

PROFESSIONAL
DEVELOPMENT
FORUM



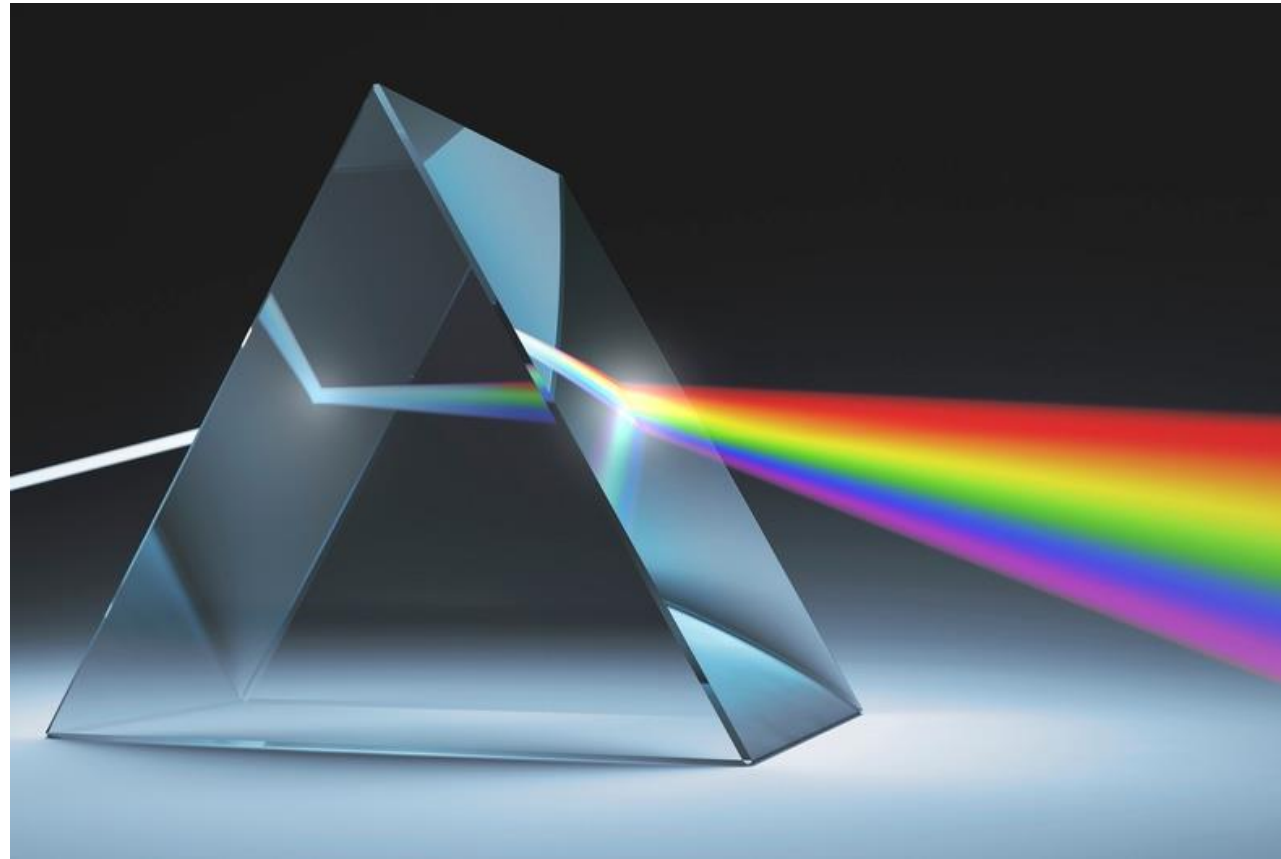
Linguistic mediation
for higher education
language instructors
and students

The Forum is hosted and co-organised by the **Faculty of Linguistics, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute"**

Learners' Perspectives on Mediation-based Language Education

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Mediation



Mediation

- 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)

A large blue triangle graphic is positioned on the left side of the slide, pointing towards the right.

Examples of Mediation

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



Descriptors of Mediation

Example descriptors (Council of Europe, 2020):

- can collaborate with others, asking whether people agree, and proposing alternative approaches
- can build on others' ideas, making suggestions for ways forward
- can, based on people's reactions, adjust the way they formulate questions and/or intervene in a group interaction

Mediation: Classroom Examples

Activities requiring mediation:

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



Mediation in Your Classroom



Mediation: the process of language users collaboratively constructing meaning within or across (a) language(s).

Mediating a text

Categories and brief synthesis

Relaying specific information (pre-A1-C2)

- the manner specific information (e.g. in writing) is extracted and relayed to someone.

Explaining data (A2-C2)

- the transformation of data (figures, graphs) into verbal text.

Processing text (A1-C2)

- the understanding and condensation of information from a text into another text.

Translating a written text (A1-C2)

- the translation of a written text into spoken text or sign.

Note-taking (A2-C2)

- the ability to capture key information and write academic or professional notes.

Expressing a personal response to creative texts (A1-C1)

- explaining, describing, relating, and interpreting content of creative texts.

Analysis and criticism of creative texts (A2-C2)

- comparing, giving opinion, and evaluating a creative text.

Mediating Concepts

Categories and brief synthesis

Collaborating in a group

Facilitating collaborative interaction with peers (A1-C1)

- acknowledging contributions, developing interactions, formulating questions, organizing information, asking questions, collaborating, defining a task, inviting people to contribute.

Collaborating to construct meaning (A1-C2)

- summarizing, evaluating, linking, highlighting contributions. Helping to organize, developing ideas of others, presenting ideas, considering sides, reformulating, asking peers to give reasons, checking for interlocutor understanding, making suggestions, expressing ideas.

Leading group work

Managing interaction (A2-C2)

- leading interaction, giving instruction, checking for understanding, facilitating communication, redirecting group, adapting own contribution.

Encouraging conceptual talk (A1-C2)

- asking questions, promoting logical reasoning, constructing logical discourse from various contributions, leading the development of ideas, showing interest.

Mediating Communication

Subcategories and brief synthesis

Facilitating pluricultural space (A1-C2)

- asking questions and showing interest about cultural norms, showing sensibility and respect, anticipating and dealing with misunderstandings.

Acting as an intermediary in information situations (with friends and colleagues) (A1-C2)

- communicating the sense and important information of other speakers, repeating the main points of speeches, communicating cultural conventions.

Facilitating communication in delicate situations and disagreements (A1-C2)

- exploring tactfully different viewpoints, elaborating on points to understand issues, finding common ground, facilitating the shift in views to achieve agreements.

Raising awareness in learners

Read the following statements	5	4	3	2	1
Linking to previous knowledge					
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
Adapting language					
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
Breaking down complicated information					
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
Amplifying a dense text					
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

What do learners think about Mediation in instruction?

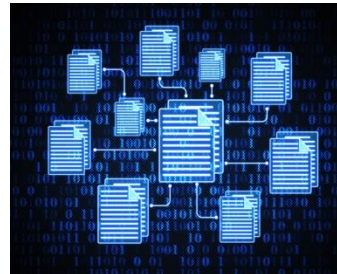
Qualitative Method

12 adult participants
5 mediation-based, AoA tasks
(researcher created)

Completed and video recorded on Zoom
Observed by peer-observers
Observed by researcher
Participants' individual interviews

Data Collected

Videos
Audio
Transcripts



Task 1
Living on a Budget

Task 2
(July 14, 2021)

Task 3
Post-Secondary Programs and Future Plans

Task 4
Interview a Professional

Task 5
Getting Ready for Canada

Scenario:
Your roommate looked very worried & not able to receive additional money if problem. He will stay in Canada two m His rent, tuition and other living bills a for food, clothing, and entertainment. level of English is lower than yours (in money wisely in the next two months.

Stage 1 (20 minutes) – **Brainstorm** ideas and entertainment in the city you live you started. You may choose to assign

Online Classes
You have experienced taking classes online o challenges for students and for teachers, and th or ineffective. This is your opportunity to give y ore suggestions to get you started. You may wis necessary. Remember that you may also reflect here as well. You may also choose to talk abou help teachers make more effective language cla of students, etc. (Please remember that this is a general brainstorm of best practices in teaching

Stage 2 – (30 minutes) **Review** and sh gathered. Decide on which informatio vocabulary, names of places, prices, etc.

Here are some sites you can use to get ideas:

1. <https://www.ecoethicengineering.co.uk/>
2. <https://www.youtube.com/watch?v=3D>
3. <https://www.youtube.com/watch?v=8n>
4. <https://www.youtube.com/watch?v=ctx>
5. <https://www.teachaw.com/blog/ncr>

Welland Visitor's Guide: <http://www.welland.ca>
Seaway Mall: <https://www.seawaymall.com/>
Zions: <https://www.zions.ca/>
Jeff's Bowl O Rama: <https://www.jeffsbowl.com/>
Chapelx: <https://www.chapelx.com/>
Tim Horton's: <https://www.timhortons.ca/>
Kijiji: www.kijiji.ca

STEP 1: Review the information p <https://www.mcgill.ca/office>
Remember that there are graduate, etc.

STEP 2: Use the **that** option to all the future "send request"

STEP 3: Choose either yours or or interesting.
Add the name of the prog
CLICK HERE

STEP 1: You had a chance to think a suggestions below, and sele prepared to your interview

STEP 2: Prepare a short (3-4 min) learned about the progr professor, future career, interests.

Sample Questions:

1. What interested you
2. What are some of it
3. What type of person
4. What is the greatest
5. Could you please tel
6. What advice would

(Add more of your own pre

Please avoid the following: Salary, sexuality, religion, p related to the profession).

Step 1
In your designated breakou ice but remember that the qualifications. Ask your que enough time for the interv

Step 1
Remember that there are graduate, etc.

Step 2
Use the **that** option to all the future "send request"

Step 3: Choose either yours or or interesting.
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CLICK HERE

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Step 1
In this task, you will have th suggestions you provided b about the day-to-day reality guests, and the interviews y what we learned from our

Step 1
You had a chance to think a suggestions below, and sele prepared to your interview

Step 2
Gather the top 5 most interesting details. You may want to make your list per category (food, manners, customs, buildings, lifestyle), but remember that you do not have to use this approach.

Step 3
In a group of 3, you will create a Jamboard:

CLICK HERE

Step 1
Moving to a new country is an exciting time to learn new customs and ways of life. It is natural to compare one's own home country to the new one especially in everyday life events, from the smallest detail to the greater ones. The most interesting differences are the ones that most Canadians do not even notice. Imagine that your work will be shown to a new student coming to Canada from your home country.

Step 1
Think about your first weeks in Canada. Try to remember the details of your house, the city, people's behaviour, the food, the stores, etc. You may have even taken a picture of something that you found curious and sent it to your friends and family in your home country for a laugh. See the example PPT.

Step 2
Gather the top 5 most interesting details. You may want to make your list per category (food, manners, customs, buildings, lifestyle), but remember that you do not have to use this approach.

Step 3
In a group of 3, you will create a Jamboard:

CLICK HERE

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

Findings

Agency

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

Autonomy

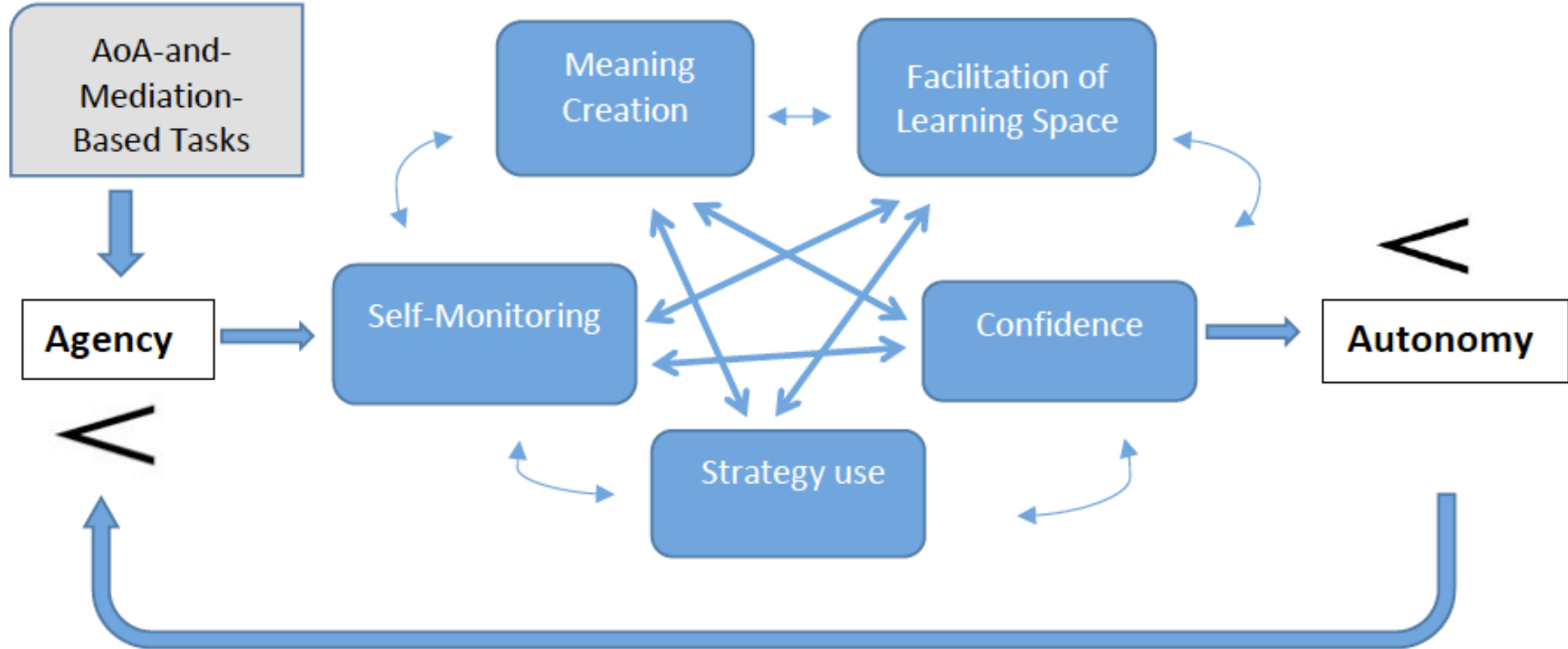
Learners are empowered and encouraged to be independent and self-aware.

Enjoyment/Motivation

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



Mediation in The Classroom



(Folinazzo, 2024)

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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