



# **New descriptors for the 21st century. Mediation & Plurilingualism – The CEFR Companion Volume**

**Brian North**

# The Common Reference Levels

**C2**

**C1**

**B2**

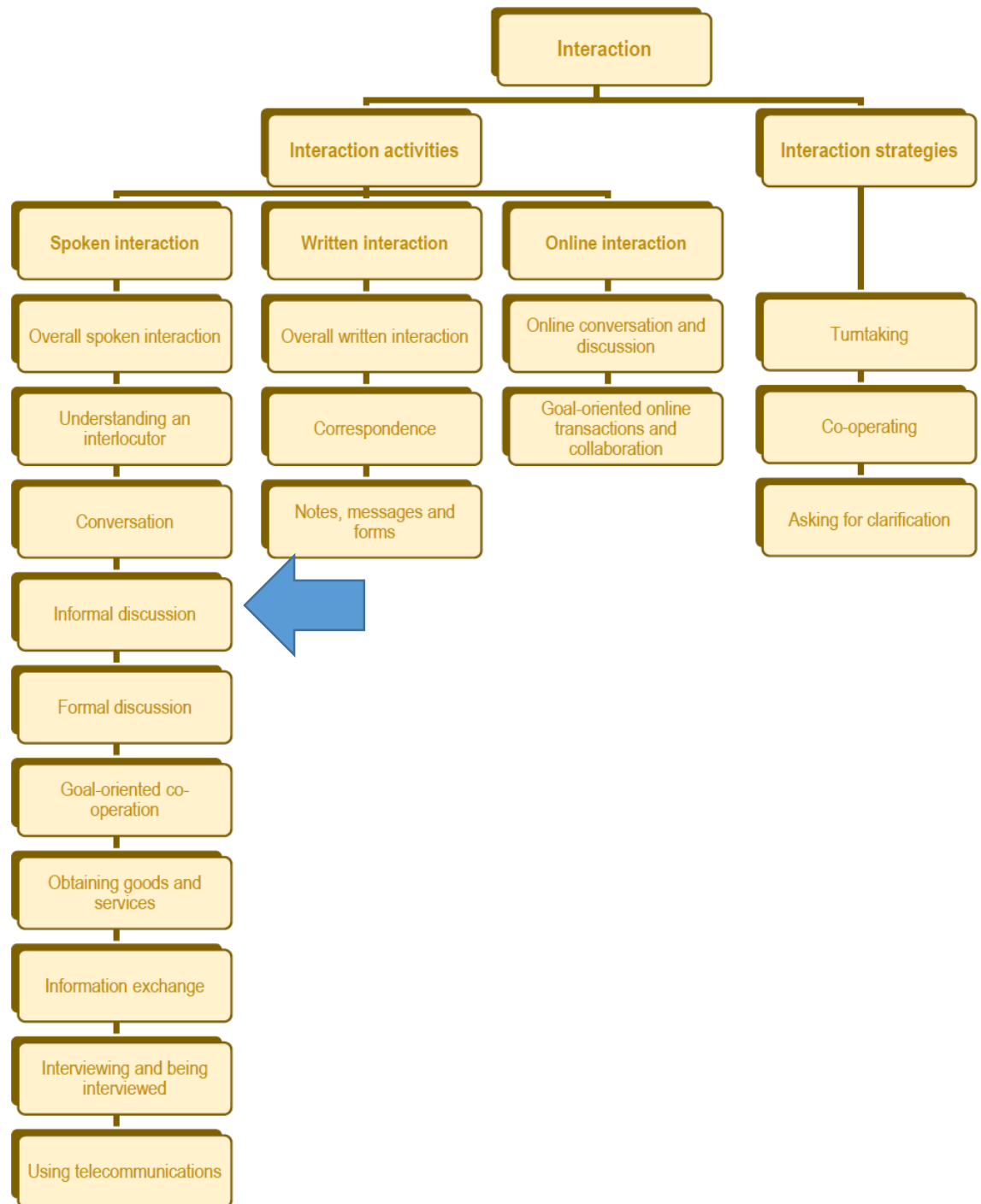
**B1**

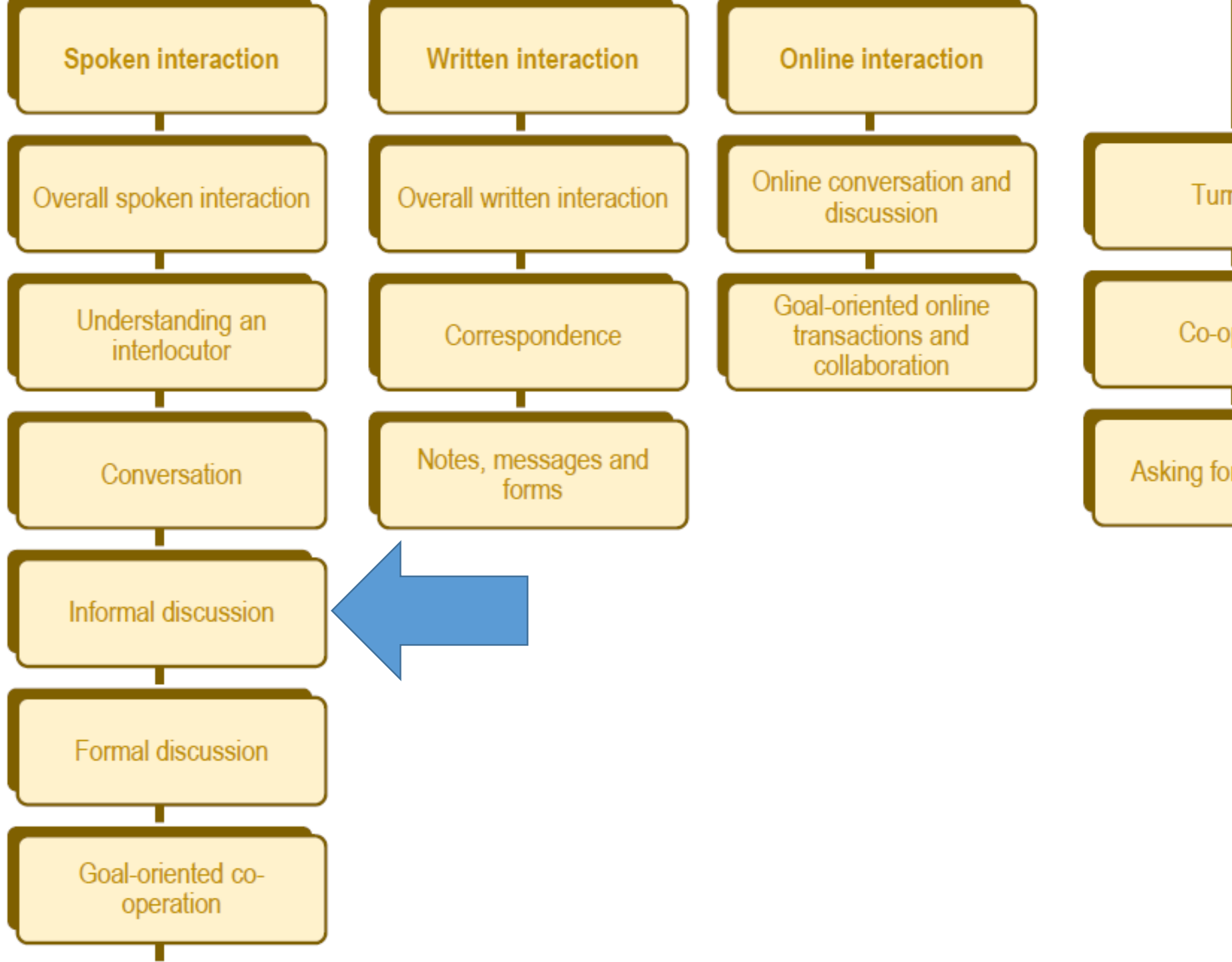
**A2**

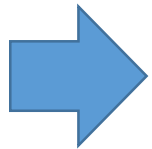
**A1**

## **B2: “Informal discussion (with friends)”**

- Can take an active part in informal discussion in familiar contexts, commenting, putting a point of view clearly, evaluating alternative proposals and making and responding to hypotheses.
- Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.
- Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.



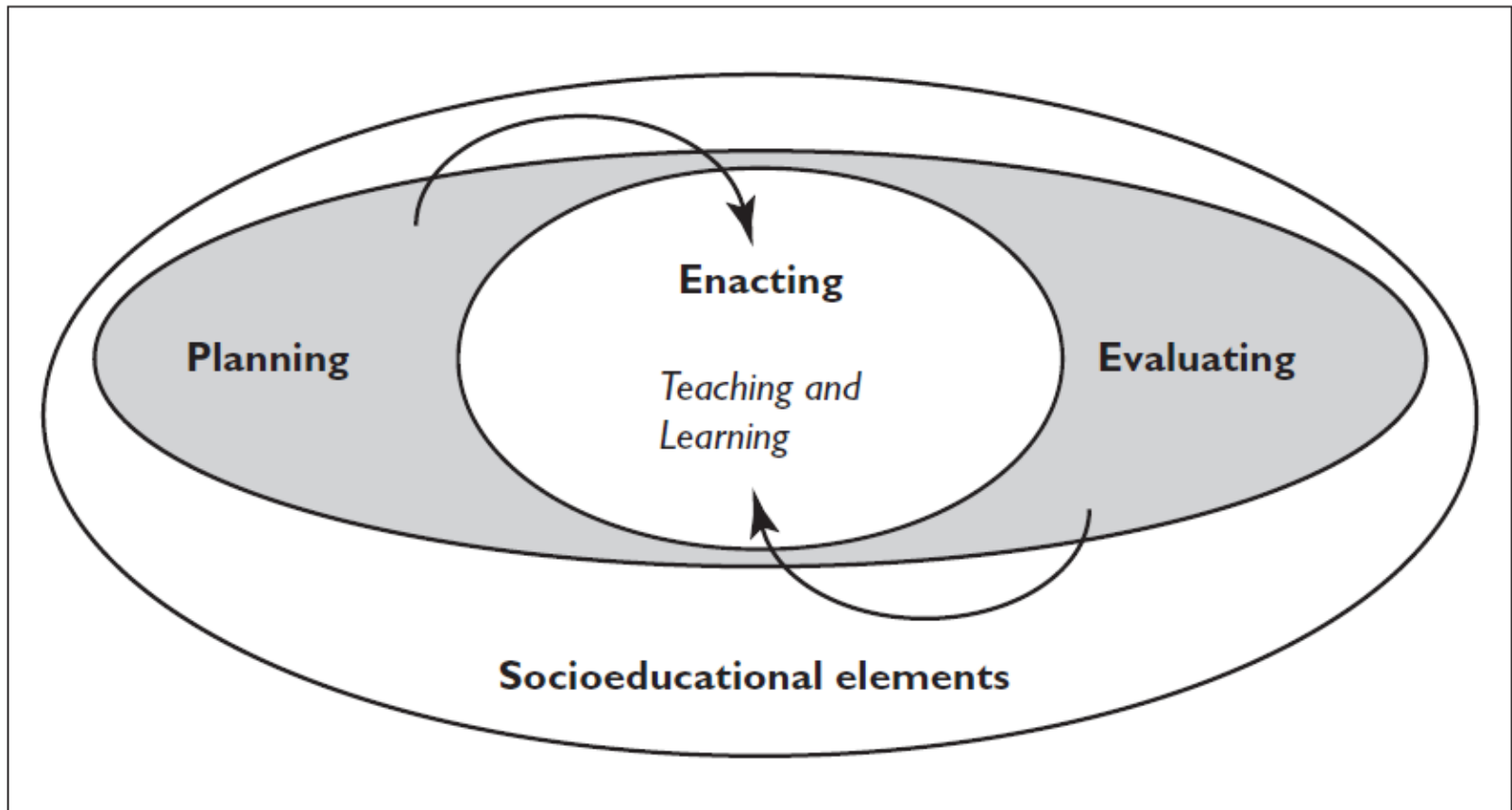




The CEFR linking planning, teaching, assessment

2. The CEFR Companion Volume
3. Completing the descriptive scheme
4. Operationalising the scheme with new scales for:
  - online interaction
  - mediation (including reactions to creative text)
  - plurilingual and pluricultural competence
  - signing competences
5. The new descriptor scales
6. Example tasks

## Curriculum as a dynamic system (Graves 2008)



“Planning, implementation and evaluation decisions should be consistent and interdependent rather than undertaken in a lockstep or piecemeal approach.”  
(Graves, 2008: 148)

## A transparent, coherent curriculum

### Planning:

Goal-setting & sign-posting with 'can do' descriptors

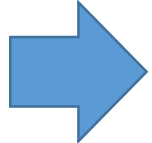
### Teaching:

Action-oriented approach: language as activity

### Assessment:

Tasks: descriptors to help design tasks	Chap. 4
to help design criteria	Chap. 5

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➔ A text on key aspects of the CEFR for teaching and learning languages

- The complete set of CEFR illustrative descriptors
  - rationale for each scale
  - updated 2001 scales
  - new scales for mediation and plurilingual/pluricultural
- Appendices:
  - overviews of the CEFR levels in Appendices 1-4
  - examples (new scales) for the personal, public, occupational and educational domains (Appendix 5)
  - details of how 16 of the 2001 descriptors are amended

## Key aspects of the CEFR for teaching and learning

- The aims of the CEFR
- Implementing the action-oriented approach
- Plurilingual and pluricultural competence
- The CEFR descriptive scheme
- Mediation
- The CEFR common reference levels
- CEFR profiles
- The CEFR illustrative descriptors
- Using the CEFR illustrative descriptors
- Some useful resources for CEFR implementation

## Key aspects of the CEFR for teaching and learning

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- Implementing the action-oriented approach
- **Plurilingual and pluricultural competence**
- The CEFR descriptive scheme
- **Mediation**
- The CEFR common reference levels
- CEFR profiles
- The CEFR illustrative descriptors
- Using the CEFR illustrative descriptors
- Some useful resources for CEFR implementation

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5. The place in assessment of the new descriptors

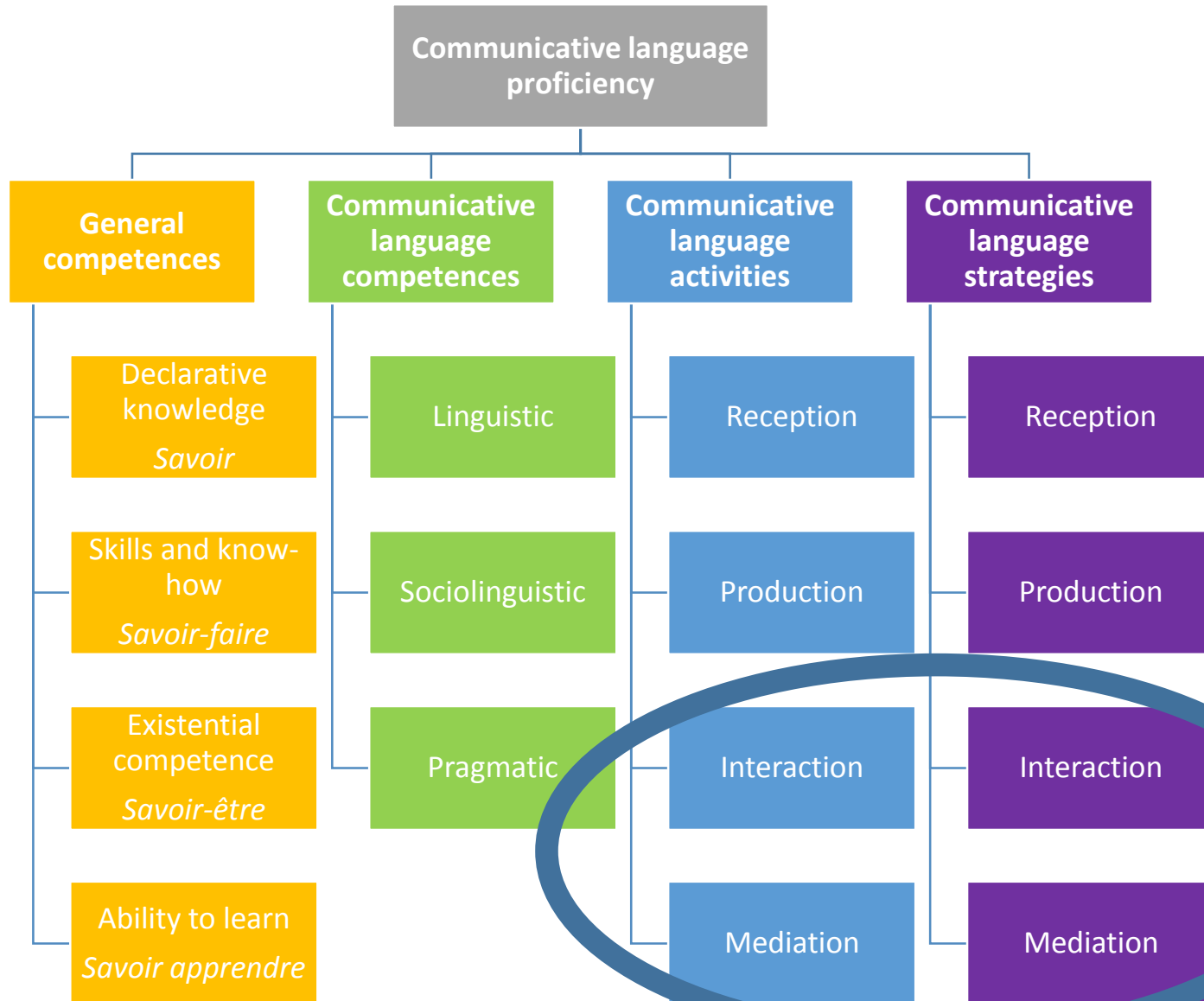
- “Communication is an integral part of tasks where participants engage in

- **interaction,**
- **production,**
- **reception,**
- **mediation,**

or a combination of two or more of these”

(CEFR, p. 157)

# CEFR descriptive scheme



## Learner

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
resources

Reception

Production

Speaker/Hearer

**Code:**

*accuracy / fluency*

Mobilising linguistic  
resources

Interaction

Mediation

Participant

Social agent

**Negotiation of meaning**

## 21<sup>st</sup> century social agent

Reception

Production

Speaker/Hearer

Code: **complexity**,  
*accuracy / fluency*

Interaction

Participant


Negotiation of meaning

Mediation

Social agent

**Co-construction of  
meaning**

Mobilising general, **plurilingual and pluricultural** competences

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1. Development (January 2014 – February 2015)
2. Validation (February 2015 – Febr 2016)
3. Analysis, revision (February – May 2016)
4. Consultation (June 2016 – February 2017)
5. Piloting (January – July 2017)
6. Finalisation (August-October 2017)

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## 1. **Qualitative:** 990 informants in 140 institutes

- assigning to categories
- evaluating
- suggesting reformulations (shortening)

## 2. **Quantitative:** 1294 informants in 189 institutes

- assigning to levels



## **Quantitative:** 3503 usable responses

- Final calibration (Rasch model)
- Replicating original calibration task (North 1995, 2000)

*Could you, or the person concerned, do what is described in the descriptor?*

- 0 Beyond my/his/her capabilities
- 1 Yes, under favourable circumstances
- 2 Yes, in normal circumstances
- 3 Yes, even in difficult circumstances
- 4 Clearly better than this

**Replicating original CEFR research** (North, 1995, 2000)

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The new descriptor scales

6. Example tasks

“In mediating activities, 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. ...”

(CEFR Section 4.4.4. English p.87)

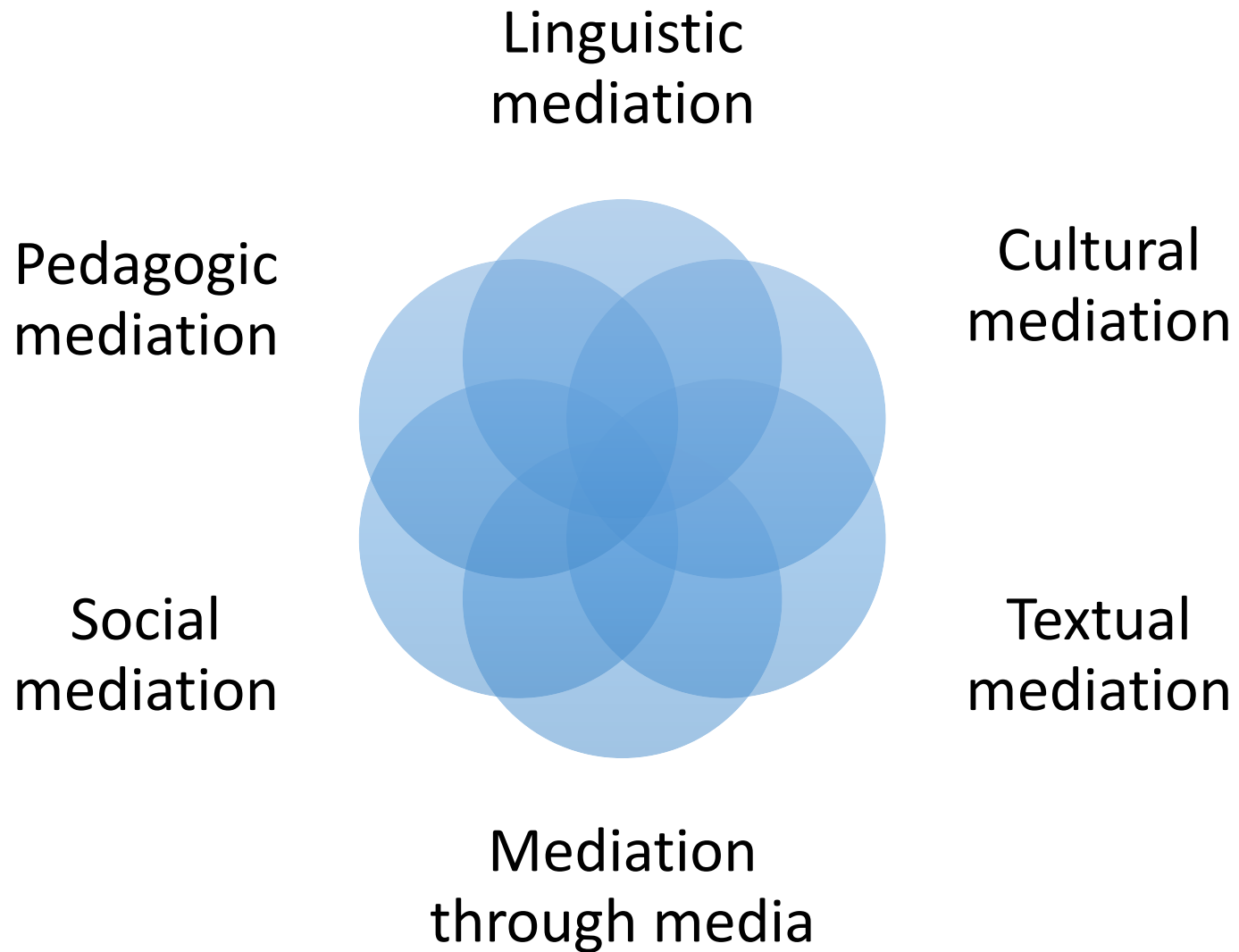
“Mediation language activities, **(re)processing an existing text**, occupy an important place in the normal linguistic functioning of our societies.”

(CEFR, Section 2.1.3. English, p.14)

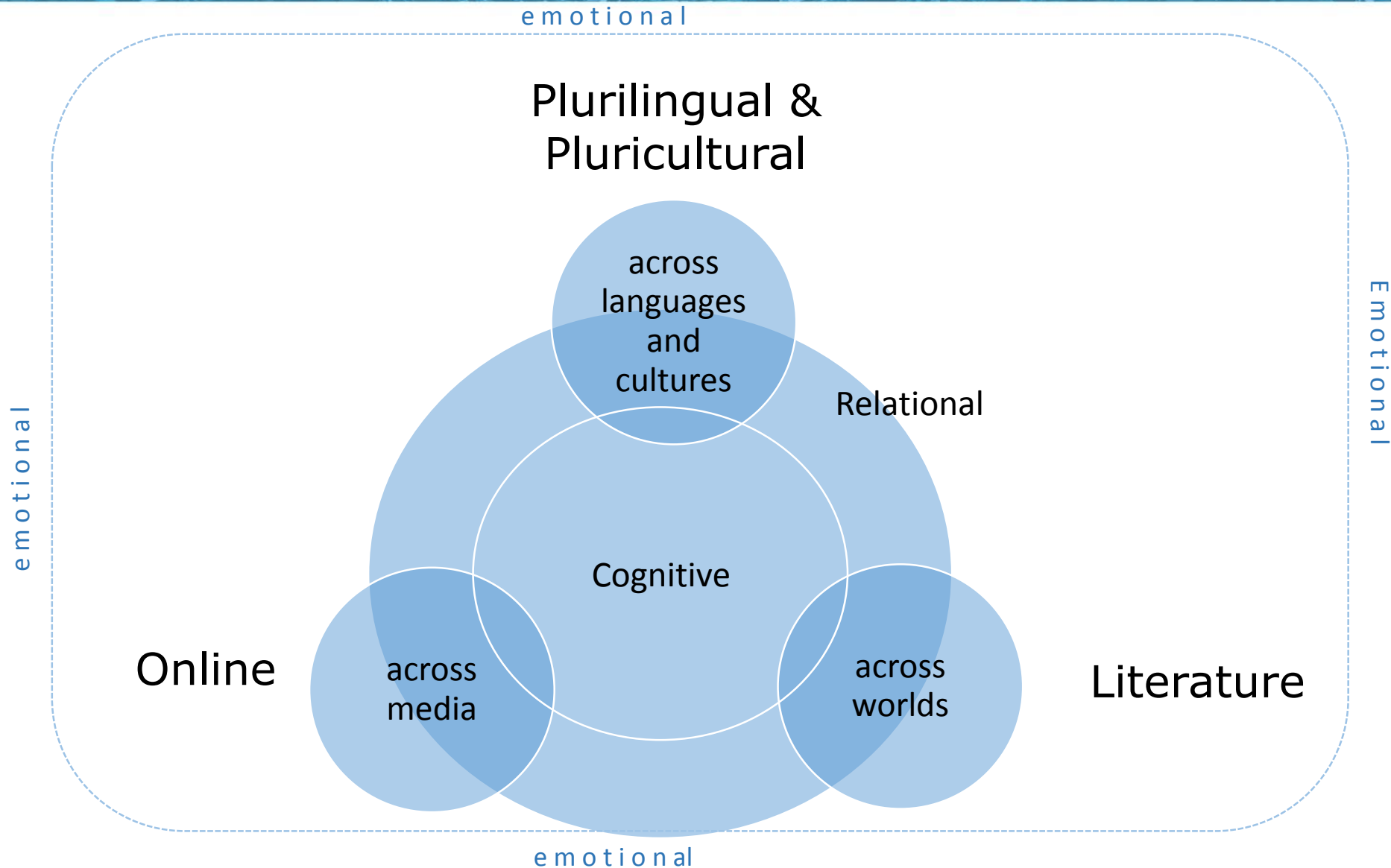


The reality is much more complex

- **Linguistic mediation/textual mediation**  
> interlinguistic and intralinguistic;
- **Cultural mediation** > facilitating understanding;  
cultural awareness (within a language and across  
languages and cultures),
- **Social mediation (including through media)** > playing  
the role of intermediary (linguistic and cultural  
mediator); critical cultural awareness;
- **Pedagogic mediation** > educators mediating  
knowledge, concepts and thinking (cognitively and  
relationally)



# Mediation Conceptual model



- Creating space, managing tensions, counselling, conflict resolution, guidance  
→ **Mediating communication**
- (Co)constructing meaning/knowledge > social ↔ individual  
→ **Mediating concepts**
- Reformulating, transcoding, alternating languages, switching oral to written, changing genres, combining text and other modes  
→ **Mediating text**

## Mediating communication

- Facilitating conditions and understanding
- Handling trouble

## Mediating concepts

- Collaboration in small groups
  - Collaborative strategies
  - Cognitive strategies

## Mediating text

- Integrated skills
- Summarising/précis
- Relaying info / explaining graphics

## Mediating communication

- Facilitating conditions & understanding
- Handling trouble

**New**

## Mediating concepts

- Collaboration in small groups
  - Collaborative strategies
  - Cognitive strategies

**“Two-tier  
group work”  
(1980s)**

## Mediating text

- Integrated skills
- Summarising/précis
- Relaying info / explaining graphics

## Mediating communication

- Facilitating conditions & understand
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## Mediating concepts

- Collaboration in small groups
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## Mediating text

- Integrated skills
- Summarising/précis
- Relaying info / explaining graphics

- in one language  
(e.g. English)

**CLIL**

## Mediating communication

- Facilitating conditions & understand
- Handling trouble

## Mediating concepts

- Collaboration in small groups
  - Collaborative strategies
  - Cognitive strategies

## Mediating text

- Integrated skills
- Summarising/précis
- Relaying info / explaining graphics

- in one language
- across langs
- alternating langs
- meshing langs

## Mediating a text

- Relaying specific information
- Explaining data (e.g. in graphs)
- Processing text
- Translating written text
- Listening & note-taking
- Expressing a personal response to creative text (including literature)
- Analysis and criticism of creative text (including literature)

## Mediation strategies

- Linking to previous knowledge
- Breaking down complicated information
- Adapting language
- Elaborating a dense text
- Streamlining a text

## Mediating concepts

- Facilitating collaborative interaction with peers
- Collaborating to construct meaning
- Managing interaction
- Encouraging conceptual thought

## Mediating communication

- Facilitating pluricultural space
- Acting as an intermediary
- Facilitating communication in delicate situations / disputes

Across  
languages/cultures

### **Plurilingual/cultural competence**

- Building on pluricultural repertoire
- Plurilingual comprehension
- Building on plurilingual repertoire

Across media

### **Online interaction**

- Online conversation and discussion
- Goal-oriented online transactions and collaboration

Across worlds

### **Literature**

- Expressing a personal response to creative text (including literature)
- Analysis and criticism of creative text (including literature)
- Reading as a leisure activity

## Mediating concepts – collaborative group work B1

- *Can use questions, comments and simple reformulations to maintain the focus of a discussion.*
- *Can ask questions to invite people to clarify their reasoning.*

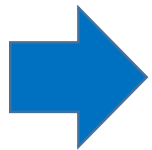
## Mediating a text – relaying specific information in speech B1

- *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).*

## Mediating communication – facilitating comm. in delicate situations B1

- *Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.*

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Example tasks

## English Country Kitchen

### ENTRÉES

Soupe du jour	6,00€
Camembert Rôti au miel et sa tranche de lard grillé	7,00€
Pain grillé à l'ail	3,80€
Beans on toast	5,50€
Poêlée de foies de volaille aux champignons	7,00€
Œuf cocotte à la crème et au bacon	6,00€
Petite salade de chèvre chaud, choux pickles	7,00€



### PLATS (garniture incluse)

L'assiette Anglaise (roti de bœuf froid, charcuterie, légumes et fromages, Garden mint Marmelade)	13,00€
L'assiette Anglaise végétarienne (Saucisse végétarienne et assortiment de légumes, fromages, Garden Mint marmelade)	13,00€
Fish & chips	13,00€
Rumsteck simmental	14,00€
Burger ECK	13,50€
Poisson du jour	14,00€
Confit de Canard et sa gelée de cassis	13,50€
Salade caesar	11,50€
Bruschetta de chèvre chaud, choux pickles	11,50€
Tourte boeuf et champignons	13,50€



### GARNITURES au choix (supplément 3,80€)

Pommes de terre rôties à la graisse de canard
Purée de pois cassés
Frites maison
Haricots verts



### DESSERTS

Tartes aux deux noix	6,80€
Victoria sponge	6,50€
Cheese cake (gluten free)	6,50€
Coulant chocolat (gluten free)	6,00€
Café gourmand	7,80€
Cookie	2,50€
Scone	2,00€
(accompagné de clotted Cream et de confiture)	
Assiette de fromage (FR et UK)	7,00€



### STARTERS

Soup of the day	6,00€
Roasted camembert with a slice of grilled bacon	7,00€
Garlic bread	3,80€
Beans on toast	5,50€
Stir fry of chicken livers with mushrooms	7,00€
Baked egg with cream and bacon	6,00€
Salad with warm goat cheese, pickled cabbage	7,00€

### MAIN COURSES (sides included)

English Plate (Cold roast beef, cooked meats, vegetables, cheese, Garden mint Marmelade)	13,00€
English Plate vegetarian (Vegetarian sausage and mixed vegetable, cheese, Garden Mint marmelade)	13,00€
Fish & chips	13,00€
Simmental rump steak	14,00€
ECK Burger	13,50€
Fish of the day	14,00€
Duck confit with blackcurrant jelly	13,50€
Caesar salad	11,50€
Hot goat's cheese bruschetta, pickled cabbage	11,50€
Beef and mushrooms pie	13,50€



### SIDE ORDERS (surcharge 3,80€)

Duck fat roasted potatoes and roasted bacon cubes
Mushy peas
Homemade chips
Green beans

### DESSERTS

Double pecan pie	6,80€
Victoria sponge	6,50€
Cheese cake (gluten free)	6,50€
Classic chocolate lava cake (gluten free)	6,00€
«Café gourmand»	7,80€
Cookie	2,50€
Scone	2,00€
(with clotted Cream and marmelade)	
Cheese platter (FR et UK)	7,00€



### Phase 1 Dialogue

### Mediating a text

- Student A: Explain the different dishes and options to your friend who does not speak English. Prepare yourself in advance with the help of a dictionary, the glossary on your textbook, and role play.
- Student B: After understanding the menu, choose what you want to and drink and tell your friend, who will place the order for both

### Phase 2 Trialogue

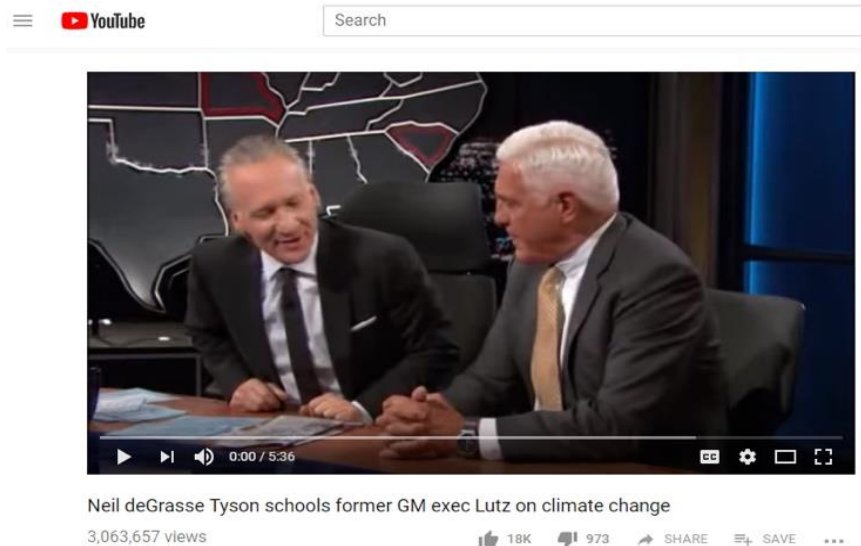
### Mediating communication

#### - Acting as an intermediary in informal situations

- Student C: the server
- Student A and B at the table: Student A and B have questions about the different dishes that the server needs to answer. Student A will then pass the order for both. Student C will ask questions (like how do you want your steak ? what side dishes do you want?...) that student A has to mediate to student B and back to student C.

Plurilingual comprehension	<b>A2</b>	Can understand short, clearly written messages and instructions by piecing together what he/she understands from the versions in <u>different languages</u> .
Plurilingual comprehension	<b>B1</b>	Can use parallel translations of texts (e.g. magazine articles, stories, passages from novels) to develop comprehension in <u>different languages</u> .
Acting as an intermediary	<b>A2</b>	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided the speakers help with formulation.
Acting as an intermediary	<b>A2+</b>	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.

## A Climate Change Denier



5 minute video talk show discussion with a Climate change denier.

[https://www.youtube.com/watch?v=Kl\\_gp\\_qDiRhQ](https://www.youtube.com/watch?v=Kl_gp_qDiRhQ)

## The findings of the latest Climate Change report (IPCC)



15 minute video on the findings of the latest Climate Change conference

[https://www.youtube.com/watch?time\\_continue=40&v=onlLqIG3rvU](https://www.youtube.com/watch?time_continue=40&v=onlLqIG3rvU)

## **Phase 1 Reception    Mediating text: Note-taking**

- Student A: Watch Video A and take notes on main points
- Student B: Watch Video Band take notes on main points

## **Phase 2 Dialogue    Mediating text: Processing a text**

- Explain to your partner the facts and viewpoints expressed in your video. Listen to your partner's explanation of theirs. Interrupt to ask for clarification, check comprehension, ask for more details, etc.

## **Phase 3 Discussion    Mediating concepts:**

- **Facilitating collaboration with peers**
- **Collaborating to construct meaning**
- Join another pair to form a group of four. Discuss the two videos. Formulate (a) what you think must be done; (b) how people like you could help to persuade your government to adopt this policy.

- |  |           |   |
|--|-----------|---|
| Note-taking<br>(lectures, seminars,<br>meetings, etc.) | <b>B1</b> | Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.   |
| Processing a<br>text in speech                         | <b>B1</b> | Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided standard language is used and that he/she can listen several times.<br>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times. |
| Facilitating<br>collaboration                          | <b>B1</b> | Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.   |
| Collaborating to<br>construct<br>meaning               | <b>B1</b> | Can use questions, comments and simple reformulations to maintain the focus of a discussion.  |

## Cross-linguistic mediation in examinations:

- Greek KPG exam:
  - *Processing a text in writing*
- German KMK exams:
  - *Relaying specific information in speech / in writing*
  - *Processing a text in writing*
  - *Acting as an intermediary*
- Austrian Matura: Certificate of Plurilingualism:
  - *Explaining data*
  - *Processing a text in speech*
  - *Acting as an intermediary*

Γαλάζιες Σημαίες | Ελληνική Εταιρία Προστασίας της Φύσης - Mozilla Firefox

Αρχείο Επεξεργασία Προβολή Ιστορικό Σελιδοδείκτες Εργαλεία Βοήθεια

http://www.eepf.gr/blueflag.html

Windows Media Windows Λωρεάν Hotmail Προσαρμογή συνδέσε...

**ΕΛΛΗΝΙΚΗ ΕΤΑΙΡΙΑ  
ΠΡΟΣΤΑΣΙΑΣ ΤΗΣ ΦΥΣΗΣ**

1951

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- Αρχή
- Ποιά είναι η ΕΕΠΦ
- Το Δ.Σ. της ΕΕΠΦ
- Τα περιόδικα μας
- Εκδηλώσεις
- Εκδόσεις
- Forum
- Αίτηση εγγραφής μέλους
- Επικοινωνία

**Η ελληνική φύση**

- Προγράμματα προστασίας
- Παρεμβάσεις
- Αρθρα
- Πανελλήνιο Συνέδριο "Η Φυσική Κληρονομία μας / Αξία Προστασία"

**Περιβαλλοντική εκπαίδευση**

- Γενικά για την ΠΕ
- Συμμετοχή - διαδικασίες
- Οικολογικά Σχολεία
- Νέοι Δημοσιογράφοι
- Φύση χωρίς Σκουπίδια
- Πράσινοι Γωνιές
- Μαθαίνω για τα Δάση

**Γαλάζιες Σημαίες**

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- Διαδικασίες βράβευσης
- Νέα - Ανακοινώσεις
- Θέματα - Συζητήσεις
- Ακτές και Μαρίνες 2008

**Το πρόγραμμα Green Key**

Πρόγραμμα The Green Key

**User login**

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Recent posts

Η "Γαλάζια Σημαία", σύμβολο ποιότητας σε περίπου 40 χώρες σήμερα απονέμεται με αυστηρά κριτήρια σε οργανωμένες ακτές και μαρίνες που διαχειρίζονται παράκτιο Δήμοι, ξενοδόχοι και άλλοι φορείς. Το 2008 η Ελλάδα έχει **430 βραβευμένες ακτές και 8 μαρίνες** που κέρδισαν τη "Γαλάζια Σημαία".

**ΚΡΙΤΗΡΙΑ ΓΙΑ ΤΗΝ ΑΠΟΝΟΜΗ ΤΗΣ "ΓΑΛΑΖΙΑΣ ΣΗΜΑΙΑΣ"**

**Περιβαλλοντική εκπαίδευση και πληροφόρηση**

- Πληροφορίες για το παράκτιο οικοσύστημα και το ευαίσθητο φυσικό περιβάλλον στον παράκτιο χώρο.
- Πληροφορίες για το Διεθνές Πρόγραμμα «Γαλάζιες Σημαίες» στον Πίνακα Ανακοινώσεων της ακτής.
- Έντυπες πληροφορίες και αναρτημένες οδηγίες συμπεριφοράς για την ακτή.
- Δραστηριότητες που να προβάλουν ενεργά τη προστασία του φυσικού περιβάλλοντος της ακτής.

**Ποιότητα νερών κολύμβησης**

- Ποιότητα των νερών κολύμβησης, που να επιβεβαιώνεται με δειγματοληπτικές μετρήσεις

**Περιβαλλοντική Διαχείριση**

- Περιοδικός καθαρισμός ακτής από σκουπίδια, αποτσίγαρα, κλπ.

**Αναζήτηση**

Search this site:  Search

Η ΦΥΣΙΚΗ ΚΛΗΡΟΝΟΜΙΑ ΜΑΣ  
ΑΣΙΑ - ΠΡΟΣΤΑΣΙΑ

Πανελλήνιο Συνέδριο & Εκθεση  
6-8 Φεβρουαρίου

Γαλάζιες Σημαίες

**Γαλάζιες Σημαίες**

Χορηγός του Προγράμματος είναι η ALPHA BANK

ALPHA BANK

την οποία και ευχαριστούμε θερμά.

Imagine that you work for the Greek Tourist Organization. Your department has received a request from the tourist organization of another country for **information about the very successful 'Blue Flag' programme**. You have been asked to write a **report** (180-200 words) **explaining** how Greece has managed to achieve **Blue Flag status** for many of its **beaches**. Use information from the website below to write your report.

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  - *Explaining data*
  - *Processing a text in speech*
  - *Acting as an intermediary*

Professional Baccalaureat - Oral – English & French

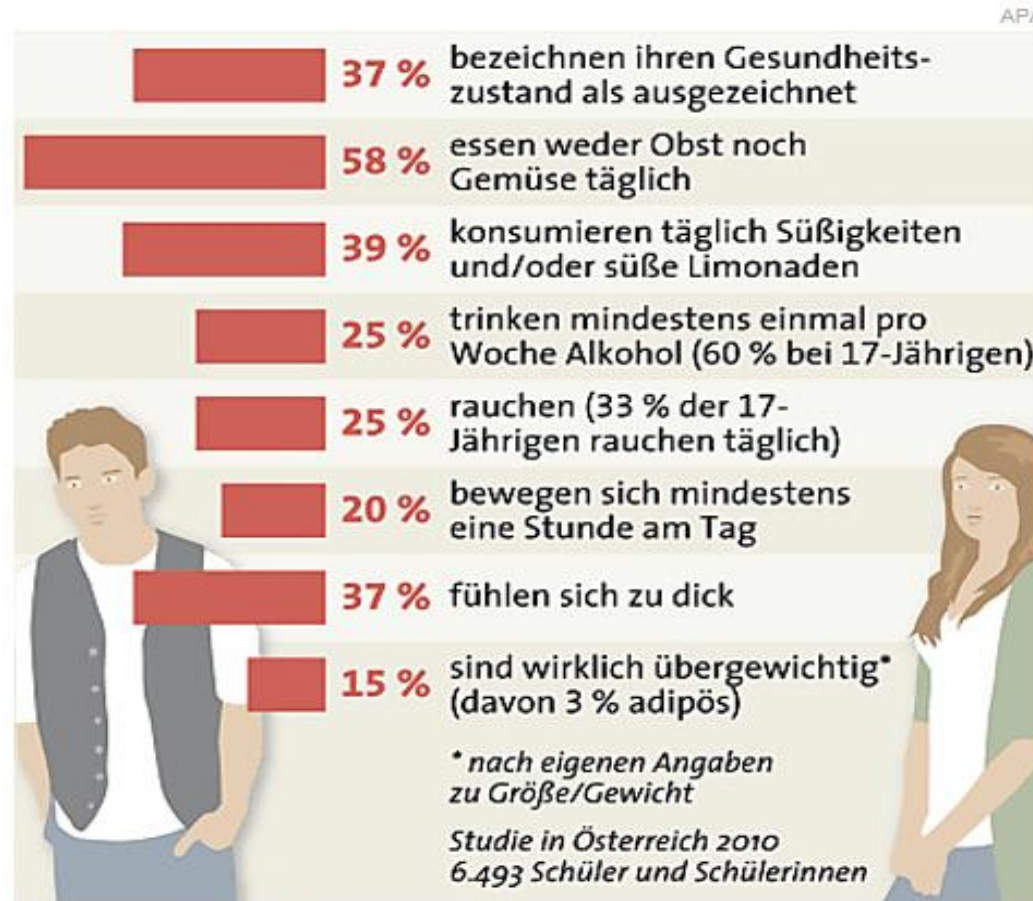
**Topic:** Healthy living

**Context:** Your class has organized a meeting with schools in other countries to organize an international project

**Interlocutors:** One speaker of each of the candidates first and second foreign languages – who do not speak each other's language

**Spoken Production:** Presentation, during the meeting, on a survey carried out in Austrian Schools  
→ English  
→ French

**Spoken Interaction:** Mediate information (English ↔ French)  
Discuss and make suggestions for a joint project (English ↔ French)



Befragung von Jugendlichen von elf bis 17 Jahren

BEILAGE 2 (exemplarisch, hier sollten Materialien der eigenen Schule verwendet werden)



## Bewegung und Sport



Durch unseren Praxistag wollten wir die Menschen zum Sport animieren und organisierten eine Sportveranstaltung im Bezirk Rohrbach. Um nicht nur etwas Gutes für den Körper der Sportler zu tun, entschlossen wir uns auch etwas Wohltätiges mit einzubeziehen und kamen somit auf das Motto unseres Praxistages „Jeder Kilometer zählt- Laufen, Wandern, Walken, Radfahren für einen guten Zweck“. Sportler aus dem ganzen Bezirk machten

sich auf dem Weg zum Gasthaus Lang in St. Ulrich und sammelten fleißig Kilometer. Alle zurückgelegten Kilometer wurden in Geld umgewandelt und kamen der Christkindlaktion der Rundschau Rohrbach zu Gute. 92 Wörter

## Feedback from piloting in 2017:

- All the new descriptors seem suitable for **goal-setting and self-assessment**
- Descriptors for *online interaction*, *mediating creative text* (incl. literature) and *mediating concepts* appear **also** suitable for **teacher assessment**
- Descriptors for *mediating informative text* and for *acting as an intermediary* appear **also** suitable for **examinations**

