

WORKSHEET B

Title	Mediation
Objective(s) to understand the possible applications of mediation in relation to other communicative activities in language teaching practice	
Keywords oral mediation – written mediation – communicative language activities – interaction – strategies – learner as intermediary – mediation assessment	
Ref to the guide II.4	Ref to the CEFR 4.4, 4.6.4 (language activities, in particular, Mediation)
Task A († † †)	
Think about the extract from the CEFR (p.84) below:	
<i>Users of the Framework may wish to consider and where appropriate state:</i>	
<ul style="list-style-type: none"><i>the mediating activities in which the learner will need/be equipped/be required to engage.</i>	
- What does that mean to you as a teacher in the practice? - Refer back to Worksheet A Mediation and make a list with the situations and class practices that allow working on the mediation activity, both oral and written. (Do not forget possible integration of new technologies).	
Task B	
Step 1 († †)	
Thinking about your own context, create a task where mediation is essential. Consider mediation strategies (planning, execution, evaluation, repair [see 4.4.4.3]), and specify exactly those that you think the learner will use to carry out the task successfully.	
Create a worksheet with instructions that might guide the learner in the task and make him/her think about the processes and strategies put into action.	
Step 2 († †)	
As the CEFR does not provide specific descriptors for the activity of mediation, consider those for the other communicative activities (production, reception, interaction) and create an assessment grid adapted to the task you created.	
Step 3 († † †)	
Share with the whole group the products you created in pairs, and discuss the difficulties you encountered and the solutions you adopted.	