

CEFR Companion Volume implementation toolbox

Example 1: Mediating texts, mediating concepts

Title: An academic presentation on Electrical Energy Storage Systems

Language: English and other languages in the learners' repertoire

CEFR Level: B2 and C1

Target group: engineering students

Purpose: Teaching or assessment

Author: VITbox team

Goals of the activity:

Preparing and giving a presentation stimulated by an academic article on a field-specific topic.

Based on: "Overview of Current Development in Energy Storage Technologies and the application potential in power system operation " by Xing Luo, Jihong Wang, Mark Dooner and Jonathan Clarke (<https://doi.org/10.1016/j.apenergy.2014.09.081>; retrieved on 18 August 2020).

- Reading for general understanding of the text, understanding of conceptual meanings and specific information; searching for related information in one or more languages; learning topic-related vocabulary.
- Preparing a presentation based on the article and a variety of other sources (possibly in different languages); summarising information in writing (writing an abstract); giving the presentation; explaining data in speech.
- Taking part in a post-presentation discussion and moderating the discussion. Being able to convey information in a discussion on a field-specific topic. Being able to ask for information and repair mistakes in communication to limit the effect of misunderstandings.

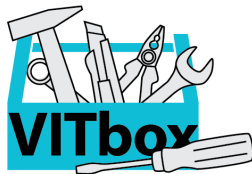
Description of activity:

Task 1 Pre-reading

A discussion about ways of storing electrical energy. The aim of this part is to build upon students' knowledge and familiarise them with specific technical and academic vocabulary. The discussion could be followed by a task to match the relevant words and phrases with their definitions.

Task 2 Reading an academic article – "Overview of Current Development in Energy Storage Technologies and the Application Potential in Power System Operation".

- a. Students are asked to find out the purpose of each part of the article. They are asked to look through the article and match each part with the function it serves in the text.
- b. Reading comprehension – students are asked to read the text again and answer questions to check their understanding of specific information and conceptual meanings.



Task 3 Presentations of various electrical energy storage technologies (EES)

- a. Preparation. Students are asked to choose one of the EES systems and look for more information about the system in field-specific literature and in the internet. This task could be done by drawing upon information in one language or in a number of languages that students can use.
- b. Abstracts. After gathering information students prepare abstracts of their presentations and send them to the teacher to be approved or corrected.
- c. Students give their presentations to the group. Other students in the group are the audience and they are responsible for conducting a post-presentation discussion. A different student is assigned the role of the moderator in each post-presentation discussion. The teacher focuses on assessment.

Task 4 Peer feedback and class discussion

Self- and peer-appraisal of the presentations could follow. Students could discuss the strengths of the presentations and point to the areas that could be improved.

Descriptor: CEFR level C1

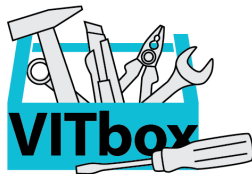
Mediation/Mediating a text	Scale: Relaying specific information in speech
Descriptor: Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A).	

Descriptor: CEFR level B2

Mediation/Mediating a text	Scale: Relaying specific information in speech
Descriptor: Can relay (in language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for specific purpose.	

Descriptors: CEFR level C1

Mediation/ Mediating a text	Scale: Explaining data in speech (e. g. in graphs, diagrams, charts, etc.)
<p>Descriptors:</p> <p>Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.</p>	



Descriptors: CEFR level C1

Mediation/ Mediating a text	Scale: Processing text in speech
<p>Descriptor:</p> <p>Can summarise (in Language B) long demanding texts (in Language A).</p> <p>Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.</p> <p>Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts.</p> <p>Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).</p> <p>Can exploit information and arguments from complex spoken or written text (in Language A) to talk about the topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.</p>	

Descriptors: CEFR level B2

Mediation/ Mediating a text	Scale: Processing text in writing
<p>Descriptor: Can summarise (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 or personal interest.</p>	



Descriptors: CEFR level B2

Mediation/ Mediating concepts	Scale: Managing interaction
<p>Descriptor:</p> <p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</p>	

Descriptors: CEFR level B2

Mediation/ Mediating concepts	Scale: Encouraging conceptual talk
<p>Descriptor:</p> <p>Can encourage members of a group to describe and elaborate on their thinking.</p> <p>Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.</p>	