

Task 2 – applying descriptors to contexts

Here are a series of mediation descriptors.

- **Choose one of the classes you teach and decide which of these descriptors are appropriate for that class.**
- **You could already be doing activities that reflect the descriptors or you could think that they would be good to include in your teaching.**
- **Write a short reflective piece stating:**
- **which descriptors you already apply with examples from your teaching**
- **and which ones you would like to apply and why**

Facilitating communication in delicate situations and disagreements	
C2	<p>Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.</p> <p>Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoints of others.</p>
C1	<p>Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate a detailed understanding of each party's requirements for an agreement.</p> <p>Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.</p> <p>Can use persuasive language to suggest that parties in disagreement shift towards a new position.</p>
B2	<p>Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offence.</p> <p>Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.</p> <p>Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.</p> <p>Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.</p> <p>Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.</p> <p>Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.</p>
B1	<p>Can ask parties in a disagreement to explain their point of view, and can respond briefly to their explanations, provided the topic is familiar to them and the parties express themselves clearly.</p> <p>Can demonstrate their understanding of the key issues in a disagreement on a topic familiar to them and make simple requests for confirmation and/or clarification.</p>
A2	<p>Can recognise when people disagree or when difficulties occur in interaction and adapt memorised, simple phrases to seek compromise and agreement.</p>
A1	<p>Can recognise when people disagree or when someone has a problem and can use memorised, simple expressions (e.g. "I understand" or "Are you okay?") to indicate sympathy.</p>
Pre-A1	<p><i>No descriptors available</i></p>

	Processing text	
	Processing text in speech or sign	Processing text in writing
B1	<p>Can summarise (in Language B) the main points made in clear, well-structured texts (in Language A) on subjects that are familiar or of personal interest, although lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short record of an interview, magazine article, travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided people articulated clearly.</p> <p>Can summarise (in Language B) the main points made in long texts delivered orally (in Language A) on topics in their fields of interest, provided they can listen or view several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided they can view them several times.</p>	<p>Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.</p> <p>Can paraphrase short passages in a simple fashion, using the original text wording and ordering.</p>
A2	<p>Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear.</p> <p>Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.</p> <p>Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.</p>	<p>Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided the texts concern concrete, familiar subjects and contain only simple everyday language.</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p>
A1	<p>Can convey (in Language B) the main point(s) contained in clearly structured, short, simple texts (in Language A), supplementing their limited repertoire with other means (e.g. gestures, drawings, words/signs from other languages) in order to do so.</p>	<p>Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly handwritten format.</p>
A1	<p>Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (in Language A).</p>	<p>Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes.</p> <p>Can copy out single words and short texts presented in standard printed format.</p>
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>

	Strategies to explain a new concept		
	Linking to previous knowledge	Adapting language	Breaking down complicated information
B1	<p>Can explain how something works by providing examples that draw on people's everyday experiences.</p> <p>Can show how new information is related to what people are familiar with by asking simple questions.</p>	<p>Can paraphrase more simply the main points made in short, straightforward texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.</p> <p>Can paraphrase short passages in a simple fashion, using the original order of the text.</p>	<p>Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.</p> <p>Can make a set of instructions easier to understand by repeating them slowly, a few words/signs at a time, employing verbal and non-verbal emphasis to facilitate understanding.</p>
A2	<i>No descriptors available</i>	<p>Can repeat the main point of a simple message on an everyday subject, using different formulation to help someone else understand it.</p>	<i>No descriptors available</i>
A1	<i>No descriptors available</i>	<i>No descriptors available</i>	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>	<i>No descriptors available</i>	<i>No descriptors available</i>