category, namely, 'Strategies to explain a new concept' and 'Strategies to simplify a text'.

EXAMPLE FROM TASK 15

FOR THE TEACHER
A Londoner in Greece!

Type of task: Practising written mediation strategies

Educational level: Primary and/or secondary education

Proficiency level: B2

Short description and aim of the activity:
This lesson focuses on written mediation. The main tasks included aim at developing learners' skills in selecting information from source texts of different genres, summarizing messages into a target language and developing the mediation strategies of paraphrasing, providing synonyms, distinguishing major from minor information.

Background information (if applicable): Source texts are all in the source language (Greek) and all refer to topics relevant to the Greek summer (holidays, dangers from the sun or heat).

CEFR-CV scales for mediating a text (to which the activity refers):

- RELAYING SPECIFIC INFORMATION IN WRITING
Can relay in writing (in Language B) the relevant point(s) contained in proportionally complex but well-structured texts (written in Language A) within teacher fields of professional, academic and personal interest.
- NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)
Can make accurate notes in meetings and seminars on most matters likely to occur within teacher fields of interest.

CEFR-CV scales for mediation strategies:

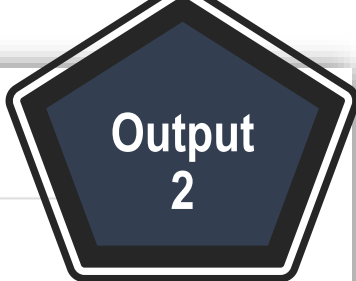
- ADAPTING LANGUAGE:
Can make accessible for others the main contents of a spoken or written text subject of interest (e.g. an essay, a forum discussion, a presentation) by pi in simpler language.
- AMPLIFYING A DENSE TEXT
Can make concepts on subjects in higher fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.
- STREAMLINING A TEXT
Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.

'Mediating a text' scales and descriptors which are relevant to the specific task

'Mediation strategies' scales and descriptors

35 teaching materials on 4 pages

Pages: [1](#) [2](#) [3](#) [4](#) [Next](#)



The METLA tasks databank



Grocery list (Task 1)

Students should work in pairs (Student A-B). Each student will receive a different worksheet: Student A will receive the Worksheet Grocery List A in Language A. Following the scenario instructions on the worksheet, Student A should relay information related to food and practise polite question forms in Language B. Using the Worksheet Grocery List B, Student B listens carefully to the information introduced by Student A in Language B and then B selects the fruit and vegetables just mentioned by Student A and writes them down in Language B.

[View details](#)



A Londoner in Greece! (Task 15)

This lesson focuses on written mediation. The main tasks included aim at developing learners' skills in selecting information from source texts of different genres, summarising messages into a target language and developing the mediation strategies of paraphrasing, providing synonyms, distinguishing major from minor information.

[View details](#)

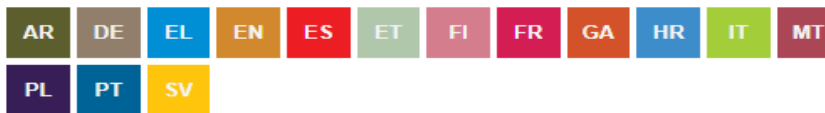


School World Song Contest (Task 16)

- The teacher can *search* for materials on the basis of certain criteria:
 - a specific language
 - proficiency level (A1-C2)
 - educational level and
 - the CEFR-CV scales for mediation and mediation strategies.

Available languages

Here you can search for materials involving a specific language. This can be the language involved in the task (a language that the material addresses) and/or the language of the student's learning material (a language students are expected to work with).



[Clear language filter](#)



Lost dog (Task 4)

The aim of this activity is to practise a specific vocabulary, introduce learners to different text media, and raise intercultural awareness. Learners read a short text in Language A about a friend's missing dog and they then have to create an Instagram post and a "lost dog" flyer in Language B.

[Hide details](#)

Themes: Pets/ animals

CEFR-CV [i](#) scales for mediating text:

Processing text in speech / in writing

CEFR-CV [i](#) scales for mediation strategies:

Adapting language, Streamlining a text

Educational levels: ISCED 1 (Primary education), ISCED 2 (Lower secondary education)

CEFR language proficiency level: A2

Languages involved in the task: English, Estonian, Finnish, French, German, Greek, Polish, Swedish

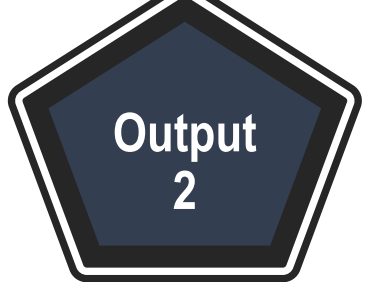
Language of the teacher's material: English

Languages of the student's materials: English, Estonian, Finnish, French, German, Greek, Polish, Swedish

Resources

- [Lost dog Greek-English \(Task 4\)](#)
- [Lost dog English-French \(Task 47\)](#)
- [Lost dog English-Estonian \(Task 48\)](#)
- [Lost dog English-German \(Task 49\)](#)
- [Lost dog English-Swedish \(Task 50\)](#)
- [Lost dog English-Polish \(Task 51\)](#)
- [Lost dog French-English \(Task 52\)](#)
- [Lost dog French-Estonian \(Task 53\)](#)
- [Lost dog French-German \(Task 54\)](#)
- [Lost dog French-Swedish \(Task 55\)](#)
- [Lost dog French-Polish \(Task 56\)](#)
- [Lost dog Estonian-English \(Task 57\)](#)
- [Lost dog Estonian-French \(Task 58\)](#)
- [Lost dog Estonian-German \(Task 59\)](#)
- [Lost dog Estonian-Swedish \(Task 60\)](#)
- [Lost dog Estonian-Polish \(Task 61\)](#)
- [Lost dog Greek-French \(Task 62\)](#)





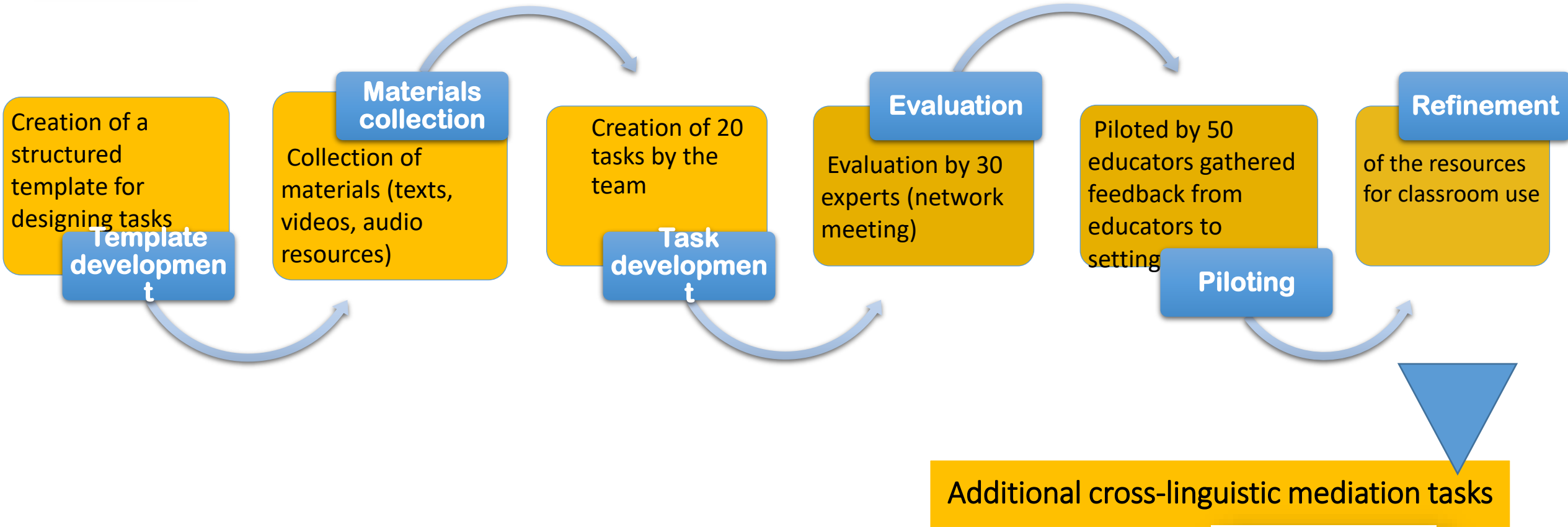
The METLA tasks databank

- more than 80 ready-to-use mediation tasks
 - presented in the form of learning scenarios
 - on varied themes like "teen life," "food," "traveling," "social media," "everyday life", "the internet", "volunteering", "mythology" etc
 - focus on different aspects of mediation, such as summarizing, explaining, relaying information, paraphrasing etc.
 - source texts/tasks in different languages.
- Each lesson** includes **real-world activities**, suggestions for **differentiation** across educational contexts and **practical applications** that teachers can adapt to multiple languages.

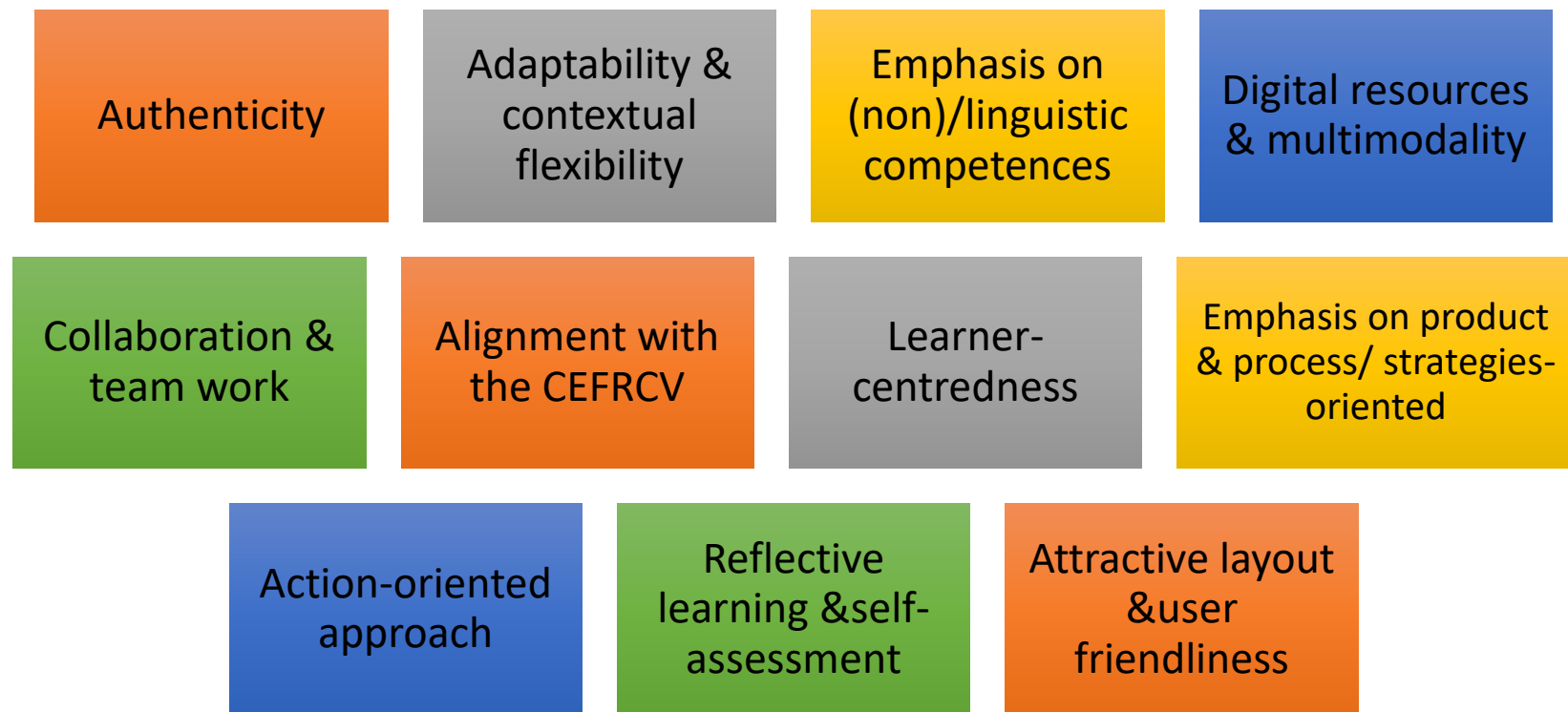




Development stages



Philosophy and characteristics of METLA materials and tasks:



METLA tasks are aligned with the **pluralistic approaches** of learning foreign languages (i.e., didactic approaches using activities which involve different languages) (Candelier et al, 2012) as learners are asked to **engage their full linguistic repertoire** and productively make use of transfer of information across languages;

The principles of **action-oriented teaching** are manifest in the METLA educational materials. Specifically, these include the concepts of:

- the social agency of learners;
- collaborative tasks and
- co-construction of meaning;
- learning by doing (through action);
- the authenticity of tasks and learners' outcomes;
- integration of additional languages;
- (self-)assessment of outcomes.

1.

Cross-linguistic mediation tasks

Handout C

1. Watch the YouTube "Η Αρπαγή της Περσεφόνης και τα Ελευσίνια Μυστήρια (Μέρος Α) | Ελληνική Μυθολογία" and take notes in English. You can find the link here: <https://www.youtube.com/watch?v=pHZSWnQjeks&t=86s>



Η Αρπαγή της Περσεφόνης και τα Ελευσίνια Μυστήρια (Μέρος Α) | Ελληνική Μυθολογία

- **Global citizenship:** respect for diversity, intercultural understanding
- **Media literacy:** analyze media content
- **Interpersonal skills:** teamwork, collaboration

2. Based on your notes and with a help of a dictionary, create a podcast radio show. Your audience is people who are interested in Greek mythology.

Below you can find the instructions for your podcast.

- Choose your role (radio host/interviewee)
- Prepare together with your partner the questions and answers for your podcast.
- Finally, record the podcast (max.5-7 min).

Radio host

1. Introduce yourself to your audience.
2. Introduce your guest.
3. Introduce the topic of your podcast [seasons/nourishment or technology/artifacts].

Interviewee

1. Introduce yourself to your audience.
2. Summarise the myth based on your notes.
3. Answer 5 questions related to the topic given by the interviewer:



Cross-linguistic mediation tasks



Step 1. Check your knowledge.

Write in this Padlet (link: _____) about the news you watched as homework.

Step 2. Discussion.

Find at least one difference and one similarity in the news you watched and the news that the teacher showed in class. Discuss.

Step 3. Preparing for the project (1).

Read these two articles in Danish about youth in corona times. Then summarize in writing the main points of the articles in English.

- ▶ <https://www.sst.dk/da/corona/forebyg-smitte/saerligt-til-unge> |
- ▶ ["Unge og trivsel i en coronatid"](#)

Step 4: Preparing for the project (2).

A. Watch this video (in English): <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Teens-and-COVID-19.aspx>

B. Make a list in English of all the advice given in the video.

Step 5: Plan your own advice video.

Work with a partner to create a video giving advice to teens about the difficulties presented by Covid 19. You can use the previous video as an example, as well as the Danish texts and all other information you can find online.

Step 6: Create your own advice video.

Work with your partner. Share your best tips on how to cope with the challenges of the pandemic and support your mental and physical wellbeing during and after the pandemic. Take into account the following:

- ▶ The video should be maximum 2 minutes long. It is aimed at people your age around the world.
- ▶ You can use TikTok or Instagram or Youtube or any other platform.
- ▶ Make sure you have permission from all the participants in your video if you want to publish it in social media.

Teens and COVID-19



- **Inter-personal skills:** presentation and communication skills, pair/teamwork
- **Intra-personal skills:** self-discipline, enthusiasm, self-motivation
- **Media and information literacy:** ability to locate and access information, as well as to analyse and evaluate media content
- **Global citizenship:** realizing that the whole world is connected
- **Critical and innovative thinking**

FOR THE TEACHER

A visitor from Mexico

Type of task: Describing places, speaking a foreign language, learning about cultures

Educational level: Primary and/or secondary education

Proficiency level: B2

Short description and aim of the activity:

Students learn how to describe places through the use of adjectives, and at the same time become familiar with different text types. They practice their skills in comprehending texts in Language A and producing meaning in Language B.

The lesson plan consists of five parts, each containing several steps. Communicating touristic information to people in another language is a common practice which can be taught in the classroom with steps 1-3 in the first part of the lesson plan. The second part (step 4) involves intercultural aspects, and uses a text format that students are familiar with: a social media message. In the third part (step 5), students can reflect on their multilingual practices. In the final two parts (steps 6 and 7), students are exposed to multimodal texts (song, video and text) and are asked to transfer information from one language to another on a relevant topic, i.e. learning foreign languages.

Background information (if applicable). The written texts in this lesson are relevant to countries where Spanish is the official language. These countries are: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Equatorial Guinea, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Spain, Uruguay, and Venezuela.

CEFR mediation scale and descriptor to which the activity refers:

RELAYING SPECIFIC INFORMATION IN SPEECH

- Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).

PROCESSING TEXT IN WRITING

- 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.
- Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

3. A lesson

CEFR-CV scales and descriptors

Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward informational text, in order to pass this information on to someone else.

STRATEGIES TO EXPLAIN A NEW CONCEPT:

- Adapting language:
Can paraphrase in a simpler fashion the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible to others.

Languages involved

Language A: Spanish

Language B: English

Language C: home language

Linguistic objectives. Students will be able to:

- convey main gist orally and in writing
- summarize a text in another language
- listen to a text and summarize in multiple languages (both intra-linguistic and cross-linguistic mediation)
- paraphrase information from one language to another
- describe places using adjectives
- find synonyms across languages

Other competences involved:

- **Media and information literacy:** the ability to search through the Internet, to locate and access information, as well as to analyse and evaluate media content)
- **global citizenship:** tolerance, openness, respect for diversity, intercultural understanding
- **interpersonal skills:** pairwork and collaboration
- **critical and innovative thinking:** self-reflection of multilingual practices

Time/lessons needed for the activity: 2 lessons

Resources required:

- A PC or mobile device and an Internet connection for Step 6
- YouTube link for Step 6 <https://youtu.be/4LjDe4sLERO>
- TEDx talk by McWhorter (<https://youtu.be/VQRjouwKDIU>) for Step 7

Procedure:



	Class organization	Ideas for differentiation

	<p><i>places in your city/town that a tourist can visit?</i></p> <p>Each should think of a place, and write down (on a card provided by the teacher) the name of the place and three reasons why tourists should visit it, without sharing their information with their classmates. Then the partners ask each other questions to guess the place.</p> <p>(Once the procedure has been described to the students, the teacher may elicit or provide some adjectives for describing places that the students can use to provide their reasons and write them on the board.)</p>		<p>may want to refer to the sights of their home.</p>
Step 2	Students read two texts in Spanish (Language A) and orally present the main ideas of the short texts.	Pairs	
Step 3	Students fill in a table with the adjectives they used for their descriptions and their synonyms (e.g., beautiful scenery > amazing scenery)	Individual	Students with different home languages could also provide adjectives in their language having the same meaning.
Step 4	Students read another text in Spanish taken from the Internet about a tradition. They have to select information from it and write a Facebook private message to their dad in English (Language B).	Individual	
Step 5	Students reflect on their multilingual practice and write down (in Language A, B or C) one situation where they have engaged in mediation activities.	Individual	
Step 6	Students listen to a song in Spanish (but with English subtitles) and try to make a list of the main ideas mentioned there. Their notes will then be used in order to write an article in a school newspaper on the same topic.	Individual	
Step 7	Students listen to a TEDex talk and write a summary for a multilingual school project on the main reasons to learn a foreign language. Their summary should be in English, Spanish and any other language.	Individual	

Extra resources:

Step 3 asks students to write down any adjectives they used in order to carry out the tasks in Step 1-2. Here is an indicative list that can be of use by the teacher.

Adjectives for describing places:

- | | |
|---|------------------------------------|
| 1. ancient (antique, very old) | 8. charming (appealing, pleasant) |
| 2. interesting (appealing, fascinating) | 9. contemporary (current, modern) |
| 3. breathtaking (amazing, awesome) | 10. tropical (humid, hot) |
| 4. peaceful (quite, calm) | 11. traditional (long-established) |
| 5. unique (exceptional) | 12. noisy (loud) |
| 6. beautiful (stunning) | 13. unusual (strange, bizarre) |
| 7. bustling (lively, busy) | 14. historic (momentous, notable) |
| | 15. deserted (isolated, abandoned) |

Useful expressions for describing places:

- The atmosphere is
- It offers ...
- A popular tourist attraction is...
- You can see...
- It is close to...
- It's possible to
- You may find there....
- It is located/situated in ...

Further tips and guidance:

The teacher may want to write on board the adjectives for describing places right from the beginning along with their definitions or synonyms.

Suggestions and ideas for adapting/differentiating for different contexts

1. The teacher of geography and the teacher of English could organise a series of common lessons focusing on countries where Spanish is officially spoken.
2. Steps 1-2 are suitable for B1 level students, if the English teacher wishes to use them for students at that level.
3. For students at higher levels (B2+), Steps 6-7 are more appropriate.
4. For adult students, Step 7 is more relevant and close to their world-life experiences

FOR THE STUDENT: ACTIVITY WORKSHEET

A visitor from Mexico

Step 1

A. Work in pairs. Each partner thinks of an interesting place in your city/town that a tourist can visit.

B. Then, on your card, **write down** three reasons why you chose this place, without sharing this information with your partner.

C. Without looking at your partner's card, try to **guess** the place. You may need to ask:

- *Is it near the...?*
- *How far is it from ...?*
- *How do I go there?*
- *What is the colour of the building?*
- *Do I need to buy tickets in order to get in?*
- *Is there a beach nearby? etc*

Step 2

Your parents' friend from Mexico, Miguel, is staying with your family in Spain for two weeks. He wants to go sightseeing. Since your mom, who speaks Spanish, is at work, you try to help Miguel by searching on the Internet for information about popular places to visit in the area where you live, Valencia.

You found the texts below about two interesting places and want to tell Miguel about them.

A. Before you start talking, write down in note form the adjectives that you are going to use to describe the places.

B. Orally **describe** them in English to Miguel, and say **why you think** he should visit them.

1. Las plazas del casco antiguo

Como en todas las ciudades, las plazas de Valencia son lugares de encuentro, repletas de terrazas, árboles y fuentes para escapar del calor del verano. Conectando cada plaza, discurren un sinfín de callejuelas, repletas de tiendas, restaurantes y cafeterías, a través de las que descubriremos más plazas y patios privados.



Una de las plazas más bonitas de Valencia es la **Plaza de la Reina**, situada en el corazón del casco antiguo.

La Plaza de la Reina es un lugar perfecto para pasar el rato, con un montón de lugares para comer. Sin embargo, ten cuidado y evita los precios turísticos. Te recomendamos refrescarte con unas bebidas en la plaza y luego acercarte hasta las sinuosas calles que la rodean para disfrutar de sus menús de tapas y comida local. En pocos minutos te encontrarás con un lugar con encanto y precios mucho más asequibles.

Si te acercas a Valencia seguramente te apetezca comer una paella valenciana, el plato estrella de la zona. Encontrar una buena paella en el centro puede ser complicado, por lo que te recomendamos acercarte hasta los restaurantes de la playa, sobre todo en la



▪ includes many different **sub-tasks** with **different aims** (eg. a game with cards in Step 1, oral or writing activities etc; it even includes a language practice section, see Step 3 and language resources, see teacher's notes)

▪ incorporates **multimodality, technology**, and a great variety of **genres** (a *song, written texts, such as emails, articles, Facebook messenger, or oral texts such as a TEDEx talk*, among others)

▪ encourages learners to use different **mediation strategies**

▪ involves many **competences and transversal skills**, i.e. *the ability to use the Internet, global citizenship, tolerance, openness, respect for diversity, intercultural understanding, pairwork and collaboration, self-reflection*

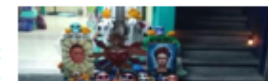
Step 3

- A.** Which adjectives did you use in order to describe the places mentioned in the text above?
B. Can you think of synonyms (adjectives with same or similar meaning?) Fill in the table below.

Adjective I used	Synonym	Word in home language with the same/similar meaning (if applicable)

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



Website: www.ecml.at/mediation

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.

Downloadable outputs



Multiple modes: texts, videos, photos, infographics etc

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



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Project



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



METLA resources













- ❑ draw upon the *Companion Volume of the Common European Framework of Reference for Languages* (CEFR CV, 2020).
- ❑ provide essential **information** about language mediation,
- ❑ propose innovative and engaging ways in which teachers can teach and assess cross-linguistic mediation by offering step-by-step **guidelines** on how they can design, adapt and evaluate their own language mediation tasks,
- ❑ include a variety of **examples** of cross-linguistic mediation tasks which are the result of a collaborative approach between researchers in the project and teachers in diverse contexts from around Europe



Exciting news!

Our offer for ECML training & consultancy has been approved by the ECML Governing Board for inclusion in the programme **2024-2027**.

Training and consultancy offers

 <p>Plurilingual and intercultural education: teacher and learner competences</p> <p>View offer</p>	 <p>The CEFR Companion Volume: Mediation and other key concepts</p> <p>View offer</p>	 <p>Action research communities for language teachers</p> <p>View offer</p>
 <p>Learning environments where languages flourish</p> <p>View offer</p>	 <p>Steps towards implementing plurilingual and intercultural education</p> <p>View offer</p>	 <p>Supporting multilingual classrooms*</p> <p>View offer</p>
 <p>Language for work – Work-related second language learning for adult migrants and ethnic minorities</p> <p>View offer</p>	 <p>Fostering digital citizenship through language education</p> <p>View offer</p>	 <p>ICT in language teaching and learning*</p> <p>View offer</p>
 <p>The CEFR Companion Volume: Mediation and other key concepts</p> <p>View offer</p>	 <p>Relating language curricula, tests and examinations to the Common European Framework of Reference*</p> <p>View offer</p>	 <p>Learning environments where languages flourish</p> <p>View offer</p>

Deadline for requesting an activity for 2025: 15 November 2024

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<p>The CEFR Companion Volume: Mediation and other key concepts</p> <p>Focus: “Teacher and learner competences”</p> <p>or</p> <p>Focus: “Curriculum and evaluation”</p>	<ul style="list-style-type: none"> • Language teachers at primary, secondary, university and vocational level • Teacher educators, curriculum planners, material developers • School inspectors/advisors 	<p>To use CEFR CV related modules in language teacher education programmes and prepare teachers to include mediation in their teaching and assessment practices</p>
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 <p>Mediation and other key concepts</p> <p>View offer</p>	 <p>and examinations to the Common European Framework of Reference*</p> <p>View offer</p>	 <p>languages flourish</p> <p>View offer</p>
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Any questions?

Thank you! Kiitos! Ευχαριστούμε!

Grazie! Grazi! Obrigado! Merci! Vielen Dank!

