

# MEDIATION IN THE EOI (Official Languages Schools)



► María del Rocío García Leiva©, 2022

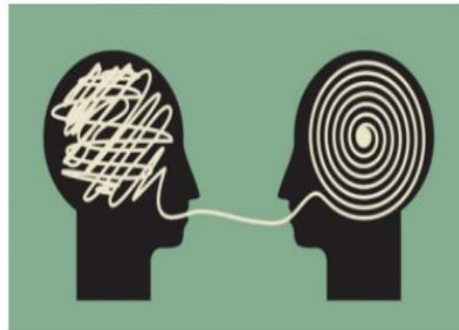
# What is mediation ?

- ▶ According to the *Common European Framework of Reference for Languages. Companion Volume with New Descriptors* (CEFR - 2017), “Very often when we use a language, several activities are involved; **mediation** combines reception, production and interaction.”
- ▶ “Treatment of mediation in the CEFR is not limited to cross-linguistic mediation (passing on information in another language)”
- ▶ “In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form. The context can be social, pedagogic, cultural, linguistic or professional.”



## When was mediation implemented in Spain? And in Andalusia?

- ▶ Royal Decree 1041/2017, 22nd December, which regulates the curriculum of Official Language Schools in Spain.
- ▶ Royal Decree 1/2019, 11th January, which establishes the basic evaluation principles to be applied to the official certification tests for the Intermediate Levels B1 and B2, and the Advanced Levels C1 and C2. (in Spain)
- ▶ Decree 499/2019, 26th June, which regulates the curriculum of Official Language Schools in Andalusia
- ▶ Order 2nd July 2019, on Curricular Development and Evaluation in Official Language Schools in Andalusia.



# Different types of mediation

- ▶ Intralinguistic (ie, monolingual > between people with the same language)
- ▶ Cross linguistic or Interlinguistic (ie, bilingual > between people with different languages)





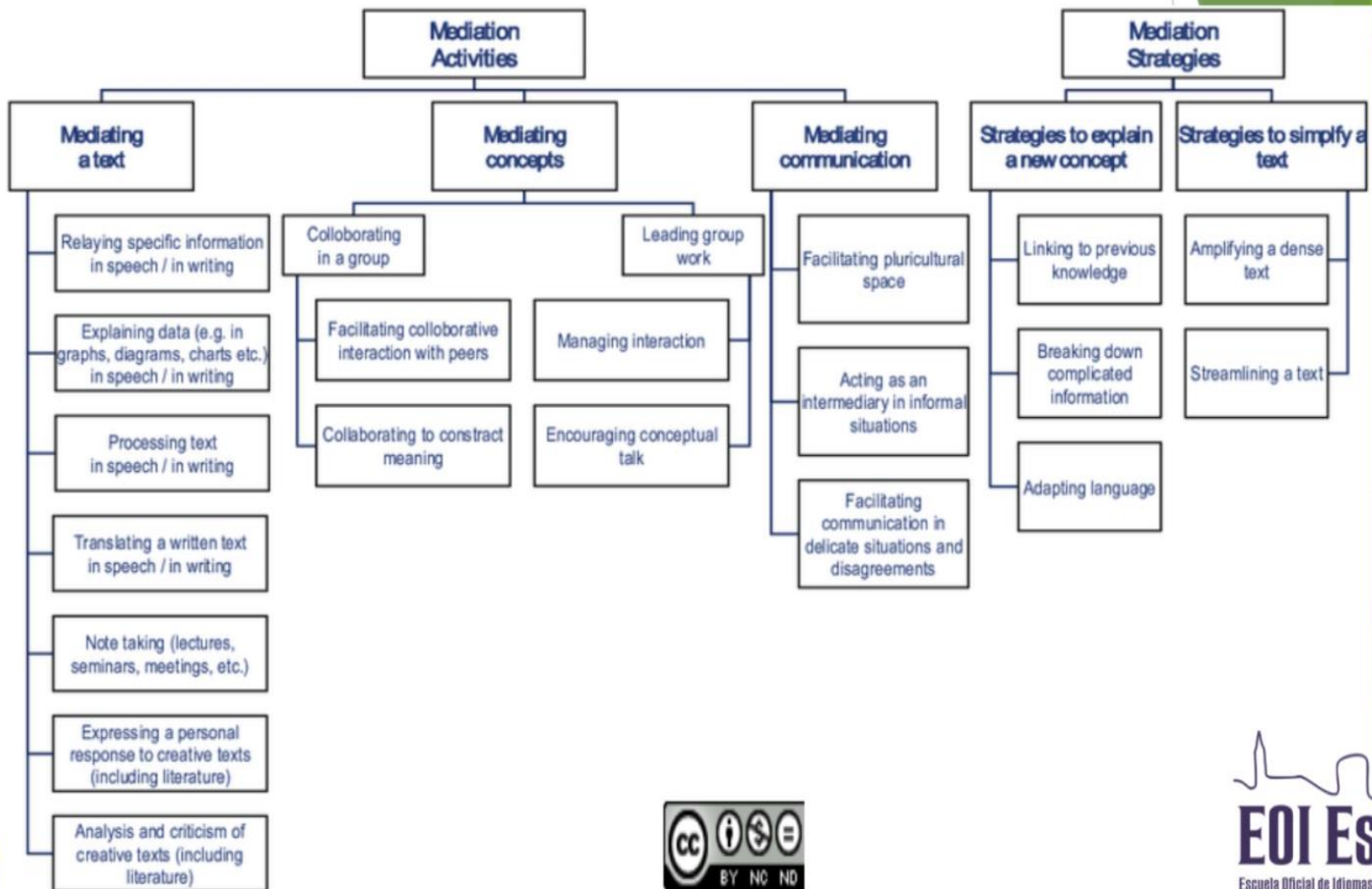
## Mediation activities

- ▶ Translating
- ▶ Summarising
- ▶ Note-taking
- ▶ Paraphrasing
- ▶ Interpretation

Both in the written and/or oral medium



# Mediation activities and strategies



# Creating our first mediation activity

- ▶ Find an **infographic**, **text** or **video** you find interesting and that fits the current unit you are working on with your students. (**Cultural topics** are included in mediation activities, most especially in Basic Levels A1 & A2)
- ▶ Think of your students' level of proficiency and the possible task/activity you can create thanks to the aforementioned infographic, text, or video.
- ▶ Be careful when creating the task/activity. The task/activity must be flawless in order to avoid any possible misunderstandings. Students must fully understand what is demanded from them and the type of written or oral text they need to create.
- ▶ Different mediation strategies can be found in the same task/activity; eg. translation, summary and paraphrase (cross linguistic mediation).
- ▶ **TASK** : *Taking all the previous information into account, look up an infographic or text on the Internet and create your first mediation activity. Present it to your colleagues and say why you have chosen it. Give as much information as possible.*



# Mediation activity sample



## Sala Antiquarium

### Información general

Plaza de la Encarnación s/n.  
Teléfono 955 471 580

#### Horarios

Martes a sábado de 10 h a 20 h. (El acceso al público se cerrará a las 19:30 h).  
Domingos y festivos de 10 h a 14 h. (El acceso al público se cerrará a las 13:30 h).

#### Entradas

Precios: 2 €, excepto:

- Residentes o nacidos en Sevilla (acreditados por su correspondiente DNI).
- Discapacitado y acompañante.
- Menores de 16 años.

#### Coordinador de la Sala Antiquarium:

Javier Fito

Email: [escenicas.cultura@sevilla.org](mailto:escenicas.cultura@sevilla.org)

Teléfono: 955 471 431

## SAMPLE TASK

### CEFRL: A1/A2

- ▶ Your American friend is in Seville on holiday. She/He wants to go to this museum, but does not understand the information from the website. Write a WhatsApp message to her/him and explain all the information she/he needs. (40 - 50 words)
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# Doing our first mediation activity

- **TASK :** You come across this infographic, and both the Covid-19 pandemic and your best friend's struggle with tobacco come to your mind. Write an email to your best friend and explain to them the importance of quitting smoking using the main information from the infographic. (70-80 words)

- Source : <https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/publications-and-technical-guidance/resources-for-tobacco-use-control-as-part-of-covid-19-response/infographic-information-note-on-covid-19-and-tobacco-what-actions-can-be-taken>

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## Information note on COVID-19 and tobacco



### WHAT ACTIONS CAN BE TAKEN?

#### QUIT TOBACCO USE

There are many reasons to quit - COVID-19 is one

- It is always a good idea to support people to quit tobacco use, but it may be especially important at this time to reduce the harm caused by COVID-19.
- Quitting tobacco has an immediate positive impact on the function of the lungs and cardiovascular system.
- Quitting may help patients with COVID-19 to experience milder symptoms and have faster recovery times.

#### REDUCE EXPOSURE TO SECOND-HAND SMOKE

Protect everyone

- People should be encouraged to protect those closest to them by keeping homes and cars free from tobacco smoke.
- Tobacco use in all public places should be completely banned, with proper enforcement. Waterpipes should be included in the ban.

#### OFFER QUIT-TOBACCO SERVICES

Double chances

- The chances of quitting can more than double with the right support.

#### SPREAD THE WORD

Information is key to saving lives

- The public should be informed about the potential higher vulnerability to infection and complications with COVID-19 that tobacco users and those around them face.
- It is important to collect data on tobacco-use status on all identified cases of COVID-19.

Include high-quality smoking-cessation advice in public health messages aimed at curbing the spread of the coronavirus

- Existing distance cessation services, including quitlines, text message programmes and dedicated websites with tips and information about quitting, can be promoted to augment general advice on avoiding spread of the coronavirus.

At all times, protect tobacco-control measures from the commercial and vested interests of the tobacco industry

- Tobacco-industry activities should be monitored closely and reported to ensure transparency and act as a deterrent to breaches of existing laws and regulations.
- Donations and sponsorship from the tobacco industry should not be accepted at any time, including during the coronavirus pandemic. Any kind of partnership with the industry can erode governments' credibility in upholding public health and delivering anti-tobacco messages.

Advise the public to follow the recommended basic measures to help prevent the spread of coronavirus and safeguard people's physical and mental health

- Help people to stay informed, and stay safe. For more information and guidance, visit [WHO Regional Office for Europe's website](#).

# How to correct a mediation activity

- ▶ Make sure students provide you with the task/activity they have been required to do and the word count is correct (a huge amount of words or lack of them may show some deficiency when it comes to the information included in the task).
- ▶ Look at the information used in the task/activity. Is it too much or not enough in order to create an appropriate written/oral text?
- ▶ Grammar is not so important as in other skills (ie, writing & speaking skills). What is truly important is the message is conveyed.
- ▶ Students' opinion or knowledge of the topic is not relevant. Only the message from the text/infographic/video students have been provided with is what really matters.
- ▶ What are the strategies used by students? Have they paraphrased the information? What about the vocabulary used? Under no circumstances will students be allowed to copy an excerpt from the text. Students must use “their own words”.





# For further information, please refer to . . .

- ▶ <https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989>
- ▶ <https://www.adideandalucia.es/normas/RD/RD1041-2017EnsenanzasIdiomas.pdf>
- ▶ <https://www.adideandalucia.es/normas/decretos/Decreto499-2019EnsenanzasIdiomas.pdf>
- ▶ <https://www.adideandalucia.es/normas/ordenes/Orden2julio2019Curriculoldiomas.pdf>
- ▶ <https://www.juntadeandalucia.es/educacion/portals/web/educacion-permanente>
- ▶ <https://www.youtube.com/watch?v=sWPRDX1aDIs>
- ▶ [https://www.youtube.com/watch?v=KJ\\_Adhn8oRs](https://www.youtube.com/watch?v=KJ_Adhn8oRs)
- ▶ <https://www.youtube.com/watch?v=P-9yDh5xFh0>
- ▶ <https://www.youtube.com/watch?v=rrWSjmtxNFA>



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