

What is mediation & how can we use it in our ELT classrooms?



Hello!



Billie Jago



DELTA-qualified teacher for 10 years in Italy, Spain, China & the UK



Writer of exam, adult & digital ELT materials

Online teacher trainer

Speaking examiner



Written for Rise & Shine, Formula, Gold Experience, Roadmap, PTE



Founder of the ELTCpd professional development podcast for teachers & English language professionals – www.eltcpd.com

Nice to meet you!

Clues ...

- In the UK
- A capital city



Have you been?



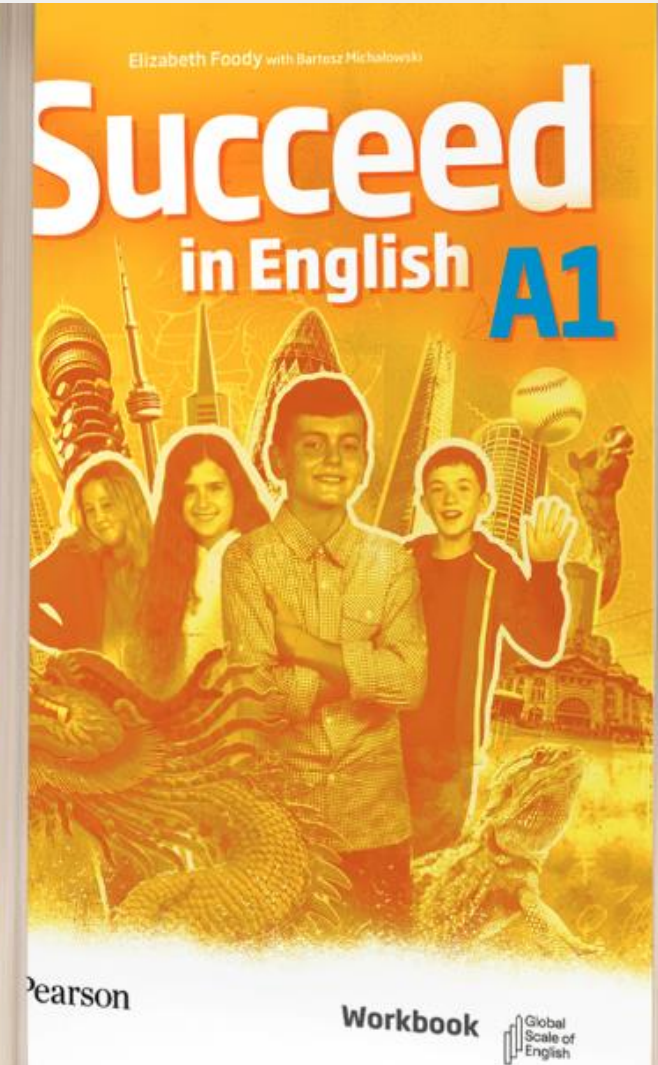
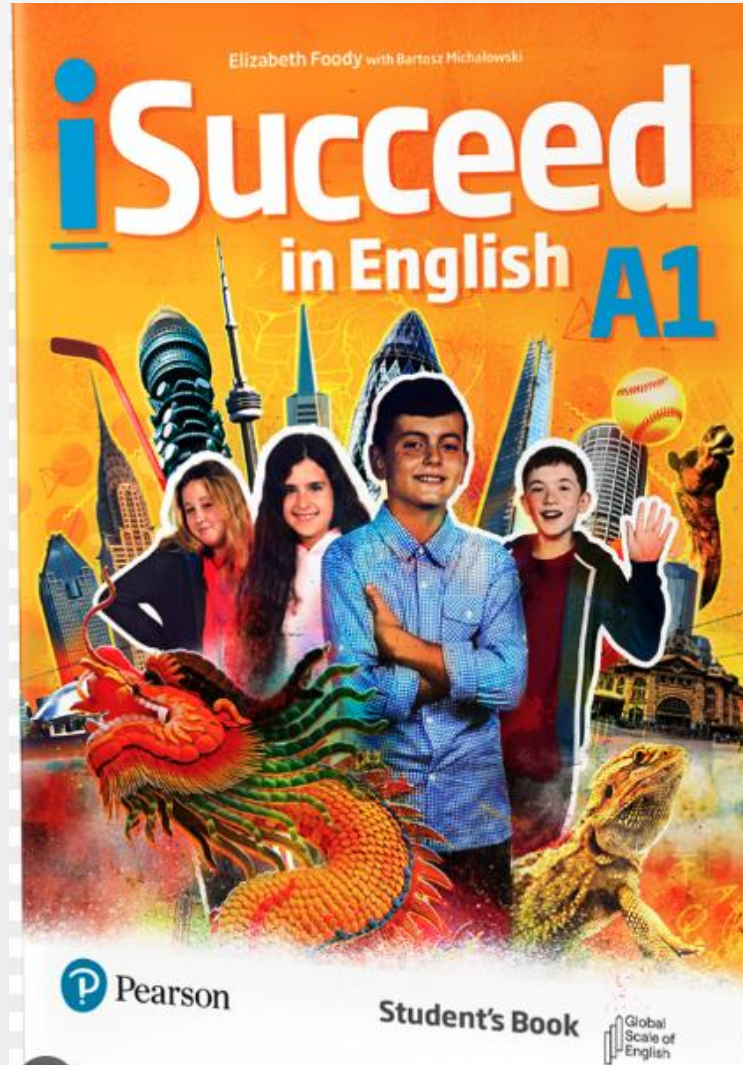
Session Overview

- ✓ What is mediation?
- ✓ Why is mediation important?
- ✓ Am I already using mediation in my classroom?
- ✓ Mediation & the CEFR
- ✓ Activities & ideas for including mediation
- ✓ Q & A



My Disney Stars & Heroes:
Five-level primary course

iSucceed:
Seven-level teen course



Me and mediation



- First heard teachers & publishers talking about mediation at a conference



- Was approached by a publisher & asked to write mediation worksheets



- This led onto writing Teacher's Books with mediation at the core



- Discussed mediation on the ELTcPD podcast - ELT Buzzwords: What is mediation?



- Everything I've written since has included mediation to some extent

What is mediation?

Have you heard
this buzzword
before?



“When a learner acts as a social agent who creates bridges and helps to construct or convey meaning”.

...but what does that mean in simple terms?

cambridgeenglish.org (CEFR descriptors)



In context...

1. Imagine you're with a group of friends

2. One of your friends starts explaining something technical about their job, and you can see everyone looking confused, because they don't really understand

3. You do understand what your friend is trying to say, so you explain the situation in simpler terms, so that everyone in the group understands

You are mediating





Aid understanding between people

Using language to explain something to someone who doesn't fully understand it without our help

Make things more understandable

Breaking information down into more manageable chunks



Mediation



Help make connections between ideas and information

Finding a commonality or situation a person can relate to, to help them understand better

Support communication to reach conclusions

Thinking about how something is said as well as what



What does someone not understand?

1

A text

A letter home from the English teacher to the parents, about their child

What if the parents don't speak English?

2

A concept

A group of your students are working together and discussing ideas for their presentation to the class

What if one of the learners doesn't understand what they're going to present?

3

Communication

You have a multilingual class, and a French student is trying to explain the meaning of a word to a Japanese student

What if the Japanese student doesn't have the level to understand the explanation, or the word?

Different language backgrounds

Different language levels

Lack of subject knowledge

Processing preferences

Cultural differences

Difference of opinions

Why does someone not understand?

Think about your own students.

Think about a time a student explained something to a classmate to help them understand.

Why is
mediation
important?

Benefits of mediation

Awareness of difference & diversity

Inter-cultural differences, differences in ability, physical learning differences, differences in opinion etc.



Develops 21st century skills

Literacy skills, problem solving, communication, collaboration, critical thinking etc.



Develops meaningful & authentic language

Explaining and assisting in using their own language in a way students choose - personalisation



Builds empathy and mutual respect

Understanding when someone needs assistance, and students helping because they want to



Am I already
using mediation
in my classroom?

my Disney **STARS AND HEROES 2** Unit 2 – At the ocean Lesson 2 | Vocabulary

Go to page 1 2 3

LESSON 2 Vocabulary

1 Listen, point, and say. Then play.

starfish sea lion shell whale

dolphin crab jellyfish beach

2 Listen and stick. Then circle and say.

Sticker time

There's a crab / jellyfish on the beach. There's a sea lion / dolphin under the boat. There are three whales / sharks. There are people on the beach / in the boat.

3 Cover the picture in 2. Ask and answer.

Where's the sea lion? It's on the rock.

Talk buddies

I can name ocean animals and things on the beach.

- Are you getting students to work in pairs or groups?
- Do students use prompts already given to them in advance?
- Do they ask and answer?

Yes – you're already using mediation!



Go to page >



1

2

3

4

Shared experiences

LESSON 9 Writing project

1

1 Read and circle. Where can you use contractions?

HAVE YOU EVER BEEN ON A LONG JOURNEY?

Yes, I have! I have been on a long journey to Argentina! I tried local dishes, and I went on a zipline. Have you ever been on a zipline?

No, I have not! I have never been on a zipline, but I have ridden on an unusual creature. It WAS a camel! Have you ever been on a camel?



No, I have not! But I have seen a kangaroo! It was jumping and playing in the wildlife park! Have you ever visited a wildlife park?

Yes, I have! I have seen lots of interesting animals! I liked the penguin best! Have you ever seen these cute birds?

Writing focus

Remember to use contractions when writing an informal text.

2

2 Plan your shared experiences.

What interesting experiences have you had?

Write "Have you ever ..." questions for these places.

Write "Have you ever ..." questions for these experiences.

What interesting people have you met?

What interesting places have you visited?

Tip
Collaboration
Work in a group to write your shared experiences. Listen to everyone's experiences, then write your text together.

3

3 Write your shared experiences in your notebook.

4

4 Reflect.

Collaboration

I collaborated with my group to write our shared experiences.

My shared experiences

I used new words for awesome experiences and spelled them correctly.

I used questions in Present Perfect with ever.

I used the correct punctuation.

I used contractions correctly in my writing.

I can write about shared experiences.

25

Yes – you're already using mediation!

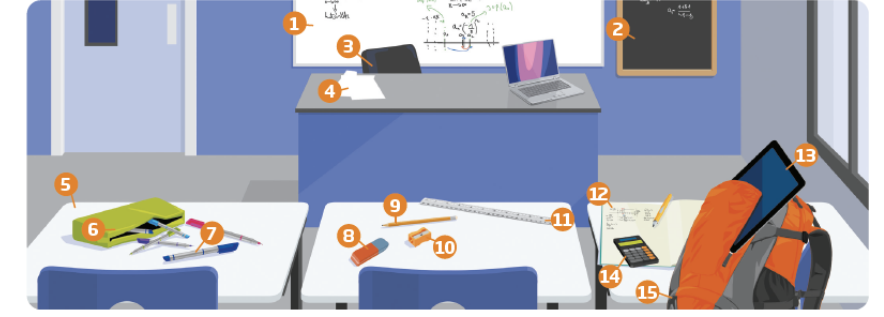
- Are you asking your learners to write in English?
- Are your learners writing short, simple notes, emails or messages?
- Is the information about a common topic, or themselves?

Yes - you're already using mediation!

- Are learners identifying simple language on everyday topics?
- Are they 'translating' (or identifying) words and their meanings?

Classroom objects

1 **0.16** Match the objects (1-15) to the words (a-o). Then listen and repeat.

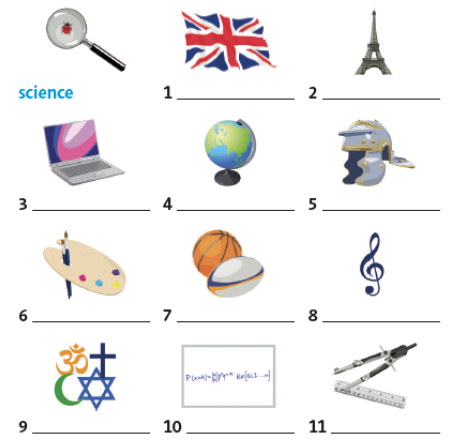


- a ruler
- b desk
- c paper
- d chair
- e pen
- f pencil
- g pencil case
- h rubber
- i calculator
- j pencil sharpener
- k exercise book
- l rucksack
- m blackboard
- n interactive whiteboard
- o tablet

School subjects

4 **0.18** Label the pictures with the school subjects in the box. Then listen and repeat.

- art
- D&T (design and technology)
- English
- French
- geography
- history
- ICT (information and communication technology)
- maths
- music
- RE (religious education)
- PE (physical education)
- science



a/an

a (with consonants)	a book
	a calculator
an (with vowels: a, e, i, o, u)	an exercise book
	an interactive whiteboard

2 **0.17** Write a or an. Then listen and check.

- a blue book
- 1 ___ orange pencil
- 2 ___ white desk
- 3 ___ exercise book
- 4 ___ calculator
- 5 ___ tablet
- 6 ___ blue pen

3 Work in pairs. Ask and answer about the picture in Exercise 1.

- A What's that?
- B It's a pen.
- A What colour is it?
- B It's blue.

Look!

What's that?
What colour is it?

5 **Your turn** Look at your timetable for two minutes and try to memorise it. Then ask and answer five questions in pairs.

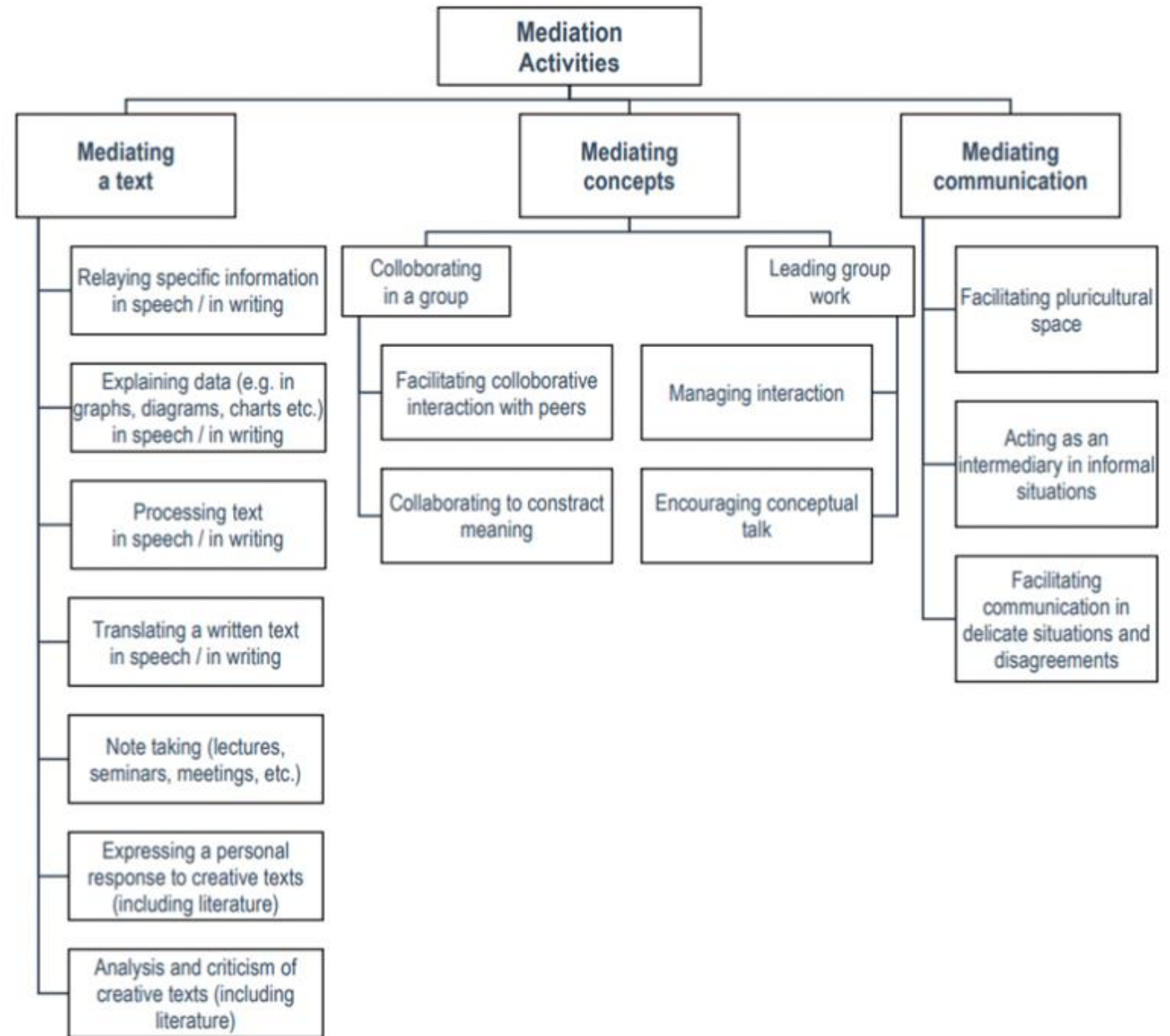
- A When is art?
- B Art is on Wednesday.

Ways you're mediating

- We understand the challenges that students face – every learner has a different language ability, even if they're grouped into levels
 - We understand that not everyone will pick up everything easily, straight away
 - We know how English has different formalities, different genres, different contexts, and these aren't always easily translatable across different backgrounds, cultures and languages
- We understand different learners like to learn and work with language in different ways
 - We understand the diversity in our classroom (opinions, ages, cultures, beliefs etc.) and the way that can affect the way people process information and respond
 - We are teachers!

Mediation & the CEFR

- Mediation was added to the CEFR in 2018
- Mediation is broken down into 3 areas:
 - ✓ Mediating a text
 - ✓ Mediating concepts
 - ✓ Mediating communication
- There are descriptors at each CEFR level, for each type of mediation, e.g., collaborating in a group has different expectations for each level



COLLABORATING IN A GROUP

FACILITATING COLLABORATIVE INTERACTION WITH PEERS	
C2	<i>No descriptors available</i>
C1	<p>Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence.</p> <p>Can develop the interaction and tactfully help steer it towards a conclusion.</p>
B2	<p>Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.</p> <p>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.</p> <p>Can ask questions to stimulate discussion on how to organise collaborative work.</p> <p>Can help to define goals for teamwork and compare options for how to achieve them.</p> <p>Can refocus a discussion by suggesting what to consider next, and how to proceed.</p>
B1	<p>Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</p> <p>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</p> <p>Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.</p> <p>Can invite other people in a group to speak.</p>
A2	<p>Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.</p> <p>Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.</p>
A1	Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.
Pre-A1	<i>No descriptors available</i>

EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)

C2	<i>No descriptor available</i>
C1	<p>Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.</p> <p>Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.</p> <p>Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.</p>
B2	<p>Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.</p> <p>Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.</p> <p>Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.</p>
B1	<p>Can explain why certain parts or aspects of a work especially interested him/her.</p> <p>Can explain in some detail which character he/she most identified with and why.</p> <p>Can relate events in a story, film or play to similar events he/she has experienced or heard about.</p> <p>Can relate the emotions experienced by a character in a work to emotions he/she has experienced.</p> <p>Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.</p> <p>Can explain briefly the feelings and opinions that a work provoked in him/her.</p> <p>Can describe the personality of a character.</p>
A2	<p>Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.</p> <p>Can describe a character's feelings and explain the reasons for them.</p> <p>Can say in simple language which aspects of a work especially interested him/her.</p> <p>Can say whether he/she liked a work or not and explain why in simple language.</p> <p>Can select simple passages he/she particularly likes from work of literature to use as quotes.</p>
A1	Can use simple words and phrases to say how a work made him/her feel.
Pre-A1	<i>No descriptors available</i>

STARS AND HEROES 2 Unit 2 – At the ocean Lesson 2 | Vocabulary

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LESSON 2 Vocabulary

1 Listen, point, and say. Then play.

1 starfish 2 sea lion 3 shell 4 whale

5 dolphin 6 crab 7 jellyfish 8 beach

2 Listen and stick. Then circle and say.

Sticker time

1 There's a crab / jellyfish on the beach. 2 There's a sea lion / dolphin under the boat.

3 There are three whales / sharks. 4 There are people on the beach / in the boat.

3 Cover the picture in 2. Ask and answer.

Where's the sea lion? It's on the rock.

Talk buddies

24 I can name ocean animals and things on the beach.

Shared experiences LESSON 9 writing project

1 Read and circle. Where can you use contractions?

HAVE YOU EVER BEEN ON A LONG JOURNEY?

Yes, I have! I have been on a long journey to Argentina! I tried local dishes, and I went on a zipline. Have you ever been on a zipline?

No, I have not! I have never been on a zipline, but I have ridden on an unusual creature. It was a camel! Have you ever been on a camel?

No, I have not! But I have seen a kangaroo! It was jumping and playing in the wildlife park! Have you ever visited a wildlife park?

Yes, I have! I have seen lots of interesting animals! I liked the penguins best! Have you ever seen these cute birds?

Writing focus
Remember to use contractions when writing an informal text.

2 Plan your shared experiences.

Write "Have you ever ..." questions for these places.

What interesting experiences have you had?

Write "Have you ever ..." questions for these experiences.

What interesting people have you met?

What interesting places have you visited?

Tip
Collaboration
Work in a group to write your shared experiences. Listen to everyone's experiences, then write your text together.

3 Write your shared experiences in your notebook.

4 Reflect.

Collaboration

I collaborated with my group to write our shared experiences. ☆

My shared experiences

I used new words for awesome experiences and spelled them correctly. ☆

I used questions in Present Perfect with ever. ☆

I used the correct punctuation. ☆

I used contractions correctly in my writing. ☆

I can write about shared experiences.

- LEADING GROUP WORK**
- ENCOURAGING CONCEPTUAL TALK**
- A2** Can ask why someone thinks something, or how they think something would work.
 - A1** Can ask what somebody thinks of a certain idea.
 - Can use simple isolated words and non-verbal signals to show interest in an idea.

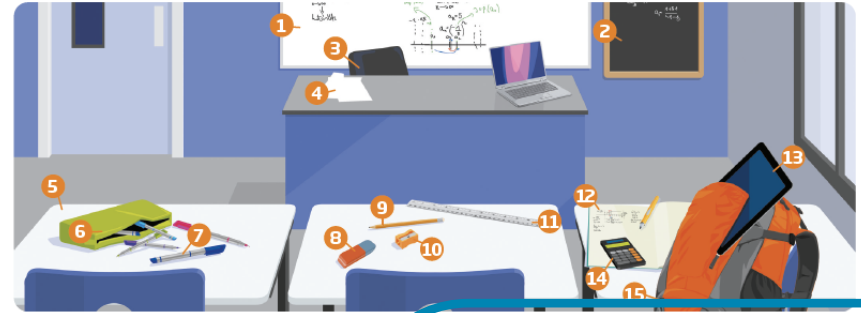
My Disney Stars and Heroes 6, Unit 2, Lesson 9

TRANSLATING A WRITTEN TEXT IN WRITING

A2	Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
A1	Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.

Classroom objects

1 **0.16** Match the objects (1–15) to the words (a–o). Then listen and repeat.



- | | | | |
|---------------|-----|--------------------|-----|
| a ruler | ___ | i calculator | ___ |
| b desk | ___ | j pencil sharpener | ___ |
| c paper | ___ | k exercise book | ___ |
| d chair | ___ | l rucksack | ___ |
| e pen | ___ | m blackboard | ___ |
| f pencil | ___ | n interactive | ___ |
| g pencil case | ___ | o whiteboard | ___ |
| h rubber | ___ | o tablet | ___ |

a / an

a (with consonants)	a book
	a calculator
an (with vowels: a, e, i, o, u)	an exercise book
	an interactive whiteboard

2 **0.17** Write *a* or *an*. Then listen and check.

- a blue book
- 1 ___ orange pencil 4 ___ calculator
- 2 ___ white desk 5 ___ tablet
- 3 ___ exercise book 6 ___ blue pen

3 Work in pairs. Ask and answer about the picture in Exercise 1.

- A What's that?
B It's a pen.
- A What colour is it?
B It's blue.

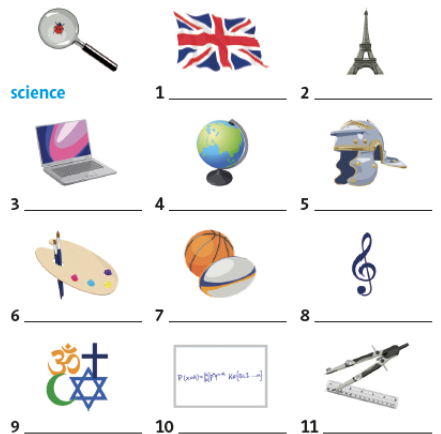
Look!

What's that?
What colour is it?

School subjects

4 **0.18** Label the pictures with the school subjects in the box. Then listen and repeat.

art D&T (design and technology)
English French geography history
ICT (information and communication technology)
maths music RE (religious education)
PE (physical education) science



science 1 _____ 2 _____

3 _____ 4 _____ 5 _____

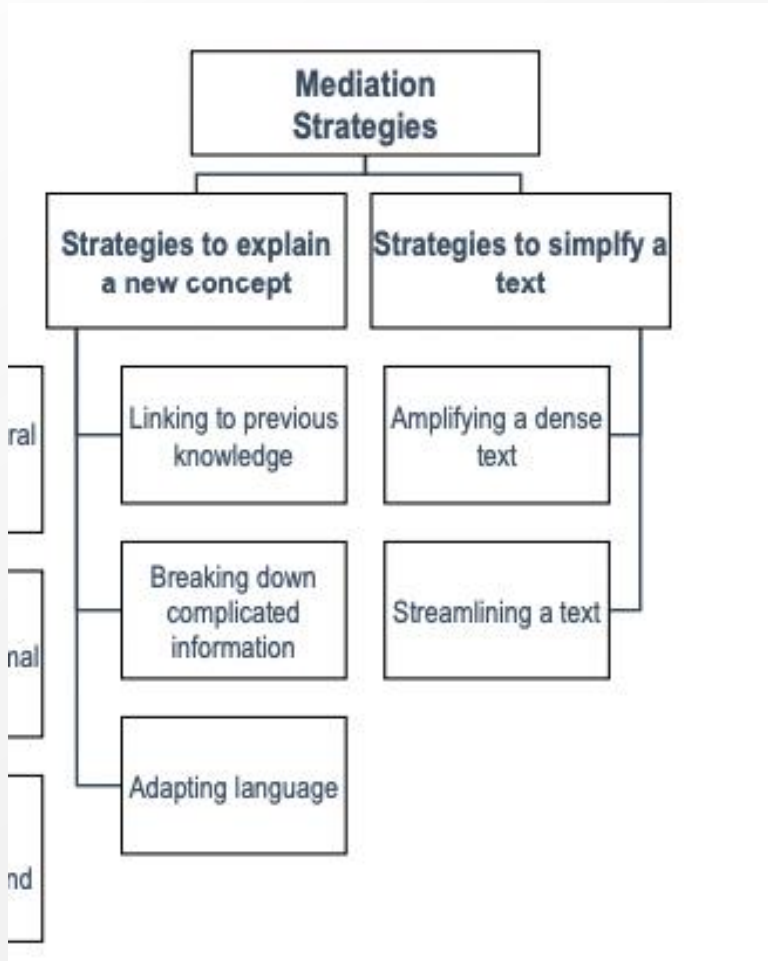
6 _____ 7 _____ 8 _____

9 _____ 10 _____ 11 _____

5 **Your turn** Look at your timetable for two minutes and try to memorise it. Then ask and answer five questions in pairs.

- A When is art? B Art is on Wednesday.

I can talk about classroom objects and school subjects. seven 7

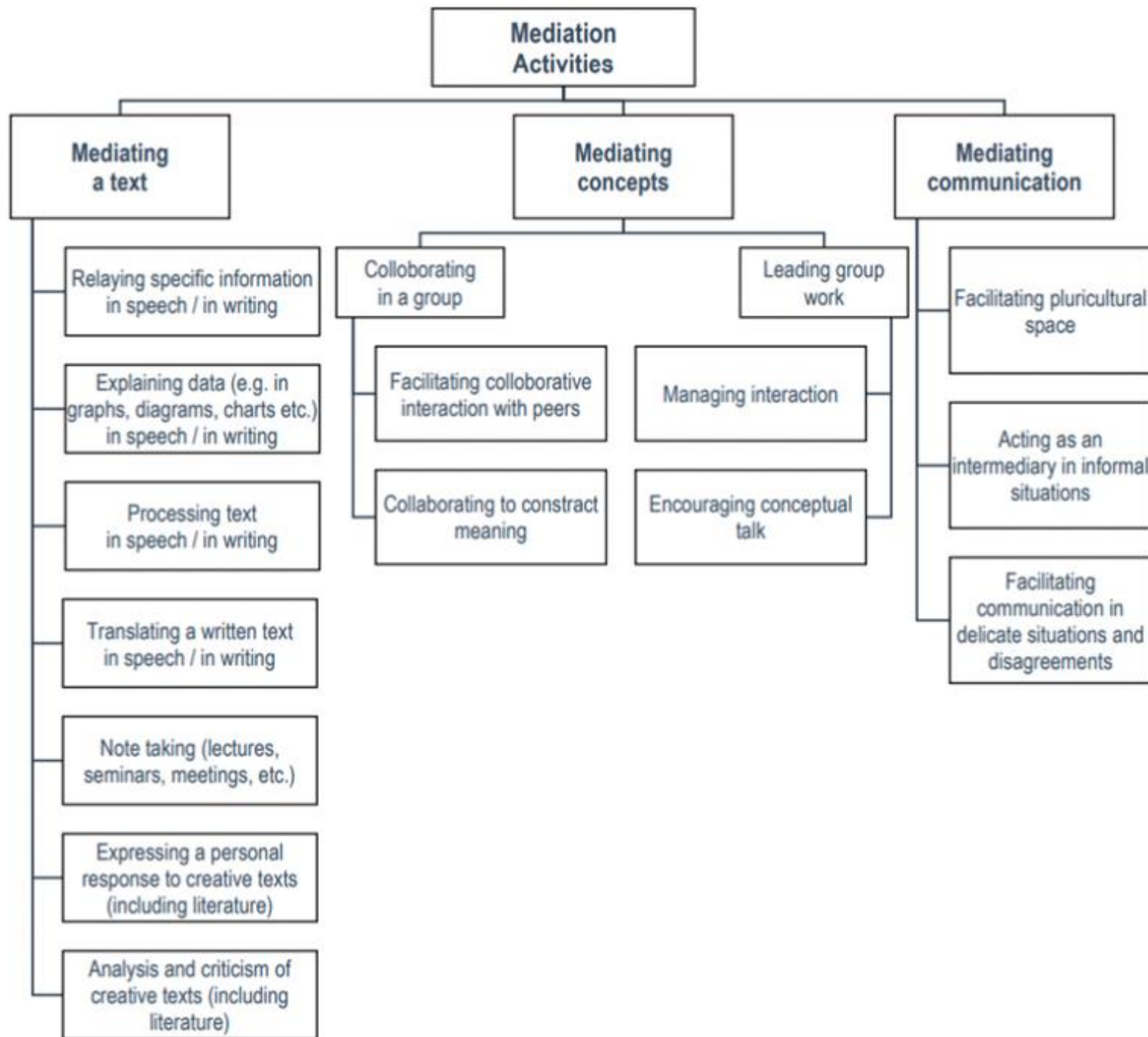


- Mediation in the CEFR also includes Mediation Strategies
- These are usually ways of mediating, rather than understanding information using specific skills, e.g., using a text or spoken skills
- These are often things you do in class, if you teach teens or adults, e.g., summarizing, note-taking, adapting register/formality
- You may also do them with younger learners, e.g., link to previous knowledge in the lesson or world-knowledge

CEFR Companion Volume, p.104

Look at these descriptors again.

Which of these do you already use in your classroom?
Can you think of the last time you did this in your lesson?



Activities & ideas for including mediation

An invention is a **new / old** idea.

Inventions

An invention is a new thing. People who have ideas for new things are called inventors.



There are a lot of inventions that help us at home. **Electricity** is an important invention. It's a type of energy. This energy makes our lights and machines work, for example, our **fridges** in the kitchen. We can keep our food cold and fresh in the fridge.



Inventions can help us outside the home, too. We use **cell phones** to talk to friends and to send messages. We use **GPS** to find our way when we're traveling.

How do inventors think of ideas for new inventions? Let's ask them.

I start with a problem.
I ask: "How can I fix this problem?"

I talk to other people.
I ask: "What new thing do you want to help you?"

Think of a new idea!
Make a new thing!
It's good to try new things. You can be an inventor, too!



Try it!

Think of a new invention for your home. What do you use it for?

3 Think Read again and match.

LEADING GROUP WORK

ENCOURAGING CONCEPTUAL TALK

B1

Can ask people to elaborate on specific points they made in their initial explanation.
Can ask appropriate questions to check understanding of concepts that have been explained.
Can ask questions to invite people to clarify their reasoning.

A2

Can ask why someone thinks something, or how they think something would work.
Can ask what somebody thinks of a certain idea.

A1

Can use simple isolated words and non-verbal signals to show interest in an idea.

Encouraging conceptual talk

- Group work
- Could involve students designing a product / a service / an object / a trip etc. – anything 'conceptual'

- Students discuss ideas, ask each other to explain, justify and clarify
- If presenting, students in the class are showing interest or asking questions



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LESSON 2
Vocabulary

1 **1** What entertainment is there in your town or city?

2 **2** Read and listen. Then match.

Things I do to have fun	Places I go to have fun
play basketball	sports center

WELCOME TO OUR CITY!

Our city is full of amazing things to do! Here are some of the places you can go to while you're here!

- Watch exciting sports at our new **1 stadium!**
- See interesting animals at the **2 wildlife park!**
- Look at beautiful paintings in the **3 art gallery!**
- Learn about how things work at the **4 science museum!**
- Watch a play at the **5 theater!**
- Go on some amazing rides at the **6 amusement park!**
- Go ice skating at the exciting **7 ice rink!**
- Enjoy a game with friends at the **8 bowling alley!**

I love having fun with my friends in my city. Look at all the things we can do!

3 **3** Your friend is planning to visit. Write about places in your town or city.

There's a wildlife park. I like visiting the wildlife park because I love animals.

4 **4** Imagine, describe, and guess.

I'm watching a story on a stage!

Check what someone says if you aren't sure.
Do you mean ...?
So, you're saying that ...

Do you mean you're watching a play? Are you at the theater?

I can use words for places of entertainment.

COLLABORATING IN A GROUP

COLLABORATING TO CONSTRUCT MEANING

A2 Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.

Can make simple remarks and pose occasional questions to indicate that he/she is following.
Can make suggestions in a simple way in order to move the discussion forward.

A1 Can express an idea with very simple words and ask what others think.

Collaborating to construct meaning

- Pair or group work
- Describing tasks; guessing activities; tasks where students have to move a discussion forward and work together to reach an outcome

- Group debates
- Find someone who
- 'Speed dating' discussions
- Discussion questions

0 Introduction

Word list 0 page 120

Parts of the body

1 **0.19** Label the picture with the parts of the body in the box. Then listen and check.

arm back ear eye finger foot hair hand
head leg mouth neck nose thumb toe



2 Find the odd one out.

- | | | | |
|----------|------------|--------|-------|
| arm | eye | finger | hand |
| 1 eye | nose | back | mouth |
| 2 ear | foot | leg | toe |
| 3 finger | toe | tooth | neck |

Appearance

3 **0.20** Label the pictures with the adjectives in the box. Then listen and check.

big short slim young



a tall woman a **short** woman



1 an old man a _____ man



2 a small child a _____ child



3 an overweight cat a _____ cat

4 **0.21** Label the pictures with the words in the box. Then listen and check.

black blonde brown grey
medium-length long red short

length



long

1 _____ 2 _____

colour



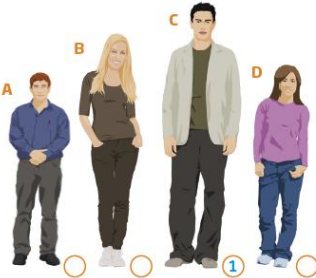
3 _____ 4 _____ 5 _____



6 _____ 7 _____

5 Match the descriptions (1-4) to the figures (A-D).

- 1 A tall man with short, black hair and brown eyes.
- 2 A short woman with long, brown hair and brown eyes.
- 3 A short man with short, red hair and blue eyes.
- 4 A young woman with long, blonde hair and blue eyes.



STRATEGIES TO EXPLAIN A NEW CONCEPT

BREAKING DOWN COMPLICATED INFORMATION

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.

ADAPTING LANGUAGE

Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.

8 **eight** I can name parts of the body and describe appearance.

Breaking down complicated information

- Pair or group work
- Where students make information easier to understand for each other, e.g. using gestures, paraphrasing, synonyms, realia
- Introduce new vocabulary or grammar concepts

Adapting language

- Pair, group or individual work
- Amending register/formality, understanding instructions, understanding uncommon situations (e.g. announcements, adverts etc)

Common mediation activities



Back to the board

- Students are in groups, one student from each group sits at the front with their back to the board
- The group describe the word or phrase on the board to be guessed

Adapting language, breaking down complicated information, linking to previous knowledge



Jigsaw reading

- Students are in pairs or groups, and have texts which are out of order or paragraphs are missing
- Students must use their own language to explain the content of their paragraph. The text can then be reconstructed

Processing text in speech



Review writing

- Writing a review of a film, a book or a theatre show
- Expressing their thoughts, reasons and whether they liked it or not

Expressing a personal response to creative texts

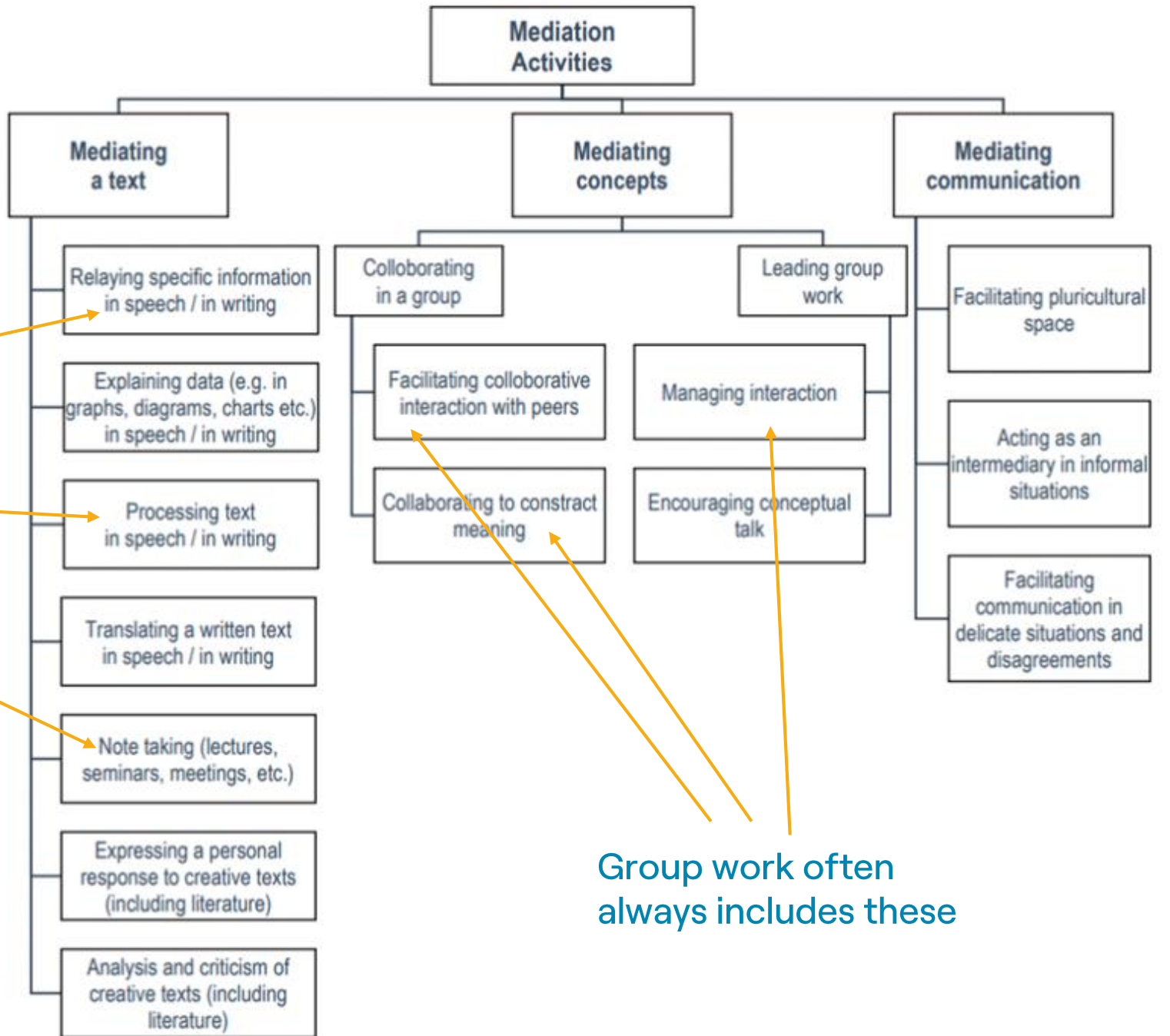


Describe what you see

- Students work in pairs. One has their back to the other
- One student describes what they can see, for the other student to draw

Explaining data in speech / in writing

Adapting coursebook tasks for mediation



- Say what you heard
- Explain what you read
- Take notes of what you saw

Group work often always includes these

Now you know about mediation... have you already been using it in your classes?



Top tips for including mediation in your lessons

Top tips

- ✓ Use pair or group work, and encourage students to bring each other into conversations rather than you facilitating it
- ✓ If you hear or see a student is struggling to understand something, have another student explain it to them in their own way
- ✓ Don't 'overgive' – trust that your students can often figure things out for themselves
- ✓ Start small – think about which mediation skill you're including, before you start to practise them together (e.g. note-taking + expressing a personal response)
- ✓ Understand that not all mediation descriptors are for all levels (e.g. A1)
- ✓ Don't change – you've probably already been including them anyway!

In summary...

Mediation in summary

- To ensure understanding and meaning, and developing strategies for doing this
- Working together to reach an outcome in which everyone understands
- Considering why and what someone doesn't understand – respecting diversity
- Added to the CEFR – good idea to familiarize yourself
- However, it's something you've probably been doing anyway, so don't panic!

- [CEFR Companion Volume](#)
- [ELTcpd podcast – What is mediation?](#)
- [English.com \(Pearson\) – Teaching mediation in the English language classroom](#)
- [YouTube \(Pearson Languages\) – Mediation: the what and the why; the how](#)
- [Mediation: What is it, how to teach it and how to assess it \(Cambridgeenglish.org\)](#)

Further learning

Any questions?



Thank you

ELTCPD 

Get in touch!
@ELTcpd
Info@eltcpd.com