

# Tools and tips for teachers

**Consider learners' difficulties** in rephrasing or explaining ideas (from texts) to others. Then think of tasks that could help them in overcoming these difficulties. **Design small steps** within each task. **Monitor** the tasks. At the end **reflect** on the work done and **on the learning outcomes**.

Encourage your learners to **reflect on the strategies** they are using.

Make **mediation** an **integral part** of your classroom practices.

**Providing a task rubric** is important. Learners need to be aware of what ideas or information to look for in the source text, or else it can be very difficult to understand what should be transferred to the target text.

**Apply the "information-gap" principle** when developing mediation tasks: do not have learners say things to each other that they already know about.

Avoid isolated role plays without any context where you impose a role on the learner (he or she might not like): remember that the **learners should act as social agents and should have a message and an objective** – they can only transmit a message if they are convinced about it.

Make sure you **provide a context** for the mediation task (who is mediating, what, for whom, why, under what circumstances, etc.). Make sure your mediation task **provides learners with a communicative purpose...**

After the activity, make sure that there is room for **reflection** and **feedback**.

Find out **what languages are present** in their learners' repertoires and use that information.

**Select the relevant descriptors** from the CEFR-CV (not only those related to mediation) and adapt them if necessary. This process of using descriptors is two-way: descriptors can at times be used as a starting point to develop tasks, or after the construction of the task, when the teacher can match the descriptors with the task.

**Identify which mediation strategies are needed** on the part of the learners to carry out the task and incorporate a 'practice stage' in your lesson, where mediation strategies are practised.

It is important that learners have some **familiarity with the genre of the target text** before undertaking a mediation task. Otherwise, the learners might successfully find and reformulate information or ideas from the source text, but find themselves unable to relay the information successfully in the target text.



**Pilot the task** and keep an eye on the process.

**Collaborate** with other (language) teachers in the school.

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