

# **Del pensamiento a la palabra: la inevitabilidad de la mediación en los exámenes de certificación CertAcles**

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# Guion

- Examen CertAcles CLUC B2 de inglés:
  - descripción
  - incorporación de la **mediación**
- Ejemplos de tareas de EE
- Ejemplos de tareas de EO
- ¿Cómo integramos la mediación en los criterios de EE y EO?
- Consideraciones finales
- Bibliografía
- Agradecimientos



**KEEP  
CALM  
AND  
CHOOSE  
MEDIATION**



# Examen CertAcles CLUC B2 de inglés

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- El examen consta de 4 pruebas:
  - **Comprensión escrita / *Reading*** (60 minutos)
    - 3 tareas (MC, MM, SI, SC, *Short answer*, *Sequencing*)
    - 20-24 ítems
  - **Comprensión oral / *Listening*** (40 minutos)
    - 3 tareas (MC, MM, SC, *Short answer*)
    - 20-24 ítems

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- **Expresión escrita / *Writing*** (90 minutos)

Esta prueba consta de **dos tareas**, cada una de las cuales tiene un valor del 50% de esta parte del examen.

- **Tarea 1 (175-200 palabras):** texto de carácter transaccional o de interacción de respuesta a un **input previo**.

**Tipología de la Tarea 1:** correo electrónico o carta (agradecimiento, información, disculpa, queja, consejo, instrucciones, descripción, etc.)

- **Tarea 2 (200-250 palabras):** texto de carácter descriptivo, narrativo, argumentativo, comparativo, de opinión, etc.

**Tipología de la Tarea 2:** entrada de blog, experiencia personal, narración, artículo, informe o crítica



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- **Expresión oral / *Speaking*** (15-17 minutos-en parejas)
  - **Tarea 1:** Presentación personal (1-2 min/candidato).
  - **Tarea 2:** Monólogo sostenido (3 min/candidato).
    - 10 min preparación (texto 200-300 palabras)
    - Resumen, opinión y relación con experiencia(s) personal(es)
  - **Tarea 3:** Interacción (5-6 min).
    - Realización de una tarea basada en un tema a partir de un input visual y/o textual.

# Examen CertAcles CLUC B2 de inglés

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- Incorporación de la **mediación** (*Companion Volume*, 2018):
  - tareas que permitan a los estudiantes mediar en diferentes contextos
  - Criterios de **expresión escrita**
  - Criterios de **expresión oral**
- **Mediación** como proceso que acerca dos esferas:
  - la de los **candidatos** que realizan nuestros exámenes de acreditación (**agentes sociales**)
  - la **sociedad** para la que están diseñados nuestros exámenes.

# Ejemplos de tareas de EE

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- Writing Task 1 - Amazon Kettle
- Writing Task 2 Going Zero Waste



# Ejemplos de tareas de EO:

## Personal Questions - **Speaking part 1** - Before/After

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### Eating out - Gastronomy / **BEFORE**

What's your favourite restaurant in your town?

What's your favourite dish? Why?

### Eating out - Gastronomy / **AFTER**

What local restaurant would you recommend for **a family with young children**?

What local restaurant would you recommend for a **vegetarian couple**?

How would you explain what **'gazpacho'** is to a non-Spanish person?

### Education / **BEFORE**

Tell me about your university.

### Education / **AFTER**

What aspects and facilities of your university would attract to **Erasmus students**?

### Free time / **BEFORE**

How do you usually spend your weekend?

### Free time / **AFTER**

How do **people of your age** usually spend their weekends?



## Ejemplos de tareas de EO:

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- Speaking part 2 Stress Management BEFORE
- Speaking part 2 Stress Management AFTER

# Ejemplos de tareas de EO:

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## Use of Mobile Phones - Speaking part 3 / BEFORE

An international radio station is looking for people from various countries to discuss **the use of mobile phones in public spaces**. You and your partner have been asked to contribute to this programme.

They'd like you to:

### MOBILE PHONES IN MODERN LIFE

- Discuss why mobile phones are so popular
- Consider the problems associated with mobile phones
- Suggest ways to use mobile phones properly



# Ejemplos de tareas de EO:

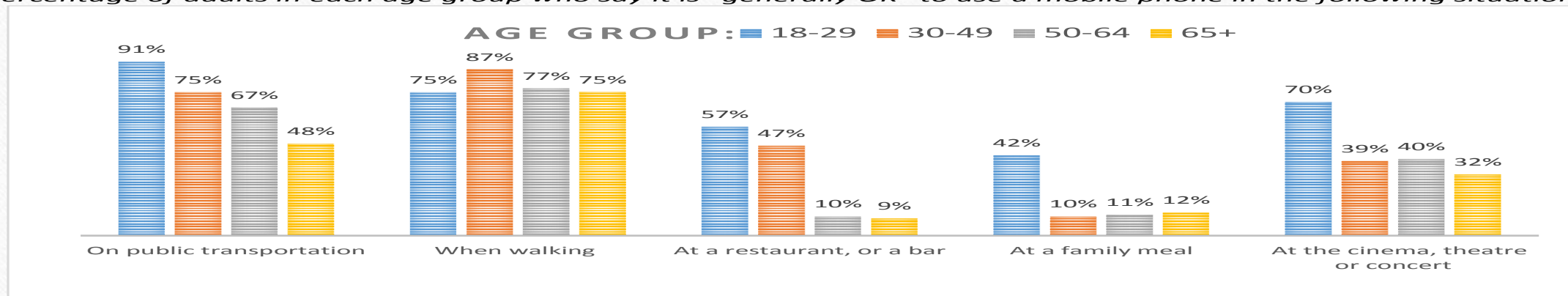
## Use of Mobile Phones- Speaking part 3 / AFTER

You and your partner subscribe to the online magazine *Global Youth* which has a podcast section that encourages its followers to upload their own podcasts about current affairs, trends and daily news.

This week *Global Youth* has asked its followers to express their opinions about **the use of mobile phones in public spaces or situations**.

While doing a bit of research for this week's topic, you and your partner have come across the graph below, which will be the main discussion point in your podcast.

Percentage of adults in each age group who say it is "generally OK" to use a mobile phone in the following situations:



Source: adapted from *Pew Research Center*

You and your partner have agreed to discuss the following:

- Using the data on the graph, **comment on** the influence of age on mobile phone usage
- **Discuss about** how mobile phones contribute to noise pollution
- **Suggest ways** to use mobile phones in public spaces properly

# ¿Cómo integramos la mediación en los criterios de EE y EO?

		Unsatisfactory		Satisfactory		Very satisfactory
Overall impression, register and task achievement	No assessable language	Can write straightforward connected texts by linking a series of shorter discrete elements into a linear sequence.		Can make the contents of a subject more accessible to the addresser by writing clear, detailed texts, evaluating information and making the relationship between ideas clear.		Can write well-structured texts, integrating sub-themes, developing particular points and giving reasons and relevant examples, which are appropriate to the addresser.
		Can relay specific information contained in written data (in lg. A) and describe (in lg. B) detailed information contained in visual/written prompts.		Can relay the significant points contained in written data (in lg. A) and describe and interpret reliably (in lg. B) detailed information contained in visual/written prompts.		Can relay the salient points and details contained in written data (in lg. A) and describe and interpret clearly and reliably (in lg. B) detailed information contained in visual/written prompts.
		Effect on the addresser is not entirely positive due to the lack of mediation strategies.		Can use some mediation strategies causing an overall positive effect on the addresser.		Can act effectively as a mediator causing a very positive effect on the addresser.
		Can express him/herself in a neutral register with little attention to the context.		Some command (but not full) over register and style appropriate to the context.		Good command of register and style required for the context.
Cohesion, fluency and organization		Task completed partially, includes some irrelevant information or it is handled simplistically.		Good completion of task requirements with no significant omissions and/or few irrelevancies.		Task requirements are completely fulfilled and developed with no irrelevances.
		Links a series of shorter, discrete simple elements into a connected, linear sequence of points.		Uses a limited number of cohesive devices to link text into clear, coherent text. However, there might be some disconnected sentences in a long contribution.		Uses a variety of cohesive devices efficiently to clearly mark the relationship between ideas.
		Produces continuous writing which is generally intelligible throughout.		Produces continuous writing, which is clearly intelligible.		Writes effortlessly with a natural smooth flow of language.
		Layout, paragraphing and punctuation conventions are accurate enough to be followed most of the time.		Follows standard layout, paragraphing and punctuation conventions.		Layout, paragraphing and punctuation are used effectively.
Vocabulary range and control		Sufficient range of vocabulary on most topics pertinent to everyday life.		Good range of vocabulary for matters connected to their field, and most general topics. Varies formulation to avoid frequent repetition.		A broad range of vocabulary for a wide variety of topics without much sign of having to restrict what they want to say.
		Defines the features of something concrete for which he/she can't remember the word.		Lexical gaps can cause imprecision and circumlocution.		Use of some idiomatic expressions.
		Good control of elementary vocabulary and spelling. However, major errors still occur when expressing more complex thoughts or when dealing with unfamiliar topics and situations.		Lexical accuracy is generally high and spelling is reasonably accurate. However, some confusion and incorrect word choice does occur but without hindering communication.		Lexical accuracy is high and spelling is accurate, though with a few occasional slips.
		Grammatical range and accuracy		Structure is generally simple, with little variety. Only occasional use of more complex structures.		Uses some variety of structures and some complex structures.
Shows generally good control of frequently used structures, though with noticeable L1 influence. Errors occur but it is clear what he/she is trying to express.				Relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.		Good grammatical control, with occasional slips or non-systematic errors, but they are rare.
Score	0	0.5	1	1.5	2	2.5



# ¿Cómo integramos la mediación en los criterios de EE y EO?



## Writing Criteria

Overall impression, register and task achievement	Satisfactory	Satisfactory
	Can write clear, detailed texts, evaluating information and making the relationship between ideas clear.	Can make the contents of a subject more accessible to the addresser by writing clear, detailed texts, evaluating information and making the relationship between ideas clear.
	Can highlight significant points and give details and examples, if appropriate.	Can relay the significant points contained in written data (in Language A or B) and describe and interpret reliably (in Language B) detailed information contained in visual/written prompts.
	<del>Overall positive effect on the reader.</del>	Can use some mediation strategies causing an overall positive effect on the addresser.
	Some command (but not full) over register and style.	Some command (but not full) over register and style appropriate to the context.
	Good completion of task requirements with no significant omissions and/or few irrelevancies.	Good completion of task requirements with no significant omissions and/or few irrelevancies.
	Before	After

# ¿Cómo integramos la mediación en los criterios de EE y EO?



## Speaking Criteria Analytical

	Satisfactory
Fluency, <del>coherence</del> and interaction	Produces stretches of language with a fairly even pace. May hesitate to search for patterns and expressions, with a few noticeably long pauses.
	<del>Uses a limited number of cohesive devices to link text into clear, coherent discourse. However, there might be some disconnected sentences in a long contribution.</del>
Fluency, <b>mediation</b> and interaction	Initiates, maintains and ends discourse appropriately with effective turn taking, but not always elegantly.
	Before

	Satisfactory
	Produces stretches of language with a fairly even pace. May hesitate to search for patterns and expressions, with a few noticeably long pauses.
	<b>Can use some mediation strategies that are appropriate to the conditions and constraints of the communicative context.</b>
	<b>Can summarise and interpret the main information given in visual/written prompts and can relate it to their personal experiences. (Part 2 &amp; Part 3).</b>
	Initiates, maintains and ends discourse appropriately with effective turn taking, but not always elegantly.
	<b>Can build on people's ideas and link them into coherent lines of thinking. (Part 3).</b>
	After



# Consideraciones finales

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- Pilotaje de tareas y de criterios de EE y EO
- Creación de nuevas tareas
- Familiarización con tareas de mediación (candidatos)
- Necesidad de formación (asesores)
- Análisis de necesidades

# Bibliografia

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