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At **Macmillan Education** we recognise that to teach mediation, teachers need a wide range of resources, assessment and training. Therefore from October we will offer continuous publishing: uploading two activities (one inter and one intra) per unit for 2019-2020 courses. The activities will be closely linked to the topics in *Macmillan English Hub* and will cover both intra- and inter-linguistic mediation, with a spoken or written focus. These activities will be uploaded to our teacher’s resource site, *Macmillan Advantage*, along with assessment guidelines and support for teachers who would like to know more about mediation. We will be working continuously to create materials that meet your centre’s needs.

The basic requirement of linguistic mediation is to help two or more people (or groups of people) communicate in order to solve a problem. This is done by reformulating a spoken or written text. Our activities give students a carefully constructed context with input texts or visuals they have to interpret in order to find a solution. Written by EOI teachers, these materials offer practice and exam preparation for students in a similar format to EOI assessment but can also be used in any teaching situation. Linguistic mediation is more than a skill to be assessed; it helps students create relationships, resolve conflict and enhance communication, which is why it is so important to both the CEFR and us at Macmillan Education.

Like to know more about mediation? Read our handy FAQs written by a team of mediation experts.

We’d like to thank the following teachers from EOI Elda, Alicante for their valued contributions:

* Nieves Gómez Belda
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* Bárbbara Cuesta Bellido
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1 What is linguistic mediation?
Mediation is a broad concept that covers social, cultural, linguistic and pedagogical aspects. In simple terms, it refers to the action of facilitating communication between two or more interlocutors or groups of people who, for whatever reason, are unable to communicate directly. Mediation always stems from a linguistic conflict that needs resolving, and requires us to consider the characteristics and/or needs of the person receiving the information. Mediation within language learning involves activities such as summarising, adapting, selecting, paraphrasing and simplifying information either within one single language or between two different languages and/or cultures.

2 Why is linguistic mediation important?
In a world that is increasingly global, multilingual and multicultural, mediation is an integral part of everyday life. In a language learning context, it involves a combination of receptive, productive and interactive skills.

3 Where has it come from?
Mediation is not a new concept. Although it first appeared in the CEFR in 1998, some European countries such as Austria and Greece have been incorporating mediation in both evaluation and teaching methodologies long before then. Recent changes to the CEFR have focused on developing the concept of mediation through creating specific level descriptors.

4 What is the difference between interlinguistic and intralinguistic mediation?
Intralinguistic mediation is carried out within the same language (e.g. English to English) however, interlinguistic mediation requires two different languages (e.g. Spanish to English).

5 Why is mediation not translation?
Mediation, unlike translation, is not a specialised professional activity that requires an exact replication of the text in a different language. Translators do not have the option to select the sections of information that they want to transfer or change the genre or register of the text, whereas mediators are expected to do this.

6 In interlinguistic mediation, which L1 should be used? What if there isn’t a common L1 in my class?
In a multicultural society, there are an increasing number of multilingual classrooms, which, rather than proving problematic, can provide a range of diverse and enriching classroom opportunities. A variety of interlinguistic mediation activities can be carried out using the region’s official language or even in different L1s (in which each student makes use of and mediates material from their own native language).

Macmillan English Hub interlinguistic activities will be available with the following L1 options: Spanish, Catalan, Basque and Galician.
7 Which skills can be developed through mediation? Can more than one be worked on simultaneously?

Mediation involves integrating various skills within any one task, and both receptive and productive skills are needed to complete a task. Mediation activities can also be carried out collaboratively, allowing students to develop their collaborative skills. Additionally, carrying out mediation activities often includes work on strategies and sub-skills. These include summarising, decision-making, expanding on information given, clarifying and paraphrasing. In some cases mediation can also involve sub-skills: identifying and clarifying cultural aspects, facilitating discussion, reaching agreement and anticipating misunderstanding. Many of these sub-skills and strategies are essential life skills.

8 How is mediation evaluated?

In mediation, aspects such as pragmatic competence (the correct use of language within context), sociocultural competence (the knowledge and use of sociocultural rules) and mediatory competence (the ability to mediate effectively) are evaluated. These competences require some of the sub-skills mentioned above.

9 How can I carry out mediation activities in class?

Mediation activities should:
- be related to the unit topic and involve skills or sub-skills as well as language being worked on in class
- be supported by pre-mediation preparation and post-mediation tasks allowing students to reflect on skills developed
- take into account cultural complexities of the activities
- incorporate collaborative work
- include a variety of both spoken and written tasks.

10 Will my students benefit from mediation in their lives outside the classroom?

The material used in mediation is based on typical everyday situations, which makes activities authentic, useful, practical and highly motivating for students.
B1 INTERLINGUISTIC MEDIATION

SPEAKING ACTIVITY

Your friends, an elderly couple from England, are looking for property where you live in Spain. They want to find a new house to live in. They do not speak Spanish and have asked you to help them understand some information on an estate agents’ website. They need to be close to a hospital in case of health problems because they can’t drive. They would like a garden and they also need room for their family to visit them.

Leave a voice message on their voicemail.

- Recommend the best property for the couple.
- Compare it with the other options.
- Explain why it is the best property for them.

Speak for approximately 2 minutes.
1. LUJOSA VILLA DE TRES DORMITORIOS CON VISTAS AL MAR.
Magnífica construcción de tres plantas, zona exclusiva de montaña con estupendas vistas a la playa. Acabados de la más alta calidad. A solo 20 minutos del centro.
- Superficie construida: 200 m² / Superficie útil: 180 m²
- Habitaciones: 4
- Baños: 3
- Aire acondicionado
- Amplio jardín
- Piscina

2. ESPACIOSO APARTAMENTO CON TODAS LAS INSTALACIONES
Vivienda totalmente reformada. Toda exterior, muy luminosa. Zona tranquila, bien conectada por transporte público, muy cerca del centro, de la playa y de todos los servicios (colegios, zona de tiendas, parques, farmacias, centro de salud).
- Superficie construida: 120 m² / Superficie útil: 90 m²
- Habitaciones: 3
- Baños: 2
- Planta: 3ª
- Perfecto estado de conservación
- Gas
- Calefacción
- Ascensor
- Exteriores: Balcón, jardín

3. ESTUDIO EN PRIMERA LÍNEA
Moderno estudio diáfano tipo loft frente al mar en la zona de moda con más vida nocturna.
- Superficie construida: 50 m²
- Habitaciones: 1
- Baños: 1
- Planta: 10ª
- Aislamiento extra
- Ascensor
- Garaje

4. CASA DE CAMPO EN ZONA RESIDENCIAL
Chalet de una planta de arquitectura tradicional de 200 años de antigüedad. Necesita reformas.
- Superficie construida: 160 m² / Superficie útil: 130 m²
- Habitaciones: 3
- Baños: 3
- Terraza acristalada.Parcela de 10.000 m²
- Casa de labranza en la propiedad
You are currently working as a language teacher in a British university. The Head of Department wants to better understand student needs and improve the teaching at the university for the next academic year. You have recently completed a survey of your students which shows their preferred timetable, type of course and subject area. Write a report for the Head of Department.

- Summarise the information by selecting and reporting the main features.
- Suggest the best timetable and kind of course for the university, in order to meet student needs.

Write at least 180 words.
Rubrics for both written and spoken mediation activities will be available on Macmillan Advantage, our exclusive online resource centre for teachers.
Key Components

For Students

Student’s Book with:
• Video Book
• Student’s App

Workbook with extra exam practice section

Available 2020

For Teachers

Teacher’s App
Digital resources hub and teacher-student communication tool

Interleaved Teacher’s Book

Presentation tools and extra resources

EOI Test Generator

Test Generator

Videos

Available 2020

more info:
www.macmillaneducation.es/macmillanenglishhub

A wide range of premium services and digital tools exclusive to Macmillan users
Our new general English course for adults, *Macmillan English Hub* offers:

- **Teacher support**  
  Teach straight off the page with *Macmillan English Hub*’s easy-to-prepare lessons and interleaved Teacher’s Book with **answers annotated on the student pages**!

- **Clear learning outcomes**  
  *Macmillan English Hub*’s clear learning outcomes are achieved through relevant and engaging activities using a robust skills and language CEFR-aligned syllabus.

- **Meaningful communication**  
  *Macmillan English Hub* helps learners bridge the gap between the classroom and the real world by developing their productive skills with meaningful communicative activities.

- **Comprehensive video input**  
  *Macmillan English Hub*’s engaging video content from *The Guardian* exposes students to authentic English usage and provides realistic models for language production.

**Student’s App**  
The *Macmillan English Hub* Students’ App provides **on-the-go practice** with engaging activities available to learners **whenever and wherever** they want them.
Want to know more?
www.macmillaneducation.es/macmillanenglishhub

Join us in the autumn for a webinar on linguistic mediation
Sign up at www.macmillaneducation.es/events