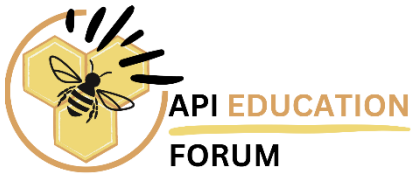


# Intra-Linguistic Mediation in the Language Classroom: Perspectives of Language Learners



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# Agenda



Intra-linguistic mediation (ILM): Learners' perspectives (empirical study)



ILM and teacher development (Dr. Leor Cohen)



Workshop – Creating lesson with ILM



Activity debrief and Q&A

# My Context

- Niagara College – School of English Language Studies
- Head of Centre for Research in Education
- Brock University – Modern Languages (Italian)
- International students; TESL students
- 3-9 months
- Academic preparation, 19-35 age
- Students from 98 countries



# Mediation in the CEFRCV

- One of the four modes of communication:

*Reception, Production, Interaction, Mediation*

“In mediation, the user/learner acts as a social agent who creates **bridges** and helps to **construct** and **convey** meaning, **sometimes within the same language**, **sometimes across modalities** (e.g. from spoken to signed) and sometimes from one language to another (cross-linguistic mediation).”

(Council of Europe, 2020, pg. 90)

# Examples of Mediation

- **Mediation Activities** (text, concepts, communication)
- **Mediation Strategies** (explain new concept, simplify text)

# Descriptors of Overall Mediation

B1:

Can **collaborate** with people from other backgrounds, **showing interest** and empathy by **asking and answering** simple questions, **formulating** and **responding** to suggestions, asking whether people agree, and **proposing alternative** approaches. Can **convey** the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.

(Council of Europe, 2020, p. 92)

# Mediation: Classroom Examples

Activities requiring mediation:

- Note taking
- Adapting language
- Encouraging conceptual talk
- Explaining data
- Managing interaction



# Easy Navigation of CEFR CV Descriptors

<https://rexquist.com/cefr/>

## CEFR Descriptors

Search and filter CEFR descriptors by language

Language:  
English

CEFR Descriptor Scheme (updated)  
All

Mode of communication  
All

Activity, strategy or competence  
All

Scale  
All

Level  
B1

Level	Descriptor
B1	Can understand the main points made in clear standard language or a familiar variety on familiar matters regularly encountered at work, school, leisure, etc., including short narratives.
B1	Can generally follow the main points of extended discussion around them, provided it is clearly articulated in standard language or a familiar variety.

# What do learners think about Mediation in language learning?



Task 1  
Living on a Budget



Scenario:

Your roommate looked very worried today and he asked to talk to you. He told you that he was not able to receive additional money from his parents to study in Canada because of a family problem. He will stay in Canada two more months, and he has only \$800 of spending money. His rent, tuition and other living bills are already paid for, but he needs to use the money he has for food, clothing, and entertainment. He is afraid it's not enough. Keeping in mind that his level of English is lower than yours (level 3), prepare and explain a plan on how to use his money wisely in the next two months.

**Stage 1** (20 minutes) – **Brainstorm** ideas and gather information about costs of clothing, food, and entertainment in the city you live (Welland, ON). You may use the following websites to get you started. You may choose to assign one or two sites to each of your group members:

- Welland Visitor's Guide: <https://www.welland.ca/Tourism/Visitorguide.asp>
- Seaway Mall: <https://seawaymall.com>
- Zehrs: <https://www.zehrs.ca/store-locator/details/0550>
- Jeff's Bowl-O-Rama: <https://jeffsbowlorama.com>
- Cineplex: <https://www.cineplex.com/Theatre/cineplex-odeon-seaway-mall-cinemas>
- Tim Horton's: <https://www.timhortons.ca/store-locator/>
- Kijiji: [www.kijiji.ca](http://www.kijiji.ca)

**Stage 2** – (30 minutes) **Review and share** the information that each member of your group has gathered. Decide on which information to keep, and which to discard. This can include vocabulary, names of places, prices, activities, dates, times, and other useful information. Share cultural information that can be useful, for examples low-cost or free activities that you do for fun in your country, simple, healthy recipes, or ways to make friends, or make some extra money.

**Stage 3** – (30 minutes) **summarize together, plan and execute.** Create a final list of all useful information you would like to give to your roommate. Be sure to keep in mind the listening and discussions we have completed during class this week (e.g. ideas, vocabulary, expressions).

**Stage 4** – (20 minutes) **Video record your 3-minute message** with advice/plan to your roommate who is at a lower level of English than you (Level 3 – A2). Remember to adjust your language to make sure he understands you.

# Sample Scenario and Tasks

## Student Artifact



**BUDGET \$800.00 X 2 MONTHS**

Category	Item	Price
FOOD	FOOD BANK (St. David's Anglican Church, Bus 502 x 2 twice month)	FREE
	EMERGENCY FOOD	\$113.00 X MONTH
	EXTRAS TRANSPORT X 2M	\$45.00 = 90.00
CLOTHING	Beanie (online)	\$117.00
	Winter Jacket	\$287.00 X MONTH
	Winter Socks	\$15.00
ENTERTAINMENT	Streaming Services (YouTube, Netflix, Amazon Prime Video, ZEE5, Sony LIV, iQIYI, Le, etc.)	\$55.00
	GYM (FREE Niagara College Welland)	FREE
	NIAGARA FALLS TOUR	\$75.00 (Oct 10 21)

## Students' final artifact

# What ILM took place

- Mediate a text (relay information; explain data, process a text, note-taking)
- Mediate concepts (facilitating collaborative interaction with peers, managing interaction, collaborating to construct meaning)
- Mediate communication (acting as intermediary, facilitate communication in delicate situations and disagreements)
- Mediation Strategies (linking to previous knowledge, adapting language, breaking down complicated information, amplifying a dense text, streamlining a text).

# Themes: feeling and action

## Psychological

Relating to the inner characteristics of one's preferences, likes, biases, choices, and self-awareness.



## Agentive

Requiring a dynamic, selective, and conscious act to address a social situation.

## Strategic

Deployment of one's strategic repertoire to solve an issue at hand.

## Linguistic

Involving language and its improvement of use.



Positive

## Agency

An increase in agency as resources are deployed and meaning is co-created.

## Autonom

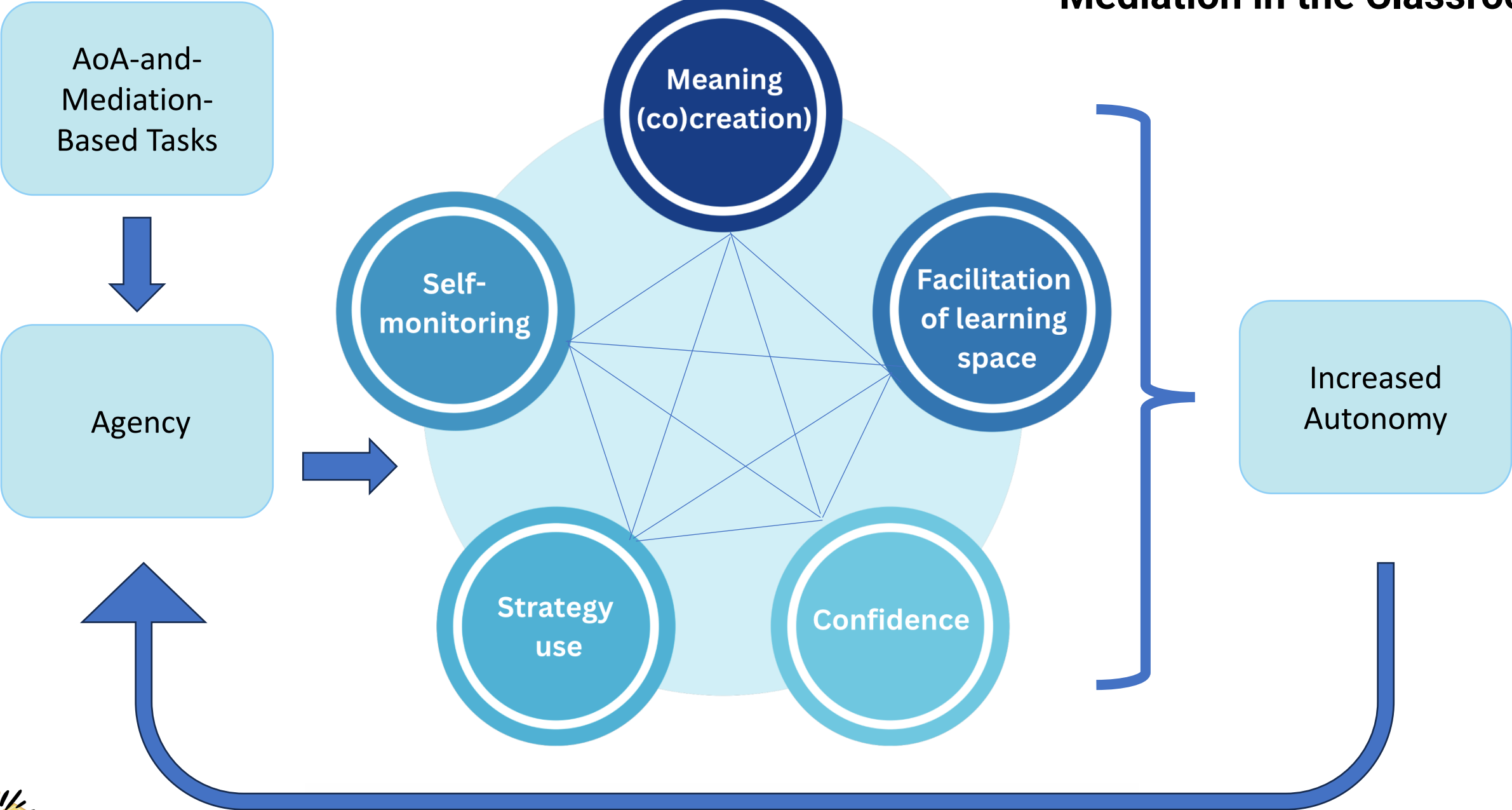
Learners are empowered and encouraged to be independent and self-aware.

## Enjoyment and Motivation

The authentic, relevant scenario task offers real-life situations that motivate learners as content is highly relevant to their and life.



# Mediation in the Classroom



# Learners' Voice



## Learner's Perspective

- Confidence, motivation
- The puzzle analogy



## Learner Buy-in

- Paradigm shift in learners
- Traditional education methods

*(L1. 4:02) [When asked about impact] For me, the impact was huge because I, I thought today about this, this way of teaching, and for me, it was like it **was like a puzzle for me**. So, for example, in **a classic class**, usually, you have all the pieces of the puzzle, and the teacher picks a piece of this puzzle and **explains the meaning the shape, the color, and piece by piece she tries in a year, a term, [...] what you propose to do in your research I think is the opposite; you pick this puzzle, you put on the table, and then you in groups you say so, guys in groups you have this puzzle. You try to figure out how to connect these pieces of the puzzle.**"*

*....**this freedom for the group to figure out how to connect these dots, how to connect the pieces of puzzle.***

*And when I look what you proposed, I can see this, this difference, and I can see where it's better, where **you can improve more quickly** and have more quality of your English."*

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## Raising awareness in learners - Appendix A

Read the following statements	5	4	3	2	1
<b>Linking to previous knowledge</b>					
I can explain how something works by providing examples which draw upon people's everyday experiences	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
I can show how new information is related to what people are familiar with by asking simple questions.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
<b>Adapting language</b>					
I can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (short magazines, interviews) to make the contents understandable to others.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
I can paraphrase short written passages in a simple fashion, using the original order of the text.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
<b>Breaking down complicated information</b>					
I can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
I can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
<b>Amplifying a dense text</b>					
I can make an aspect of an everyday topic clearer and more explicit by conveying the information in another way.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all
I can make an aspect of an everyday topic clearer by providing simple examples.	With ease, comfort, and without difficulty	With some ease and comfort. With little difficulty	With some assistance and some difficulty	With much assistance and difficulty	Not at all

## Appendix B

# Mediation Strategies Self- Assessment Tool (B1)

	5	4	3	2	1
<b>Linking to previous knowledge</b>					
I can explain how something work by providing examples which draw upon people's everyday experiences	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
I can show how new information is related to what people are familiar with by asking simple questions.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
<b>Adapting language</b>					
I can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazines, interviews) to make the contents accessible for others.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
I can paraphrase short written passages in a simple fashion, using the original order of the text.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
<b>Breaking down complicated information</b>					
I can make a short instructional or informational text easier to understand by presenting it as a list of separate points.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
I can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
<b>Amplifying a dense text</b>					
I can make an aspect of an everyday topic clearer and more explicit by conveying the information in another way.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
I can make an aspect of an everyday topic clearer by providing simple examples.	<i>With ease, comfort, and without difficulty</i>	<i>With some ease and comfort. With little difficulty</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>
<b>Streamlining a text</b>					
I can identify and mark (e.g. underline, highlight) the essential information in a straightforward, informational text, in order	<i>With ease, comfort, and without</i>	<i>With some ease and comfort. With</i>	<i>With some assistance and some difficulty</i>	<i>With much assistance and difficulty</i>	<i>Not at all</i>

(Adapted from Council of Europe, 2020, p.118-122)