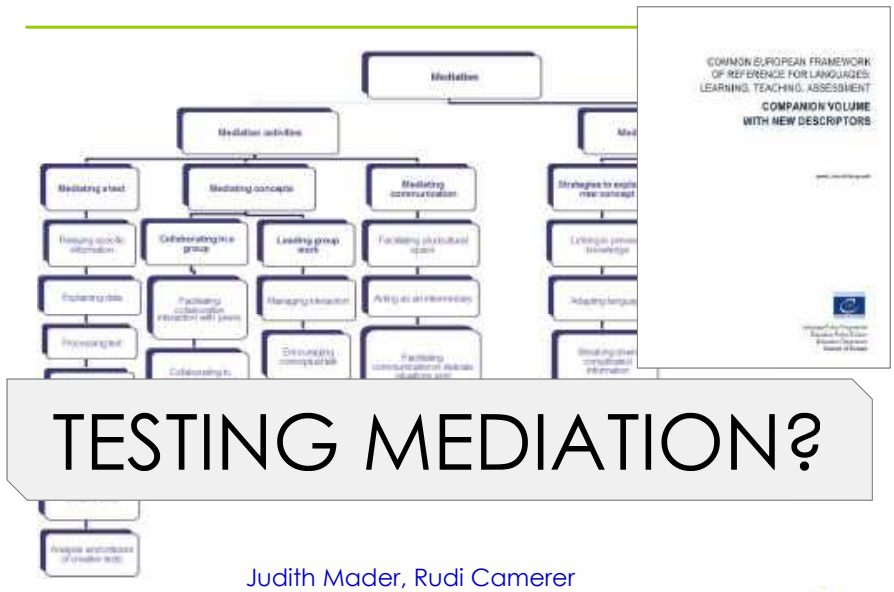


TESTING MEDIATION?

Judith Mader, Rudi Camerer

TEASIG WEBINAR
9 September, 2020

1

Agenda:

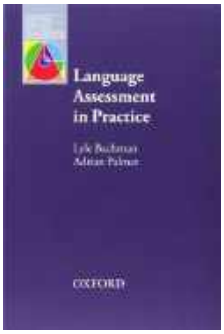
1. Construct Validity and the CEFR
2. Mediation according to the CEFR-Companion Volume
3. Two constructs for testing mediation
4. Suggested criteria, item types and assessment

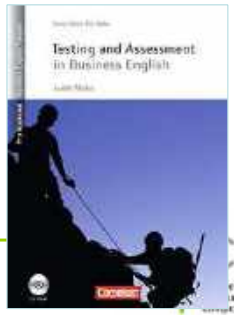
2

1. Construct Validity and the CEFR

(construct) Validity
Reliability
Authenticity
VALIDITY !
Impact
Practica(bi)lity

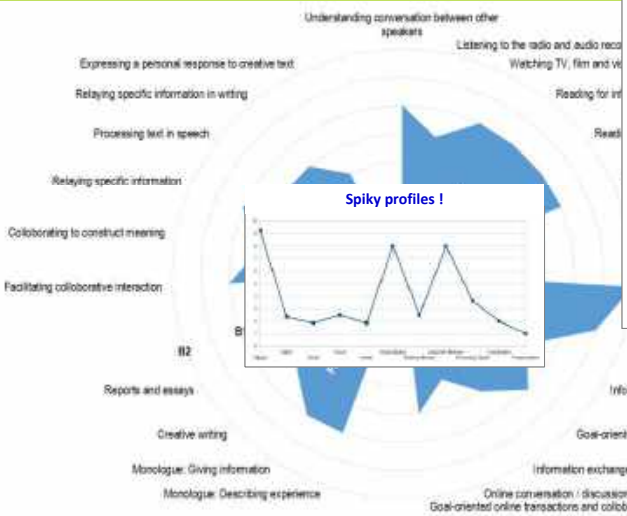
Bachman & Palmer: Language Testing in Practice, OUP, 2010
Judith Mader: Testing and Assessment in Business English. Cornelsen. 2011





3

1. Construct Validity and the CEFR

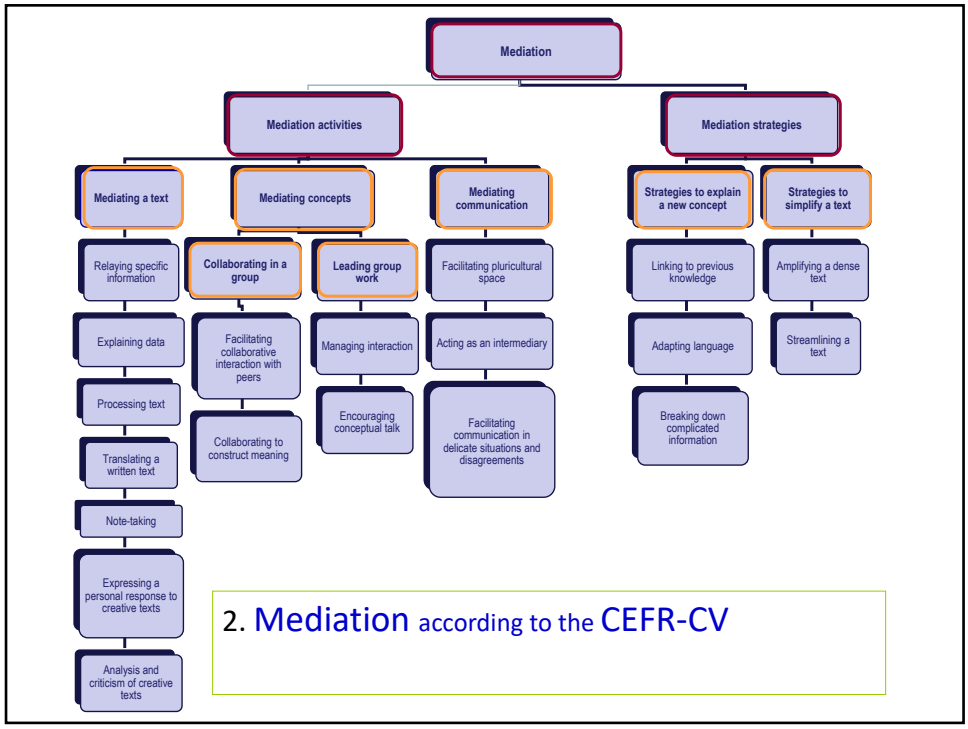


CEFR-CV (2018). p.37. Figure 6 – A fictional profile of needs in an additional language – lower secondary CLIL (Content and Language Integrated Learning)

4

2. Mediation according to the CEFR-CV

5



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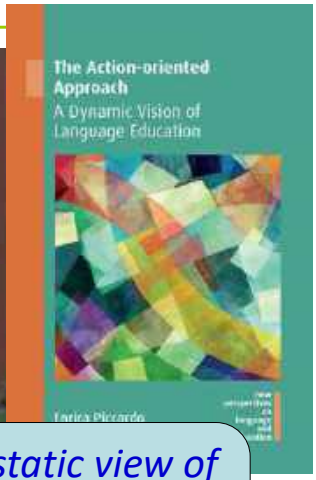


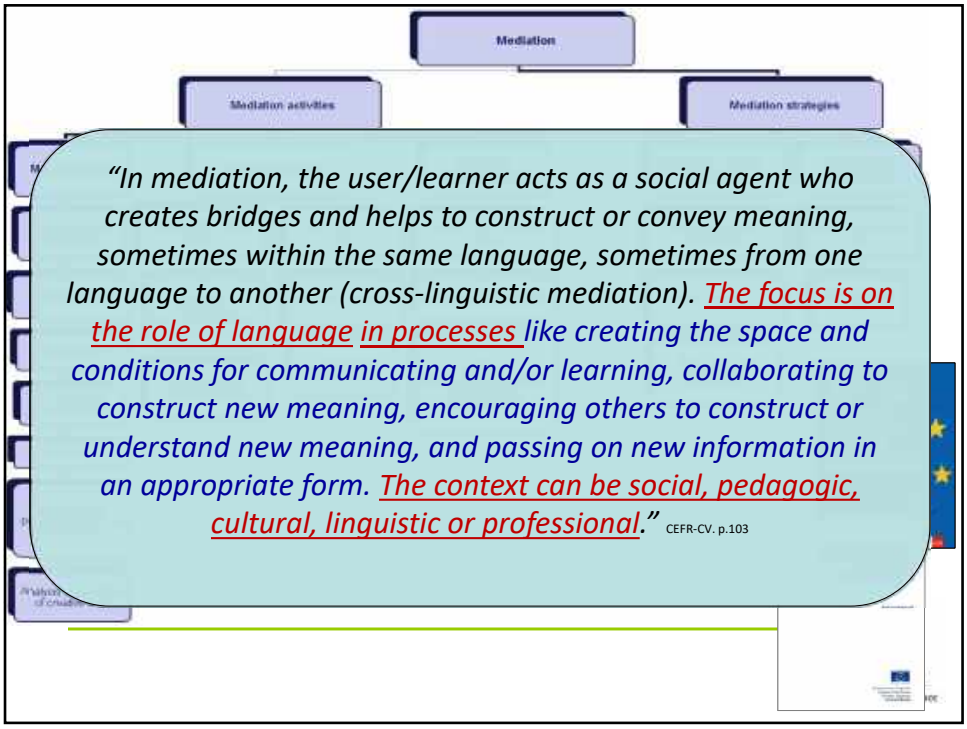
chpt. 6.4 *Mediation: From a static view of language to a dynamic view of (co-)construction of meaning*

Brian

CEBS

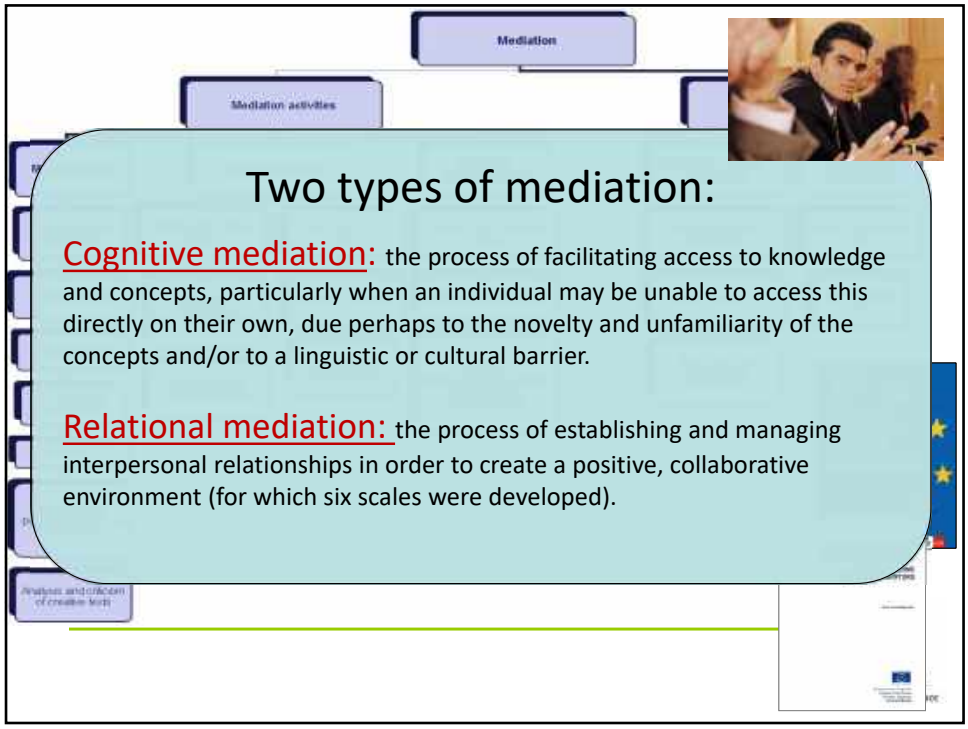
https://www.youtube.com/watch?v=aVVQE6-FHOw&t=23s

7

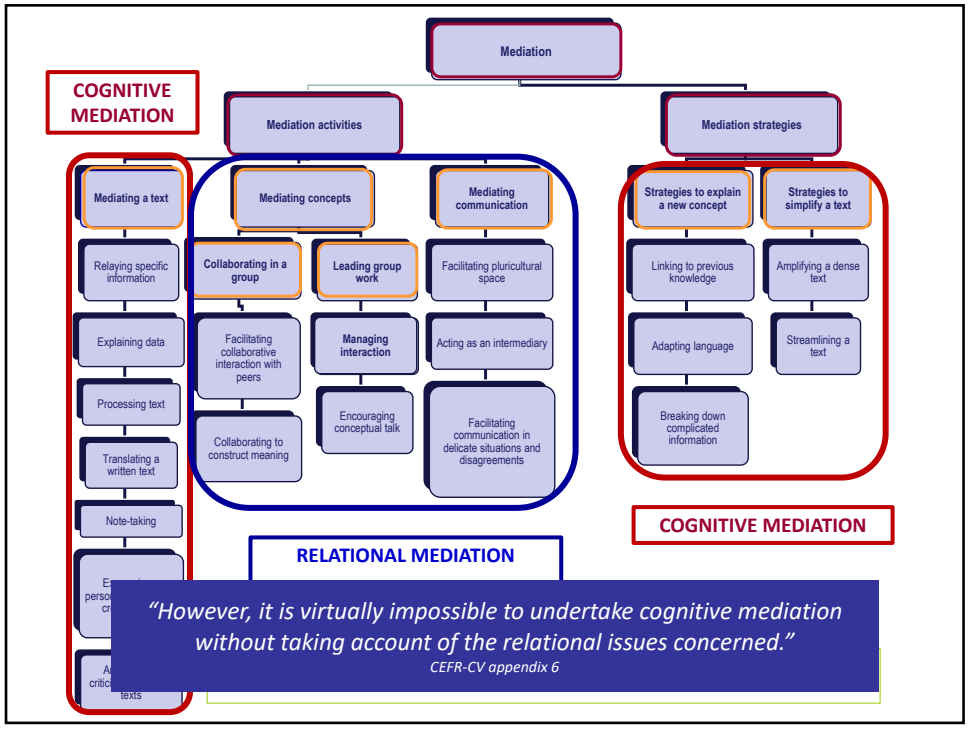


"In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation). The focus is on the role of language in processes like creating the space and conditions 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." CEFR-CV. p.103

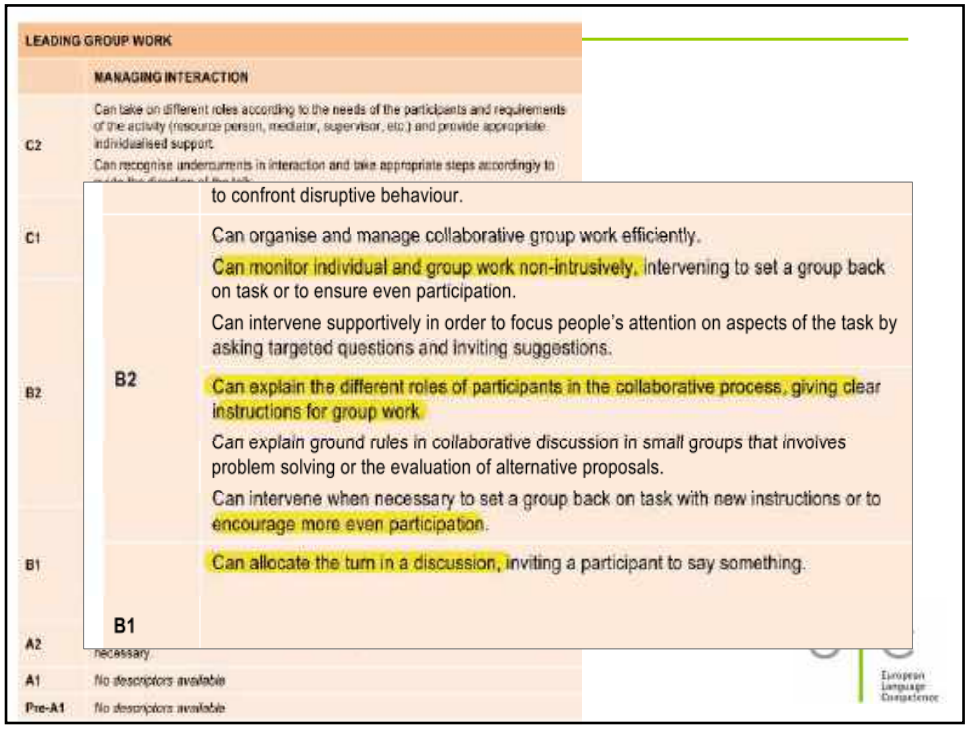
8


Mediation
Mediation activities
Two types of mediation:
Cognitive mediation: the process of facilitating access to knowledge and concepts, particularly when an individual may be unable to access this directly on their own, due perhaps to the novelty and unfamiliarity of the concepts and/or to a linguistic or cultural barrier.
Relational mediation: the process of establishing and managing interpersonal relationships in order to create a positive, collaborative environment (for which six scales were developed).

9


Mediation
COGNITIVE MEDIATION
Mediation activities
Mediation strategies
Mediating a text
Mediating concepts
Mediating communication
Strategies to explain a new concept
Strategies to simplify a text
Relaying specific information
Collaborating in a group
Leading group work
Facilitating pluricultural space
Linking to previous knowledge
Amplifying a dense text
Explaining data
Facilitating collaborative interaction with peers
Managing interaction
Acting as an intermediary
Adapting language
Streamlining a text
Processing text
Collaborating to construct meaning
Encouraging conceptual talk
Facilitating communication in delicate situations and disagreements
Breaking down complicated information
Translating a written text
Note-taking
COGNITIVE MEDIATION
RELATIONAL MEDIATION
"However, it is virtually impossible to undertake cognitive mediation without taking account of the relational issues concerned."
CEFR-CV appendix 6

10



11

Contexts of cognitive & relational mediation:

social, pedagogic, cultural, linguistic or professional

in WRITING	in SPEECH
Summarizing & paraphrasing	Class presentation
University term paper	Company project report
Business correspondence	International business negotiations
Personal correspondence	Socialising
etc.	etc.

(1)

Summarizing & paraphrasing

Format: Text with accompanying content questions

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Developing the test:

1. **Context**: university, written exam (Overall level <B2)
2. **Reading comprehension test:** Text with accompanying content questions requiring summarizing & paraphrasing
3. **Relevant descriptors:** select scales!
4. **Issues:** Full sentences? Length of answers? Appropriate rephrasing? Appropriate register?
5. **Criteria & weighting:** Linguistic accuracy vs. cognitive mediation
6. **Sample test:** choose text & questions!

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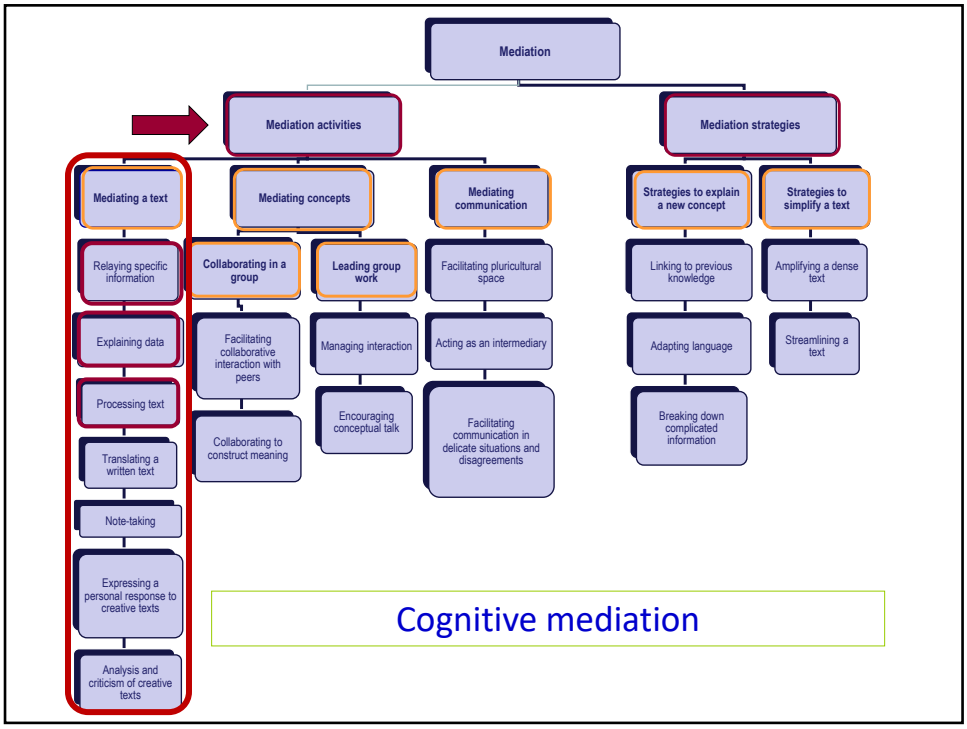

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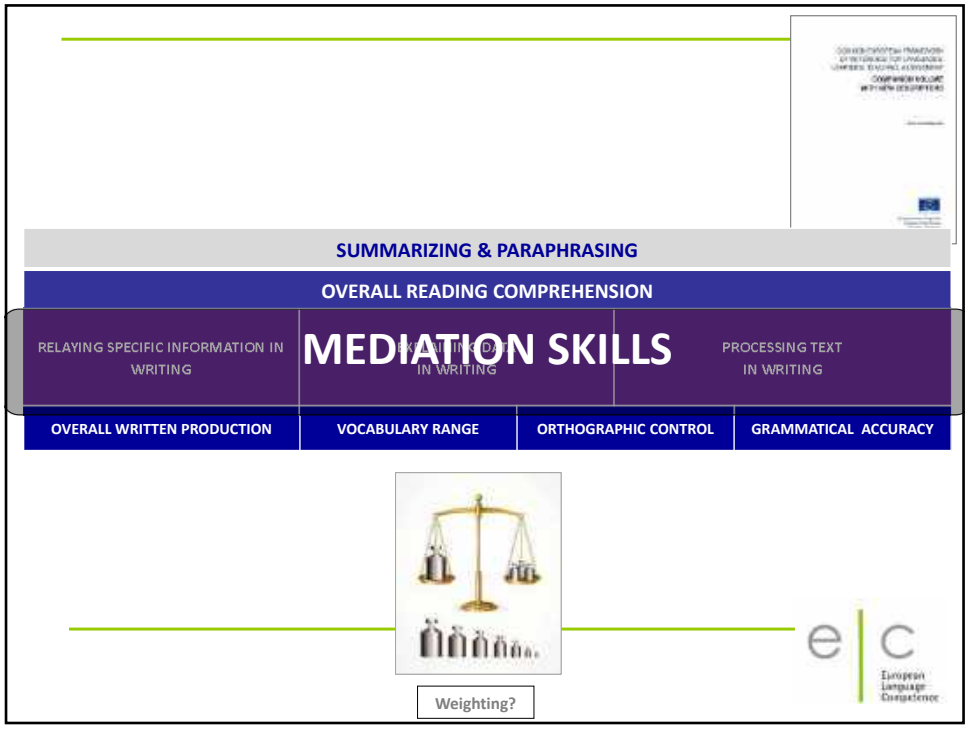
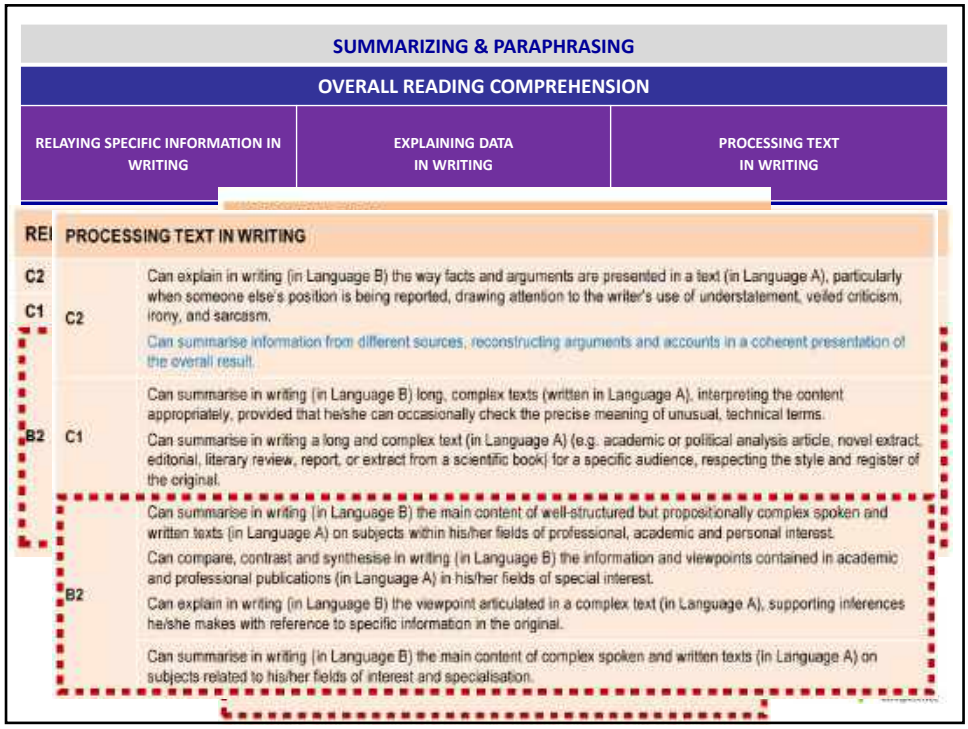
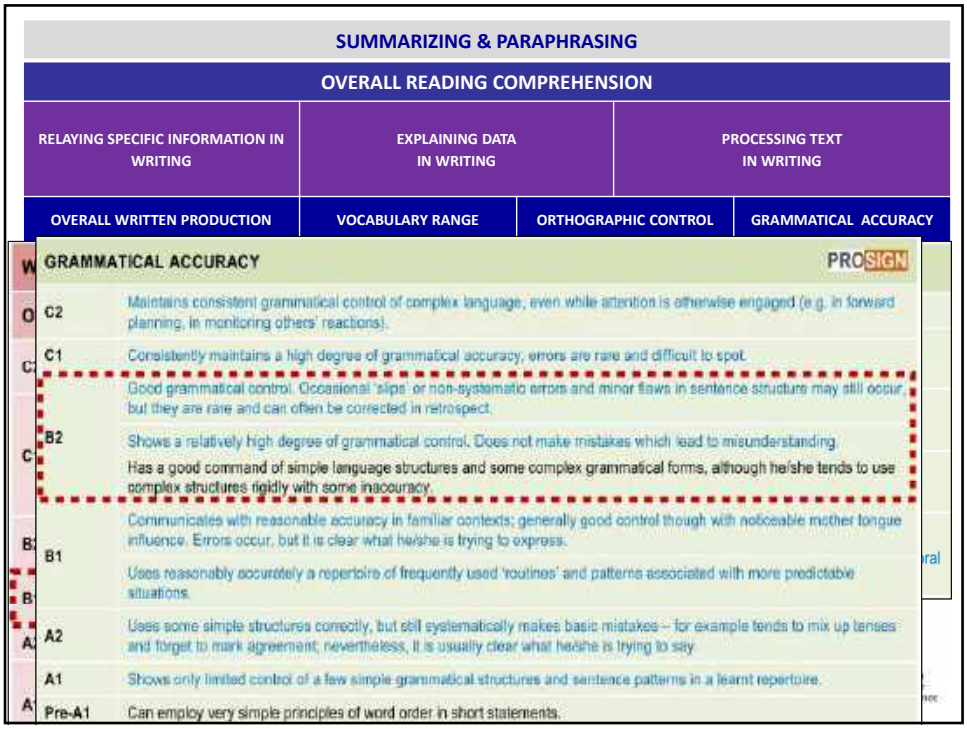

SUMMARIZING & PARAPHRASING
OVERALL READING COMPREHENSION
RELAYING SPECIFIC INFORMATION IN WRITING
MEDIATION SKILLS
PROCESSING TEXT IN WRITING
OVERALL WRITTEN PRODUCTION
VOCABULARY RANGE
ORTHOGRAPHIC CONTROL
GRAMMATICAL ACCURACY
Weighting?

15


SUMMARIZING & PARAPHRASING
OVERALL READING COMPREHENSION
RELAYING SPECIFIC INFORMATION IN WRITING
EXPLAINING DATA IN WRITING
PROCESSING TEXT IN WRITING
PROCESSING TEXT IN WRITING
C2
C1
B2
C2
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.
Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
C1
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.
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.
B2
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.
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.
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.
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.

16



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CRITERIA FOR SCORING (e.g. 4 points for each question)

Points	
4	Answer correct according to text, rephrased correctly (content, grammar, orthography…)
3	Answer correct according to text and rephrased correctly (content) but with mistakes (grammar, orthography…)
2	Answer correct according to text but copied from text
1	Answer correct according to text but copied from text and with mistakes (grammar, orthography…)
0	Wrong answer (content), no answer

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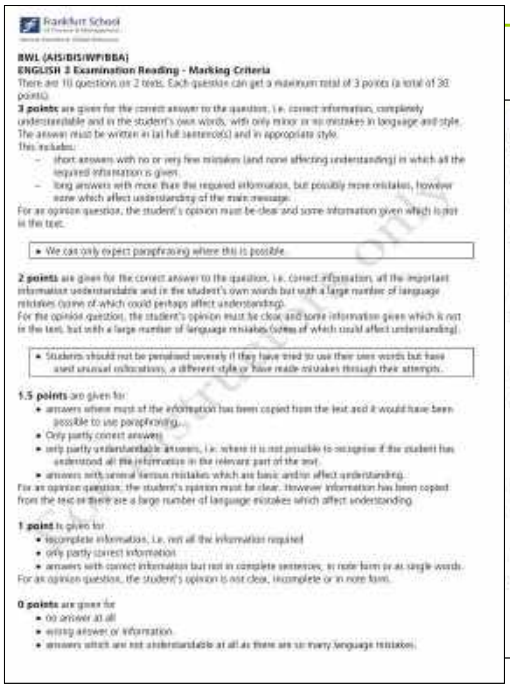

BWL (AIS/DIS/WP/BBA)
ENGLISH 2 Examination Reading - Marking Criteria

There are 10 questions on 2 texts. Each question can get a maximum total of 3 points (a total of 30 points).

3 points are given for the correct answer to the question, i.e. correct information, completely understandable and in the student's own words, with only minor or no mistakes in language and style. The answer must be written in (a) full sentence(s) and in appropriate style.
This includes:
- short answers with no or very few mistakes (and none affecting understanding) in which all the required information is given.
- long answers with more than the required information, but possibly more mistakes, however none which affect understanding of the main message.

For an opinion question, the student's opinion must be clear and some information given which is not in the text.

- We can only expect paraphrasing where this is possible.

2 points are given for the correct answer to the question, i.e. correct information, all the important information understandable and in the student's own words but with a large number of language mistakes (some of which could perhaps affect understanding).
For the opinion question, the student's opinion must be clear and some information given which is not in the text, but with a large number of language mistakes (some of which could affect understanding).

- Students should not be penalised severely if they have tried to use their own words but have used unusual collocations, a different style or have made mistakes through their attempts.

1.5 points are given for:
- answers where most of the information has been copied from the text and it would have been possible to use paraphrasing.
- Only partly correct answers
- only partly understandable answers, i.e. where it is not possible to recognise if the student has understood all the information in the relevant part of the text.
- answers with several serious mistakes which are basic and/or affect understanding.

For an opinion question, the student's opinion must be clear. However information has been copied from the text or there are a large number of language mistakes which affect understanding.

1 point is given for:
- incomplete information, i.e. not all the information required
- only partly correct information
- answers with correct information but not in complete sentences, in note form or as single words.

For an opinion question, the student's opinion is not clear, incomplete or in note form.

0 points are given for:
- no answer at all
- wrong answer or information
- answers which are not understandable at all as there are so many language mistakes.

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Contexts of cognitive & relational mediation:

social, pedagogic, cultural, linguistic or professional

in WRITING	in SPEECH
Summarizing & paraphrasing	Class presentation
University term paper	Company project report
Business correspondence	International business negotiations
Personal correspondence	Socialising
etc.	etc.

(2)
Assessment of a Term Paper

e|c European Language Competence

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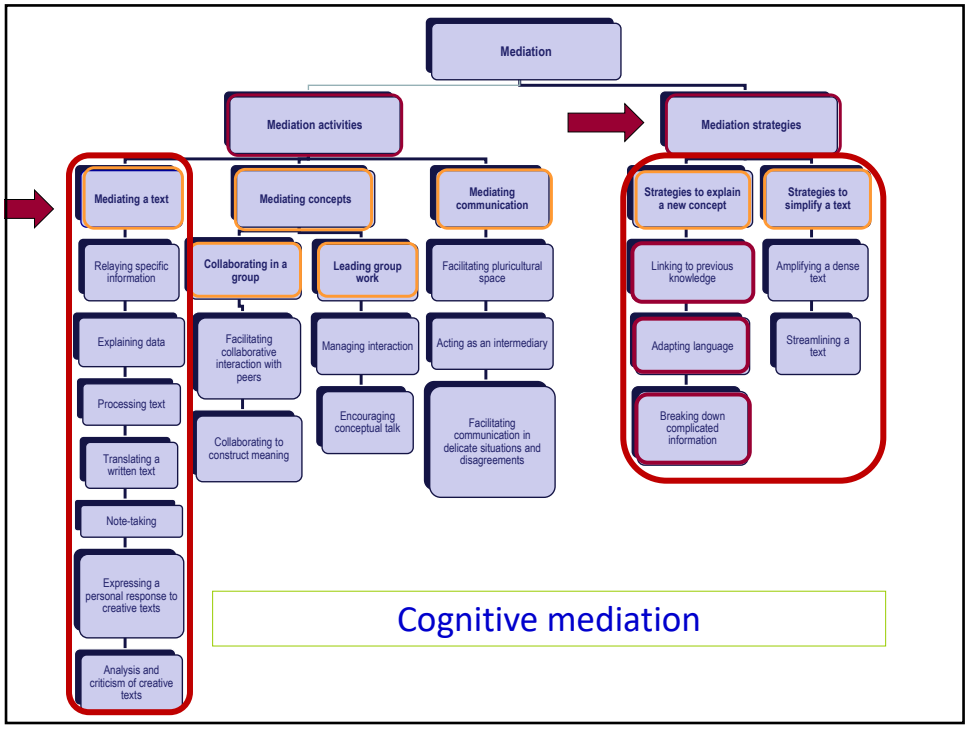
Mediation
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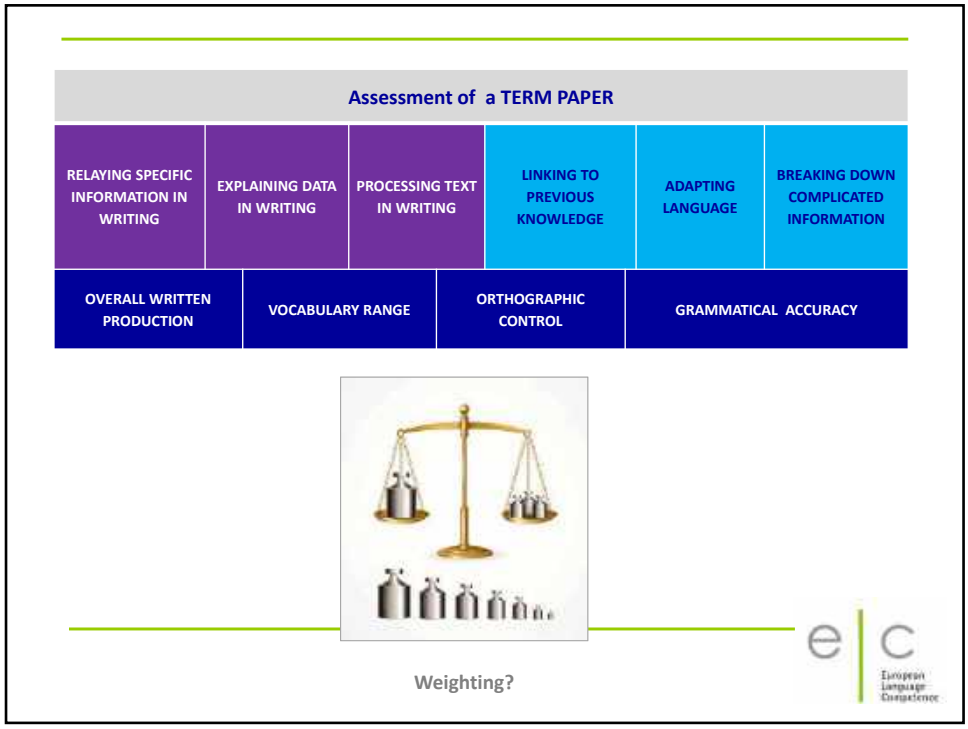
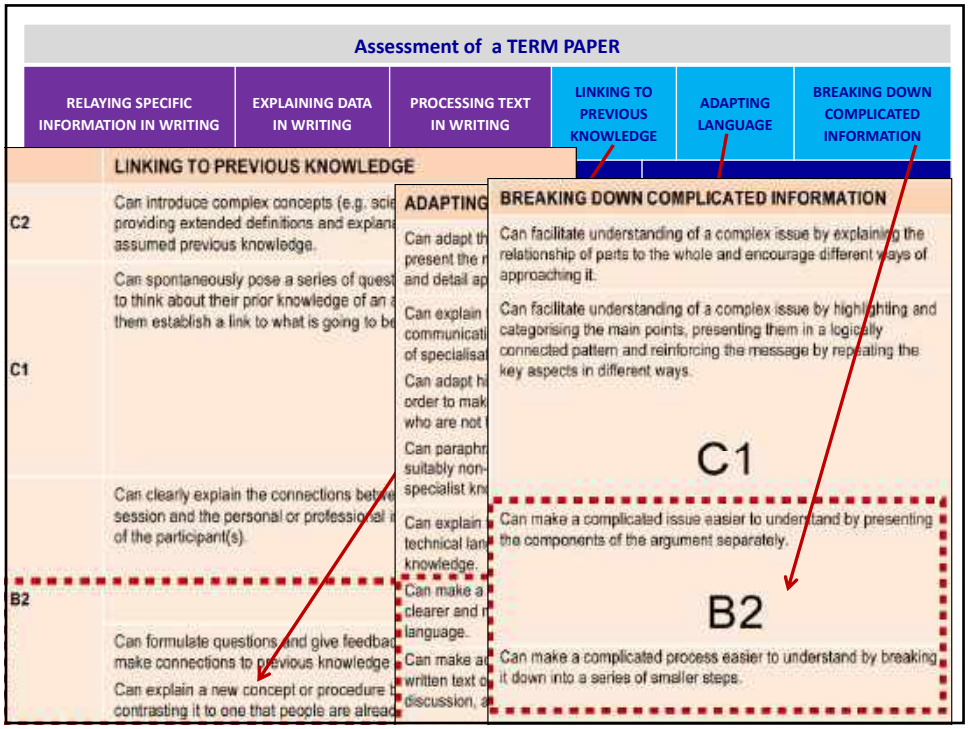
Acting as an intermediary
Adapting language
Streamlining a text
Processing text
Collaborating to construct meaning
Encouraging conceptual talk
Facilitating communication in delicate situations and disagreements
Breaking down complicated information
Translating a written text
Note-taking
Expressing a personal response to creative texts
Analysis and criticism of creative texts
Cognitive mediation

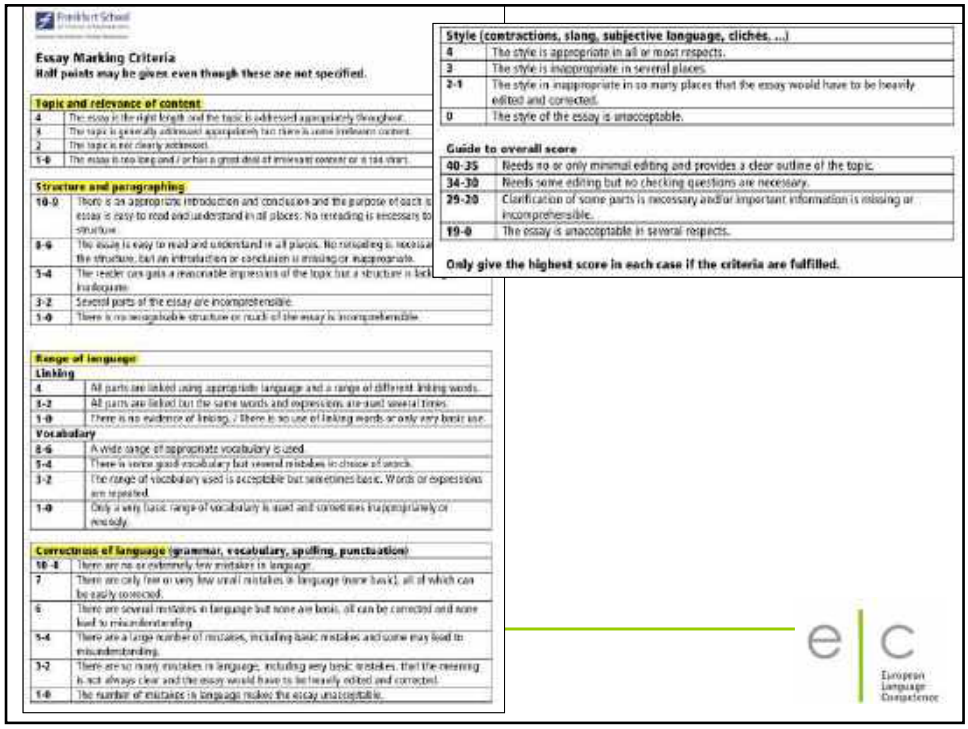
21


Assessment of a TERM PAPER
RELAYING SPECIFIC INFORMATION IN WRITING
EXPLAINING DATA IN WRITING
PROCESSING TEXT IN WRITING
LINKING TO PREVIOUS KNOWLEDGE
ADAPTING LANGUAGE
BREAKING DOWN COMPLICATED INFORMATION
OVERALL WRITTEN PRODUCTION
VOCABULARY RANGE
ORTHOGRAPHIC CONTROL
GRAMMATICAL ACCURACY
Weighting?

22


Assessment of a TERM PAPER
RELAYING SPECIFIC INFORMATION IN WRITING
EXPLAINING DATA IN WRITING
PROCESSING TEXT IN WRITING
LINKING TO PREVIOUS KNOWLEDGE
ADAPTING LANGUAGE
BREAKING DOWN COMPLICATED INFORMATION
LINKING TO PREVIOUS KNOWLEDGE
C2
C1
B2
ADAPTING
BREAKING DOWN COMPLICATED INFORMATION
Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.
Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways.
C1
Can make a complicated issue easier to understand by presenting the components of the argument separately.
B2
Can make a complicated process easier to understand by breaking it down into a series of smaller steps.

23


Essay Marking Criteria
Half points may be given even though these are not specified.
Topic and relevance of content
Structure and paragraphing
Range of language
Linking
Vocabulary
Correctness of language (grammar, vocabulary, spelling, punctuation)
Style (contractions, slang, subjective language, clichés, ...)
Guide to overall score
Only give the highest score in each case if the criteria are fulfilled.

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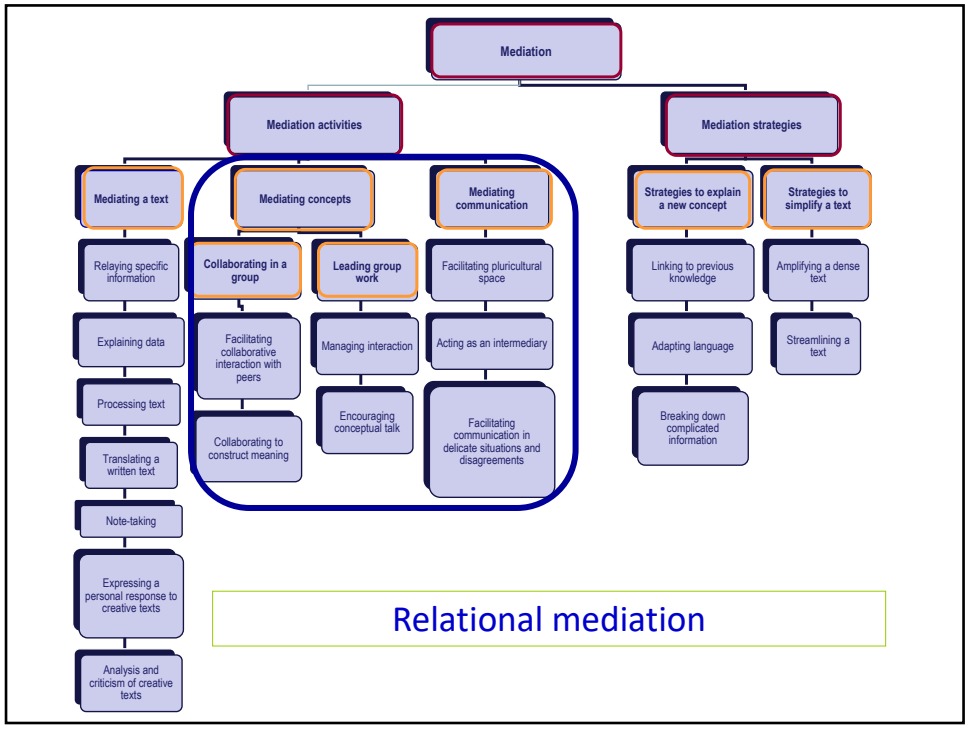

25

Contexts: social, pedagogic, cultural, linguistic or professional

in WRITING	in SPEECH
University term paper	Class presentation
Doctoral thesis	Company project report
Business correspondence	International business negotiations
Personal correspondence	Socialising
etc.	etc.

(3)
Formative Assessment of Negotiation Skills
Format: Non-confrontational discourse

26

NON-CONFRONTATIONAL DISCOURSE

MEDIATION SKILLS

FACILITATING PLURICULTURAL SPACE

COLABORATING TO CONSTRUCT MEANING

FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS

OVERALL SPOKEN PRODUCTION | VOCABULARY RANGE | PHONOLOGICAL CONTROL | GRAMMATICAL ACCURACY

Weighting?

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FACILITATING PLURICULTURAL SPACE	
C2	Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences. Can guide a sensitive discussion effectively, identifying nuances and undercurrents.
C1	Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings. Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.
B2	Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward. Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas. Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives. Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.
B1	Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group. Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned. Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.
A2	Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.
A1	Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.

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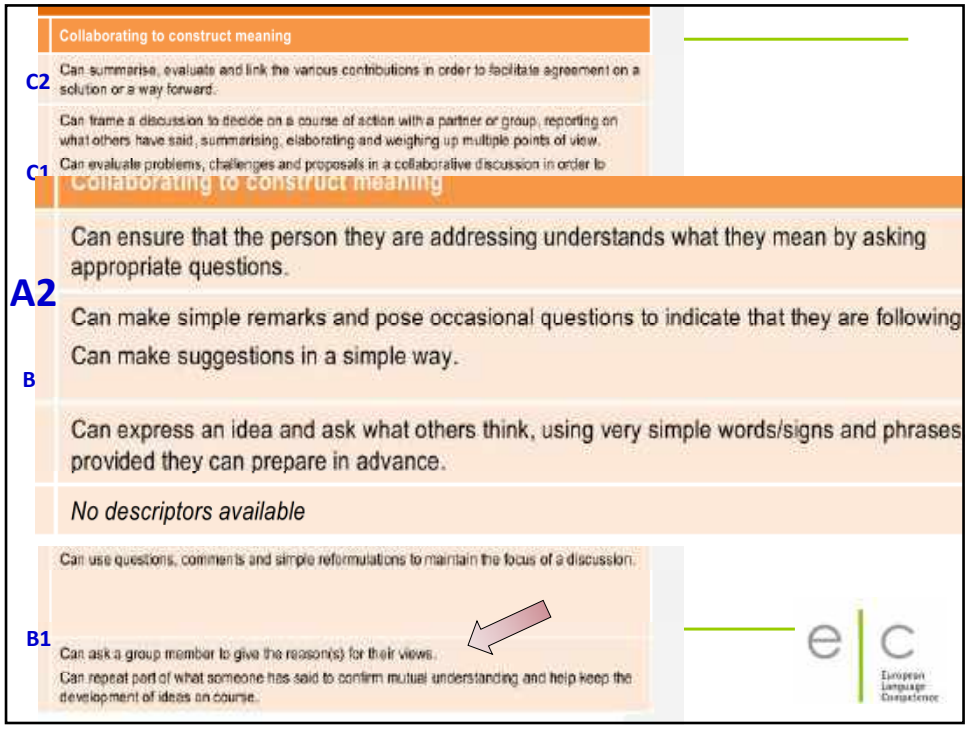
Collaborating to construct meaning
C2
Can summarise, evaluate and link the various contributions in order to facilitate agreement on a solution or a way forward.
Can frame a discussion to decide on a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.
C1
Can evaluate problems, challenges and proposals in a collaborative discussion in order to
Collaborating to construct meaning
Can ensure that the person they are addressing understands what they mean by asking appropriate questions.
A2
Can make simple remarks and pose occasional questions to indicate that they are following
Can make suggestions in a simple way.
B
Can express an idea and ask what others think, using very simple words/signs and phrases provided they can prepare in advance.
No descriptors available
Can use questions, comments and simple reformulations to maintain the focus of a discussion.
B1
Can ask a group member to give the reason(s) for their views.
Can repeat part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.
e c
European Language Competence

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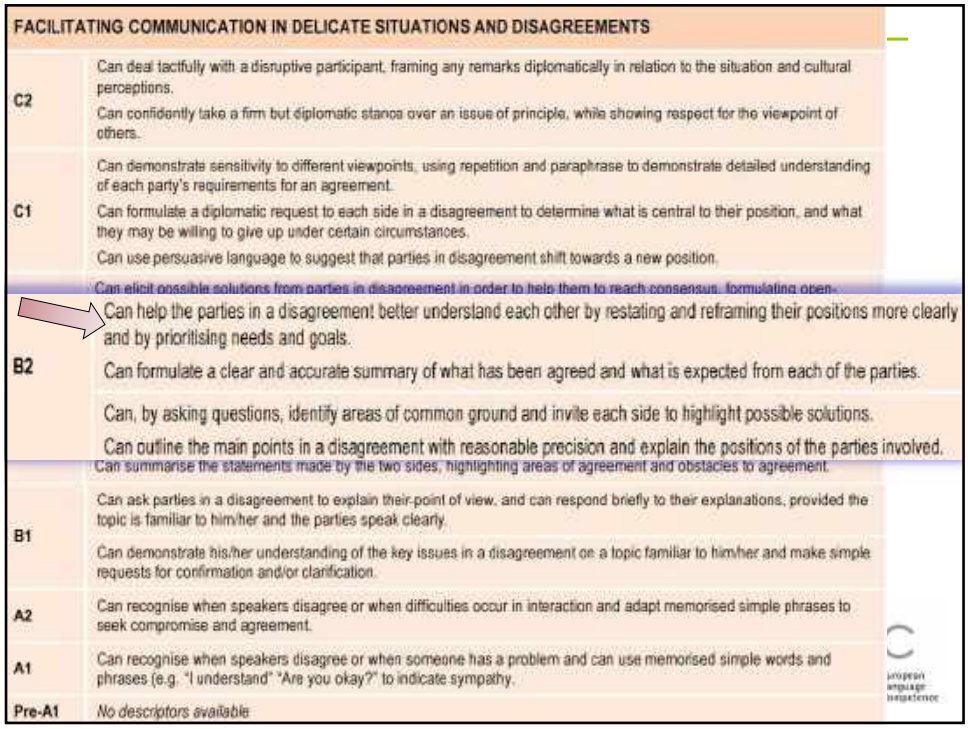
FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS
C2
Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.
Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.
C1
Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.
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.
Can use persuasive language to suggest that parties in disagreement shift towards a new position.
Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-
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.
B2
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.
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.
A2
Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.
A1
Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.
Pre-A1
No descriptors available
C
European Language Competence

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FORMATIVE (PEER-) ASSESSMENT:

NON-CONFRONTATIONAL DISCOURSE

Practice video:
"Vegetarian food"

Rating Criteria:

	POINTS AWARDED		
Polite discourse throughout ? active face-saving, non-verbal & body language	0	3	5
Co-operation ? contributing, helping, mediating, ...	0	3	5

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FORMATIVE ASSESSMENT:

NON-CONFRONTATIONAL DISCOURSE

FORMAT:
American Debate:
1 Pro / 1 Contra / 1 Rater

SAMPLE TOPIC:

"There should be a quota for women in top positions."

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FORMATIVE (PEER-) ASSESSMENT:

NON-CONFRONTATIONAL DISCOURSE

FORMAT:
American Debate:
1 Pro / 1 Contra / 1 Rater

Rater's assessment:

	POINTS AWARDED		
Polite discourse throughout ? active face-saving, non-verbal & body language	0	3	5
Co-operation ? contributing, helping, mediating, …	0	3	5

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Relationship and/or accuracy?

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Example of a **HIGH-STAKES ORAL TEST:**

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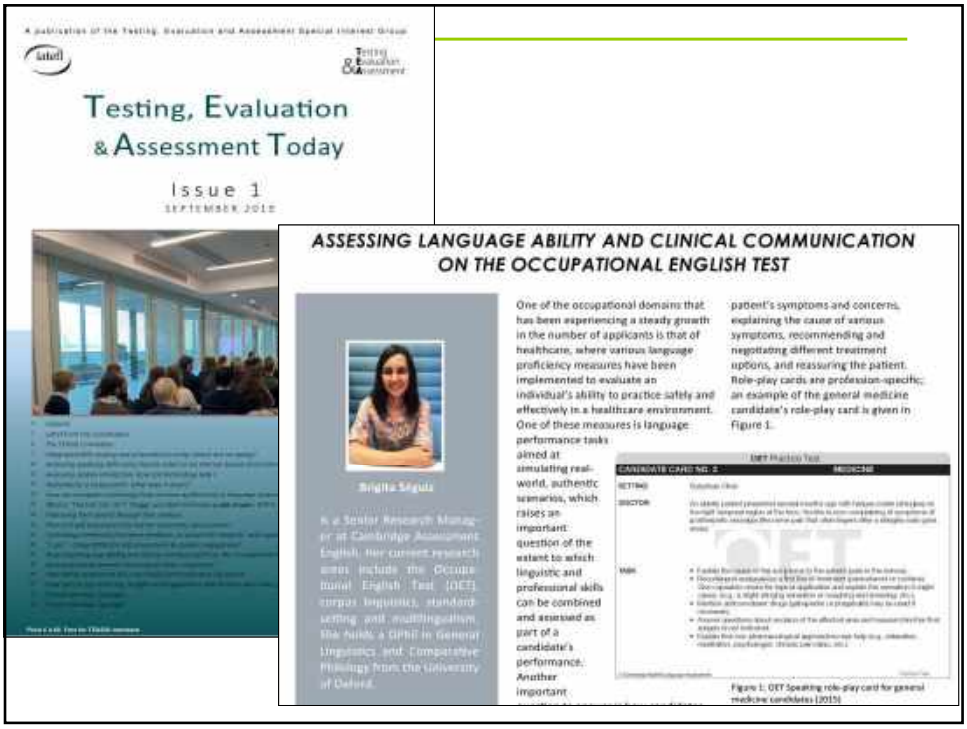

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outcomes overall. While there has been some debate about the extent to which empathy can be taught, according to Silverman (2016: 74), many of the core skills of clinical communication such as attentive listening, facilitating the patient's narrative, and picking up cues demonstrate to patients a genuine interest in hearing about their thoughts. By employing these

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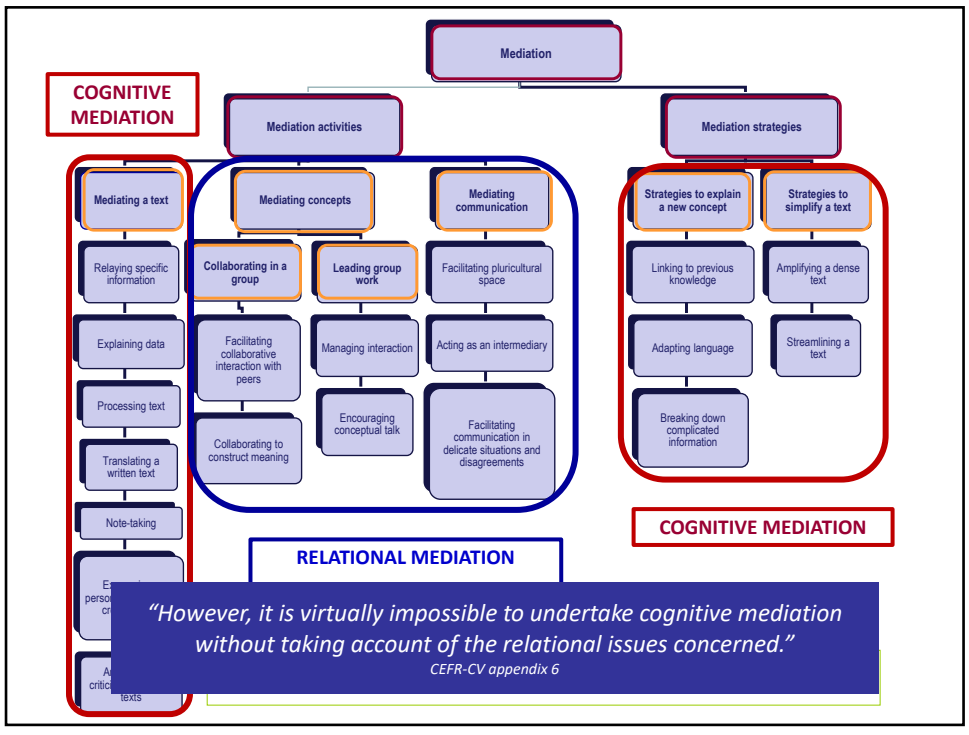

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OET

SPEAKING Assessment Criteria and Level Descriptors (from September 2018) (public version)

I. Linguistic Criteria

Band	Intelligibility	Fluency	Appropriateness of Language	Resources of Grammar and Expression
6	• Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively. • L1 accent has no effect on intelligibility.	• Completely fluent speech at normal speed. • Any hesitation is appropriate and not a sign of searching for words or structures.	• Entirely appropriate register, tone and lexis for the context. • No difficulty at all in explaining technical matters in lay terms.	• Rich and flexible. • Wide range of grammar and vocabulary used accurately and flexibly. • Confident use of idiomatic speech.
5	• Easily understood. • Communication is not impaded by a few pronunciation or prosodic errors and/or noticeable L1 accent. • Minimal strain for the listener.	• Fluent speech at normal speed, with only occasional repetition or self-correction. • Hesitation may occasionally indicate searching for words or structures, but is generally appropriate.	• Mostly appropriate register, tone and lexis for the context. • Occasional lapses are not intrusive.	• Wide range of grammar and vocabulary generally used accurately and flexibly. • Occasional errors in grammar or vocabulary are not intrusive.
4	• Easily understood most of the time. • Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener.	• Uneven flow, with some repetition, especially in longer utterances. • Some evidence of searching for words, which does not cause serious strain. • Delivery may be staccato or too fast/slow.	• Generally appropriate register, tone and lexis for the context, but sometimes restricted and lacking in complexity. • Lapses are noticeable and at times reflect limited resources of grammar and expression.	• Sufficient resources to maintain the interaction. • Inaccuracies in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive. • Meaning is generally clear.
3	• Produces some acceptable features of spoken English. • Difficult to understand because errors in pronunciation/stress/ intonation and/or L1 accent cause serious strain for the listener.	• Very uneven. • Frequent pauses and repetitions indicate searching for words or structures. • Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener.	• Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression.	• Limited vocabulary and control of grammatical structures, except very simple sentences. • Persistent inaccuracies are intrusive.
2	• Often unintelligible. • Frequent errors in pronunciation/stress/ intonation and/or L1 accent cause severe strain for the listener.	• Extremely uneven. • Long pauses, numerous repetition and self-corrections make speech difficult to follow.	• Mostly inappropriate register, tone and lexis for the context.	• Very limited resources of vocabulary and grammar, even in simple sentences. • Numerous errors in word choice.
1	• Almost entirely unintelligible.	• Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses.	• Entirely inappropriate register, tone and lexis for the context.	• Limited in all respects.
0	• Candidate does not provide any response.			

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II. Clinical Communication Criteria

In the roleplay, there is evidence of the test taker ...

A. Indicators of relationship building	
A1	initiating the interaction appropriately (greeting, introductions, nature of interview)
A2	demonstrating an attentive and respectful attitude
A3	adopting a non-judgemental approach
A4	showing empathy for feelings/predicament/emotional state

A: Relationship building
3 – Adept use 2 – Competent use 1 – Partially effective use 0 – Ineffective use

B. Indicators of understanding & incorporating the patient's perspective	
B1	eliciting and exploring the patient's ideas/concerns/expectations
B2	picking up the patient's cues
B3	relating explanations to elicited ideas/concerns/expectations

B. Understanding & incorporating the patient's perspective
3 – Adept use 2 – Competent use 1 – Partially effective use 0 – Ineffective use

C. Indicators of providing structure	
C1	sequencing the interview purposefully and logically
C2	signposting changes in topic
C3	using organising techniques in explanations

C. Providing structure
3 – Adept use 2 – Competent use 1 – Partially effective use 0 – Ineffective use

D. Indicators for information gathering	
D1	facilitating the patient's narrative with active listening techniques, minimising interruption
D2	using initially open questions, appropriately moving to closed questions
D3	NOT using compound questions/leading questions
D4	clarifying statements which are vague or need amplification
D5	summarising information to encourage correction/invite further information

D. Information gathering
3 – Adept use 2 – Competent use 1 – Partially effective use 0 – Ineffective use

E. Indicators for information giving	
E1	establishing initially what the patient already knows
E2	pausing periodically when giving information, using the response to guide next steps
E3	encouraging the patient to contribute reactions/feelings
E4	checking whether the patient has understood information
E5	discovering what further information the patient needs

E. Information giving
3 – Adept use 2 – Competent use 1 – Partially effective use 0 – Ineffective use

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OET Speaking Role Play : Nursing (FULL SUB-TEST)

https://www.youtube.com/watch?v=5EBaXOcqouk&list=PLppcHUiUqIgRJuiQ-Dxmd3G1WN-gyGxQ_&index=5

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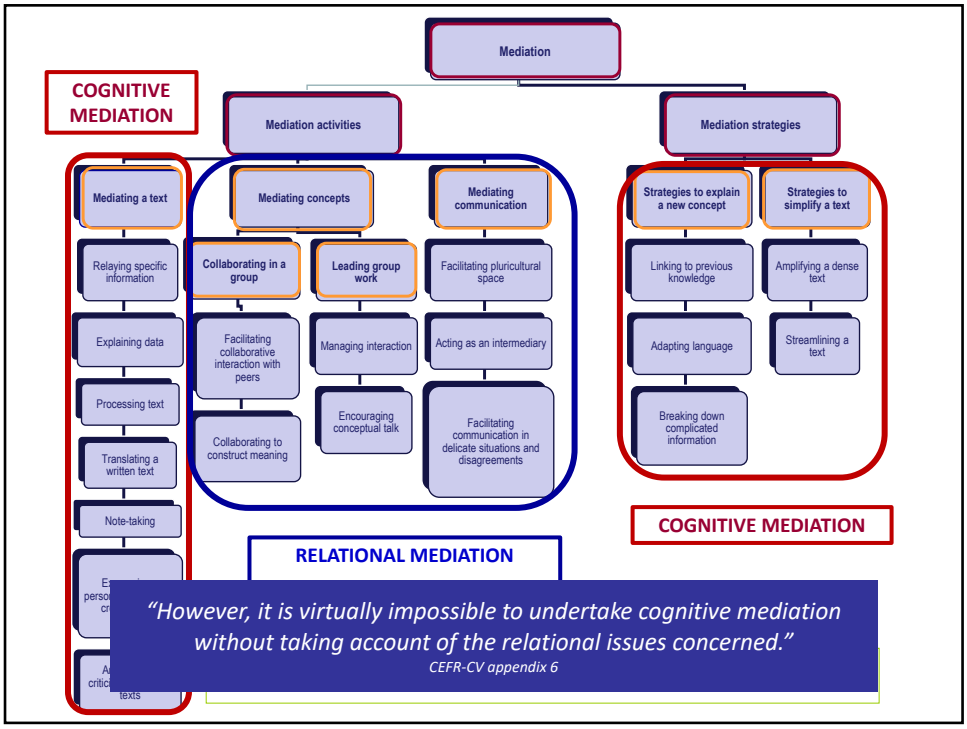

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THANK YOU!

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