

Activating mediation skills in the ELT classroom

Tim Goodier, 26/10/2018



Agenda: 3 questions

What are the key skills for careers in the coming decade?

How can the concept of 'mediation' in the CEFR help us define such 'transferrable' skills in detail?

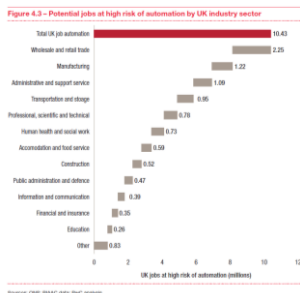
How can we activate and develop students' mediation skills in the classroom?

The 4th industrial revolution – a context for 21st century education and careers

- 1. What are the key skills for careers in the coming decade?



Workplace disruption - anything that can be automated will be



- Live poll

How much do you believe 'technological disruption' will influence the skills needed for careers of the future?

0 (not at all) 1 2 3 4 5 (a lot!)

Top skills for employability (World Economic Forum)

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Top 10 skills

	in 2020	in 2015
Communication Collaboration	1. Complex Problem Solving	1. Complex Problem Solving
	2. Critical Thinking	2. Coordinating with Others
	3. Creativity	3. People Management
	4. People Management	4. Critical Thinking
	5. Coordinating with Others	5. Negotiation
	6. Emotional Intelligence	6. Quality Control
	7. Judgment and Decision Making	7. Service Orientation
	8. Service Orientation	8. Judgment and Decision Making
	9. Negotiation	9. Active Listening
	10. Cognitive Flexibility	10. Creativity



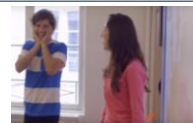
Source: Future of Jobs Report, World Economic Forum



Communication, collaboration, language



Team work



Presentation / leadership



Peer learning and support



Online interaction

2. How can we define such 'transferrable' skills in detail?

Insights from the 'CEFR'

An internationally validated description of language ability

Common European Framework of Reference for languages:

- learning
- teaching
- assessment

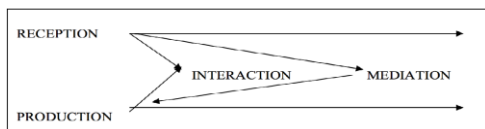


CEFR Companion Volume:

- Key aspects of the CEFR for teaching & learning
- Updated and new illustrative descriptor scales including **mediation**, online interaction, plurilingual / pluricultural

Mediation in the CEFR – breaking down 21st century 'soft' communication skills

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'The aim (...) is to reduce the gap between two poles that are distant from or in tension with each other'
(Coste & Cavalli, 2015)

'Mediation takes ... the dynamic nature of meaning making to another level'
(North & Piccardo, 2016)

Beyond the 'four skills' model towards integrated skills

Communication, collaboration

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	(Merged with reading for information and argument)	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

Language resources (grammar, lexis, phonology)

Shining a light on 'soft skills' as mediation competences

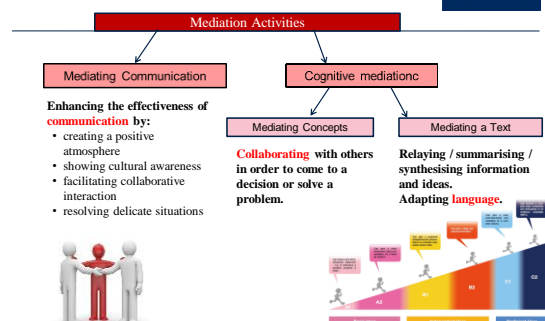
Live poll

Click which of these example activity types you already use in your classes (you may click more than one):



- ☐ Brainstorming in groups
- ☐ Group problem solving
- ☐ Group project work
- ☐ Information gap / jigsaw reading
- ☐ Peer presentations on topics of interest
- ☐ Reporting on internet research

Mediation activities in the CEFR – a broad concept

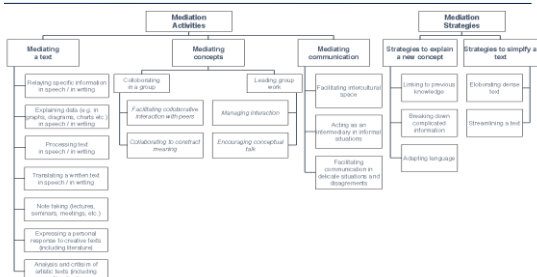


Mediation activities described in detail for each level



PROCESSING TEXT REWRITING	
A1	Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, valued criticism, irony, and sarcasm.
A2	Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
B1	Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content approximately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.
B2	Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
C1	Can summarise in writing (in Language B) the main content of well-structured but proportionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.
C2	Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A), in his/her fields of special interest.
Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.	
Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.	
Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	
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.	
Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.	
Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.	
Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday	

Orientation map of the CEFR mediation 'can do' scales



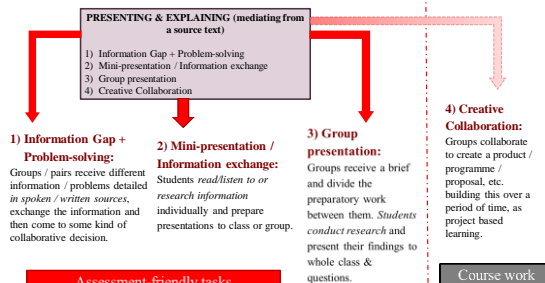
Orientation map of the CEFR mediation 'can do' scales



An enrichment of level descriptors in the CEFR, not a curriculum

3. How can we activate mediation skills in the classroom?

Integrated skills - task examples



Information gap + problem solving

Example: Processing text in speech, B1
Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.

Information gap + problem solving

Example: Processing text in speech, B1
Can summarise a short narrative or article, a talk, discussion, interview or documentary and answer further questions about details.

5 READING

- Which do you think has more advantages, being an only child, or having brothers and sisters? Why?
- Work in pairs. A read *The younger brother*, B read *The only child*.
- Tell your partner about 1 and 2 below. Whose childhood sounds happier?
 - other family members who are mentioned
 - how the writer's experience as a child affects him/her now

Personalised follow up e.g. with biography.com

THE YOUNGER BROTHER
NOVELIST TIM LOTT

THE ONLY CHILD
JOURNALIST SARAH LEE

Live poll

What percentage of your students have a smart device and can bring it to class?

- ☐ About 10-20%
☐ About 20-50%
☐ About 50-70%
☐ About 80-100%

Mini presentation + information exchange

Example: Expressing a personal response to creative texts, B1+
Can relate the emotions experienced by a character in a work to emotions he/she has experienced.

ALL IN ONE SITTING

THE ONLY CHILD
JOURNALIST SARAH LEE

Extend with peer presentations using bookmarked google images of characters (e.g. favourite and most hated and why)

From English File 3rd Ed. Intermediate Plus Unit 5A

Group creative collaboration / presentation

Example: Collaborating to construct meaning, B2

Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.



IN TWENTY YEARS' TIME...

- Most people in office jobs will be working from home.
- All private swimming pools and golf courses will have been banned.
- Most people will be using public transport or bikes to get to work.
- People will be having more holidays in their own country and fewer abroad.
- People will be retiring at 70 or even later.
- The teaching of handwriting will have disappeared from the school curriculum because students will only be writing on tablets or laptops.

Example: groups form future political parties and prepare the 'domestic' manifesto to they think is most likely to get them elected to local government in 40 years' time

From English File 3rd Ed. Upper Intermediate Unit 4A

Report

Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.

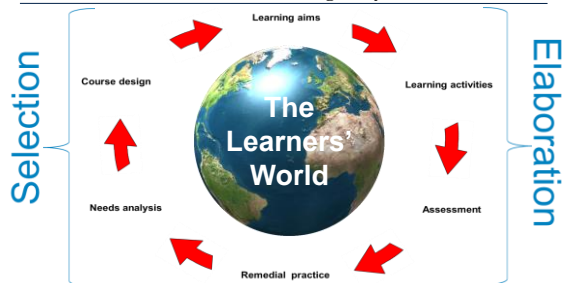
> 'Summarise in writing the main content of complex spoken and written texts on a subject of interest'



f Communication Strange, but true A p.107 B p.112. Read the other two stories and tell each other what happened.

Example: Choose a popular story from the news this week and find three different online articles and a video about it, in order to write your own summary report. Try to distinguish any possible 'fake news' from facts.

Learner consultation as the centre of gravity



Creating opportunities for written mediation

Example Composition Tasks:

Type	Lead-in	Main Activity Phase		Round up / Follow-up
		Interpretation of / Generation of source text	Writing Task	
Summary	Discussion to lead into the topic	Watch / listen to / read the source text, make notes	Write a summary	X
Report	Planning and division of tasks for class survey	Class survey, then groups reconvene and collate results	Write up a report of the findings	Students present their findings in open class.
Biography	Prepare questions to find out partner's life story	Students conduct interviews	Write biography of a partner	Display and whole class reads.
Proposal	Agreement on parameters of a school trip	Online research of where to go on the trip (within the agreed parameters)	Write proposals	Class vote on where to go on the trip.
Synopsis / Review	X	One week to read a graded reader	Summarise plot and give opinions	Students read synopses and select next book.

The challenge of lifelong learning...



Domain examples in Appendices – very useful!

ONLINE INTERACTION		SITUATION (S ROLES)			
LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
B2+	Can engage in online exchanges, linking together contributions to previous ones in the thread, understanding cultural implications and reacting appropriately.	in a discussion on a social networking site.	as a participant in an online support group website for social or personal issues	in a departmental chat in a large corporation	in an online forum for students or teachers of the same discipline
B2	Can participate actively in an online discussion, stating and responding to opinions on topics of interest at some length, provided contributions avoid unusual or complex language and allow time for responses.	in a critical discussion of arts or music with friends online	in a public online discussion forum; comment thread held by a broadcasting/news agency	during a staff creative meeting held online to discuss working conditions, or as a participant in an online focus group meeting	during a staff creative meeting held online, or as a participant in an online focus group meeting
	Can engage in online exchanges between several participants, effectively linking together contributions to previous ones in the thread, provided a moderator helps manage the discussion.	making contact online with remote friends and/or family to catch up on details on personal news and plans	as a contributor to a forum about a commercial software or gaming website	as a participant in an online support group website for social or personal issues	during a staff creative meeting held online, or as a participant in an online focus group meeting
	Can recognise misunderstandings and disagreements that arise in an online interaction and can deal with them, provided that the interlocutors are willing to cooperate.	in a discussion on a social networking site	in a special interest online forum evaluating content and issues	in a departmental chat in a large corporation	
	Can engage in real-time online exchanges with more than one participant, recognising the communicative intention of each contributor, but may not understand details or implications without further explanation.				
	Can post online accounts of social events, experiences and activities.	making contact online with	as a forum contributor to an	as a contributor to a	as a contributor to university

Enhancing **focus** for language and 21st century skills training

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... to be ready for the jobs of 2030

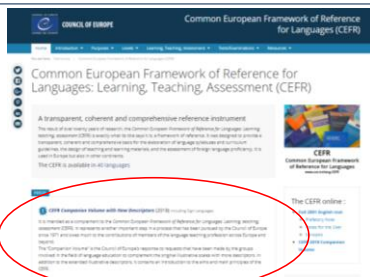
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How to get the CEFR Companion Volume

www.coe.int/EN/web/common-european-framework-reference-languages/
Google: 'CEFR Council of Europe'

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- Platform of resources and references for plurilingual and intercultural education www.coe.int/en/web/platform-plurilingual-intercultural-education
- European Language Portfolio (ELP) home page www.coe.int/en/web/elp
- Plurilingual Education, European Centre of Modern Languages of the Council of Europe: www.ecml.at/Document/2014/PlurilingualEducation/2014_01_01/Default.aspx
- P21 Partnership for 21st Century Learning: <http://www.p21.org/our-work/p21-framework>
- Linguistic Integration of Adult Migrants home page, Council of Europe: www.coe.int/lang/ligam

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