

The CEFR Companion Volume Mediation scales operationalised: Towards English for Professional Purposes in action

Peter Brown, British School FVG, Eaquals Founder Chair

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Workshop overview

- **Session 1**
 - **Overview of the CEFR and the 2018 Companion Volume**
 - **Mediation in the CEFR**
 - **Mediation as a professional competence**
 - **Mediation competences as the backbone of a corporate language audit**

Workshop overview

- **Session 2**
- **The institutional language audit in practice – tools and uses**
- **From syllabus to lesson – exploring a mediation-focused lesson plan**
- **CEFR descriptors at your fingertips – a CEFR filtering tool**
- **Lesson planning with mediation descriptors**

Workshop overview

- **Session 3**
- **The CEFR scales explored – qualitative and quantitative dimensions**
- **Mediation in assessment – opportunities and measurement criteria**
- **Taking Mediation in Language for Professional Purposes further – Eaquals project ideas**
- **Feedback and wrap-up**

CEFR Companion Volume 2018 – Study → Work :

Back to the Future

Looking back - forward

Peter Brown

Founder Chair, Eaquals | AISLi
Director, British School FVG, Trieste - Italy

Eaquals | Kraków | 22-23 November, 2019

The background of the slide is a blue European Union flag with twelve yellow stars arranged in a circle. The text 'CEFR' is prominently displayed in the center in a large, white, sans-serif font.

CEFR

Common European Framework
of Reference for Languages

Learning, Teaching, Assessment



www.coe/int

www.coe.int/t/dg4/linguistic/



CEFR – wip | descriptors absent in original

- ✗ Pre-A1 absent | A1 extremely limited
- ✗ C2 descriptors extremely limited
- ✗ 'plus' levels – all missing
- ✗ Phonology
- ✗ Mediation
- ✗ Pluricultural
- ✗ Plurilingual
- ✗ Young Learners

Review: what the CEFR scales are not

- A specification for a particular language (including structural features)
- A manifesto for communicative or task-based language teaching methodology
- A fully comprehensive and finite system of reference
- A sequential course of teaching items

i8446en.pdf

www.fao.org/3/I8446EN/i8446en.pdf

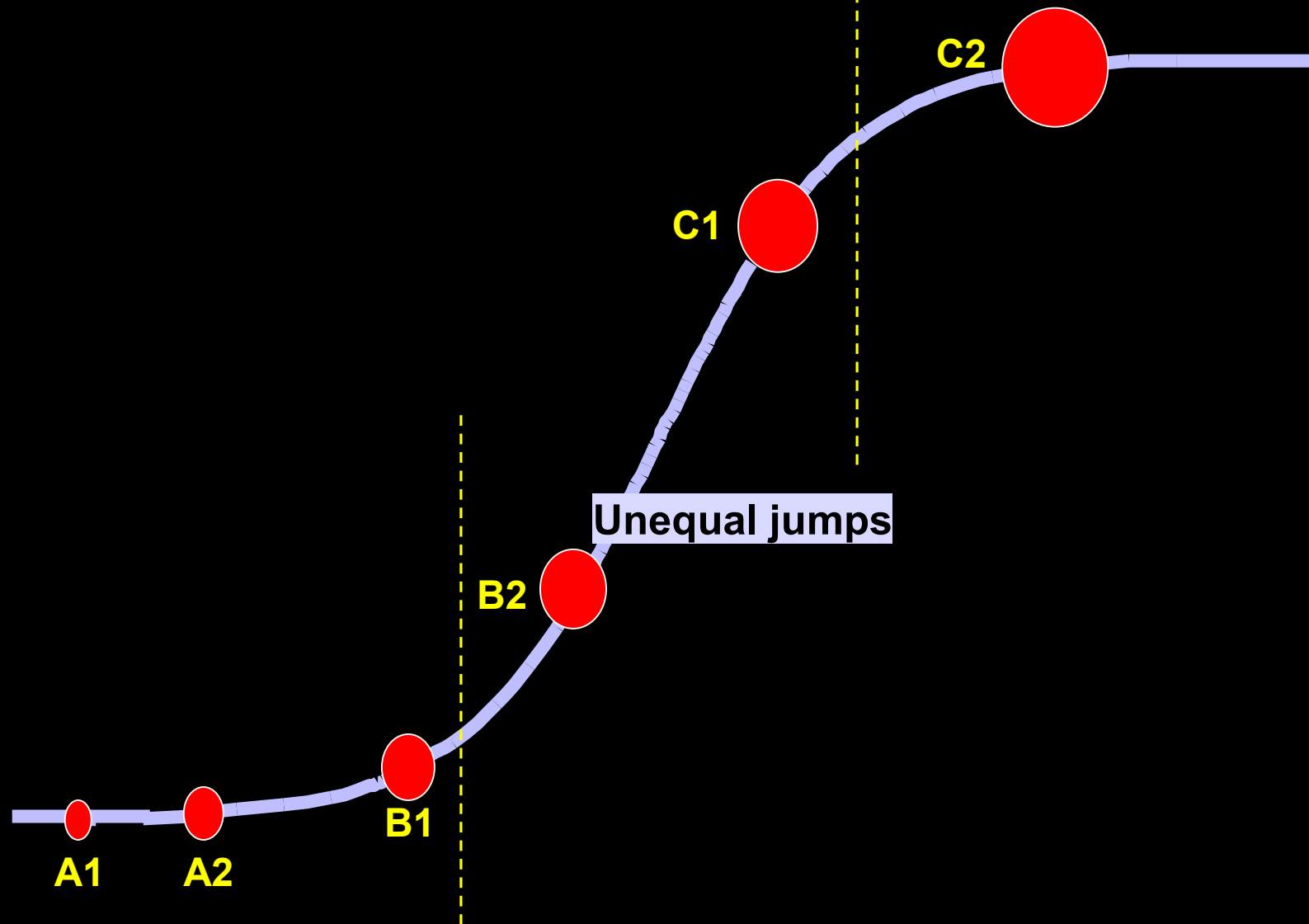
1 of 3
Automatic Zoom

	Service (ETS)	<p>Foreign Language)</p> <p>https://www.ets.org/toefl</p> <p>TOEFL IBT Minimum total score of 42 for level B (4 for Reading, 9 for Listening, 16 for Speaking, 13 for Writing).</p> <p>TOEFL CBT Minimum total score of 137 for level B.</p>	<p>Language)</p> <p>TOEFL IBT Minimum total score of 95 for level C (24 for Reading, 22 for Listening, 25 for Speaking, 24 for Writing).</p> <p>TOEFL CBT Minimum total score of 220 for level C.</p>
	British Council Cambridge English Language Assessment	<p>IELTS (International English Language Testing System)</p> <p>https://www.ielts.org/</p> <p>Minimum score of 4.0 must be obtained</p> <p>Cambridge ESOL Certificate in English Examinations depending on score</p> <p>http://www.cambridgeenglish.org/examsand-tests/cefr/</p>	<p>An overall score of 7.0 must be obtained</p> <p>Cambridge ESOL Certificate in English Cambridge Examinations depending on score</p> <p>http://www.cambridgeenglish.org/examsand-tests/cefr/</p>

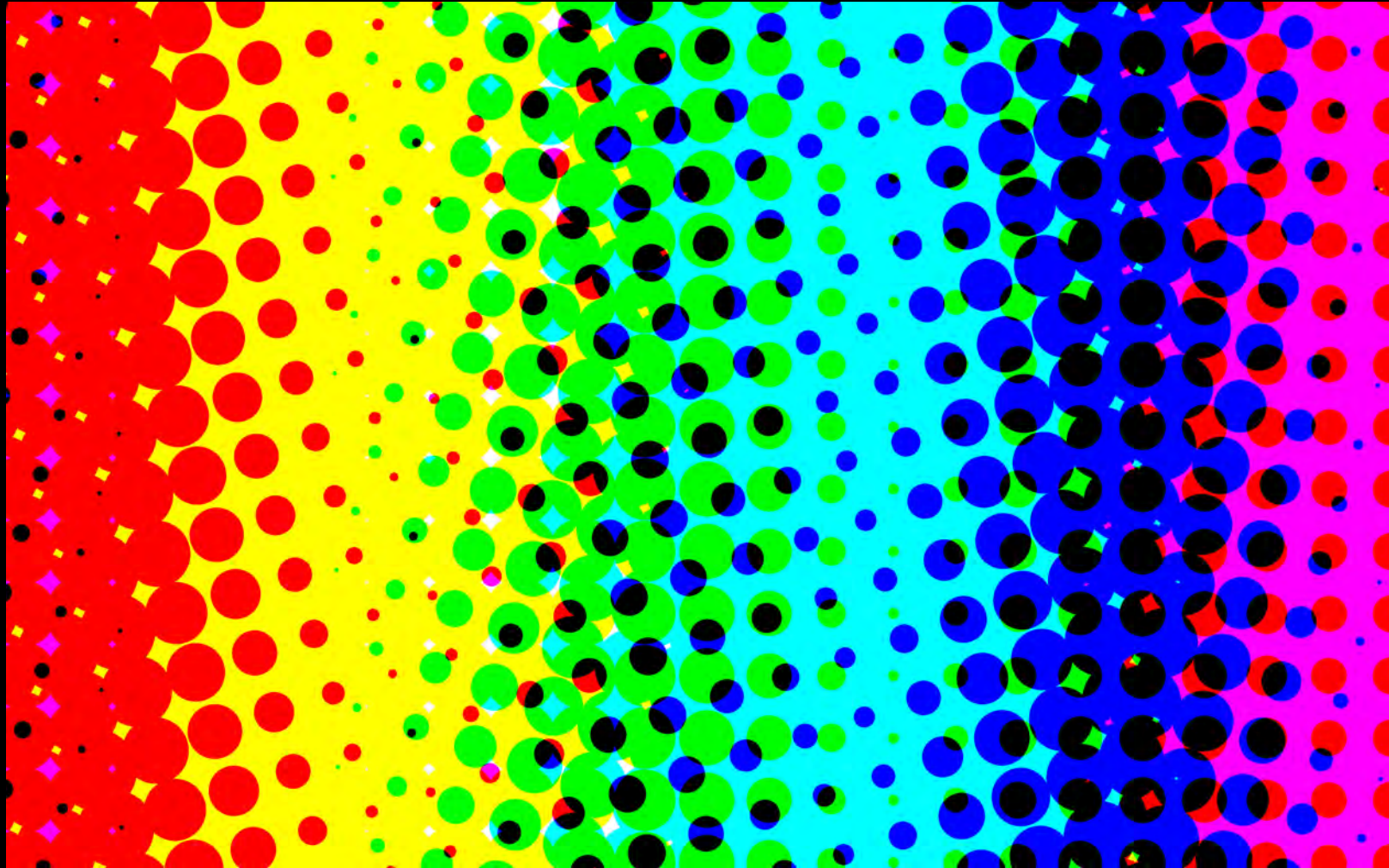
Last updated 24 June 2019



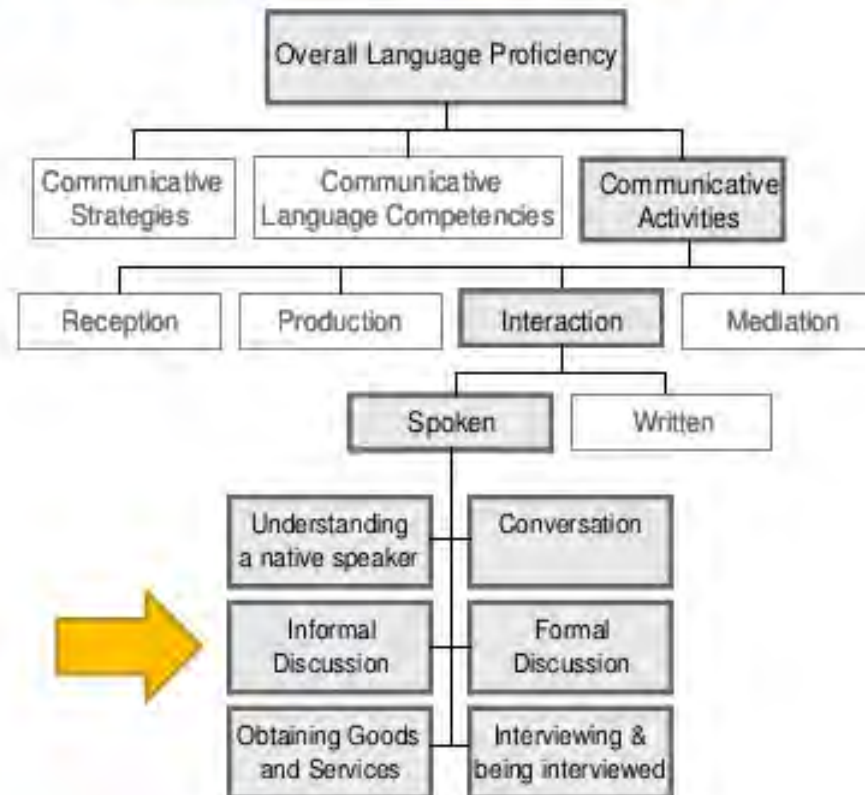
Raising Standards – each CEFR level ‘doubled’:



Certification – The CEFR Spectrum :



Ch4: Descriptors: Activities

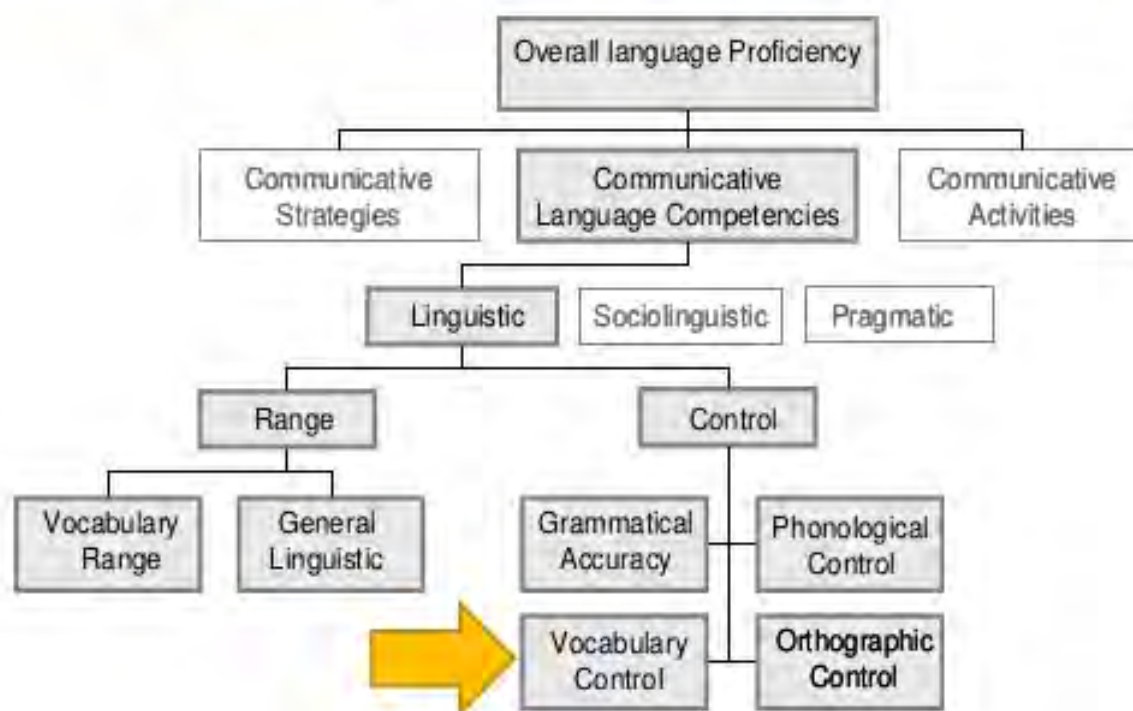


Quantity refers to: the **number** of ...

domains	(school, work, home, etc.)
functions	(ask, command, inquire, etc.)
notions	(north, south, table, mother, cat, eat, drink, etc.)
situations	(meeting, e-mail, telephone, etc.)
locations	(market, school, police station, etc.)
topics	(weather, study, holidays, etc.)
roles	(listener in audience, participant in discussion, etc)

... that a language user can deal with.

Ch4: Descriptors: Quality



Quality refers to:
the *degree* to which
language use is **effective**

➔ leading to degree of precision
1) in understanding what is meant
2) in expressing one's meaning

language use is **efficient**

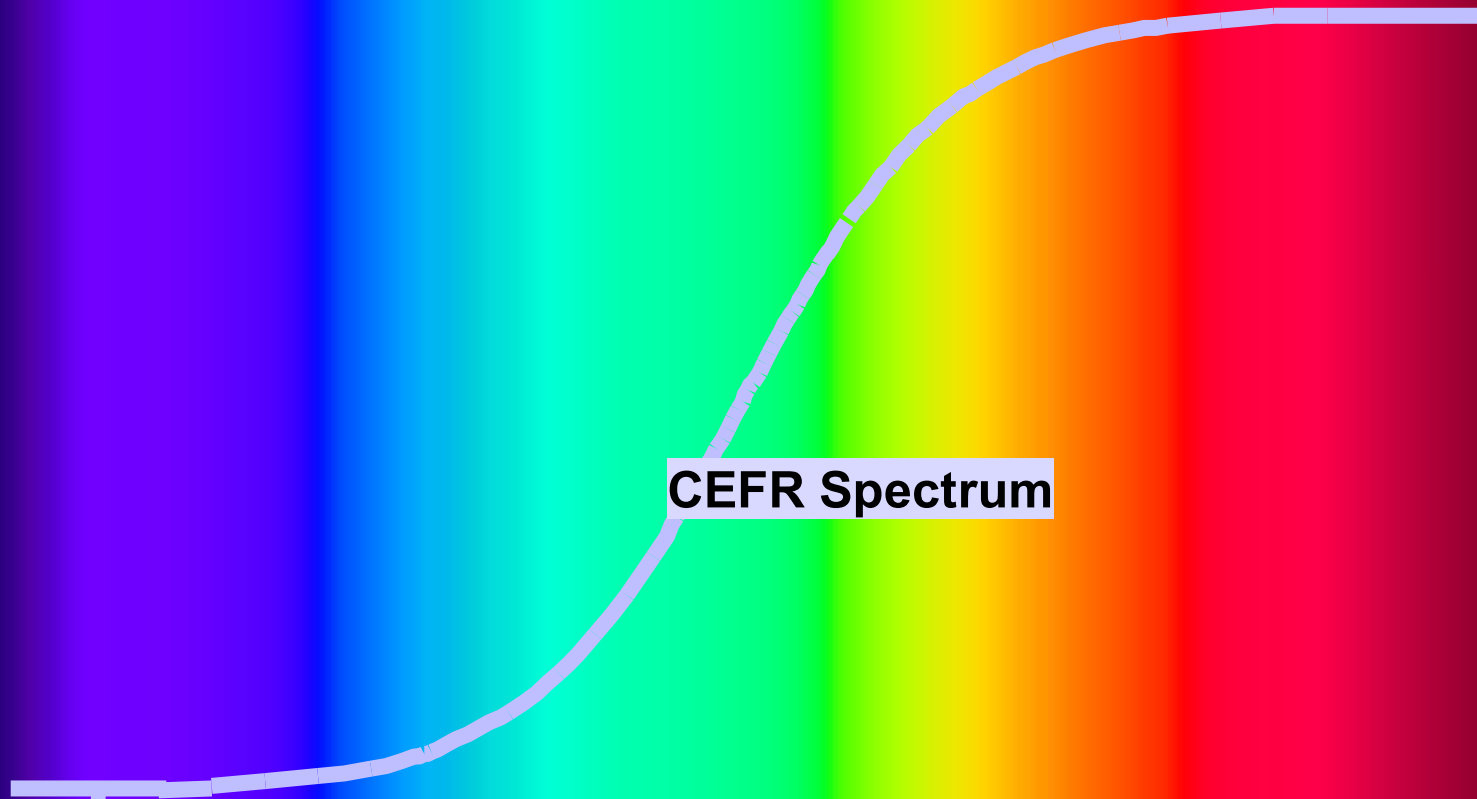
➔ leading to communication
with the least possible effort

Certification – The CEFR Spectrum :

Quality

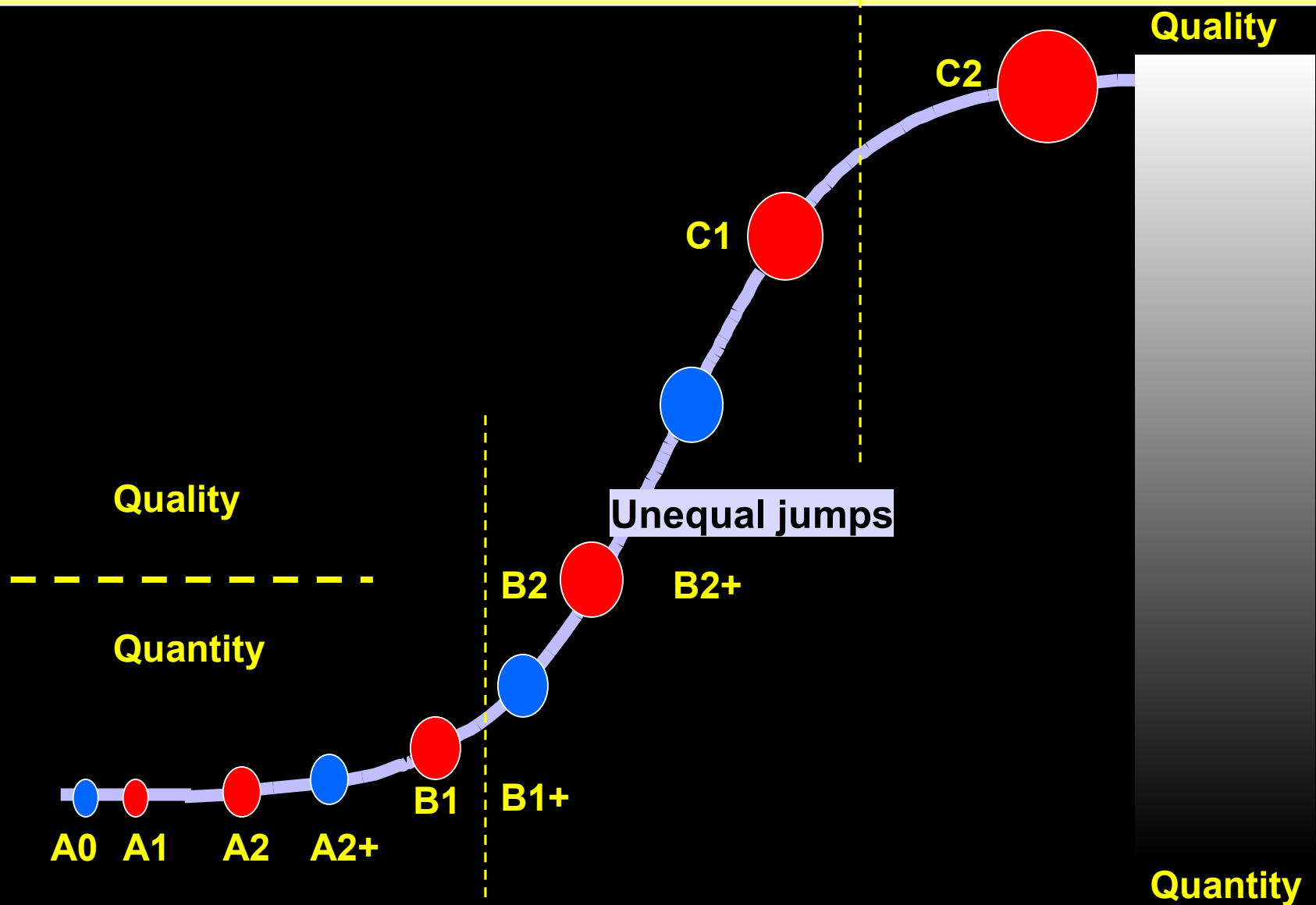
CEFR Spectrum

Quantity





Raising Standards – each CEFR level ‘doubled’:



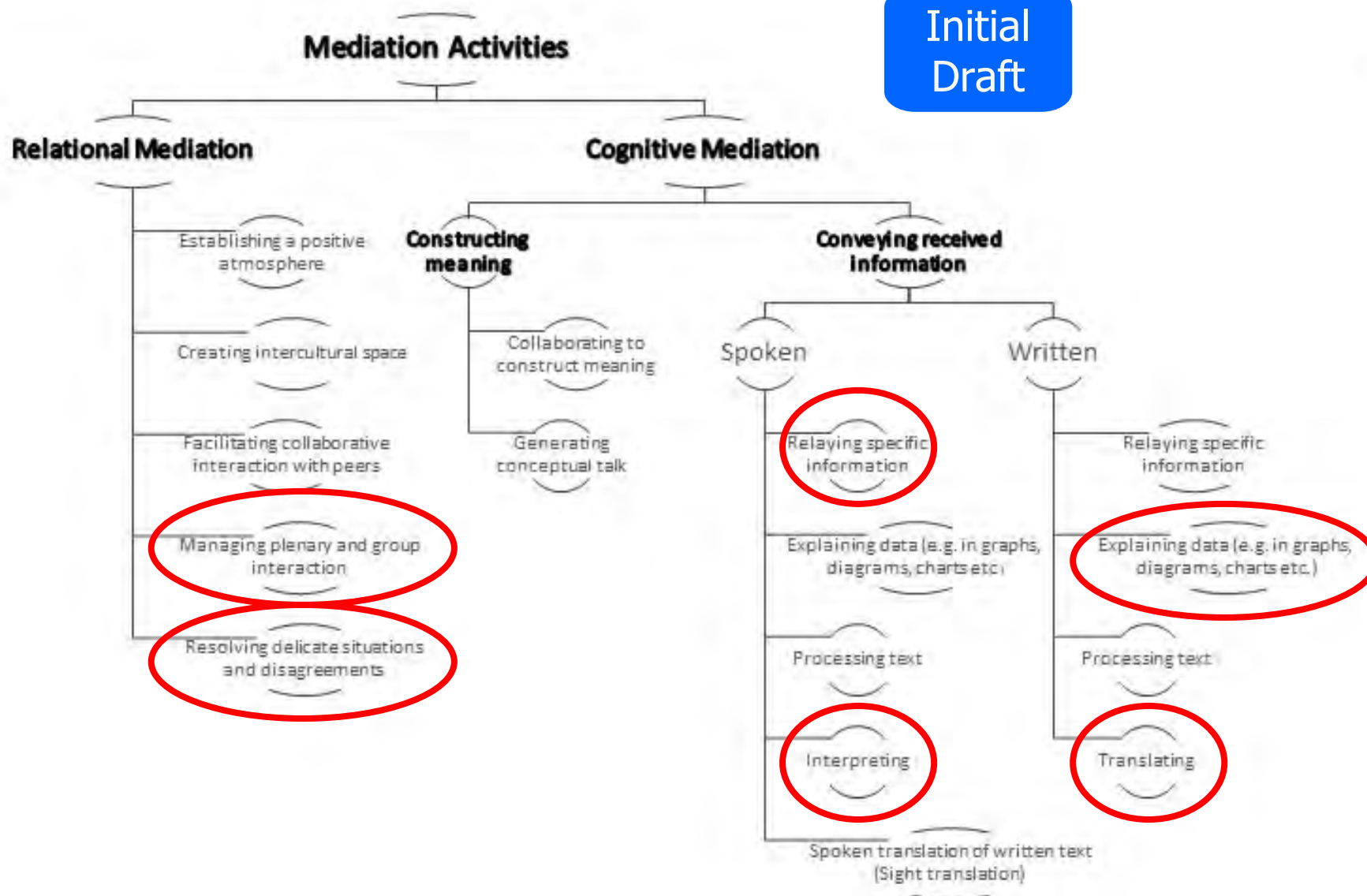
CEFR revision – thematic areas | all calibrated

- ✓ Pre-A1 | A0
- ✓ C2 descriptors – much larger sample
- ✓ 'plus' levels | A2+ | B1+ | B2+
- ✓ Phonology
- ✓ Mediation
- ✓ Pluricultural
- ✓ Plurilingual
- ✓ Literature or specialist text
- ✓ 22 new scales e.g. on-line conversation & discussion
- ✓ Young Learners: 7 – 10 | 11 - 15

CEFR Mediation – activities & strategies:

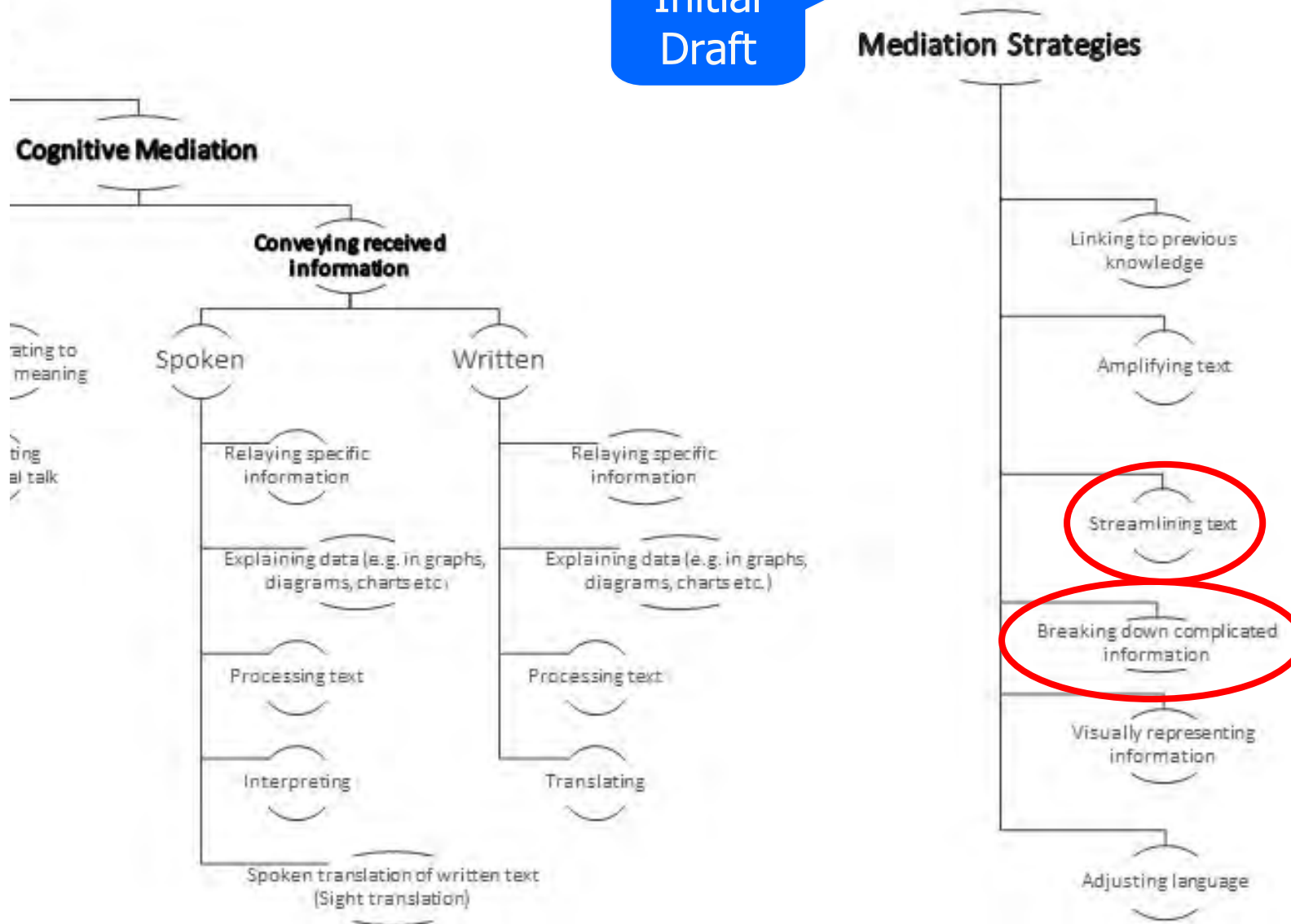
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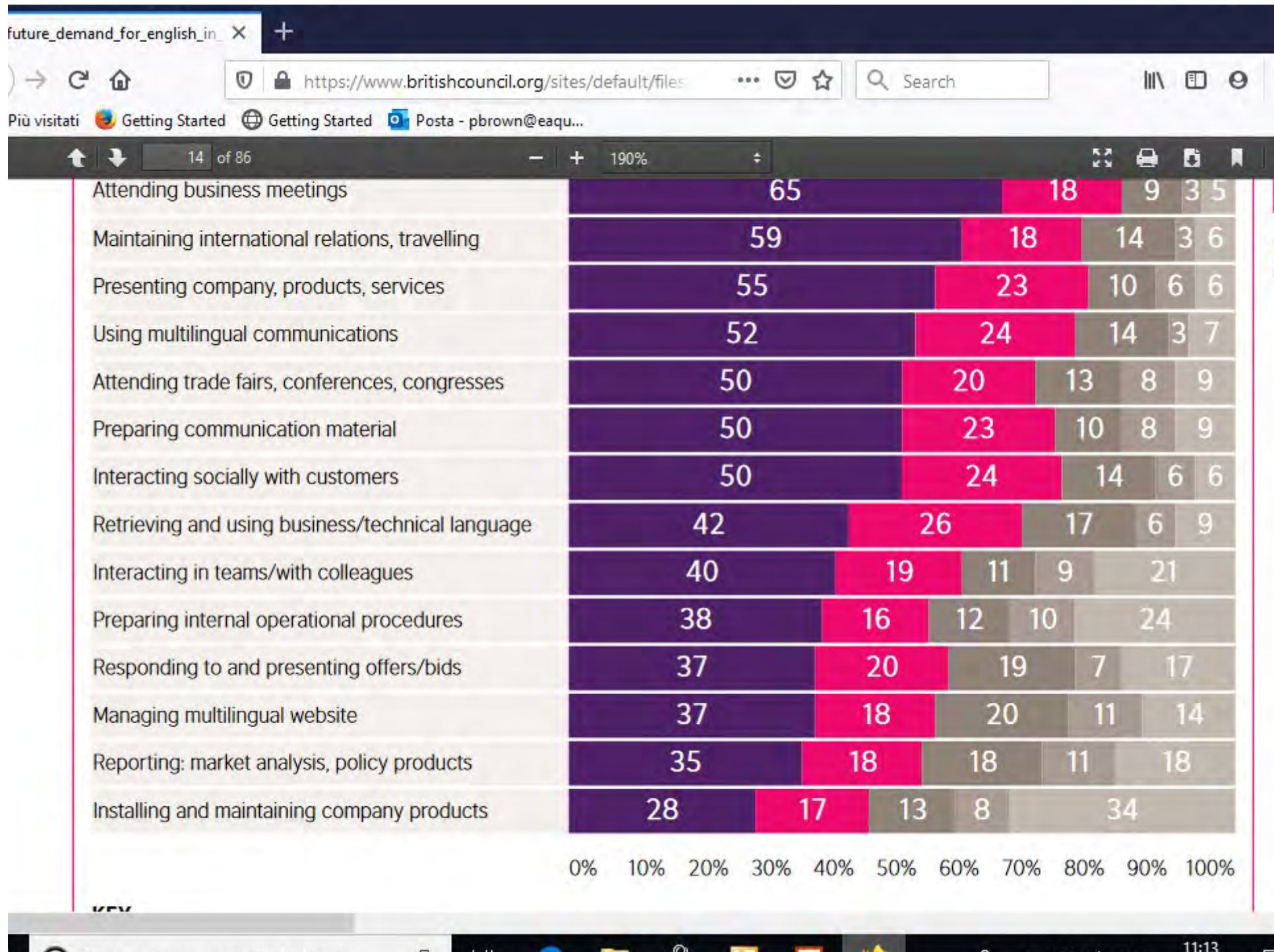
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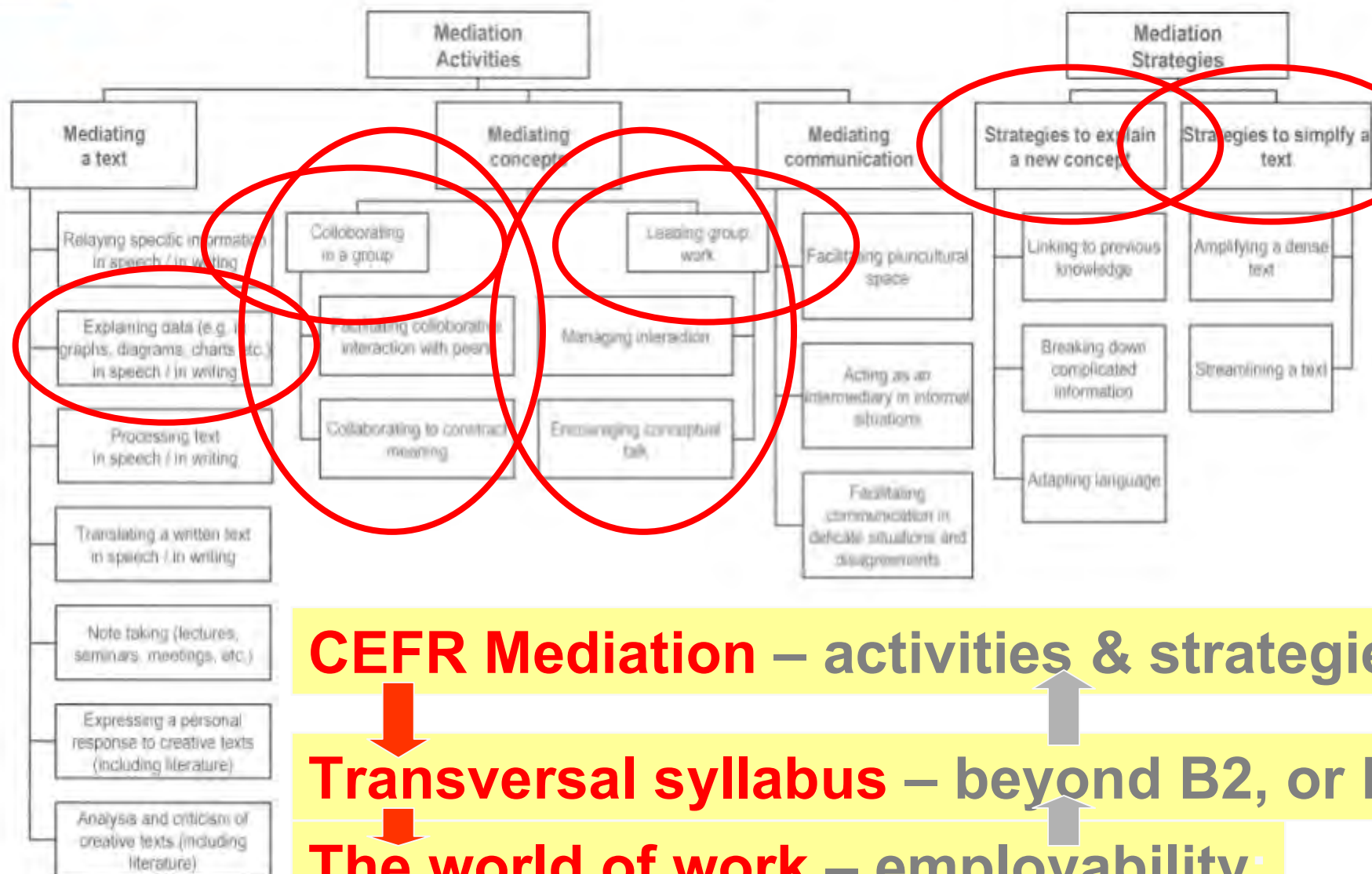


CEFR Mediation – activities & strategies:

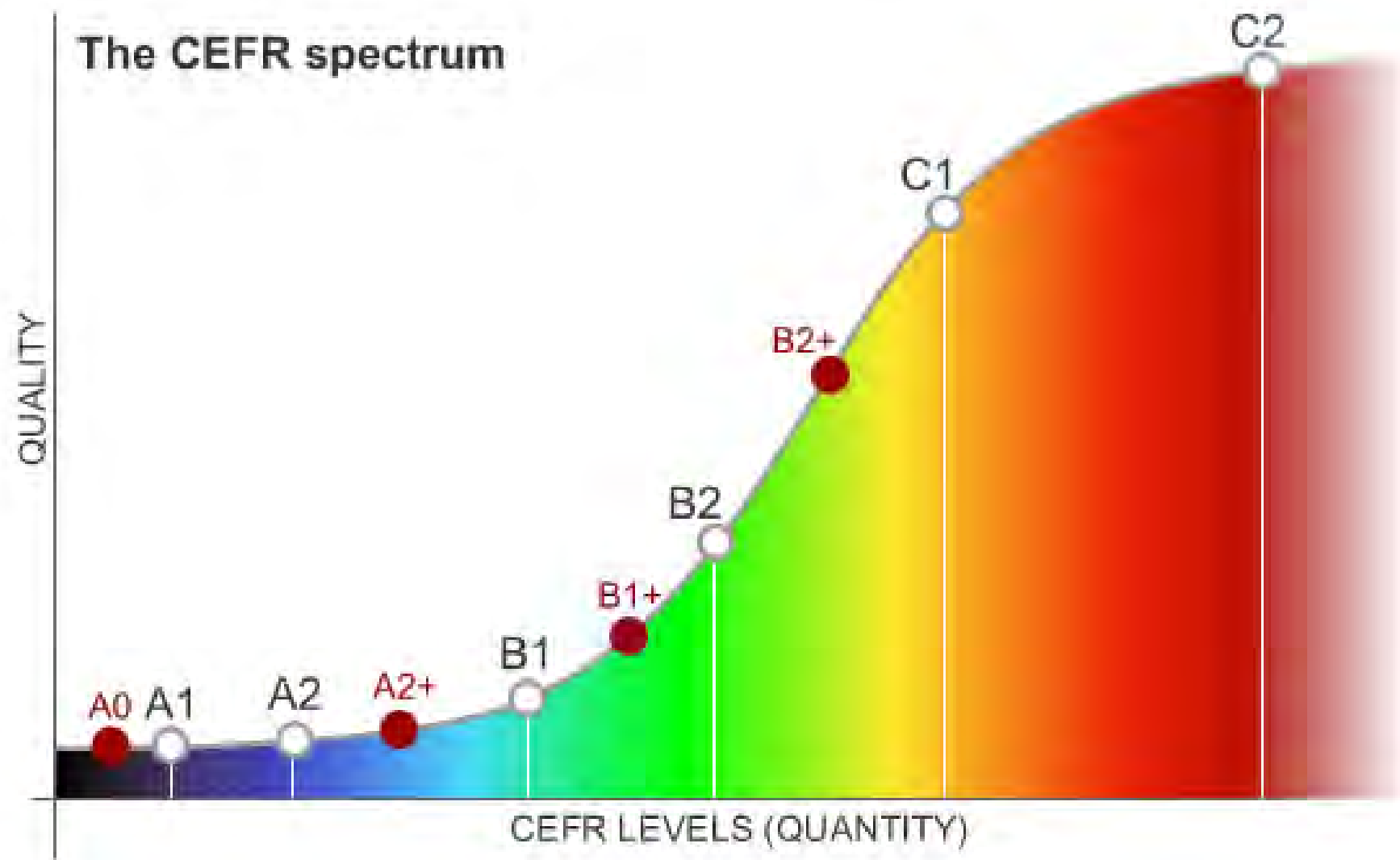
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The CEFR spectrum



... and – a propos:

Not everything that
counts can be counted

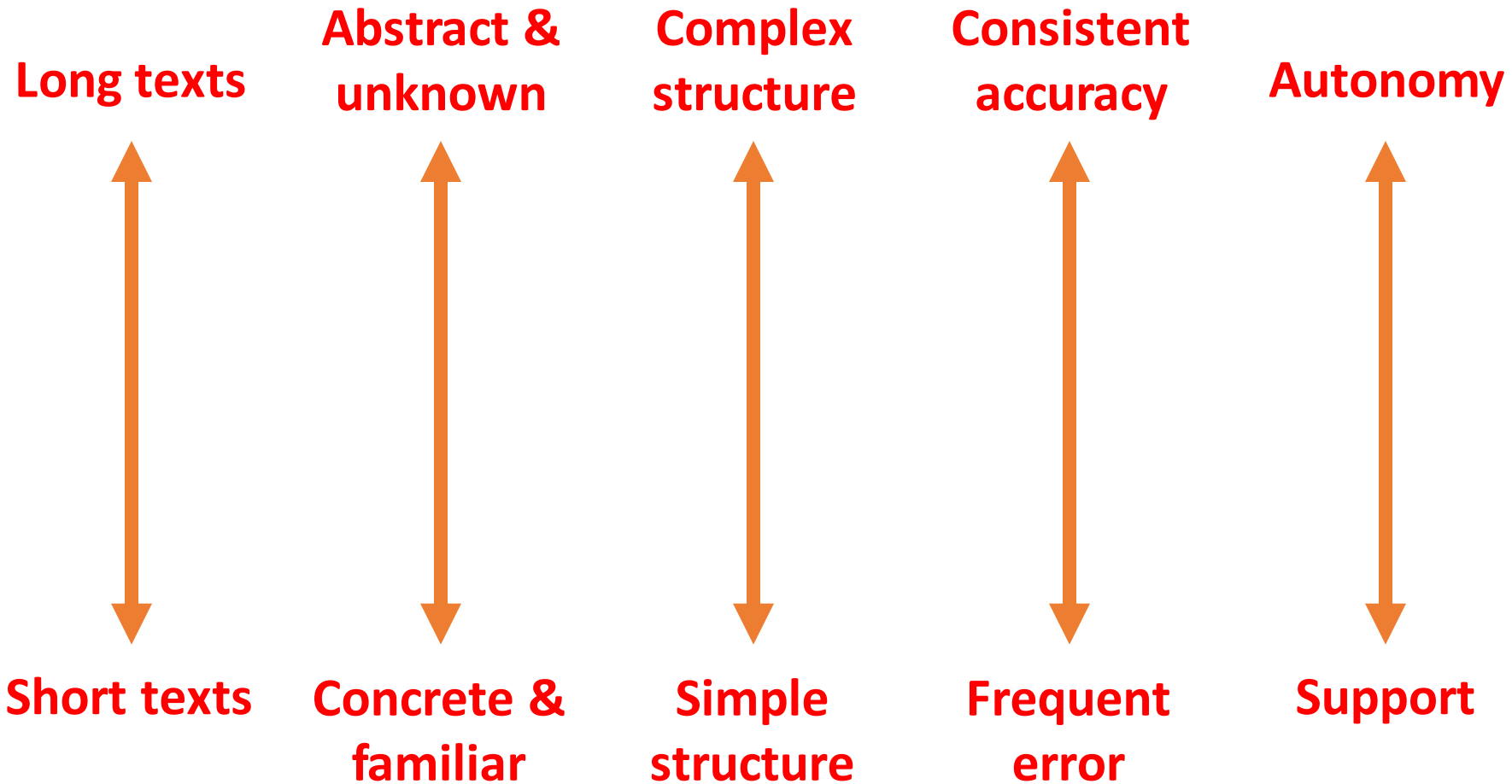
Albert Einstein

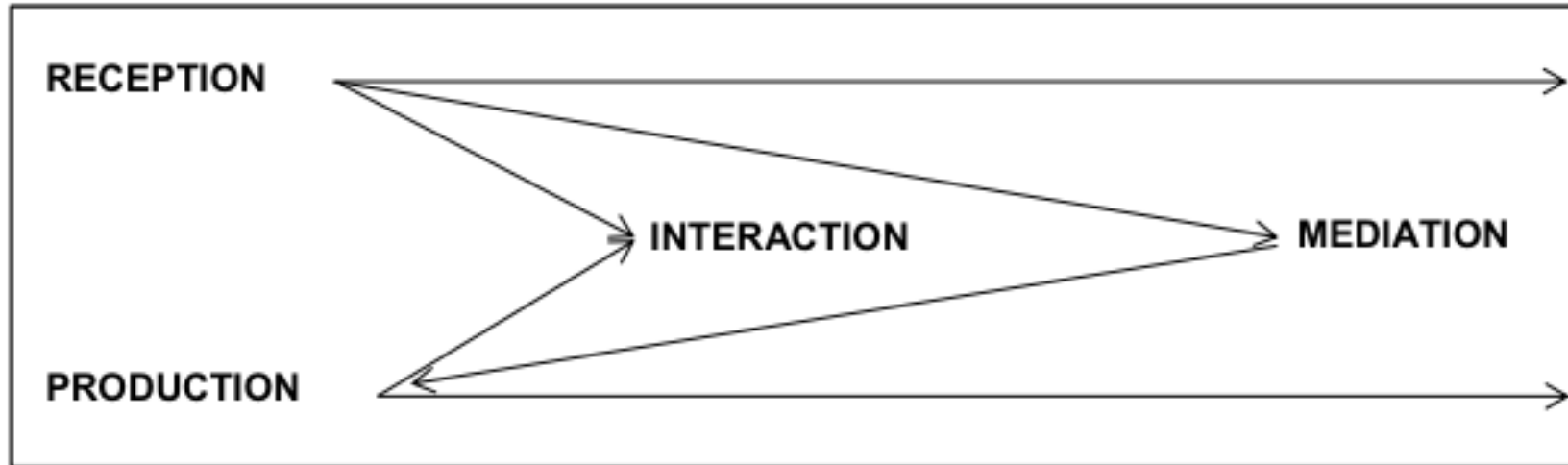


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“In mediation, one is less concerned with one’s own needs, ideas or expression, than with those of the party or parties for whom one is mediating.”

Mediation

Mediating a text involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers. This is the main sense in which the 2001 CEFR text uses the term mediation. The first set of descriptor scales offered are for this, usually cross-linguistic, interpretation, which is increasingly being incorporated into language curricula (in e.g. Switzerland, Germany, Austria, Italy, Greece and Spain). However, the notion has been further developed to include mediating a text for oneself (for example in taking notes during a lecture) or in expressing reactions to texts, particularly creative and literary ones.

Mediating concepts refers to the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own. This is a fundamental aspect of parenting, mentoring, teaching and training. Mediating concepts involves two complementary aspects: on the one hand constructing and elaborating meaning and on the other hand facilitating and stimulating conditions that are conducive to conceptual exchange and development.

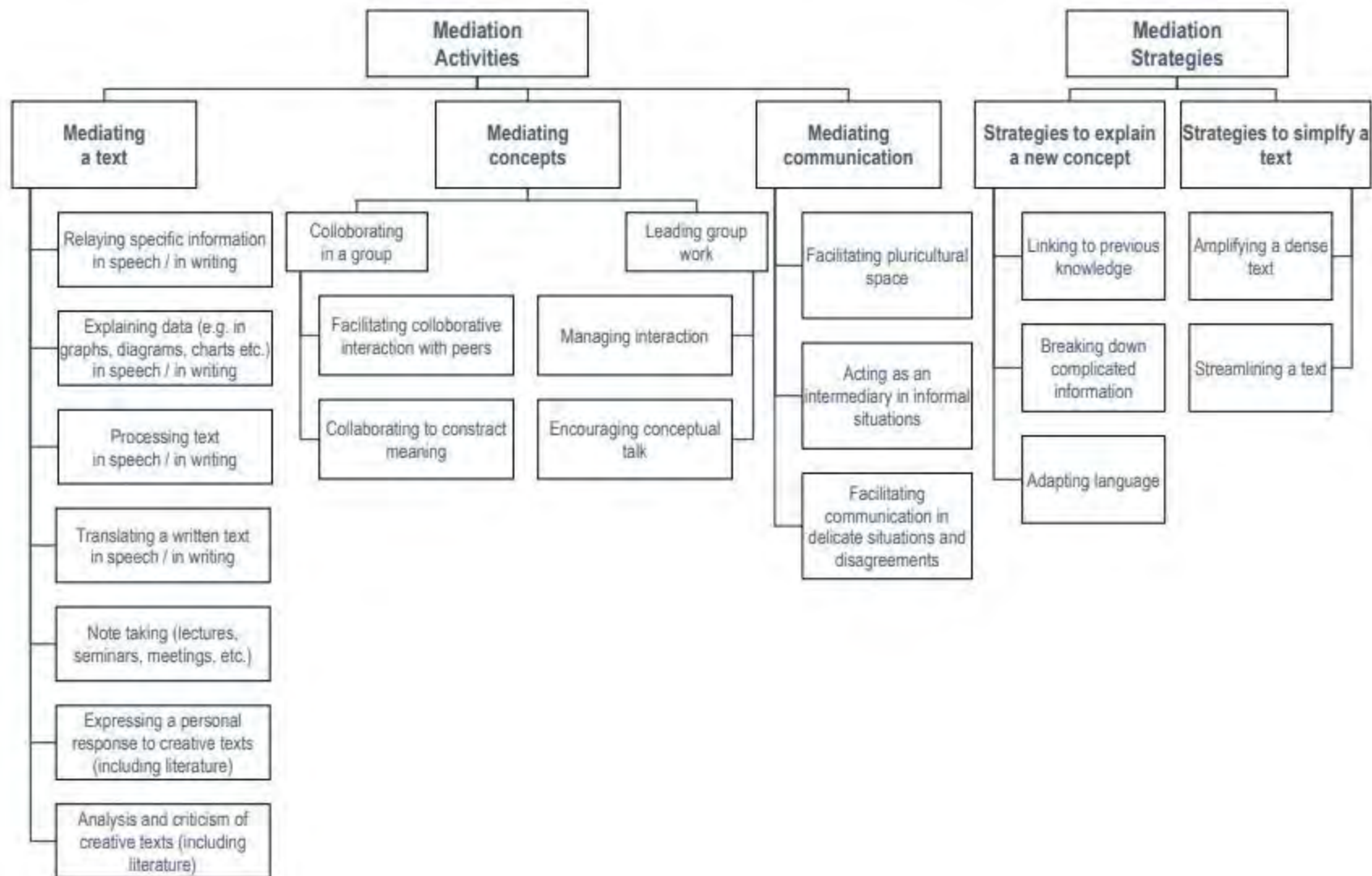
Mediating communication: The aim of mediating communication is to facilitate understanding and to shape successful communication between users/learners who may have individual, sociocultural, sociolinguistic or intellectual differences in standpoint. The mediator tries to have a positive influence on aspects of the dynamic relationship between all the participants, including the relationship with him or herself. Often, the context of the mediation will be an activity in which participants have shared communicative objectives, but this need not necessarily be the case. The skills involved are relevant to diplomacy, negotiation, pedagogy and dispute resolution, but also to everyday social and/or workplace interactions.

Mediation

OVERALL MEDIATION

C2	Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
C1	Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.
B2	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.
B1	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.
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 that he/she can check the meaning of certain expressions.
B1	Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.
A2	Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.
A2	Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.
A1	Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
Pre-A1	No descriptors available

Mediation



Feedback from piloting new scales

- “All the new descriptors seem suitable for **goal-setting and self-assessment.**”
- “Descriptors for *online interaction*, *mediating creative text* (including 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.**”

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above.

However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

Mediation

PROCESSING TEXT IN WRITING

C2	<p>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, veiled criticism, irony, and sarcasm.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</p>
C1	<p>Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.</p> <p>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.</p>
B2	<p>Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</p>
B1	<p>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.</p> <p>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</p> <p>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.</p>
A2	<p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p> <p>Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>
A1	<p>Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.</p> <p>Can copy out single words and short texts presented in standard printed format.</p>
Pre-A1	<p>No descriptors available</p>

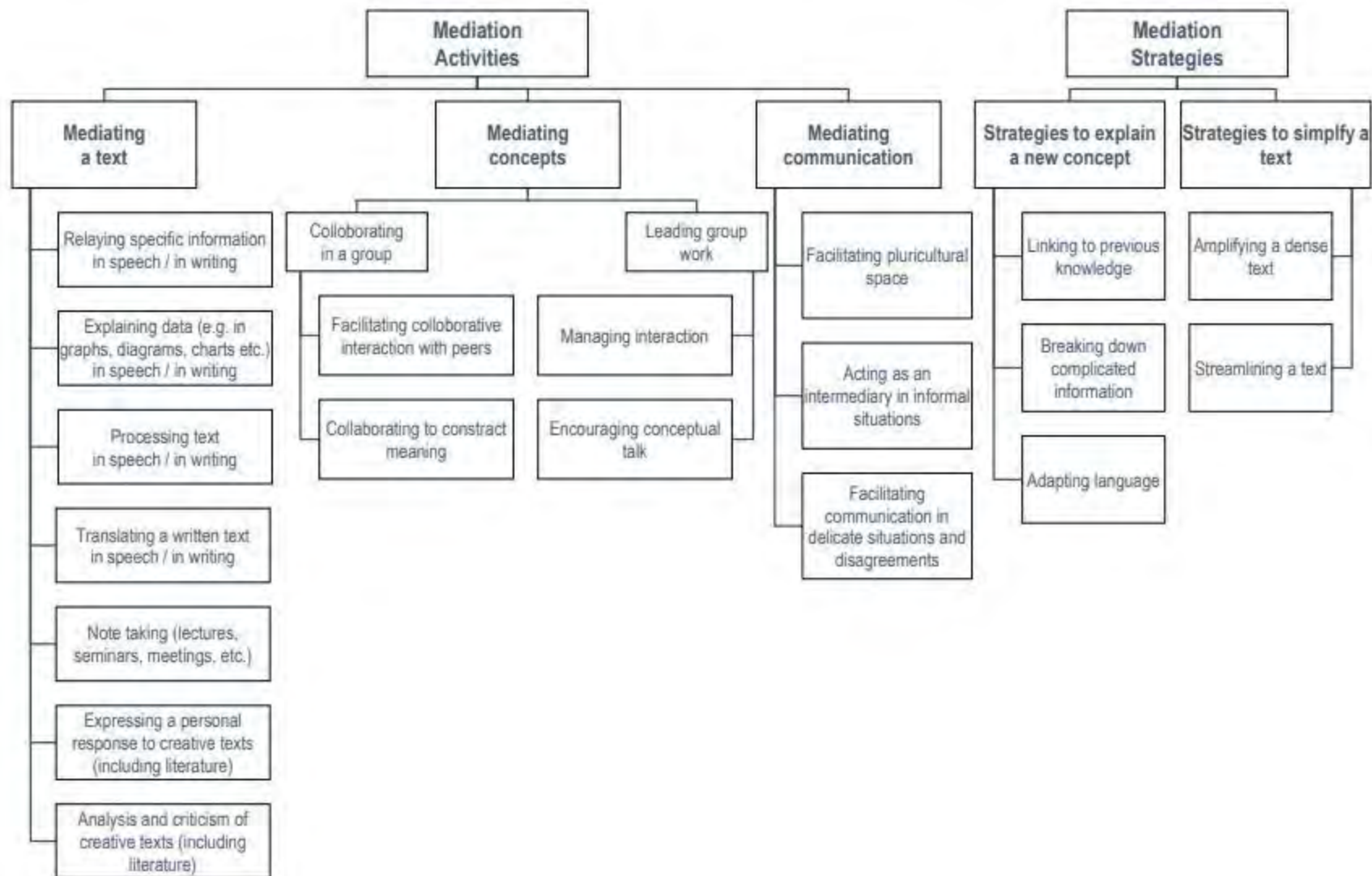
B1

Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.

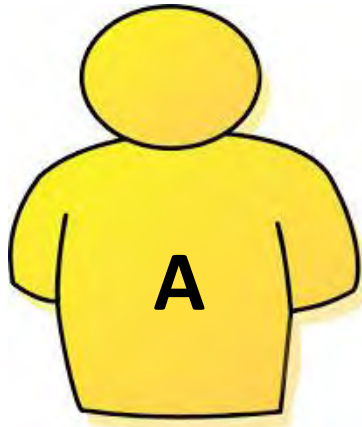
Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.

Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.

Mediation

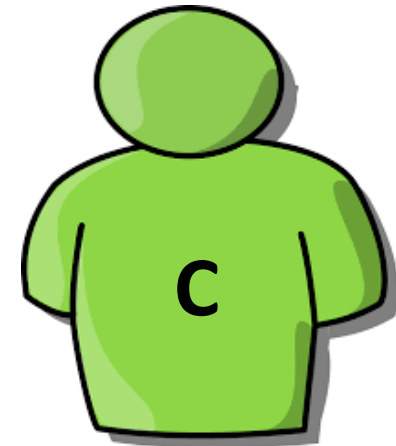


Mediation in real life!



Different

- languages
- language levels
- subject knowledge
- fields (jargon)
- learning needs
- cultures
- ages
- opinions



Mediation as a professional competence:
Language teacher practices

As a teacher or observer, have you done or seen any of these things in a language classroom?

CEFR Companion Volume 2018 – Study → Work :

Language Audit | 7: Mediation

Peter Brown

Founder Chair, Eaquals | AISLi
Director, British School FVG, Trieste - Italy

Eaquals | Kraków | 22-23 November, 2019

The background of the slide is a blue European Union flag with twelve yellow stars arranged in a circle. The text is centered over the flag. The word "CEFR" is in a large, white, sans-serif font. Below it, the full name "Common European Framework of Reference for Languages" is written in a smaller, white, sans-serif font. At the bottom, the words "Learning, Teaching, Assessment" are written in the same font and color.

CEFR

Common European Framework
of Reference for Languages

Learning, Teaching, Assessment

Certification – The CEFR Spectrum :

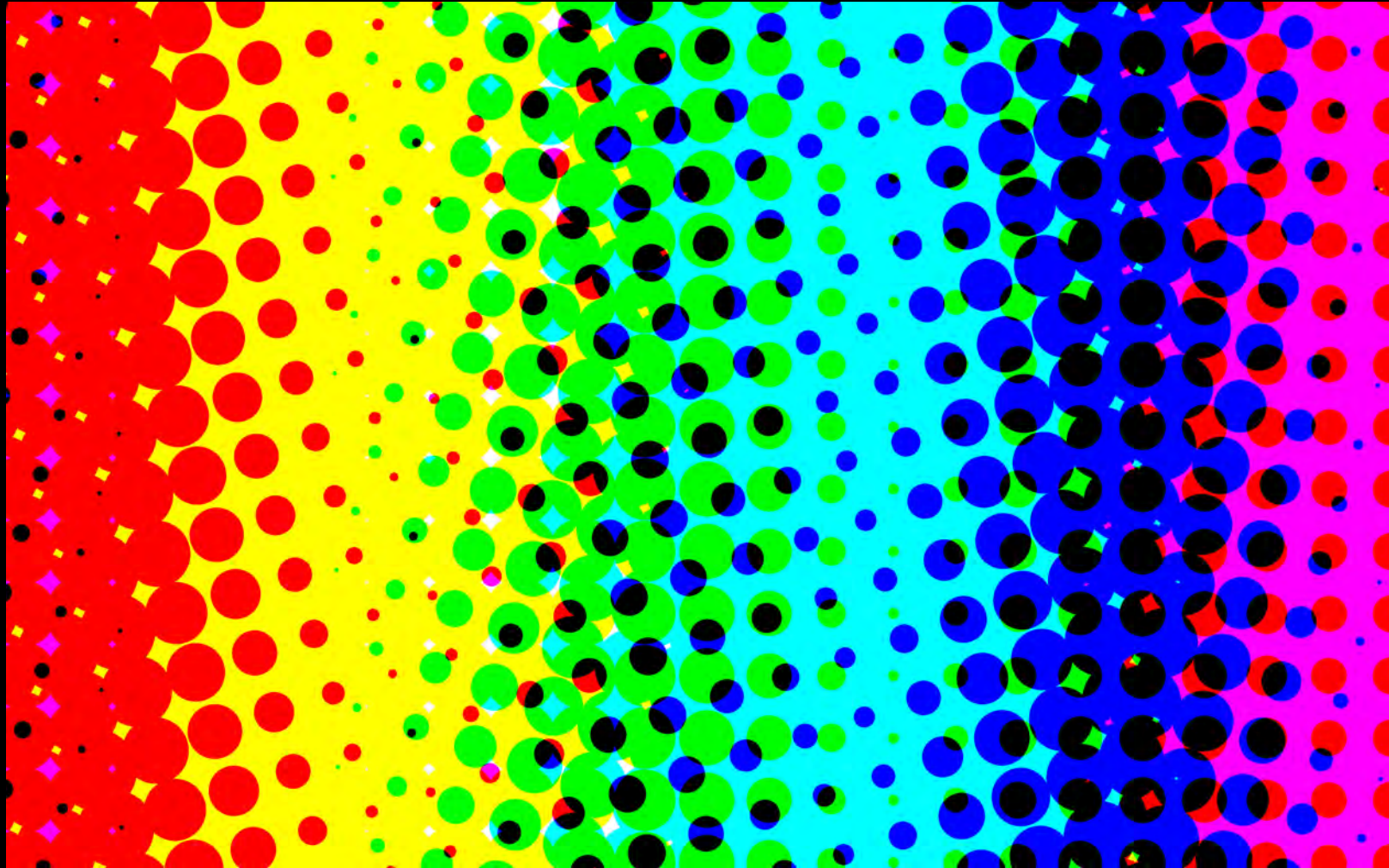


Figure 8 – A plurilingual proficiency profile with fewer categories

In practice, more linear diagrams have tended to be used to profile an individual's CEFR language proficiency. Figure 9 shows proficiency in one language in relation to the CEFR 'overall' descriptor scales, and Figure 10 shows a profile across languages for listening (Overall listening comprehension). Graphics similar to these appear in versions of the European Language Portfolio. Earlier Portfolios profiled ability in one language after another (as in Figure 9), whilst some later ones show the plurilingual profile for overall proficiency in each communicative language activity (as in Figure 10).

SPANISH	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Listening comprehension									
Reading comprehension									
Spoken interaction									
Written interaction									
Spoken production									
Written production									
Mediation									

Figure 9 – A proficiency profile – overall proficiency in one language

Institutional Audits – examples of topic areas:

1. Working in Teams – Problem solving
2. Meetings
3. Presentations – Giving
4. Presentations – Understanding
5. Telephoning and teleconferences
6. Emails and letters
7. Mediation skills and strategies
8. Recruitment – recruiting
9. Recruitment – improving my CV
10. Managing staff and being managed – Personal Development
11. Managing staff and being managed – Managing Change
12. Socialising (at work and outside)

Post-audit is the step from the institution(al) needs to the classroom via a relevant syllabus that can also be negotiated with management, the learners themselves, or both. Therefore, the audit must be expressed in terms that a non language expert can understand and relate to.

The syllabus states the desired learning outcome(s), the teacher's *learning intentions*¹ for the class, which can then be assessed for efficacy or proficiency.

Design Criteria

To understand the learners' needs in work-specific terms, with **properly CEFR calibrated** (2018) descriptors, an **easy-to-manage** language **audit** is required. The audit must be **clear, straightforward** to complete, and the resulting data must be **reliable**.

Thus the descriptors used must **not be open to multiple interpretations**.

The **data set must be clean** and **not too large** so as to be unwieldy, and ultimately unusable in practical terms.

Practical Didactic Objectives

The primary objectives of this audit type are to answer four questions designed to take us from where we are now to where we want to be:

- **profiling?** - can each descriptor be level-assessed separately in CEFR terms and not only as a uniform block? Accurately?
- **achievable?** - is each descriptor properly calibrated to the CEFR and is it achievable in the time?
- **realistic?** - what are the learners' specific work needs and, for each and every descriptor, what level are they on the CEFR at present?
- **time?** - can the course, via the relevant syllabus, achieve the learning intentions in the time allowed for the course?

The world of work
Institutional and Professional Audits
Based on CEFR Companion Volume 2018

Section 7a for teachers | course managers: **Mediation skills**

Technical Definition - Overall

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.

The CEFR Illustrative Descriptor Scales ►Page 103

Technical Definition – Special considerations for group work or working in teams

	Establishing conditions	Developing ideas
Collaborating in a group	Facilitating collaborative interaction with colleagues and peers	Collaborating to construct meaning and clarity
Leading group work	Managing interaction within the group	Encouraging conceptual talk – playing with ideas

CEFR Companion Volume with New Descriptors ►Page 118

Section 7b for learners: **OVERALL MEDIATION – Use this scale to indicate levels you aspire to, on the following pages**



C2I Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).

C1I Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.

B2+I Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way he/she expresses things. Can build upon other's ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within his/her fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers.

B2I Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people's ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.

B1+I 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 that he/she can check the meaning of certain expressions.

B1I Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.

A2+I Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.

A2I Can use simple words to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.

A1I Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of

Section 7c for learners: Audit of Mediation skills 1

Personal Information

Organisation:

Date:

Name	Department	Email	Tel	Note
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My / our requirements

1	2	3	4	5	6	7	8	9	10	11	12
What do I need to do?	How well?	How often?			How autonomously?			In which work context?			Additional Information
This is the description of the type of communication task I need to carry out.	Write CEFR level see p. 3: from A1 (low) to C2 (high) e.g. B1+	Indicate 1: D = Daily W = Weekly R = Rarely			✓ 1 appropriate column I am confident I can do this task without help			✓ appropriate column(s) I work by myself. You can add how often.			Add any further relevant information or priorities, plus the CEFR level you wish to reach e.g. B2

Mediation Activities - mediating information / texts

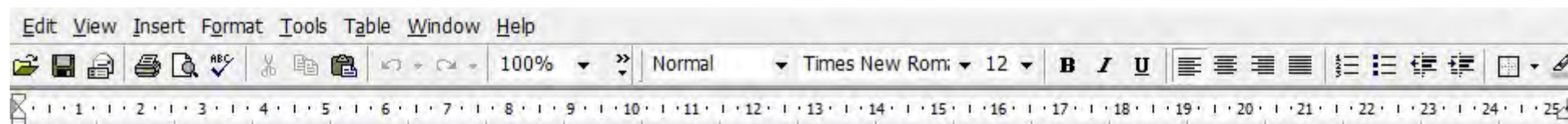
To relay specific information to others in speech											
To relay specific information to others in writing											
To explain data in speech (e.g. graphs, tables, diagrams, charts, statistics, etc)											
To explain data in writing (e.g. graphs, tables, diagrams, charts, statistics, etc)											
To translate a written text into speech											
To translate a written text into writing											
White space: A descriptor I would like to add:											

Section 7c for learners: Audit of Mediation skills 2

1	2	3	4	5	6	7	8	9	10	11	12
What do I need to do?	How well?	How often?			How autonomously?			In which work context?			Additional Information
This is the description of the type of communication task I need to carry out.	Write CEFR level see p. 3: from A1 (low) to C2 (high) e.g. B1+	Indicate 1: D = Daily W = Weekly R = Rarely			✓ 1 appropriate column			✓ appropriate column(s)			Add any further relevant information or priorities, plus the CEFR level you wish to reach e.g. B2
		✓ D	✓ W	✓ R	I am confident I can do this task without help	I need some help, a dictionary, some guidance, etc.	I still have to learn how to do this or use a tick list	I work by myself. You can add how often.	I work with colleagues, within a team. You can add how often e.g. often, sometimes, rarely, etc	I work with externals. You can add how often.	

Mediation Activities - mediating information / texts

To take notes (meetings, presentations, work groups) for myself											
To take notes (meetings, presentations, work groups) and report back in speech											
To take notes (meetings, presentations, work groups) and report back in writing											
To express a company response to a text (reports, articles, presentations, offers,) in speech											
To express a company response to a text (reports, articles, presentations, offers,) in writing											
To analyse and / or criticize a text (reports, articles, presentations, offers,) in speech											
To analyse and / or criticize a text (reports, articles, presentations, offers,) in writing											
To facilitate communication in delicate situations and disagreements ↓											
To explain new concepts ↓											
White space: A descriptor I would like to add:											

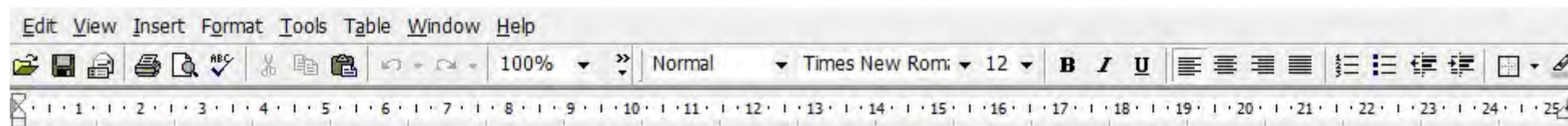


Based on CEFR Companion Volume 2018

Section 7c for learners **IF** appropriate - after discussion with HR: **Audit of Mediation skills 3**

1	2	3	4	5	6	7	8	9	10	11	12
What do I need to do?	How well?	How often?			How autonomously?			In which work context?			Additional Information
<i>This is the description of the type of communication task I need to carry out.</i>	Write CEFR level see p. 3: <i>from</i> A1 (low) <i>to</i> C2 (high) <i>e.g. B1+</i>	Indicate 1: <i>D = Daily</i> <i>W = Weekly</i> <i>R = Rarely</i>			✓ 1 appropriate column			✓ appropriate column(s)			<i>Add any further relevant information or priorities, plus the CEFR level you wish to reach e.g. B2</i>
		✓ <i>D</i>	✓ <i>W</i>	✓ <i>R</i>	<i>I am confident I can do this task without help</i>	<i>I need some help, a dictionary, some guidance, etc.</i>	<i>I still have to learn how to do this or use a tick list</i>	<i>I work by myself.</i> <i>You can add how often.</i>	<i>I work with colleagues, within a team.</i> <i>You can add how often e.g. often, sometimes, rarely, etc.</i>	<i>I work with externals.</i> <i>You can add how often.</i>	
Mediating Concepts											
To collaborate in a group //											
1. Facilitating collaborative interaction with peers											
2. Collaborating to construct meaning											
To lead group work //											
1. Managing interaction											
2. Encouraging conceptual talk											
Mediating Communication											
To act as intermediary in informal situations (with friends and colleagues)											
To facilitate communication in delicate situations and disagreements ↑											
Facilitating pluricultural space											
White space: A descriptor I need in my work and which I would like to add:											



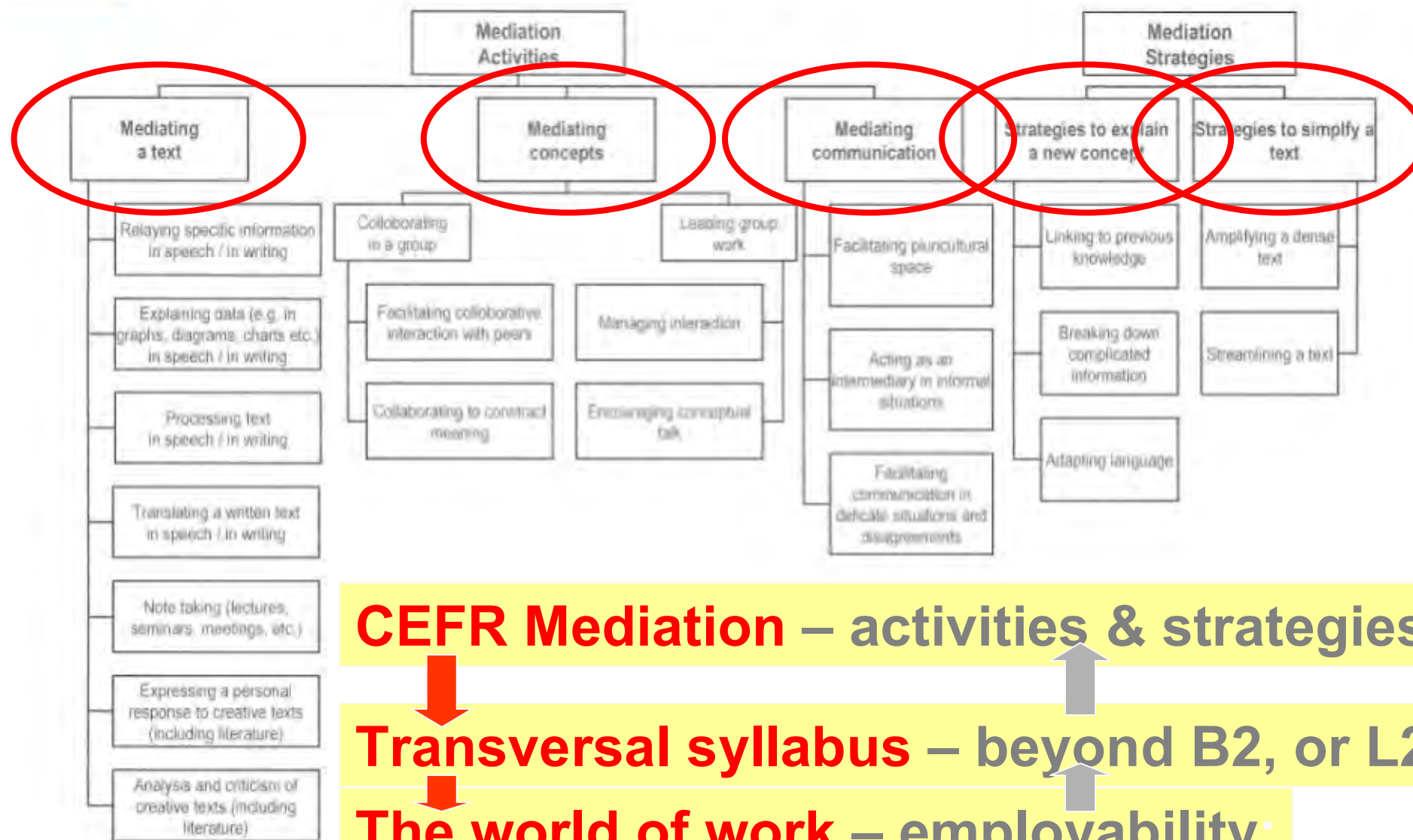


Based on CEFR Companion Volume 2018

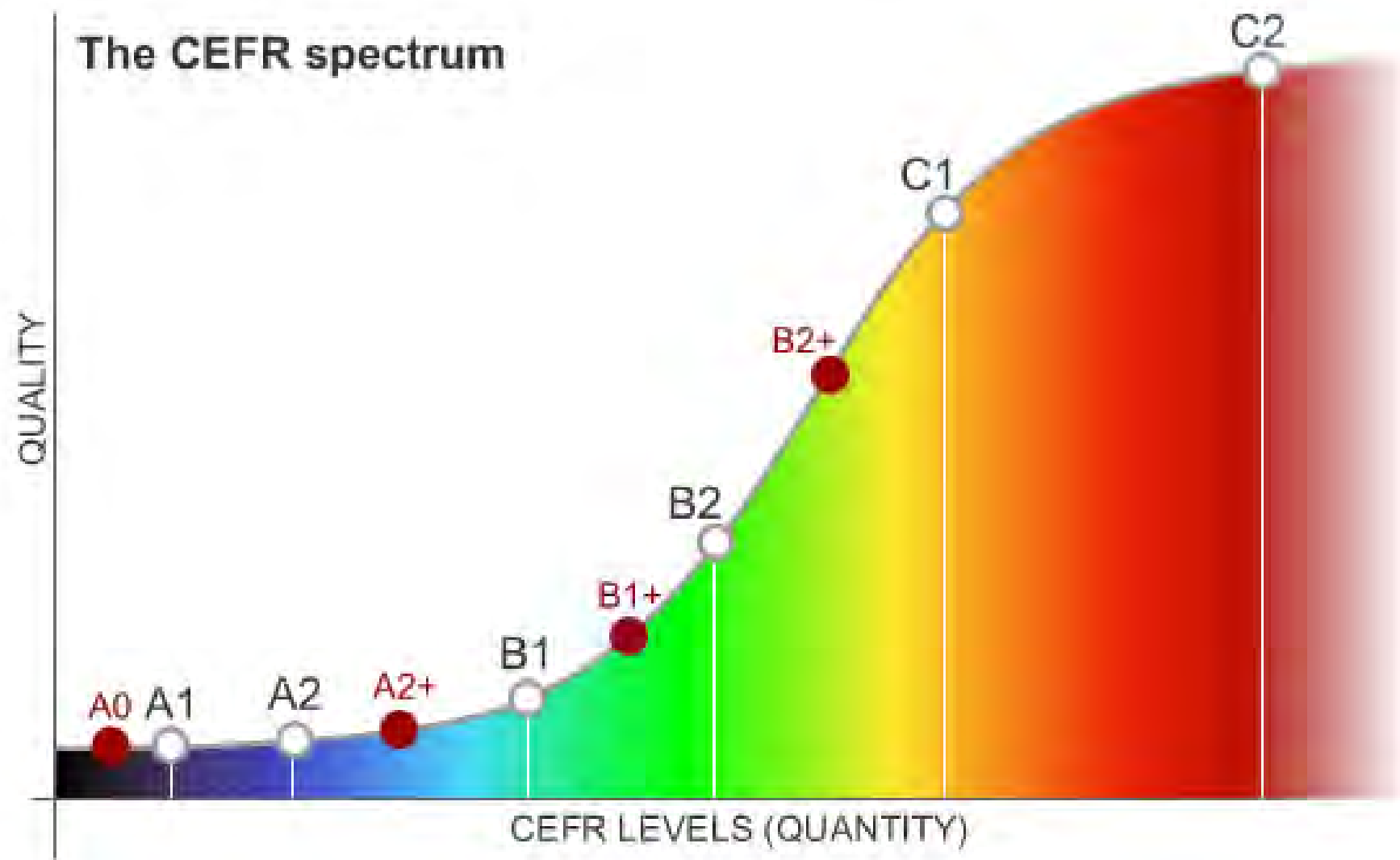
Section 7d for HR managers | team leaders | academic managers: **Audit of Mediation skills 4**

1	2	3	4	5	6	7	8	9	10	11	12
What do I need to do?	How well?	How often?			How autonomously?			In which work context?			Additional Information
<i>This is the description of the type of communication task I need to carry out.</i>	Write CEFR level see p. 3: <i>from A1 (low) to C2 (high) e.g. B1+</i>	Indicate 1: <i>D = Daily W = Weekly R = Rarely</i>			✓ 1 appropriate column <i>I am confident I can do this task without help</i> <i>I need some help, a dictionary, some guidance, etc.</i> <i>I still have to learn how to do this or use a tick list</i>			✓ appropriate column(s) <i>I work by myself.</i> <i>You can add how often.</i> <i>I work with colleagues, within a team.</i> <i>You can add how often e.g. often, sometimes, rarely, etc.</i> <i>I work with externals.</i> <i>You can add how often.</i>			<i>Add any further relevant information or priorities, plus the CEFR level you wish to reach e.g. B2</i>
Mediation Strategies											
Strategies to explain a new concept											
<i>To explain new concepts ↑</i>											
Linking to previous / existing knowledge											
Adapting language accordingly											
Breaking down complex language											
Strategies to simplify a text											
Streamlining a text											
Amplifying a dense text											
highlighting key information											
eliminating repetition and digressions											
excluding what is not relevant											
White space: A descriptor I need in my work and which I would like to add:											





The CEFR spectrum





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From competence to illustrative scale to descriptor to lesson plan: Mediation operationalised for the classroom

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

Progression up the scale is characterised as follows: at the A levels, the user/learner can recognize when disagreements occur.

At B1, he/she can obtain explanations, demonstrate understanding of the issues and seek clarifications where necessary.

At B2, he/she can outline the main issues and the positions of the parties concerned, identify common ground, highlight possible solutions and summarise what is agreed. These skills are deepened at B2+, with the user/learner showing awareness of a detailed understanding of the issues and eliciting possible solutions.

At the C levels, he/she has the diplomatic and persuasive language to do this more effectively, guiding a delicate discussion sensitively.

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

C2	<p>Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.</p> <p>Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.</p>
C1	<p>Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.</p> <p>Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.</p> <p>Can use persuasive language to suggest that parties in disagreement shift towards a new position.</p>
B2	<p>Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.</p> <p>Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.</p> <p>Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.</p> <p>Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.</p> <p>Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.</p> <p>Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.</p>
B1	<p>Can ask parties in a disagreement to explain their-point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.</p> <p>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.</p>
A1	<p>Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to</p>

B2

Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.

Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.

Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.

Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.

Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.

Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.

B1

Can ask parties in a disagreement to explain their-point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.

CEFR Companion Volume 2018 – Study → Work :

Spectrum - Mediation

Peter Brown

Founder Chair, Eaquals | AISLi
Director, British School FVG, Trieste - Italy

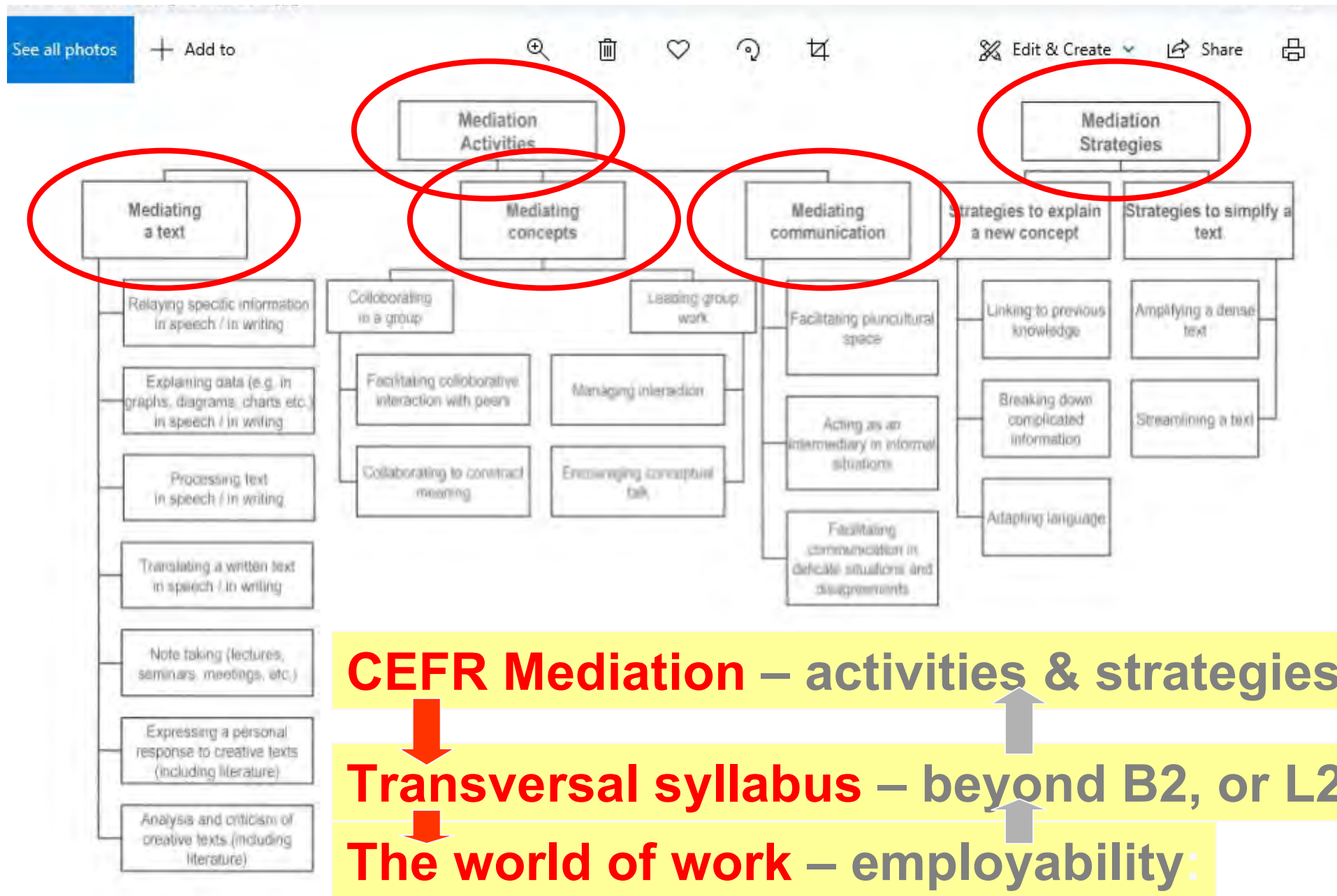
Eaquals | Kraków | 22-23 November, 2019

The background of the slide is a blue European Union flag with twelve yellow stars arranged in a circle. The text is centered over the flag. The word "CEFR" is in a large, white, sans-serif font. Below it, the full name "Common European Framework of Reference for Languages" is written in a smaller, white, sans-serif font. At the bottom, the words "Learning, Teaching, Assessment" are written in the same font and color.

CEFR

Common European Framework
of Reference for Languages

Learning, Teaching, Assessment



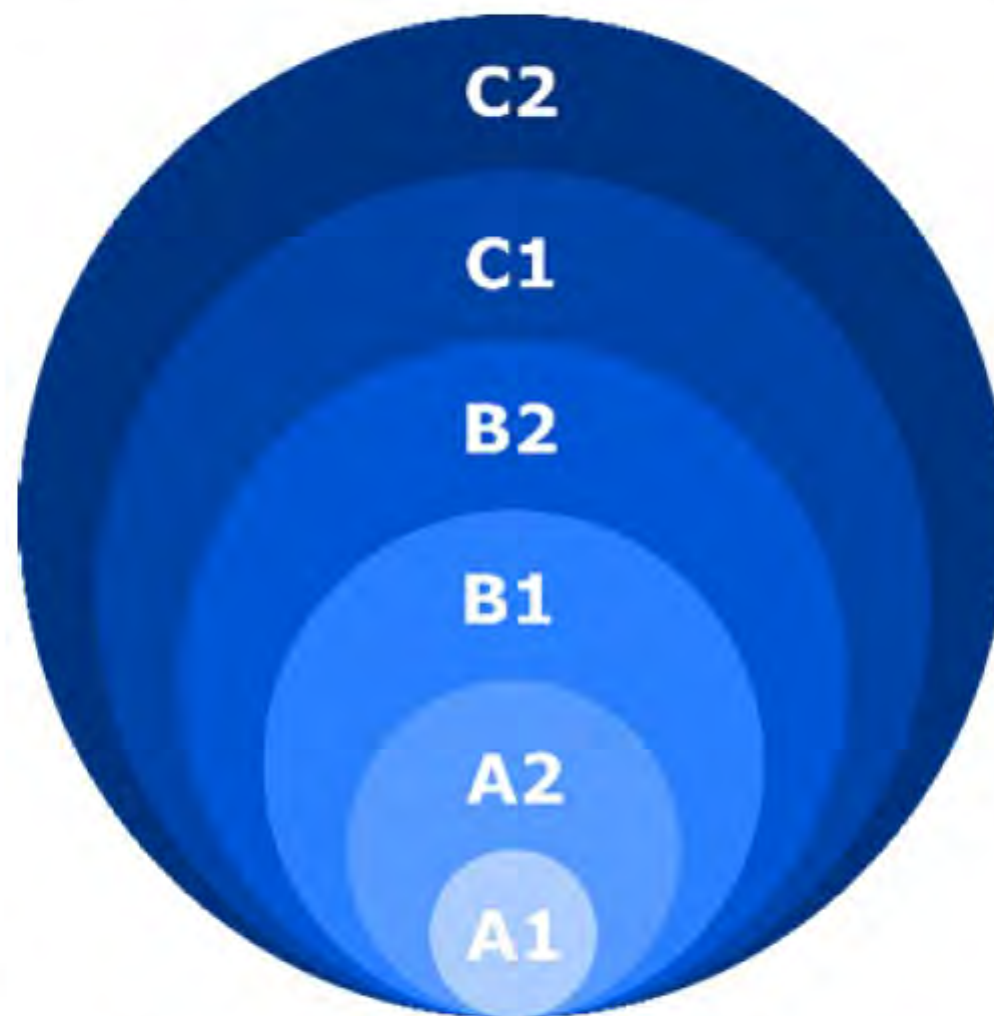
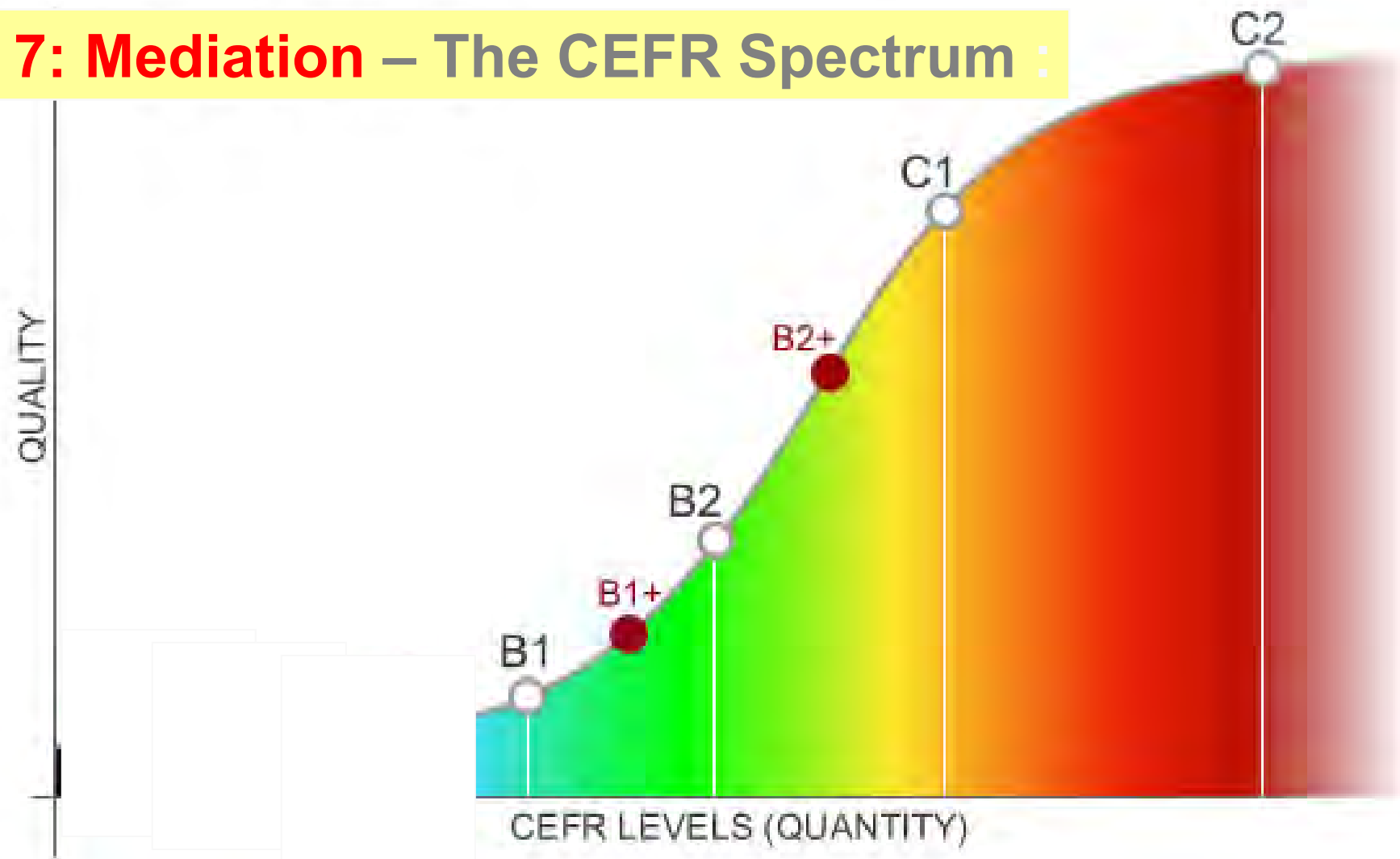


Figure 3 – CEFR Common Reference Levels

7: Mediation – The CEFR Spectrum :



can interpret and describe various forms of empirical data from conceptually complex research.

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above. However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

Export PDF

EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)

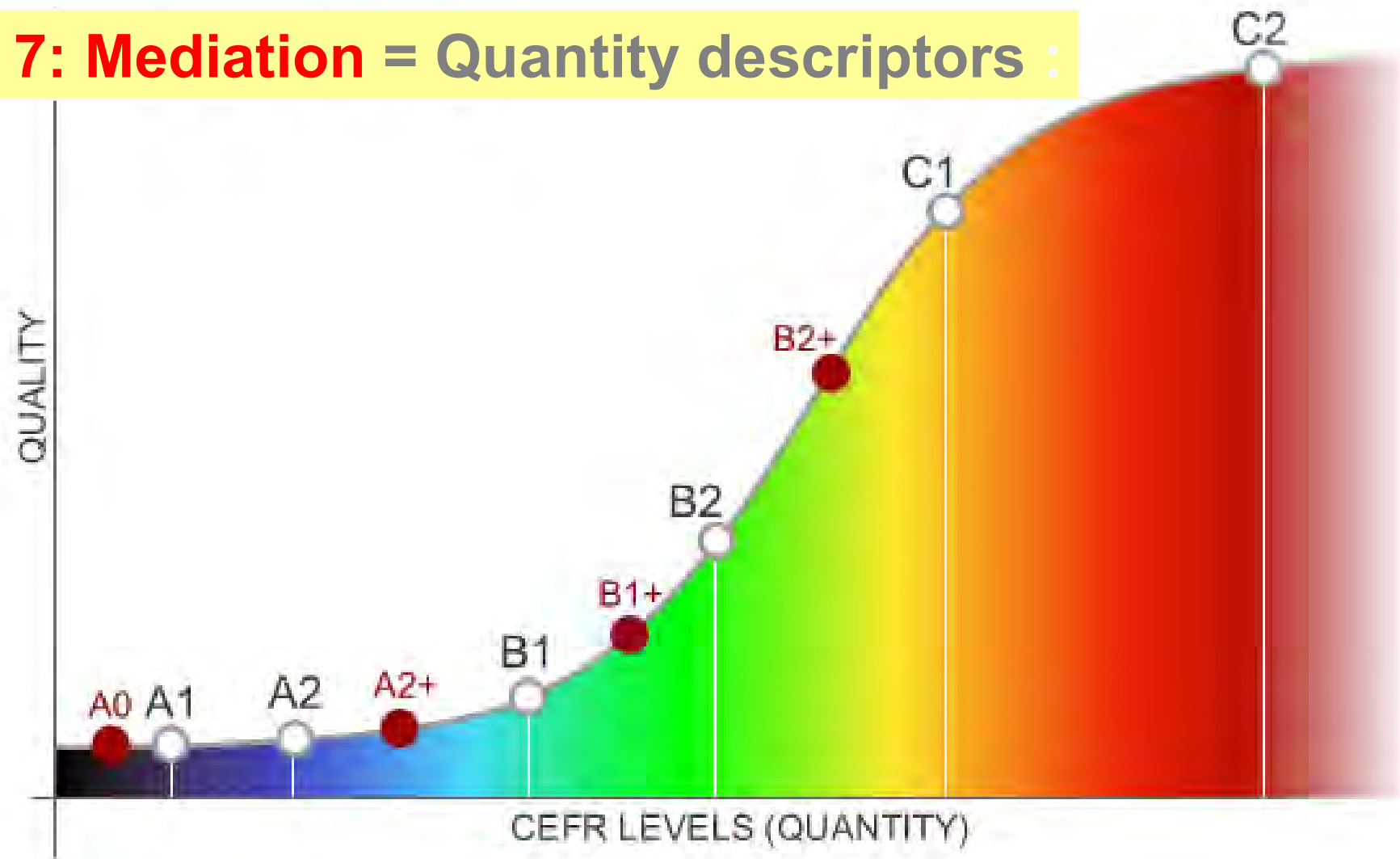
C2	Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.
C1	Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.
B2	Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.
B1	Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.
B1	Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.
A2	Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.
A2	<i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

TRANSLATING A WRITTEN TEXT IN SPEECH

Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.

- | | |
|--------|--|
| C2 | Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them. |
| C1 | Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances. |
| B2 | Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest. |
| B1 | Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language. |
| A2 | Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times. |
| A1 | Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A). |
| Pre-A1 | Can provide a simple, rough spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point. |
| | Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions). |
| | Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc. |
| | <i>No descriptors available</i> |

7: Mediation = Quantity descriptors :

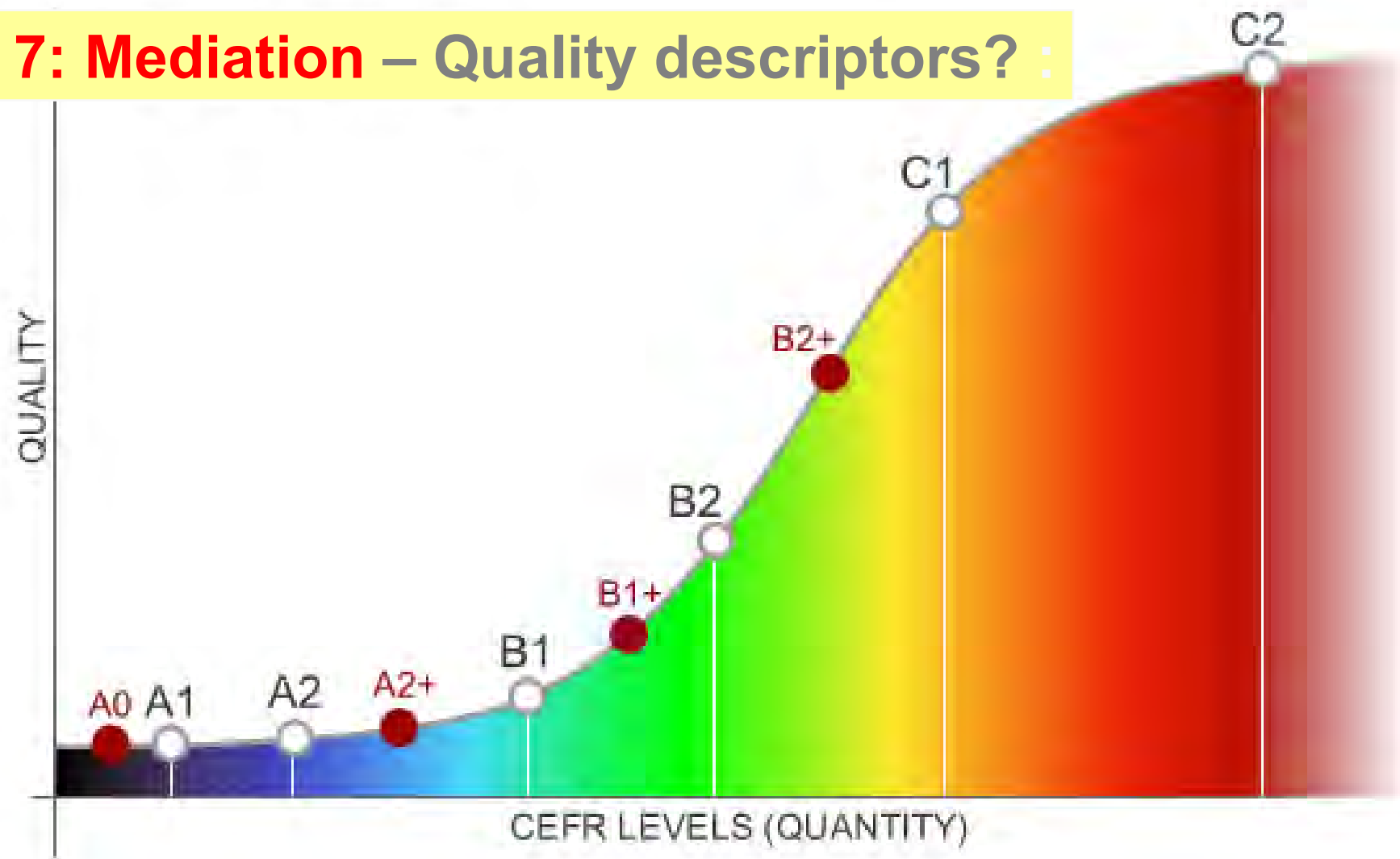




NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)

	Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.
C2	<p>Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</p> <p>Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.</p> <p>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.</p>
C1	<p>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</p> <p>Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.</p>
B2	<p>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.</p> <p>Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.</p> <p>Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</p>
B1	<p>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.</p> <p>Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.</p>
A2	Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
A1	No descriptors available
Pre-A1	No descriptors available

7: Mediation – Quality descriptors?



7: Mediation – Quality descriptors :

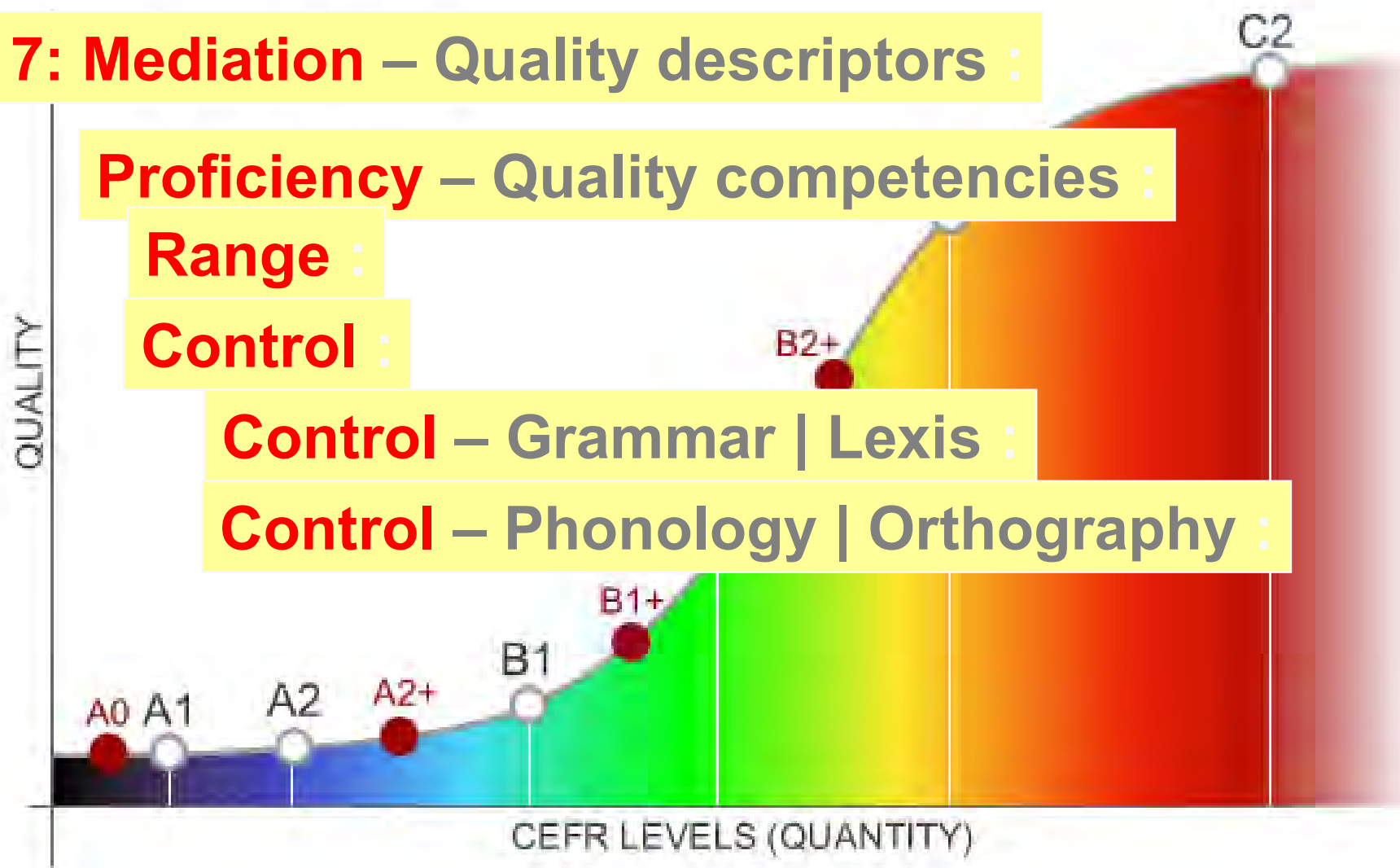
Proficiency – Quality competencies :

Range :

Control :

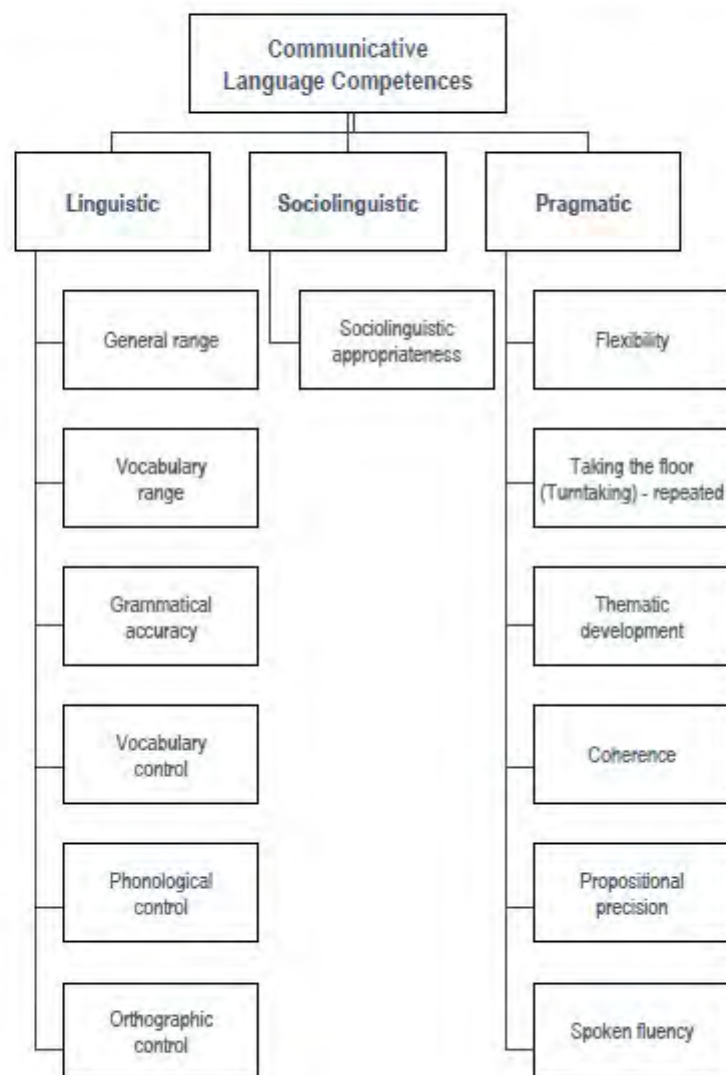
Control – Grammar | Lexis :

Control – Phonology | Orthography :





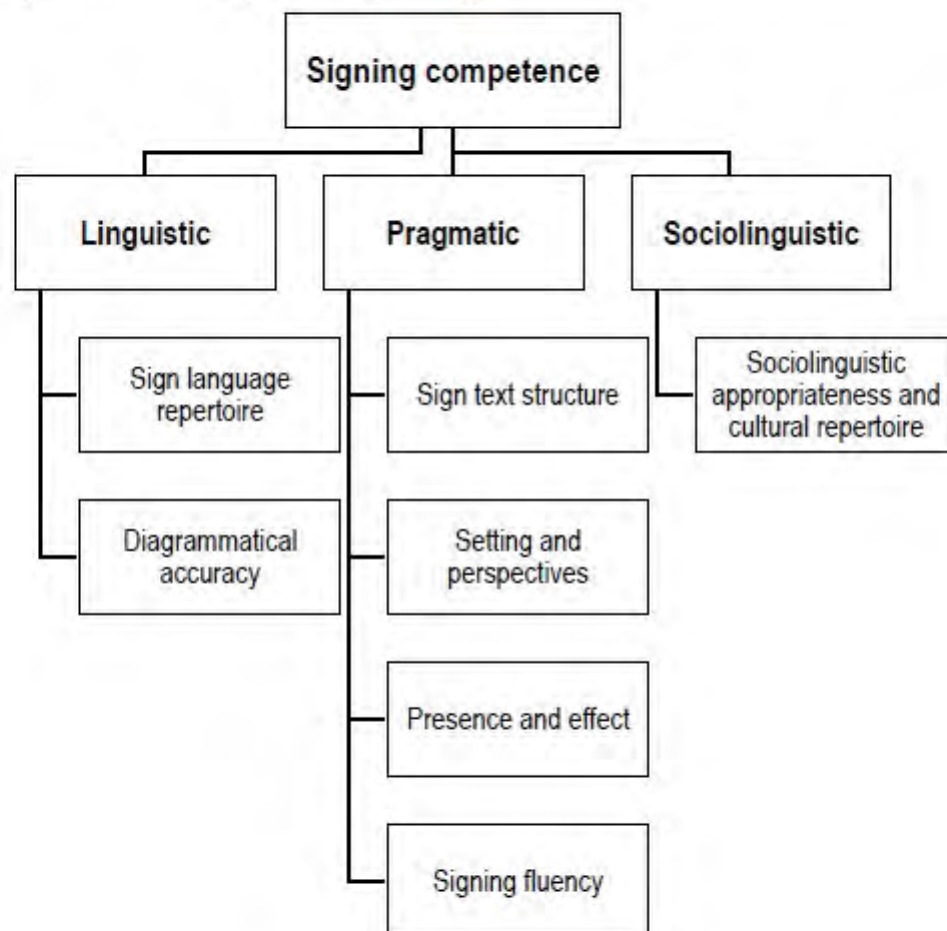
other.





PHONOLOGICAL CONTROL

	OVERALL PHONOLOGICAL CONTROL	SOUND ARTICULATION	PROSODIC FEATURES
C2	Can employ the full range of phonological features in the target language with a high level of control – including prosodic features such as word and sentence stress, rhythm and intonation – so that the finer points of his/her message are clear and precise. Intelligibility and effective conveyance of and enhancement of meaning are not affected in any way by features of accent that may be retained from other language(s).	Can articulate virtually all the sounds of the target language with clarity and precision.	Can exploit prosodic features (e.g. stress, rhythm and intonation) appropriately and effectively in order to convey finer shades of meaning (e.g. to differentiate and emphasise).
C1	Can employ the full range of phonological features in the target language with sufficient control to ensure intelligibility throughout. Can articulate virtually all the sounds of the target language; some features of accent retained from other language(s) may be noticeable, but they do not affect intelligibility.	Can articulate virtually all of the sounds of the target language with a high degree of control. He/she can usually self-correct if he/she noticeably mispronounces a sound.	Can produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness. Can vary intonation and place stress correctly in order to express precisely what he/she means to say.
B2	Can generally use appropriate intonation, place stress correctly and articulate individual sounds clearly; accent tends to be influenced by other language(s) he/she speaks, but has little or no effect on intelligibility.	Can articulate a high proportion of the sounds in the target language clearly in extended stretches of production; is intelligible throughout, despite a few systematic mispronunciations. Can generalise from his/her repertoire to predict the phonological features of most unfamiliar words (e.g. word stress) with reasonable accuracy (e.g. whilst reading).	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.
B1	Pronunciation is generally intelligible; can approximate intonation and stress at both utterance and word levels. However, accent is usually influenced by other language(s) he/she speaks.	Is generally intelligible throughout, despite regular mispronunciation of individual sounds and words he/she is less familiar with.	Can convey his/her message in an intelligible way in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks.
A2	Pronunciation is generally clear enough to be understood, but conversational partners will need to ask for repetition from time to time. A strong influence from other language(s) he/she speaks on stress, rhythm and intonation may affect intelligibility, requiring collaboration from interlocutors. Nevertheless, pronunciation of familiar words is clear.	Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds. Systematic mispronunciation of phonemes does not hinder intelligibility, provided the interlocutor makes an effort to recognise and adjust to the influence of the speaker's language background on pronunciation.	Can use the prosodic features of everyday words and phrases intelligibly, in spite of a strong influence on stress, intonation and/or rhythm from other language(s) he/she speaks. Prosodic features (e.g. word stress) are adequate for familiar, everyday words and simple utterances.
A1	Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by interlocutors used to dealing with speakers of the language group concerned. Can reproduce correctly a limited range of sounds as well as the stress on simple, familiar words and phrases.	Can reproduce sounds in the target language if carefully guided. Can articulate a limited number of sounds, so that speech is only intelligible if the interlocutor provides support (e.g. by repeating correctly and by eliciting repetition of new sounds).	Can use the prosodic features of a limited repertoire of simple words and phrases intelligibly, in spite of a very strong influence on stress, rhythm, and/or intonation from other language(s) he/she speaks; his/her interlocutor needs to be collaborative.





MEDIATING A TEXT

RELAYING SPECIFIC INFORMATION IN SPEECH

TEXT (& DISCOURSE ENVIRONMENT)

LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	No descriptor available: see C1				
C1	Can explain (in Language B) the relevance of specific information given in a particular section of a long, complex text (written in Language A).	in an article, website, book or talk face-to-face / online concerning current affairs or an area of personal interest or concern	from presentations at public meetings, from public documents explaining policy changes, political speeches	a business report, article, regulation or workplace policy	an article, book, reference book or lecture/presentation
	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.	webtalk / self help group explanations (e.g. how to repair your printer); articles related to a particular theme or current issue of interest	presentations at public meetings, from public documents explaining policy changes a press conference, on various web talk sites, in relation to a particular issue	a trade fair, a professional conference, reports and newspaper articles – in relation to a particular project	an academic conference, various webtalk sites, from academic books and journals – in relation to a particular project
B2	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).	a notice, announcement, letter or email outlining policies, regulations or procedures related to housing, insurance, rent/mortgages, employment or health care	a notice or announcement made by a public authority or facility like a library, swimming pool, etc. outlining regulations or procedures	a letter, email or notice outlining why a meeting had to be cancelled, whether someone is for or against an idea and why, workplace policies or regulations	a letter, email or notice outlining university policies, procedures or regulations
	Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.	on the radio or TV	in a station, airport, sports stadium, at political rallies/events, alerts, warnings or instructions which may be given at an accident site or construction zone	at a trade fair or conference, at a factory, warehouse, refinery, on a ship, during safety drills	during a university event/lecture, which may take place in a large auditorium
B1	Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	on the radio or TV, from a passer-by such as travel/route information, instructions from a friend over the phone on how to get to a party	instructions at airports, stations and on planes, buses and trains or on how to use simple equipment such as a hotel safe; directions on how to get from X to Y, a travel itinerary	instructions given in a meeting on how to perform a work task, or operate simple equipment; instructions, particularly on safety procedures, given at a trade fair or conference, at a factory, warehouse, ship	academic regulations, policies/procedures, course/assignment requirements given by a professor/teacher; instructions given on how to use simple research tools to complete a school task or on how to conduct a simple experiment



MEDIATING A TEXT

RELAYING SPECIFIC INFORMATION IN SPEECH

TEXT (& DISCOURSE ENVIRONMENT)

LEVEL	DESCRIPTORS	PERSONAL	PUBLIC	OCCUPATIONAL	EDUCATIONAL
C2	No descriptor available: see C1				
C1	Can explain (in Language B) the relevance of specific information given in a particular section of a long, complex text (written in Language A).	in an article, website, book or talk face-to-face / online concerning current affairs or an area of personal interest or concern	from presentations at public meetings, from public documents explaining policy changes, political speeches	a business report, article, regulation or workplace policy	an article, book, reference book or lecture/presentation
	Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.	webtalk / self help group explanations (e.g. how to repair your printer); articles related to a particular theme or current issue of interest	presentations at public meetings, from public documents explaining policy changes a press conference, on various web talk sites, in relation to a particular issue	a trade fair, a professional conference, reports and newspaper articles – in relation to a particular project	an academic conference, various webtalk sites, from academic books and journals – in relation to a particular project
B2	Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A).	a notice, announcement, letter or email outlining policies, regulations or procedures related to housing, insurance, rent/mortgages, employment or health care	a notice or announcement made by a public authority or facility like a library, swimming pool, etc. outlining regulations or procedures	a letter, email or notice outlining why a meeting had to be cancelled, whether someone is for or against an idea and why, workplace policies or regulations	a letter, email or notice outlining university policies, procedures or regulations
	Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.	on the radio or TV	in a station, airport, sports stadium, at political rallies/events, alerts, warnings or instructions which may be given at an accident site or construction zone	at a trade fair or conference, at a factory, warehouse, refinery, on a ship, during safety drills	during a university event/lecture, which may take place in a large auditorium
B1	Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).	on the radio or TV, from a passer-by such as travel/route information, instructions from a friend over the phone on how to get to a party	instructions at airports, stations and on planes, buses and trains or on how to use simple equipment such as a hotel safe; directions on how to get from X to Y, a travel itinerary	instructions given in a meeting on how to perform a work task, or operate simple equipment; instructions, particularly on safety procedures, given at a trade fair or conference, at a factory, warehouse, ship	academic regulations, policies/procedures, course/assignment requirements given by a professor/teacher; instructions given on how to use simple research tools to complete a school task or on how to conduct a simple experiment



Appendix 9 – Supplementary descriptors

The descriptors in this appendix were also developed, validated and calibrated in the project to develop descriptors for mediation. They have been excluded from the extended illustrative descriptors either because of redundancy, because it had not been possible to develop descriptors for a sufficient range of levels, or because of comments in the consultation phases. They will be added to the bank of supplementary descriptors on the Council of Europe website.

Scales

INTERPRETING	
<p>Note: As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned, as in this example for a C2 descriptor:</p> <p><i>Can provide almost completely accurate simultaneous or consecutive interpretation into French of complex, formal discourse in German, conveying the meaning of the speaker faithfully and reflecting the style, register and cultural context without omissions or additions.</i></p>	
C2	<p>Can provide almost completely accurate simultaneous or consecutive interpretation of complex, formal discourse, conveying the meaning of the speaker faithfully and reflecting the style, register, and cultural context without omissions or additions.</p> <p>Can, in informal situations, provide simultaneous or consecutive interpretation in clear, fluent, well-structured language on a wide range of general and specialised topics, conveying style, register and finer shades of meaning precisely.</p> <p>Can provide simultaneous or consecutive interpretation, coping with unpredictable complications, conveying many nuances and cultural allusions on top of the main message, though expression may not always reflect the appropriate conventions.</p>
C1	<p>Can provide consecutive interpretation fluently on a wide range of subjects of personal, academic and professional interest, passing on significant information clearly and concisely.</p>
B2	<p>Can mediate during an interview, conveying complex information, drawing the attention of both sides to background information, and posing clarification and follow-up questions as necessary.</p> <p>Can provide consecutive interpretation of a welcome address, anecdote or presentation in his/her field, provided that the speaker stops frequently in order to allow time for him/her to do so.</p> <p>Can provide consecutive interpretation on subjects of general interest and/or within his/her field, passing on important statements and viewpoints, provided the speaker stops frequently to allow him/her to do so, and gives clarifications if necessary.</p> <p>Can, during an interview, interpret and convey detailed information reliably and provide supporting information, although he/she may search for expressions and will sometimes need to ask for clarification of certain formulations.</p>
B1	<p>Can, during an interview, interpret and convey straightforward factual information, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.</p> <p>Can interpret informally on subjects of personal or current interest, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.</p>
A2	<p>Can interpret informally in everyday situations, conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.</p> <p>Can interpret informally in predictable, everyday situations, passing back and forth information about personal wants and needs, provided that the speakers help with formulation.</p> <p>Can interpret simply in an interview, conveying straightforward information on familiar topics, provided that he/she can prepare beforehand and that the speakers articulate clearly.</p>



Individual Descriptors

ONLINE CONVERSATION AND DISCUSSION

C2	Can use with precision colloquialisms, humorous language, idiomatic abbreviations and/or specialised register to enhance the impact of comments made in an online discussion.
C1	Can express his/her ideas and opinions with precision in an online discussion on a complex subject or specialised topic related to his/her field, presenting and responding to complex lines of argument convincingly. Can critically evaluate online comments and express negative reactions diplomatically.
B2+	Can exploit different online environments to initiate and maintain relationships, using language fluently to share experiences and develop the interaction by asking appropriate questions.
B2	Can develop an argument in an online discussion giving reasons for or against a particular point of view, though some contributions may appear repetitive. Can express degrees of emotion in personal online postings, highlighting the personal significance of events and experiences and responding flexibly to further comments. Can repair possible misunderstanding in an online discussion with an appropriate response.
B1	Can initiate, maintain and close simple online conversations on topics that are familiar to him/her, though with some pauses for real-time responses.
A2	Can post online how he/she is feeling or what he/she is doing, using formulaic expressions, and respond to further comments with simple thanks or apology.
Pre-A1	Can establish basic social contact online by using the simplest everyday polite forms of greetings and farewells.

GOAL-ORIENTED ONLINE TRANSACTIONS AND COLLABORATION

C1	Can deal effectively with communication problems and cultural issues that arise in online collaborative or transactional exchanges, by adjusting his/her register appropriately.
A2+	Can exchange basic information with a supportive interlocutor online in order to address a problem or simple shared task.

ESTABLISHING A POSITIVE ATMOSPHERE

B2	Can establish a supportive environment for sharing ideas and practice by providing clear explanations and encouraging people to explore and discuss the issue they are encountering, relating it to their experience. Can use humour appropriate to the situation (e.g. an anecdote, a joking or light-hearted comment) in order to create a positive atmosphere or to redirect attention. Can create a positive atmosphere and encourage participation by giving both practical and emotional support.
B1	Can create a positive atmosphere by the way he/she greets and welcomes people and asks them a series of questions that demonstrate interest.

**PROCESSING TEXT IN SPEECH**

C1	Can summarise clearly and fluently in well-structured language the significant ideas presented in complex texts, whether or not they relate to his/her own fields of interest or specialisation. Can summarise in clear, fluent, well-structured speech the information and arguments contained in complex, spoken or written texts on a wide range of general and specialised topics.
B2+	Can summarise clearly in well-structured speech the information and arguments contained in complex spoken or written texts on a wide range of subjects related to his/her fields of interest and specialisation. Can clarify the implicit opinions and purposes of speakers, including attitudes.
B1+	Can summarise and comment on factual information within his/her field of interest.

PROCESSING TEXT IN WRITING

B1	Can summarise in writing the main points made in straightforward informational texts on subjects that are of personal or current interest. Can summarise in writing the main points made in spoken or written informational texts on subjects of personal interest, using simple formulations and the help of a dictionary to do so.
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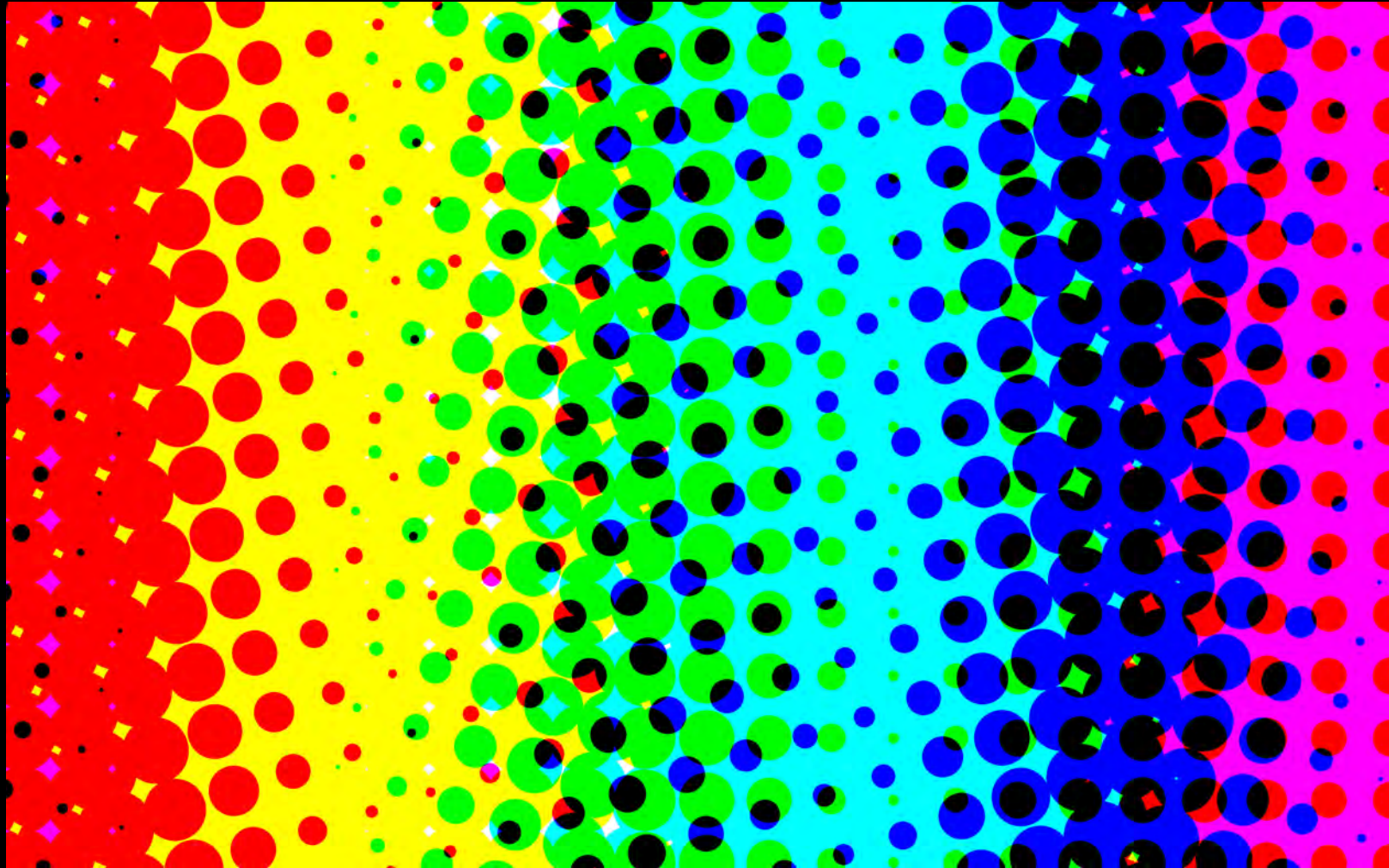
VISUALLY REPRESENTING INFORMATION

B2	Can make abstract concepts accessible by visually representing them (e.g. in mind maps, tables, flowcharts, etc.), facilitating understanding by highlighting and explaining the relationship between ideas. Can represent information visually (with graphic organisers like mind maps, tables, flowcharts, etc.) to make both the key concepts and the relationship between them (e.g. problem-solution, compare-contrast) more accessible. Can, from a text, produce a graphic to present the main ideas in it (e.g. a mind map, pie chart, etc.) in order to help people understand the concepts involved. Can make the key points of abstract concepts more accessible by representing information visually (e.g. in mind maps, tables, flowcharts, etc.). Can visually represent a concept or a process in order to make relations between information explicit (e.g. in flowcharts, tables showing cause-effect, problem-solution).
B1	Can communicate the essential points of a concept or the main steps in a straightforward procedure by using a drawing or graphic organiser. Can represent straightforward information clearly with a graphic organiser (e.g. a PowerPoint slide contrasting before/after, advantages/disadvantages, problem/solution). Can create a drawing or diagram to illustrate a simple text written in high frequency language.

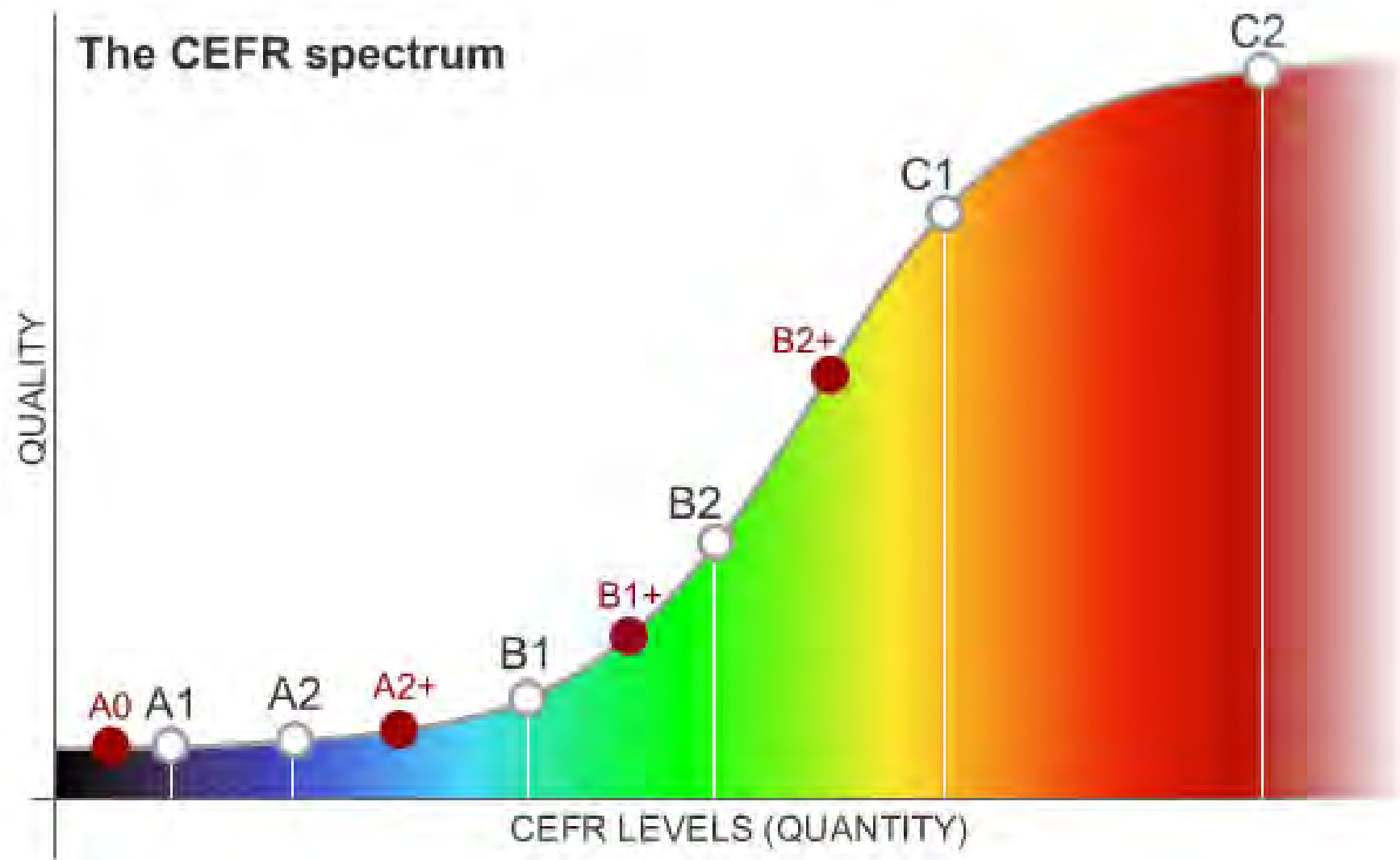
EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)

B1+	Can relate the emotions experienced by a character in a work to emotions he/she has experienced.
A2	Can explain in simple sentences how a work of literature made him/her feel.

Cut – The CEFR Spectrum :



The CEFR spectrum



Raising Standards – Take home messages :

Theory without practice has
no feet

Practice without theory has
no head

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