



PART OF THE INTO GROUP

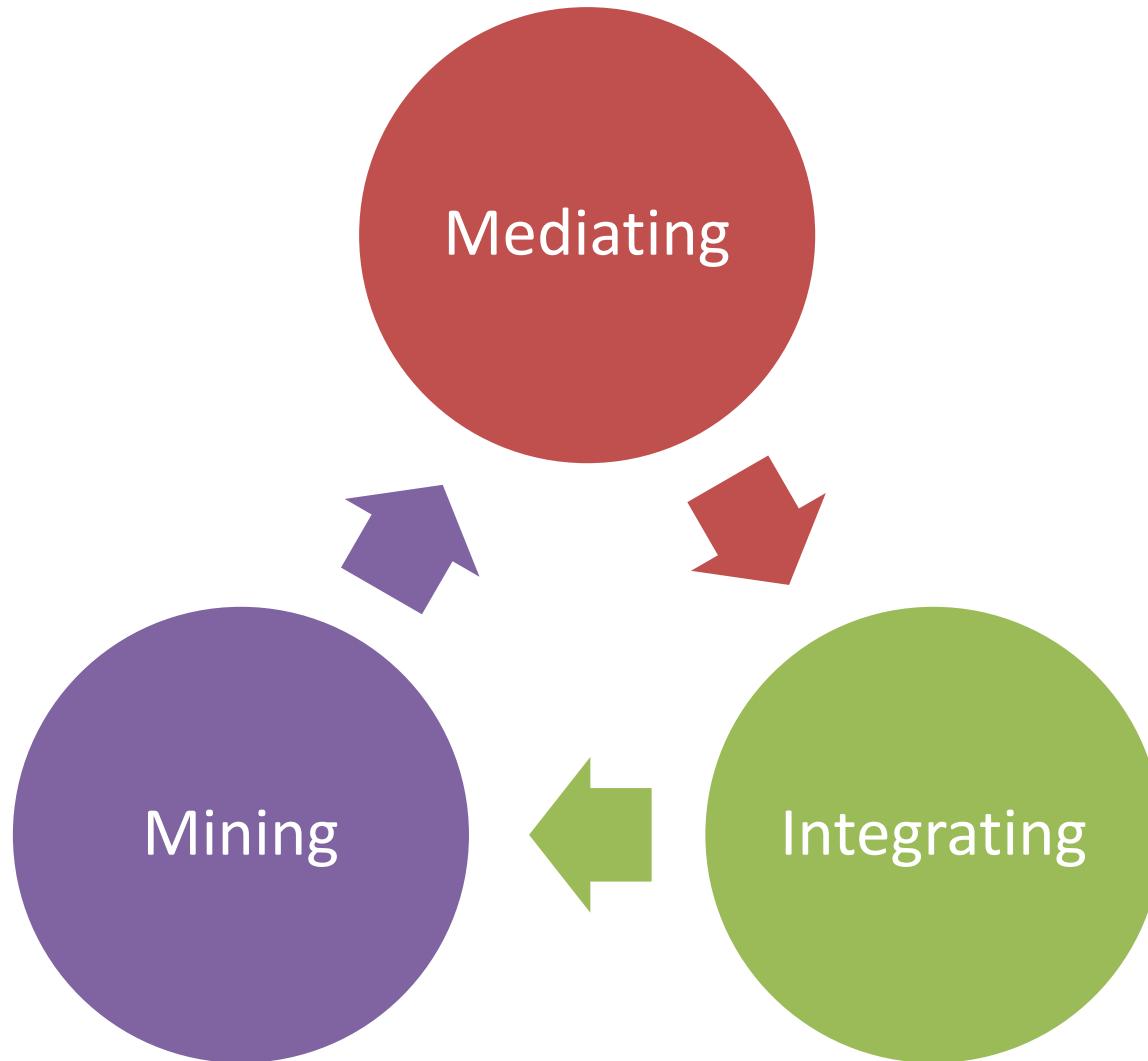
Mediation, integrated skills and mining texts

CEBS conference 2023
Bad Hofgastein, Austria
Thom Kiddle
Director

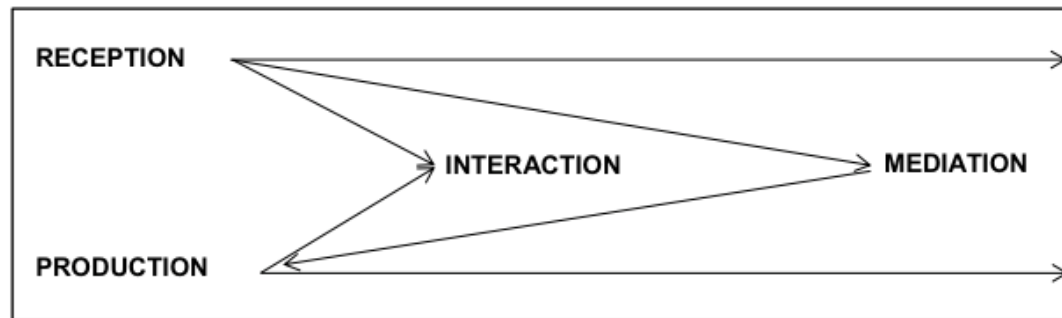
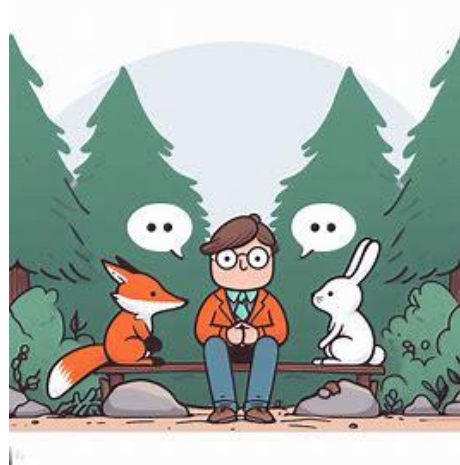


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Defining terms

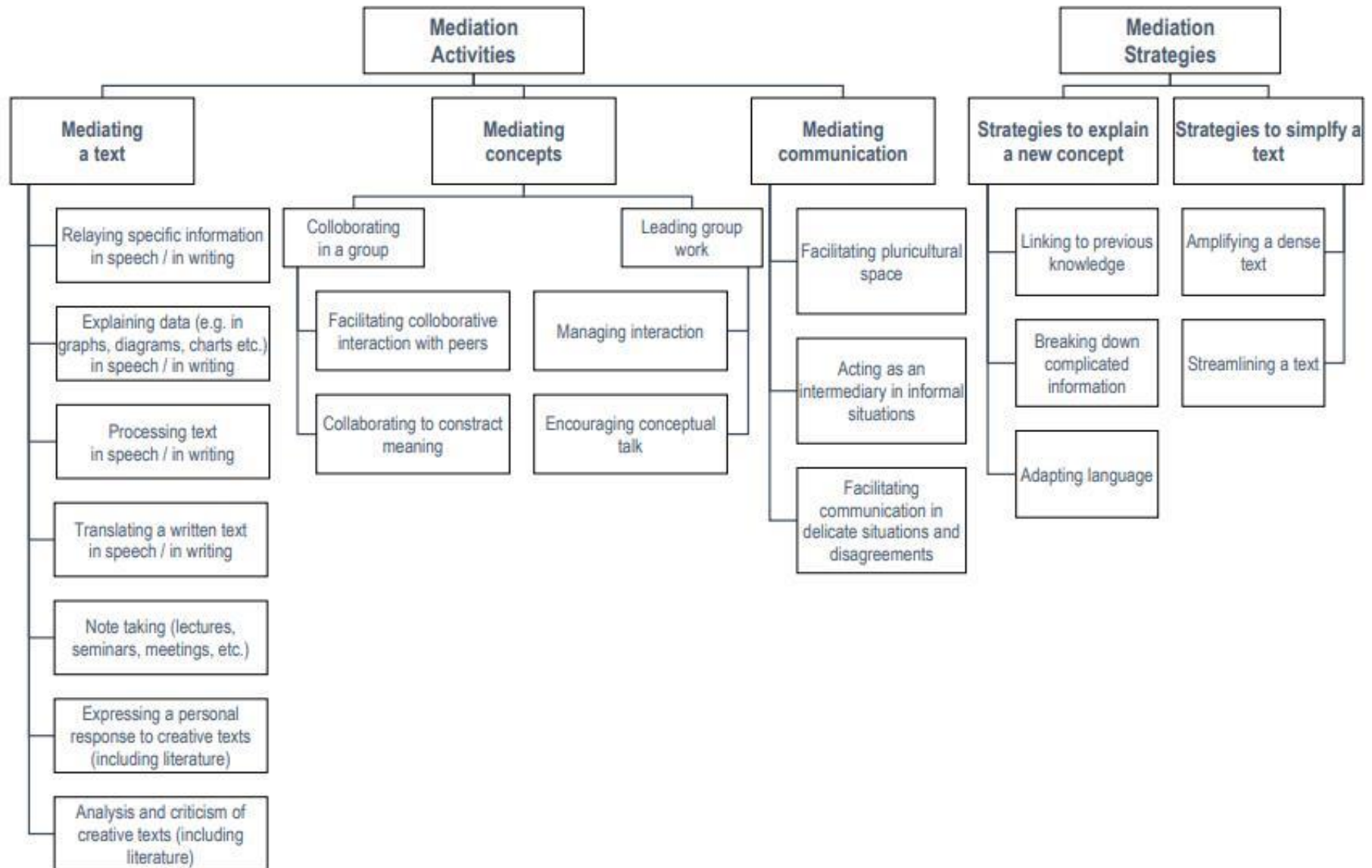


Defining terms

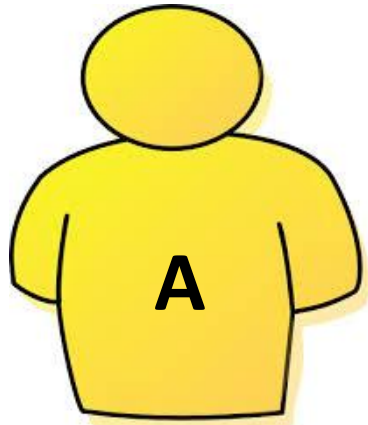


“In mediation, one is less concerned with one’s own needs, ideas or expression, than with those of the party or parties for whom one is mediating.”

Defining terms

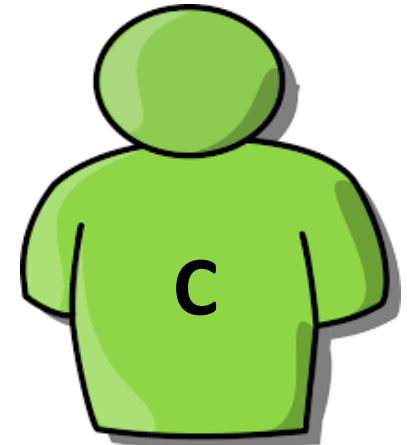


Defining terms



Different

languages
language levels
subject knowledge
fields (jargon)
learning needs
cultures
ages
opinions



Integrated

Dictionary definition:

“Combining things... of different types in one effective unit, group or system.”

MACMILLAN
DICTIONARY

Literature definition:

“Since the use of language in ordinary situations call upon all these aspects [of language], we must further recognise that linguistic performance also involves the individual's capability of mobilizing his linguistic competences and performance abilities in an integrated way, i.e. in the understanding, speaking, reading or writing of connected discourse.”

Carroll, J. B. (1968) ‘The psychology of language testing’

“One of the major features of the traditional language teaching paradigm has been the separating out of the so-called four skills of listening, speaking, reading and writing into pedagogically convenient units of learning.”

Encyclopaedic Dictionary of Applied Linguistics (1999)

Beware of the spork!?



Defining terms



Mediation is 'born-integrated'

	Processing text	
	Processing text in speech or sign	Processing text in writing

	Explaining data (in graphs, diagrams, etc.)	
	Explaining data in speech or sign	Explaining data in writing

	Relaying specific information	
	Relaying specific information in speech or sign	Relaying specific information in writing

B1+

Can summarise (in Language B) the main points made in long texts (in Language A) on topics in their fields of interest, provided they can check the meaning of certain expressions.

Can summarise (in Language B) a short narrative or article, talk, discussion, interview or documentary (in Language A) and answer further questions about details.

Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.

Mediation is 'born-integrated'

In the two scales, *Language A* and *Language B* may be two different languages, two varieties of the same language, two registers of the same variety, or any combination of the above.

However, they may also be identical. In the former case, users should specify the languages / varieties concerned; in the latter case, users should simply remove the parts in brackets.

CEFR CV p. 102

An integrated skills activity in practice



Learn more about our integrated skills activities and how they can help you improve your English skills.

An integrated skills activity in practice

Read the text from an English national newspaper. Which one do you think is the best headline for the story.

GREEK SAILOR SAVES BIRD

LONG WAY TO FLY, RIO

SAD DEATH OF PIGEON

An integrated skills activity in practice

A racing pigeon is back home, two months after straying off course in France and ending up in Brazil.

The bird - named Rio - should have taken five hours to return to Herne Bay, Kent, after a race south of Paris.

Owner John Pearce gave up hope of seeing her again. But he got a call from a sailor who had seen Rio on the dock in Salvador, Brazil, and noted contact details from her tag.

The Greek's ship was bound for Europe and the captain gave his permission to give the pigeon a lift. They released Rio in the Channel, from where she could find her way home.

John, 36, said: "The change of climate has done her good. She's in lovely condition."

GREEK SAILOR SAVES BIRD

LONG WAY TO FLY, RIO

SAD DEATH OF PIGEON

An integrated skills activity in practice

Answer these questions about the text.

Where was the pigeon supposed to fly to?

Where was she found?

Did she fly all the way home?

How was her physical health after the adventure?

An integrated skills activity in practice

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An integrated skills activity in practice

"Did you hear that crazy story about that pigeon...?"



An integrated skills activity in practice



An integrated skills activity in hindsight



An integrated skills activity with text mining

LONG WAY TO FLY RIO

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Can you find...

A lexical chunk with *take (v)*?

Three lexical chunks with *give (v)*?

A lexical chunk with *get (v)*?

A lexical chunk with *find (v)*?

A lexical chunk with *do (v)*?

An integrated skills activity with text mining

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An integrated skills activity with text mining

Can you put six of the seven lexical chunks into the right places in this text?

There was trouble on an international flight from London to Bangkok last week, when the captain fell asleep and the plane began to _____, flying north instead of east.

An airline stewardess told us, 'I couldn't wake him up. I almost _____ of survival!'

Fortunately, the pilot _____ on his mobile phone, and the noise woke him up. The pilot turned plane around and they _____ to Bangkok. The flight _____ fifteen _____ to reach Thailand, instead of the usual ten.

The embarrassed captain said afterwards, 'It's _____. I've learned a lot from this experience. I'll never fall asleep again on duty.'

He was later sacked by airline bosses.

An integrated skills activity with text mining

Tell your partner about a time when...

...your plans strayed off course.

...you ended up somewhere unexpected.

...you gave up hope of achieving something.

...you didn't get permission to do something you wanted.

...you got an unexpected call.

... you found your way in a strange place.

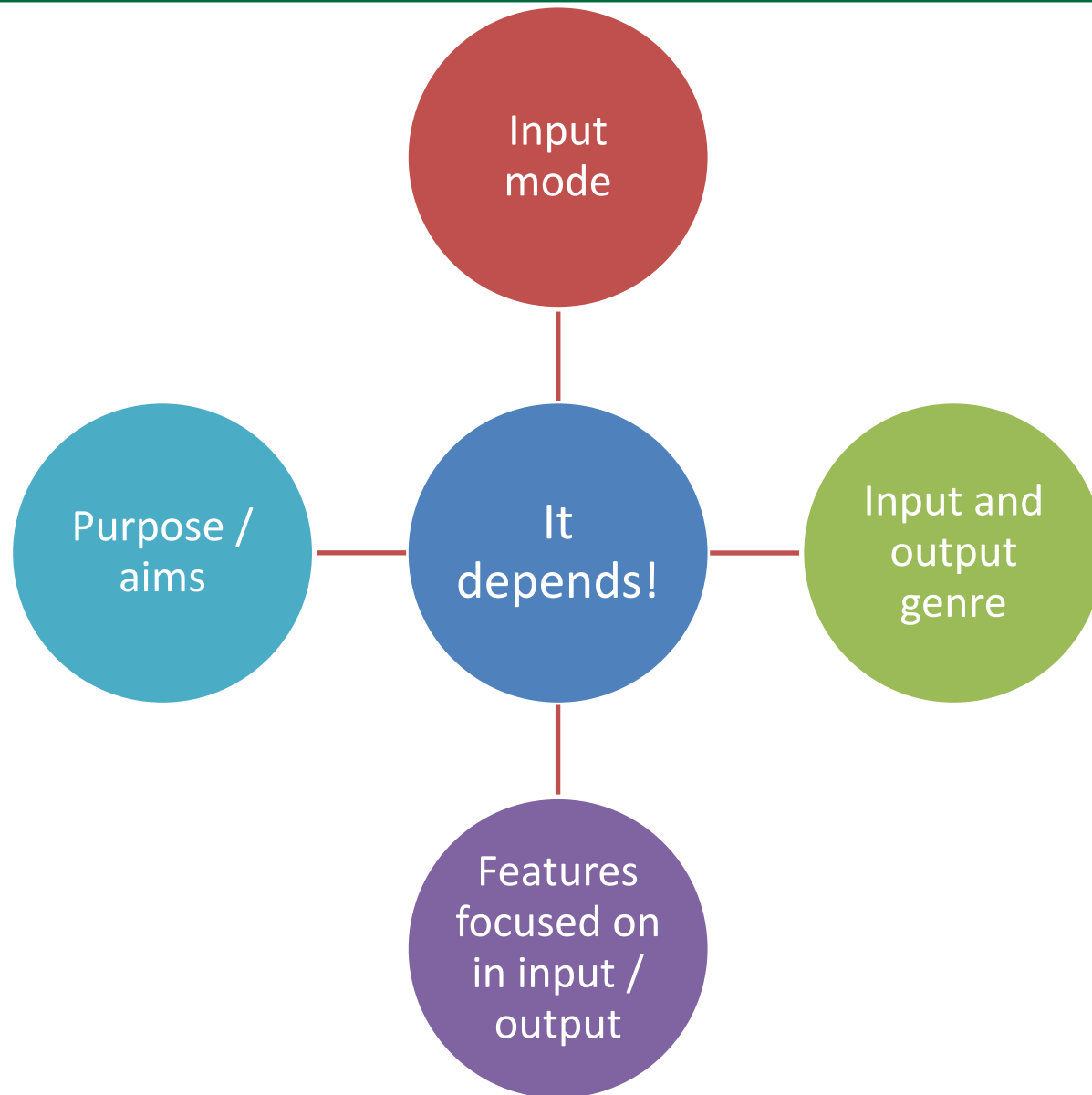
...you paid for something which does you good.

An integrated skills activity with text mining

"Did you hear that crazy story about that pigeon...?"



How else can we mine a text for integrated skills activities?



How else can we mine a text for integrated skills activities – Listening texts

Bottom-up
processing

Last five
words

Spot the
difference

Bottom-up processing



Instructions: Each time I stop speaking, write down the last five words I said!

Last five words

There are many different aspects of mediation, **but all share certain characteristics**. For example, in mediation one is less concerned with one's own needs, ideas or expression than with those of the party or parties **for whom one is mediating**. A person who engages in mediation activity needs to have a well-developed emotional intelligence, or an openness to develop it, in order to have sufficient empathy for the viewpoints and emotional states of other participants in the communicative situation. The term "mediation" is also used to describe a social and cultural process of creating **conditions for communication and co-operation**, facing and hopefully defusing any delicate situations and tensions that may arise. Cross-linguistic and cross-modal mediation, in particular, inevitably involve social and cultural competence as well as plurilingual competence. This emphasises the fact that one cannot in practice completely separate one type of mediation from another. In adapting descriptors to their context, therefore, users should feel free to mix and match categories **to suit their own perspective**.

Spot the difference



Archaeologists say they have discovered the jewels of an ancient royal official buried more than 4000 years ago in Egypt. The country's Ministry of Antiquities say they believe the burial site belonged to a woman named Hepet, a fine-looking royal palace official. The tomb was discovered during a recent excavation mission in the Giza western cemetery region, which is the main home of burial sites of former royal palace officials. In a statement the ministry added that the tomb's style is from Egypt's fifth dynasty during the reign of the Old Kingdom.

Spot the difference



Archaeologists say they have **uncovered the tomb** of an ancient royal official buried more than 4000 years ago in Egypt. The country's Ministry of Antiquities say they believe the burial site belonged to a woman named Hepet, a **high-ranking** royal palace official. The tomb was discovered during a recent excavation mission in the Giza western cemetery region, which **is known to house** burial sites of former royal palace officials. In a statement the ministry added that the tomb's style **dates back to** Egypt's fifth dynasty during **a period known as** the Old Kingdom.

How else can we mine a text for integrated skills activities – Reading texts

ELT Planning

TEFL tips and ideas from a developing teacher

HOME > GENERAL > 23 WAYS TO USE A TEXT IN YOUR ESL CLASSES

23 Ways to Use a Text in Your ESL Classes

BY PETE on AUGUST 24, 2020 · (9)

Reading. One of the big four, along with elephants, lions and rhinos. Or is it listening, speaking and writing? Who knows. Either way, my question for you is: when was the last time your students were actively learning a new skill through reading, instead of just answering comprehension questions? There is so much that English language students can learn through a text, and we have a whole bag of ideas for you to use in your next class. Through these methods, you'll learn how to squeeze a text for all its worth. As you'll see, these tips don't just help students become better readers. They'll also help students develop better critical thinking skills, better vocabulary skills and better writing skills.

1. Make a prediction. This is a great skill for learners to use. Super simple – give students the title of a text and see if they can make some **guesses about what the text will be about.** You can also **develop this as you go along.** If you're reading a story, make more predictions after reading each paragraph or chapter. How do they think the story will end? Students will learn how to pre-empt information and adjust their predictions as they go along.

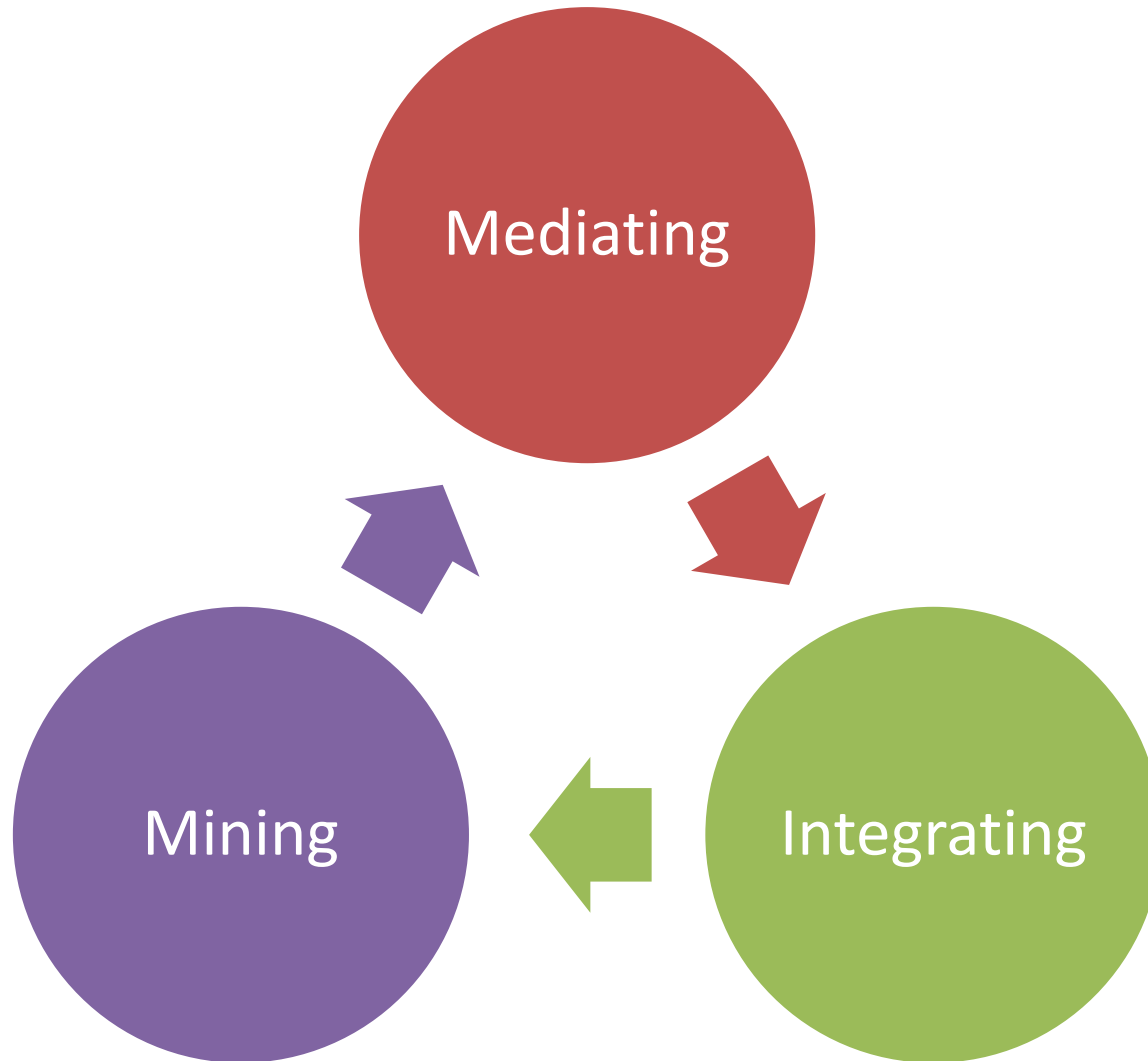
2. Document Text Features: One thing I like to do before reading anything is ask students

I'm looking for...

Search



Closing the circle



Thank you!



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