

# The new CEFR descriptors for the assessment of written mediation: Exploring their applicability in a local context in an effort towards multilingual testing

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Focusing on the process of written mediation, this paper deals with the newly developed descriptor scales presented in the *CEFR Companion Volume with New Descriptors* (CEFR/CV) (Council of Europe (CoE) 2018). It investigates the views of both language education experts and teachers in Greece regarding these new descriptors in an effort to explore the extent to which they can be exploited in a local context. The questions this study addresses are: Which descriptors can be useful in the Greek educational context, and to what extent? The research project was organised into two phases. In Phase 1, 18 language experts (mainly from the two major state universities in Athens and Thessaloniki) completed online questionnaires containing the 90 new CEFR written mediation descriptors and they judged the clarity of these descriptors in terms of language, their usefulness for assessment purposes, and their relevance for the Greek context. Phase 2 involved 94 language teachers in Greece who were invited to judge the degree to which the same 90 CEFR descriptors correspond to the proficiency level for which they had initially been designed. Based on empirical evidence, the present paper stresses the urgent need for language testers to consider (cross-lingual) written mediation as a fundamental ability which needs to be both taught as well as tested, and discusses the possibility of transforming the monoglossic paradigm in assessment.

**Keywords:** written mediation, CEFR/CV, descriptors, multilingual, plurilingual, cross-lingual, (trans)languaging, pluricultural, assessment/testing

## 1 Introduction and background to the study

In today's multilingual societies, language users are frequently called upon to act as “translanguagers” (Stathopoulou 2018) or mediators, moving and conveying information from one language to another (Stathopoulou 2015; Dendrinos 2006). They should be prepared to handle communication mobilising their linguistic resources “to (re)construct different relations and meanings within a specific social context and possess the creative qualities of language mixing and hybridisation” (Li Wei and Hua, 2013: 519 as cited in Stathopoulou 2015: 39). The importance of being able to convey information from one language to another was recognised in 2001 by the *Common European Framework of Reference for Languages: Teaching, Learning and Assessment* (CEFR) (CoE 2001), which legitimised (written and oral) mediation. However, no validated and calibrated descriptors were provided therein for this significant concept, which has assumed great importance due to the increasing linguistic and cultural diversity of our societies. Because of this ‘void’ in the CEFR specifications—and its importance probably further minimised by the monolingual paradigm prevalent in mainstream foreign language teaching and testing—mediation did not receive the attention it deserved. 18 years later, however, the updated CEFR

(CoE 2018) expanded the notion of mediation, which in 2001 seemed to be related only to the process of translation. In 2018, the CEFR/CV with a large set of descriptors for mediation was published.

Focusing on written mediation, this paper explores the views of language education experts and teachers in Greece in relation to the new CEFR mediation descriptors in an effort to investigate to what extent these can be used effectively in a local context for assessment purposes.<sup>1</sup> The recent introduction of written mediation descriptors in the CEFR/CV and the results of the present research suggest that the construct of writing for assessment purposes needs to be extended to include the interplay and mixing of languages, and be placed within the framework of multilingual testing. Based on empirical evidence, the present paper stresses the urgent need for language testing bodies to consider written mediation as a fundamental ability that needs not only to be *taught* but also to be *tested*, and points to the role of testing in the effort to support multilingualism (cf. Stathopoulou 2018).

As a matter of fact, the need for the assessment of cross-lingual mediation emerges from the real-life language use demands which are related to the current societal linguistic diversity. Given that “tests should match actual language practices and multilinguals use resources from their whole linguistic repertoire”, and if we consider that “teaching is going in the direction of a multilingual focus, assessment should also follow the same path” (Gorter and Cenoz 2017: 43). In test construction, however, priority is usually given to monolingual standard language varieties (Shohamy 2011). “The absence of multilingual approaches in assessment and evaluation measures is striking”, as Schissel et al. (2018: 2) characteristically state, while Gorter and Cenoz (2017) maintain that to make the change to multilingualism in the field of assessment is more challenging than it is to realise it in teaching.

## 2 Cross-lingual mediation in testing and assessment

### 2.1 What cross-lingual mediation entails

A fusion of languages characterise how people communicate today, so being able to mediate cross-linguistically seems to be one of the basic abilities that language users need to develop. Cross-lingual mediation, which involves moving back and forth with ease and comfort between and among different languages, can be described as a highly dynamic and creative process, which is triggered by a need to explain, clarify, interpret meanings or provide the gist or a summary of a text to an interested party (cf. Dendrinou 2014), and leads to the generation of new meanings. Mediation, which always occurs in a social context, is considered to be a purposeful activity or social practice in which language users may become involved when there is a communication gap (Stathopoulou 2013a, 2013b, 2013c, 2015, 2019).

### 2.2 CEFR and mediation: from 2001 to 2018

The CEFR pioneered the introduction of mediation to indicate communicative language activities other than reception, production, and interaction. Mediation is defined in the CEFR as a process where “the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly –normally (but not exclusively) speakers of different languages” (2001: 87-88). Bearing in mind the contexts of linguistic and cultural diversity of today, the CoE commissioned and coordinated a new project from 2014 to 2017, the aim of which was to develop new descriptors for mediation which were actually missing from the previous publication. The outcome was CEFR/CV (CoE 2018). The CEFR/CV is useful in bridging the linguistic gaps by proposing new descriptors related to the parallel use of languages, the willingness of language users to act as interlingual mediators, and their capacity to purposefully blend, embed and alternate codes. In fact, the CEFR/CV provides scales for different aspects of mediating a text (including literature),

1. Note that although the CEFR sees mediation both as an intralingual (within the same language) and interlingual process (across languages), this paper focuses on the latter. The descriptors chosen to be analysed (see Section 4) refer to the relaying of messages from one language to another.

mediating concepts, and mediating communication, as well as aspects of plurilingual and pluricultural competence.

The descriptors were developed in a large-scale 3-year CoE project involving over 1200 informants from over 50 countries in cyclical phases of development, empirical validation and consultation (Piccardo and North 2020). Specifically, the creation of new descriptors and the production of the CEFR/CV involved three different phases. Phase 1 concerned the update of existing scales and the intuitive development of new descriptors drawing upon experts' knowledge, readings and experience. Phase 2 was the qualitative phase. Workshops with teachers evaluating and judging descriptors were organised around Europe at different institutions in order to pilot the new descriptors. Phase 3 was mainly quantitative and involved the calibration of the best descriptors on the basis of a Rasch model scaling analysis. The aim was to assess the degree to which the descriptors are appropriate for the proficiency level for which they had been developed (cf. North and Piccardo 2016).

Mediation is more clearly defined in the CEFR/CV if compared to the definition given in 2001. The development of the mediation descriptors actually draws upon Coste and Cavali (2015), who see mediation as a process of reducing the distance between two poles. Similarly, North and Docherty (2016: 24) note that the practice of mediation seems to involve "a self-effacing bridging effort to get something across and facilitate the (mutual) understanding of other people". Another definition which is reflected in the new descriptors is that of North and Piccardo (2016: 9), who state that "mediation concerns the facilitation of the communication itself and/or the (re)formulation of a text, the (re)construction of the meaning of a message." They move on to argue that in mediation language is not just a means of expression: "it is a vehicle to access the 'other', the new, the unknown or to help people to do so" (North et al. 2019: 21).

### ***2.3 Multilingual testing and the assessment of cross-lingual mediation***

Cross-lingual mediation captures the idea of not separating languages, but rather using them interchangeably, blending and mixing them, and is a term that realises the link not only between language *teaching* and multilingualism, but also between language *testing* and multilingualism. However, in official school settings or (international) examination batteries, languages seem to be assessed separately, i.e., "language competence assessment and testing practices remain monolingual" (Dendrinos 2019: 2), and language proficiency is usually compared to that of a monolingual native speaker without taking into account the learners' knowledge of other languages (Gorter and Cenoz 2017). International examinations are administered only in the target language, while the world view and ideology reflected in them does not seem to consider the relevant characteristics of the local communities in/for which they are administered. As stated by Dendrinos (2019: 2-3) "multilingual assessment and testing is marginalised, and the ostracism is largely due to the authority of the major testing and assessment paradigm which has been hegemonised by the international conglomerates for English language testing." Chalhoub-Deville (2019) considers the field of language testing as a monolingual construct which has to be expanded to consider integrated multilingual testing constructs while Schissel et al. (2017) also maintain that current assessment systems are problematic because they fail to support plurilinguistic practices.

Multilingual tests could have beneficial effects for the learners, and as Menken and Shohamy (2015: 421) admit, it could contribute to "higher scores on academic tasks" and could more accurately reflect the knowledge of multilingual test takers.<sup>2</sup> In fact, Otheguy et al. (2015) call into question the validity of assessment scores that see languages as isolated entities. The study conducted by Schissel et al. (2018) also shows that the participants' performance is higher on tasks accompanied by multilingual reading material than on English-only tasks, and that "integrating multilingual resources within assessment design can allow test-takers to demonstrate more complex or high-order thinking in writing in the language they are learning" (Schissel et al. 2018: 168).

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2. See also empirical research by Shohamy (2011).

According to Schissel et al. (2019: 373), there have been multiple calls for the field of language assessment “to embrace multilingual approaches not only to reflect the full (linguistic) humanity of multilingual peoples but also to contest decades to centuries of marginalization and discrimination against multilingual practices outside monolingual standards.” Gorter (2017) also points out the necessity of adopting multilingual approaches to language assessment since they are more valid, resembling the way in which languages are used in multilingual contexts. In Stathopoulou (2018), there is an extensive discussion on how the assessment of translingual literacy can be realised and language alternation can be assessed. In fact, the CEFR itself, which actually provides a basis for the assessment of languages, approves such a multilingual perspective, as shown in the extract below:

It is no longer seen as simply to achieve ‘mastery’ of one or two, or even three languages, each taken in isolation, with the ‘ideal native speaker’ as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. (CoE 2001: 5).

However, much remains to be done in the field of foreign language assessment, and especially in the direction of assessing competences linked to the simultaneous use of languages, such as that in cross-language mediation (Stathopoulou 2015: 224). As Shohamy (2011: 419) mentions, the assessment field continues “to view language as a monolingual, homogenous, and often still native-like construct”, a view that seems to ignore the complex communicative practices of multilinguals and their simultaneous uses of multiple languages (Shohamy 2013). It thus becomes difficult for language assessment models to align with the paradigm shift and disregard the monolingual norm which especially nowadays seems inappropriate. The first questions to be answered in this direction are: What is ‘multilingual testing’? and How can it be realised? Different approaches are possible, depending on what we test, when, where and why. Shohamy and Menken (2015) argue that multilingual assessment—and particularly an approach to multilingual testing which combines different languages—should drive future research and practices in language testing (see also Menken 2017: 393). The first step is a paradigm shift –from a monolingual/monoglossic view to a multilingual/multiglossic view (Shohamy 2013; Lopez et al. 2017).

A localised example of the assessment of mediation is that of the National Foreign Language Exams (*Kratiko Pistopiitiko Glossomathias* (KPG)) in Greece. Mediation is a basic component of the KPG exams, which include the assessment of candidates’ oral and written mediation performance across proficiency levels. Candidates are provided with a written text in Greek and are given a task which provides the communicative purpose on the basis of which they have to produce their own text in the target language. This ‘mingling-of-languages idea’ (among other aspects) (Stathopoulou 2015) makes this system “glocal” (Karavas and Mitsikopoulou 2018), thereby differentiating it from the majority of international examination systems, which are administered in only one language.

Given that this study attempts to bring to the fore the issue of multilingual testing through incorporating mediation in tests for writing, the main questions to be answered are: What may a mingling-of-languages approach to the assessment of writing involve? And how can it be practically realised? Among other things, including cross-lingual mediation in a language test assessing writing ability can be considered as an example of multilingual testing, in which case test tasks may involve:

- Communication of written or oral information from one language to another in writing.
- Summary or selection of information read or heard in one language; its presentation in writing in another language, including changing the discourse and/or genre of the original text for a given communicative purpose (cf. Stathopoulou 2015).
- Using information from different sources in different languages in order to produce a written text. The language output may be bilingual or trilingual. In fact, combining languages in a test may also involve students’ answers in different languages.

### 3 Aim of the study

This paper focuses on the newly developed illustrative descriptor scales which are included in the CEFR/CV and are related to the process of written mediation *across languages*. It actually addresses the following question: Which of these new descriptors can be useful in practice in the Greek educational context, and to what extent? It is important to note that the CEFR itself stresses the importance of validation of the descriptors for specific contexts, and invites suggestions for changes which would make the descriptors useful in specific contexts (cf. Zou and Zhang 2017) and different language and cultural backgrounds:

Neither the categories nor the examples claim to be exhaustive. If you want to describe a specialised area, you may well need to sub-categorise further than the present classification goes. The examples are suggestive only. You may well wish to keep some, reject others and add some of your own. You should feel quite free to do so, since it must be for you to decide on your objectives and your product. (CoE 2001: xiii).

In addition, the co-authors of the CEFR/CV encourage the use and adaptation of descriptors in specific contexts:

We believe that the provision of the new illustrative descriptors will be a stimulus to users of the CEFR to consider forms in which mediation through language takes place in their context, the categories of mediation that appear relevant and the place of plurilingual and pluricultural competence in their curriculum. (North and Piccardo 2017: 30).

Focusing on written mediation, this paper ultimately attempts to approach the issue of the link between language assessment and multilingualism for the purpose of identifying and discussing aspects which might potentially assist the development of policies incorporating multilingual approaches to the assessment of writing. The paper concludes by arguing that the construct of written mediation needs to be further explored.

### 4 Study design and data collection

The research project, which took place from April 2018 to January 2019, was organised into two research phases involving different participants, and each phase was based on a different research instrument.

#### 4.1 Phase 1

The very first step of Phase 1 involved a critical reading of the new CEFR mediation descriptors on the part of the researcher with a view to selecting *only* those descriptors that referred to written mediation. Given that the focus was on the writing ability and particularly on mediating texts (i.e., linguistic mediation), descriptors for 'mediating communication' or 'mediating concepts' (CoE 2018), were not chosen for the purposes of this project. The seven (7) scales under the category of 'mediating a text' involve passing on to someone the content of a text to which they do not have direct access, because of linguistic barriers:

Scale 1: Relaying specific information in writing

Scale 2: Explaining data in writing (e.g., in graphs, diagrams, charts etc.)

Scale 3: Processing text in writing

Scale 4: Translating a written text in writing

Scale 5: Note-taking (lectures, seminars, meetings etc.)

Scale 6: Expressing a personal response to creative texts (including literature)

Scale 7: Analysis and criticism of creative texts (including literature)

Specifically, through an introductory note, it became clear to the participants who judged the scales that all scales involve two languages thus making them appropriate for use in the assessment of cross-



lingual mediation and ultimately for the construction of multilingual tests. Particularly for the descriptors of Scales 1-5, they make specific reference to Language A and Language B (see Appendix 1).<sup>3</sup> There was no further selection within each of the scales, which meant that all descriptors for each scale which referred to written mediation were included in the forms. Ultimately, given the scope of this project as explained above, ninety (90) new CEFR descriptors were selected (see Appendix 1).

Also, in Phase 1, specially designed online (Google) forms were distributed to eighteen (18) language experts, who were asked to evaluate these ninety (90) new descriptors (see Appendix 2a for the form and its online version). The evaluation was carried out on the basis of the following criteria:

- a) *Clarity of language* (i.e., the degree to which the language used is clear and straightforward, and meaning is conveyed successfully).
- b) *Usefulness for assessment purposes* (i.e., the extent to which the descriptor is useful *only* for assessment/testing purposes).
- c) *Relevance to the Greek context* (i.e., the experts evaluated the descriptor's applicability: has the descriptor any relevance for the Greek educational context? Is it relevant to the educational context, the needs and interests of Greek students, etc?).

The participants were given detailed instructions as to how to fill in the form and what each criterion entails. In the introductory note accompanying the questionnaire, apart from the criteria, the participants were informed about the aim of the research and how it is related to the Greek context (see extract below):

The question thus that this study attempts to address is: Which descriptors (and to what extent) can be useful in the Greek context, where cross-lingual written mediation ability is *taught* on the basis of the Integrated Foreign Languages Curriculum (IFLC 2011)<sup>4</sup> at schools and *tested* through the examinations leading to the State Certificate in Language Proficiency, a multilingual suite nationally and internationally known as the KPG exams.

In this phase, the participants are assessment experts, mainly from the National and Kapodistrian University of Athens and the Aristotle University of Thessaloniki. A number of them had been appointed in 2002 by the Greek Ministry of Education as members of the first Central Examination Board (CEB) of the examinations leading to the State Certificate in Language Proficiency, known as the KPG. University scholars, researchers and language experts actively involved in the KPG system—which assesses language proficiency in six languages (English, French, German, Spanish, Italian and Turkish) according to the CoE six-level scale as specified in the CEFR also participated during this phase. A call for participation was sent to them and they voluntarily responded to the survey. Half of the experts each have more than 20 years' experience in the field of language education, while the experience of the other half ranges from 11-20 years. The vast majority of the experts (n=14/18) hold a PhD in applied linguistics and foreign language education, while the remaining four (4) hold an MA in the same fields, and have been extensively involved in research and test task design. Many have worked with English (n=7) and French (n=6), while the rest of the KPG languages (Italian, German, and Spanish) have also been represented.

In summary, in Phase 1, the descriptors were evaluated by experts having knowledge of a variety of languages, and provided their views about the extent to which the new CEFR written mediation descriptors are clear, useful for assessment purposes, and are appropriate for use in the Greek context. The questionnaire was divided into two parts. The first part included personal questions about their gender, age, studies, affiliation, and working experience. The second part of the questionnaire included the ninety (90) descriptors. For each one of them, experts were asked to provide their opinion on the basis of the aforementioned criteria (e.g., Is the descriptor clear, useful for assessment purposes and

3. Note that it is not only the 'Translation' scale that involves the parallel use of languages. In fact, as the CEFR/CV suggests, translation may be only one form of cross-lingual mediation.

4. <https://rcel2.enl.uoa.gr/xenesglossesedu2/?p=87>

relevant to the Greek context?) using a three-point scale (Yes, To some extent, No) (see Appendix 2a). No further open questions were included. The answers, which had been provided in the online form, were then extracted into excel files. Using the SPSS statistical package, the experts' responses were quantitatively analysed in order to determine whether the 90 descriptors initially chosen were suitable for the Greek context, and ultimately to suggest what amendments could be made in order to meet the needs of the Greek curriculum and learners.

## **4.2 Phase 2**

Phase 2 involved evaluation of descriptors by practitioners/teachers. In fact, language teachers were invited to assess the degree to which the same 90 CEFR descriptors corresponded to the proficiency level for which they had initially been designed. The questionnaire was divided into two parts with the first part containing personal questions about gender, age, studies, affiliation, working experience and also about the degree to which the participants were familiar with the CEFR and the new CEFR/CV descriptors. In the second part of the questionnaire, the teachers were asked to choose from a drop-down list of proficiency levels (Pre-A1 to C2) the level which best applied to each descriptor (see Appendix 2b). Evidently, the questions were all closed. The SPSS tool was used for the analysis of the responses at this phase too. Although this study is quantitative, the researcher attempts to interpret the numerical data by also looking at the qualitative aspects of the descriptors. This is mainly done in Section 5 of this paper.

The vast majority of the participants during this phase were teachers of English as a Foreign Language (with a few exceptions being teachers of German, French and Greek as foreign languages), while more than half hold an MA degree in applied linguistics and foreign language didactics. The majority of them (n=69/94) are young, between 25 and 45 years of age. All educational contexts are represented among the professional settings where the respondents work, from primary education to tertiary education, and from state schools, universities and colleges, to private institutions and publishers of foreign language teaching materials. The participating teachers evaluated themselves as being generally aware of the CEFR and its proficiency levels, and as being familiar with the notion of mediation and what it entails. Note that they voluntarily participated in the research after the relevant call which was sent electronically.

## **5 Presentation of findings**

### ***5.1 Judging written mediation scales and descriptors: the experts' perspective***

This section focuses on the findings of Phase 1: What the experts believe about the scales and the descriptors for written mediation on the basis of the three criteria that had initially been posed, i.e., clarity, usefulness for assessment, and relevance to the Greek context. The tables that follow indicate the scores for the three criteria for each descriptor, which is depicted by the letter Q (i.e., with Q1 meaning Descriptor 1 in Appendix 1).

#### ***5.1.1 The scales with the highest and lowest scores: an overview of findings***

Seven (7) new CEFR scales were evaluated and, according to the experts' opinions, it is clear that some of the scales received higher scores than others in terms of their applicability. In order to define the scores, the experts' responses were counted (see Appendix 3a) and then multiplied with a different score for each of the criteria. The possible responses were three (3), that is, 'Yes' which counted for 3, 'To some extent' which counted for 2 and 'No' which counted for 1. If all participants, who were eighteen (18), chose 'Yes' in a question, then the *total* score would be fifty-four (54). Therefore, the maximum score is 54 (18 multiplied with 3), while the minimum 18 (as the number of the participants).

An interesting finding which arose from the data in Table 1 is that 'Relaying specific information in writing' (Scale 1) seems to include the majority of clear, useful for assessment and relevant descriptors,

as seven (7) out of fifteen (15) descriptors, (i.e., 46% of the total number of descriptors for this scale) had a score of more than 50 (with 54 being the maximum score, and 18 the minimum) for all three criteria. 'Processing text in writing' (Scale 3) also includes many successful descriptors according to the experts. Specifically, seven (7) out of seventeen (17) (i.e., 41% of the descriptors of the particular scale) had the highest scores for all three criteria (i.e., above 50).

Scale 6, entitled 'Expressing a personal response to creative texts (including literature)', seems to also receive a relatively high score, with 7 out of 19 descriptors (or 36% of the total number of the descriptors in this scale) being rated at more than 50 for all three criteria.

In contrast, there are clearly two scales which received low ratings. The first one is 'Translating a written text in writing' (Scale 4), with generally low scores, especially for the criteria of usefulness for assessment and relevance to the Greek context, as becomes evident through descriptors 38, 39, 41, and 45 (see Appendix 1), which were scored at less than 40. The second scale with low scores is 'Analysis and criticism of creative texts (including literature)' (Scale 7), as shown through the scores of descriptors 77-81, 83, and 85-86. A detailed discussion of the experts' views for each scale is presented in Section 5.1.2 below.

## 5.1.2 Scales 1-7: main results

### *Scale 1: Relaying specific information in writing*

As mentioned above, there is a consistency in the experts' opinions as far as the descriptors of this particular scale are concerned: The vast majority believe that Scale 1 includes descriptors which are clear, useful for assessment, and relevant for the Greek context. This is an expected result when we consider that this scale refers to an activity with which the experts are familiar, as this is what is required in the KPG exams in an activity where piece(s) of information are extracted from a text and relayed to another text in the target language (CoE 2018).

### *Scale 2: Explaining data in writing (e.g., in graphs, diagrams, charts etc.)*

Explaining data refers to the transformation of information presented in diagrams, charts, figures, and other images into a text. Although all the experts believe that the descriptors are clear, the scores for usefulness for assessment purposes and relevance for the Greek context are lower (see Scale 2, Table 1). For instance, only a minority of the experts (7 out of 18) believes that the following descriptor (no 19) can be valuable for assessment purposes in Greece (being rated at 37 for the criterion of usefulness) (Appendix 3a):

19. Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g., graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials.

From all the descriptors, only the following descriptor (no 20) seems to get the highest score for relevance, as 15 out of 18 participants say that it is relevant for the Greek situation.

20. Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g., a weather map, a basic flowchart) (with text in Language A).

### *Scale 3: Processing text in writing*

One of the scales on which the experts agree regarding the content of the descriptors and their applicability (see Scale 3, Table 1) is 'Processing text in writing', which involves understanding the information included in a source text and then transferring relevant information to another text (probably in another language), usually in a more condensed form, in a way that is appropriate to the context of situation. Processing actually refers to the reformulation of the original text focusing on the main source points and ideas. Specifically, for descriptors 35-37 (see Appendix 1), the experts do not seem to find them useful for assessment (see Appendix 3a), probably because they refer to 'copying' and the use of dictionaries when processing information from one text to another.



**Table 1. Experts' views on scales 1-7: Total scores**

Descriptors	Score	min	18
		max	54
	clear	useful	relevant
<b>Scale 1</b>			
Q.1	46.00	43.00	45.00
Q.2	48.00	47.00	50.00
Q.3	53.00	51.00	53.00
Q.4	50.00	51.00	47.00
Q.5	51.00	52.00	51.00
Q.8	53.00	53.00	51.00
Q.9	50.00	53.00	52.00
Q.10	53.00	52.00	50.00
Q.11	53.00	54.00	52.00
Q.12	53.00	51.00	49.00
Q.13	51.00	51.00	49.00
Q.14	53.00	50.00	49.00
Q.15	53.00	53.00	52.00
<b>Scale 2</b>			
Q.16	50.00	47.00	47.00
Q.17	51.00	44.00	42.00
Q.18	51.00	47.00	46.00
Q.19	49.00	37.00	41.00
Q.20	52.00	49.00	50.00
<b>Scale 3</b>			
Q.21	47.00	46.00	48.00
Q.22	50.00	50.00	50.00
Q.23	49.00	47.00	50.00
Q.24	50.00	46.00	48.00
Q.25	51.00	52.00	51.00
Q.26	52.00	52.00	52.00
Q.27	46.00	48.00	46.00
Q.28	53.00	51.00	52.00
Q.29	52.00	52.00	52.00
Q.30	51.00	51.00	50.00
Q.31	49.00	47.00	51.00
Q.32	54.00	51.00	53.00
Q.33	46.00	48.00	48.00
Q.34	48.00	52.00	51.00
Q.35	50.00	35.00	37.00
Q.36	50.00	37.00	42.00
Q.37	51.00	35.00	42.00

Descriptors	Score	min	18
		max	54
	clear	useful	relevant
<b>Scale 4</b>			
Q.38	48.00	32.00	34.00
Q.39	44.00	38.00	35.00
Q.40	45.00	40.00	42.00
Q.41	39.00	35.00	39.00
Q.42	45.00	39.00	42.00
Q.43	47.00	40.00	42.00
Q.44	47.00	40.00	43.00
Q.45	48.00	33.00	38.00
<b>Scale 5</b>			
Q.46	50.00	39.00	44.00
Q.47	43.00	36.00	40.00
Q.48	47.00	40.00	43.00
Q.49	49.00	38.00	45.00
Q.50	44.00	37.00	42.00
Q.51	48.00	40.00	44.00
Q.52	44.00	37.00	41.00
Q.53	50.00	43.00	46.00
Q.54	51.00	44.00	47.00
Q.55	52.00	47.00	48.00
Q.56	49.00	42.00	48.00
Q.57	52.00	44.00	48.00
<b>Scale 6</b>			
Q.58	47.00	46.00	49.00
Q.59	49.00	44.00	46.00
Q.60	52.00	47.00	49.00
Q.61	50.00	47.00	50.00
Q.62	50.00	46.00	47.00
Q.63	51.00	46.00	47.00
Q.64	52.00	48.00	51.00
Q.65	54.00	50.00	53.00
Q.66	54.00	51.00	53.00
Q.67	52.00	48.00	52.00
Q.68	49.00	46.00	50.00
Q.69	53.00	48.00	51.00
Q.70	53.00	52.00	52.00
Q.71	54.00	52.00	53.00
Q.72	53.00	50.00	52.00
Q.73	53.00	52.00	52.00
Q.74	54.00	53.00	53.00
Q.75	52.00	47.00	49.00
Q.76	54.00	49.00	53.00

#### Scale 4: Translating a written text in writing

The notion of mediation has been extensively used in translation studies to stress the role of the translator as the bridge between two languages and cultures and this is the main reason why translation is seen as a form of mediation in the CEFR/CV. The vast majority of the descriptors under this scale have been positively evaluated as far as clarity of language is concerned (see Scale 4, Table 1). However, the experts who participated in this research do not seem to agree or to be convinced that written translation and interpretation can be very useful for assessment purposes. Descriptors 38, 41 and 45 (see Appendix 1) get the lowest score as far as usefulness is concerned as is shown in Table 2 below. If we closely look at descriptor 41, which refers to the production of exact translations into the target language following the structure of the original text, the participants' evaluation regarding usefulness for assessment purposes is negative (see Table 2 below with 7 out of 18 saying that it is totally useless).

41. Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly

The fact that the majority of the experts work or have worked for an examination suite which includes mediation as a basic component in its tests but which does not see it as synonymous with translation involving reproduction of the original text into the target language (Stathopoulou 2015; Dendrinos 2006) may account for this finding.

**Table 2. Experts views (out of 18) on Scale 4**

Clear	Yes	To some extent	No	Useful	Yes	To some extent	No	Relevant	Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.38a	13	4	1	Q.38b	4	6	8	Q.38c	6	4	8
Q.39a	10	6	2	Q.39b	7	6	5	Q.39c	6	5	7
Q.40a	13	1	4	Q.40b	8	6	4	Q.40c	9	6	3
Q.41a	9	3	6	Q.41b	6	5	7	Q.41c	8	5	5
Q.42a	12	3	3	Q.42b	9	3	6	Q.42c	10	4	4
Q.43a	13	3	2	Q.43b	9	4	5	Q.43c	10	4	4
Q.44a	13	3	2	Q.44b	9	4	5	Q.44c	10	5	3
Q.45a	14	2	2	Q.45b	6	3	9	Q.45c	8	4	6

Regarding the criterion of relevance for the Greek context, while many experts claim that descriptors 42-44 are generally relevant, this is not the case for descriptors 38 and 39 (Table 2).

#### Scale 5: Note-taking (lectures, seminars, meetings, etc.)

This scale concerns the ability to write coherent notes, which is a valuable skill both in academic and professional life. The majority of the descriptors under this scale have been positively evaluated as far as clarity of language is concerned (see Table 1 and Appendix 3a).

Regarding the degree to which they are useful for assessment purposes, descriptors 47, 50 and 52 receive the lowest scores. Generally, the experts are not convinced about the usefulness (see Scale 5, Table 1), especially if we take a closer look at descriptors 46-47, 49-50 and 52 (Appendix 1 for the descriptors). Interestingly enough, these descriptors include the word 'lecture' (no 49-52), or the expressions 'actual words' (no 47), or 'reliable notes' (no 46). The experts do not seem to agree that the production of exact notes should be tested, or they may not consider these activities as mediating

activities. On the contrary, descriptors 48 and 51 seem to be more closely related to the experts' view of mediation since they concern paraphrasing (no 48) and selective relaying (no 51). Regarding the criterion of relevance for the Greek context, the scores are not strikingly high for all descriptors (46-57) but especially for descriptor 47 the participants do not seem to consider it as being relevant for the Greek context (see Appendix 3a, Scale 5).

47. Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker

*Scale 6: Expressing a personal response to creative texts (including literature)*

The particular scale focuses on expression of how a work of literature affects the user/learner as an individual, while the key activities related to this scale are: explaining what he/she liked, what interested him/her about the work, describing characters, saying which he/she identified with, relating aspects of the work to his/her own experience, and relating feelings and emotions (CoE 2018). The experts agree that this scale includes not only clear and straightforward descriptors in terms of language but also useful for assessment purposes and relevant for the Greek context (see Scale 6, Table 1 and Appendix 3a). Literature and the cultural features related to it are rather neglected areas of language learning in Greece, and this may account for the experts' positive evaluation of this scale in terms of the three criteria set as shown in Table 1.

*Scale 7: Analysis and criticism of creative texts (including literature)*

While expressing a response to literature is claimed to be a useful scale, the one that refers to the analysis and criticism of literary texts does not seem to trigger positive evaluations as shown in Table 1 and Appendix 3a (Scale 7). The particular scale includes descriptors that refer to the activities of comparing different works, giving a reasoned opinion of a work, and critically evaluating features of the work, including the effectiveness of techniques used (CoE 2018). It seems that only descriptor 89 had a score of more than 50 (out of 54) for all three criteria.

89. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.

## **5.2 Judging proficiency level: the practitioners' perspective**

Phase 2 of the research involved the analysis of responses of ninety-four (94) practitioners/teachers in relation to how they rated the proficiency level (from Pre-A1 to C2) of each descriptor. This section of the paper discusses the instances of teacher-rated descriptors diverging the most from the respective CEFR level, along with those descriptors found by the teachers to have the highest degree of agreement between their views and the CEFR as far as the respective proficiency levels are concerned. At certain points, the researcher attempts to provide certain interpretations regarding the possible reasons for these differences by looking at the qualitative aspects of the descriptors (content and/or phrasing).

*Scale 1: Relaying specific information in writing*

In Scale 1, more than 50% of the teachers claimed that four (4) out of thirteen (13) descriptors are at a higher level than the one assigned by the CEFR.

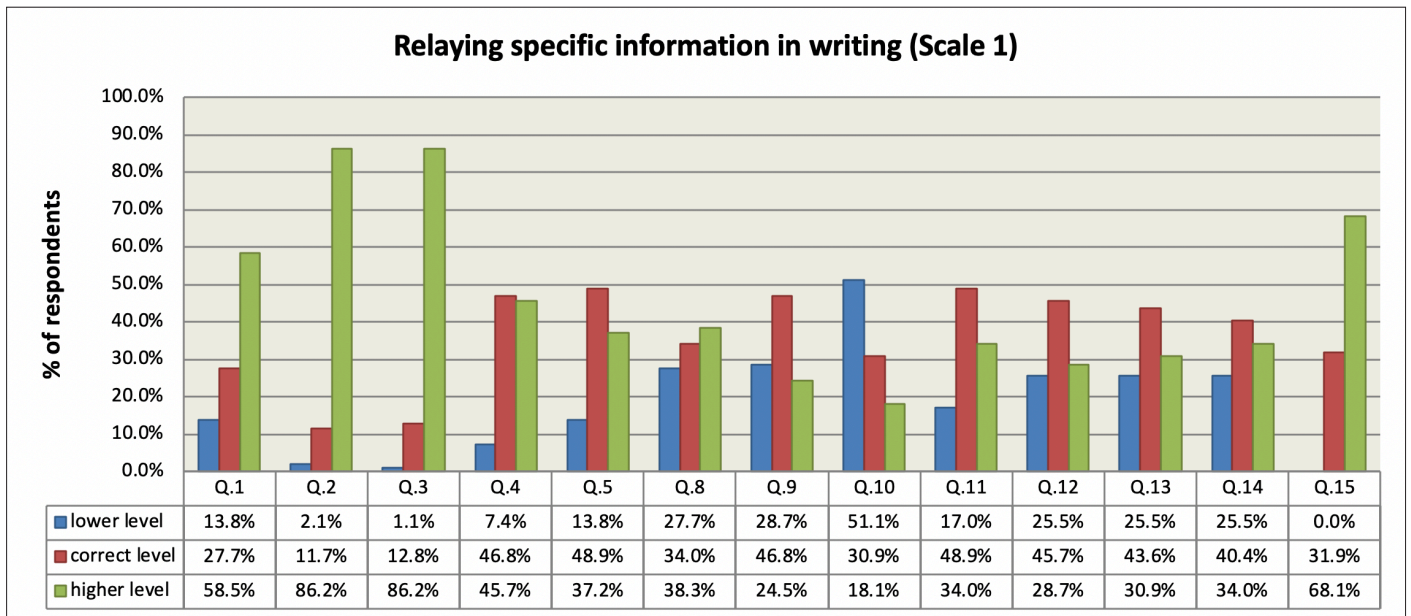


Figure 1. Scale 1: Respondents' views on the proficiency level of the descriptors

Specifically, the following three B2 level descriptors (Table 3) are judged as being appropriate for C1 or even C2.

Table 3. Scale 1 descriptors 1-3

	CEFR
1. Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.	B2
2. Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.	B2
3. Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.	B2

It seems that the way these descriptors have been articulated accounts for these rather logical results: The less familiar discourse environments (e.g., presentations at a conference in descriptor 1, or an academic or professional journal in descriptor 3) which usually appear at higher levels (see Stathopoulou 2013a, 2013b), or text complexity (“complex but well-structured texts” in descriptor 2) seem to have strongly affected the practitioners’ judgement. An additional analysis of the discrepancies between the CEFR and the teachers’ views (see Appendix 4) shows that for descriptors 1 and 3, 35.1% and 47.9% of the teachers, respectively, considered them as being appropriate for more than one level higher (i.e., C2 instead of B2).

In addition, as for descriptor 15, 43 out of 94 of practitioners (46%) believe that it is an A1 level descriptor, and 13 out of 94 claim that it is an A2 level descriptor, rather than the assigned CEFR level of Pre-A1. This result has to be examined against the relevant results for descriptor 14 which is similar to 15 in terms of content, but according to the CEFR, the former is an A1 descriptor. In fact, the two descriptors share the same criterion (i.e., listing items in very simple language), but only a few teachers believed that the introduction of illustrations (descriptor 15) is a sufficient justification for lowering the level of the descriptor (see Appendix 3b).

**Table 4. Scale 1 descriptors 14-15**

	CEFR
14. Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.	A1
15. Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations	Pre-A1

As Figure 1 above indicates, under Scale 1 ‘Relaying information in writing’, one descriptor (see descriptor 10 below) has been judged by a great percentage of practitioners (51.1%) as being at one or two levels below the CEFR level of A2. If we consider the phrasing of this descriptor and focus on the way the delivery of the message is defined as being slow and clear, and then compare it against descriptor 14 above which uses the same expression (“provided that the speaker articulates very slowly and clearly”), it seems that the research participants have been consistent in their opinion, and their decisions have been guided by this part of the descriptor, claiming that both are at A1 level. Presumably their opinion has been formed on the basis of the ‘how’ rather than on the ‘what’ of the descriptor, i.e., the process involved (relaying or listing). Another explanation could be that it is the ‘straightforward’ nature of the message or the familiarity of the topics which led participants to suggest that it was an A1 descriptor.

**Table 5. Scale 1 descriptor 10**

	CEFR
10. Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.	A2

*Scale 2: Explaining data in writing (e.g., in graphs, diagrams, charts, etc.)*

In Scale 2, as is evident from the data in Figure 2, three (3) out of five (5) descriptors have been judged (by more than half of the practitioners) as being at a higher level than the one suggested by the CEFR.

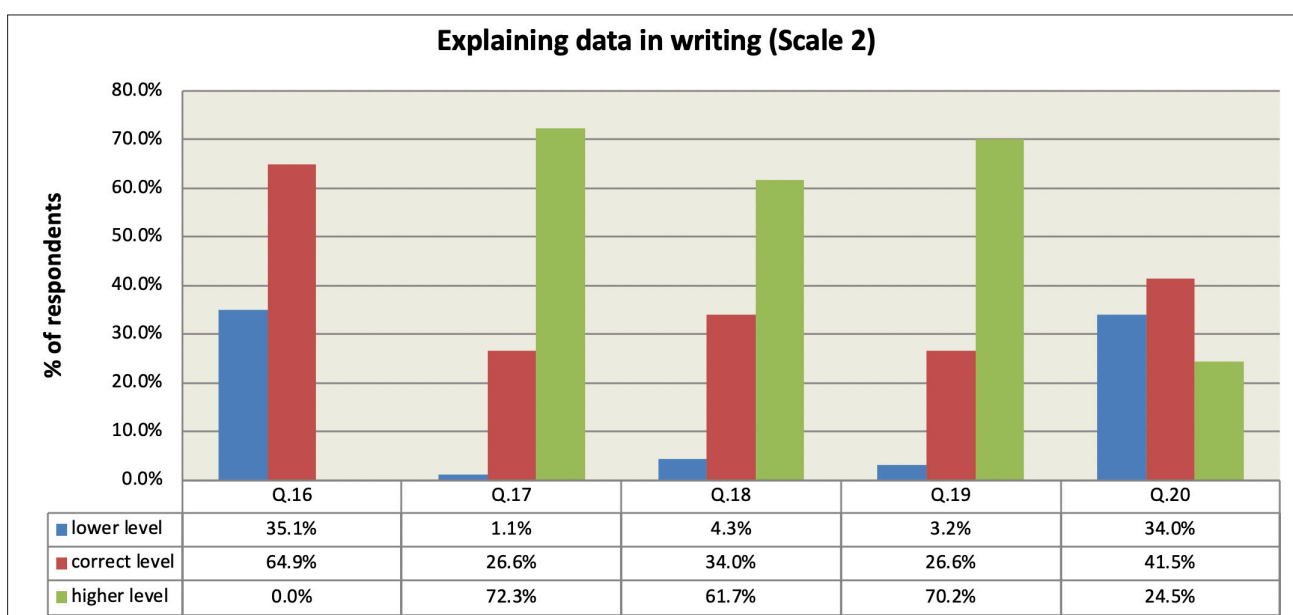


Figure 2. Scale 2: Respondents’ views on the proficiency level of the descriptors



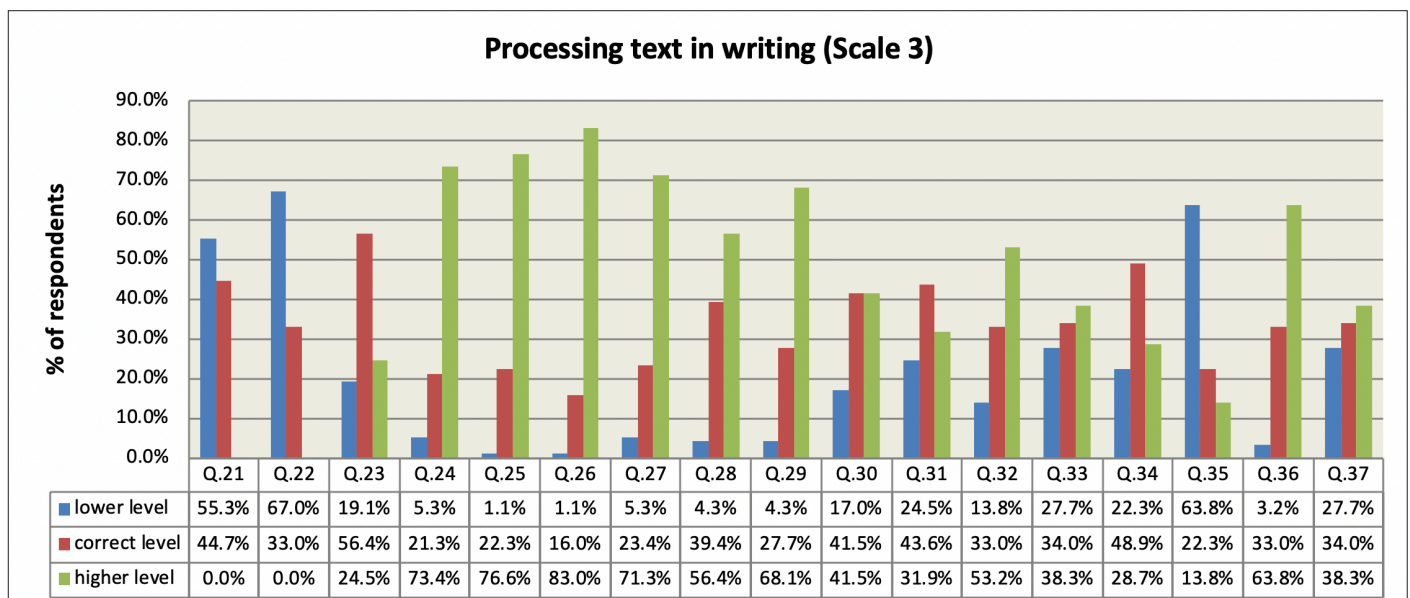
Specifically, descriptor 17 (see Table 6) is claimed to be a C2 level descriptor by the majority of teachers as shown in Appendix 3b, although the CEFR level is C1. The complexity of texts, the process of interpretation, the unfamiliar types of texts along with the topics (i.e., “complex academic or professional topics” which require the use of elevated vocabulary) seem to be aspects that have influenced the respondents’ decision. As for descriptors 18 and 19, they also include the aspect of ‘interpretation’, thus sharing features of the previous descriptor, which is of a higher level. The practitioners did not seem to agree with the CEFR (see Appendix 3b) as far as interpretation is involved of how challenging it can be. Although descriptor 19 is a B1 level descriptor, the majority of the respondents (i.e., 39/94 and 22/94, respectively) believe that it should be either at B2 or even at C1 level.

**Table 6. Scale 2 descriptors 17-19**

	CEFR
17. Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.	C1
18. Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).	B2
19. Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g., graphs, bar charts) (with text in Language A), explaining the important points in more detail. given the help of a dictionary or other reference materials.	B1

*Scale 3: Processing text in writing*

Regarding the third scale under examination i.e., ‘Processing text in writing’ the majority of the practitioners do not seem to agree with the assigned CEFR levels, as is clearly indicated in Figure 3.



**Figure 3. Scale 3: Respondents’ views on the proficiency level of the descriptors**

A closer examination of the qualitative aspects of the descriptors shows that as regards the B2 descriptors 25 and 27-28 (see Table 7 below), the complexity of the source text (see my emphasis below in italics) is what seems to affect the respondents’ opinion. Similarly, in descriptor 26, the practitioners’ responses indicate that the processes of comparing, contrasting and synthesizing

information found in “academic and professional publications” are associated with higher levels, rather than B2 (see Appendix 3b).

**Table 7. Scale 3 descriptors 24-29**

	CEFR
24. Can summarise in writing a long and <i>complex</i> text (in Language A) (e.g., academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.	C1
25. Can summarise in writing (in Language B) the main content of well-structured but propositionally <i>complex</i> spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.	B2
26. Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.	B2
27. Can explain in writing (in Language B) the viewpoint articulated in a <i>complex</i> text (in Language A), supporting inferences he/she makes with reference to specific information in the original.	B2
28. Can summarise in writing (in Language B) the main content of <i>complex</i> spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.	B2
29. Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.	B1

In descriptor 24 (which is C1 level) (see Table 7 above), the complex text combined with a discourse environment with which learners are not familiar accounts for teachers’ view that the particular descriptor should be used at a higher level. Regarding descriptor 29, 68.1% of the respondents believe that it should be at a higher level. In fact, as shown in Appendix 3b, 45/94 teachers believe that it is a B2 level descriptor, probably because of the content of the source text which, according to the phrasing of the descriptor, may include ‘arguments’, an aspect which makes it more challenging for a B1 user of the target language. The additional analysis of the discrepancies between the CEFR and the practitioners’ views (see Appendix 4) shows that for descriptors 27 (Table 7) and 35 (Table 8), more than one level is considered appropriate by 33% and 38.9% of the teachers, respectively.

**Table 8. Scale 3 descriptors 35-37**

	CEFR
35. Can copy out short texts in printed or clearly hand-written format.	A2
36. Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.	A1
37. Can copy out single words and short texts presented in standard printed format.	A1

While the CEFR level for descriptor 35 is A2, the majority of the research participants seem to disagree as only 21/94 believe that this is the correct level. As shown in Appendix 2, 60/94 respondents believe that it is an A1 or Pre-A1 level descriptor, probably because of the process of ‘copying’ which is involved in the particular descriptor. The practitioners judged descriptor 37, which refers to copying from a text, in a similar fashion, as many of them (26/94) believe that it is a Pre-A1 level descriptor. Finally, 63.8% of the respondents believe that descriptor 36 should be considered as a higher level than A1.

**Scale 4: Translating a written text in writing**

The discrepancies between the CEFR level and the practitioners' views relating to Scale 4 mainly concern descriptors 38 and 39 as shown in Figure 4.

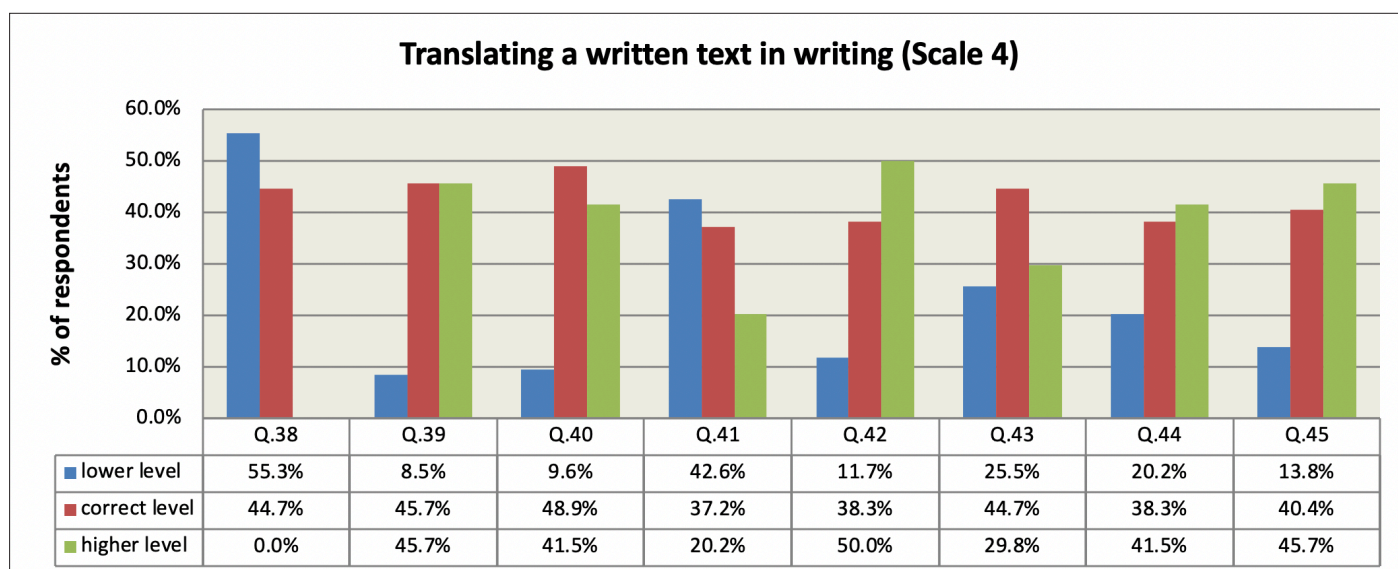


Figure 4. Scale 4: Respondents' views on the proficiency level of the descriptors

An interesting finding is related to descriptor 38, as 55.3% of the practitioners judge it as being of a lower level, mainly C1 rather than C2 (see also Appendix 3b). It seems that the additional explanation in the second part of the descriptor “provided subject matter accuracy is checked by a specialist in the field concerned” (see Table 9) influenced the respondents' opinion. Regarding descriptor 39, as many participants thought the descriptor should be at a higher level as agreed with the CEFR level.

Table 9. Scale 4 descriptors 38-39

	CEFR
38. Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned	C2
39. Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original	C1

**Scale 5: Note-taking (lectures. seminars. meetings etc.)**

As can be seen in Figure 5, 52.1% of the teachers do not believe that the CEFR level of descriptor 46 is appropriate. The same is also true for descriptor 57.

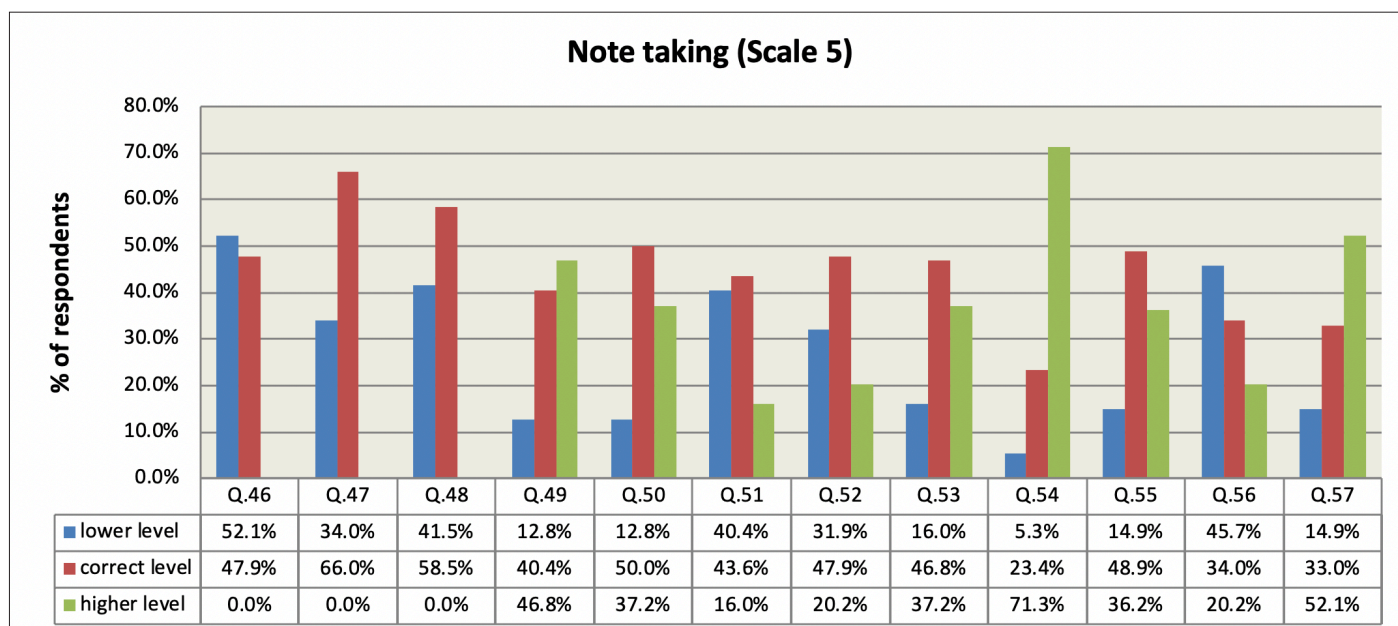


Figure 5. Scale 5: Respondents' views on the proficiency level of the descriptors

While the teachers felt that descriptor 46 should be used at lower levels (mainly at C1), they also believed (52.1%) that descriptor 57 is more appropriate for higher levels, i.e., at B1 or even B2. In addition to these, regarding descriptor 54, 71.3% of the teachers believe that it is more appropriate for higher levels. (See Appendix 3b for the number of respondents for each case).

Table 10. Scale 5 descriptors 46 and 57

	CEFR
46. Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.	C2
54. Can take notes during a lecture, which are precise enough for his/her own use at a later date provided the topic is within his/her field of interest and the talk is clear and well structured.	B1
57. Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.	A2

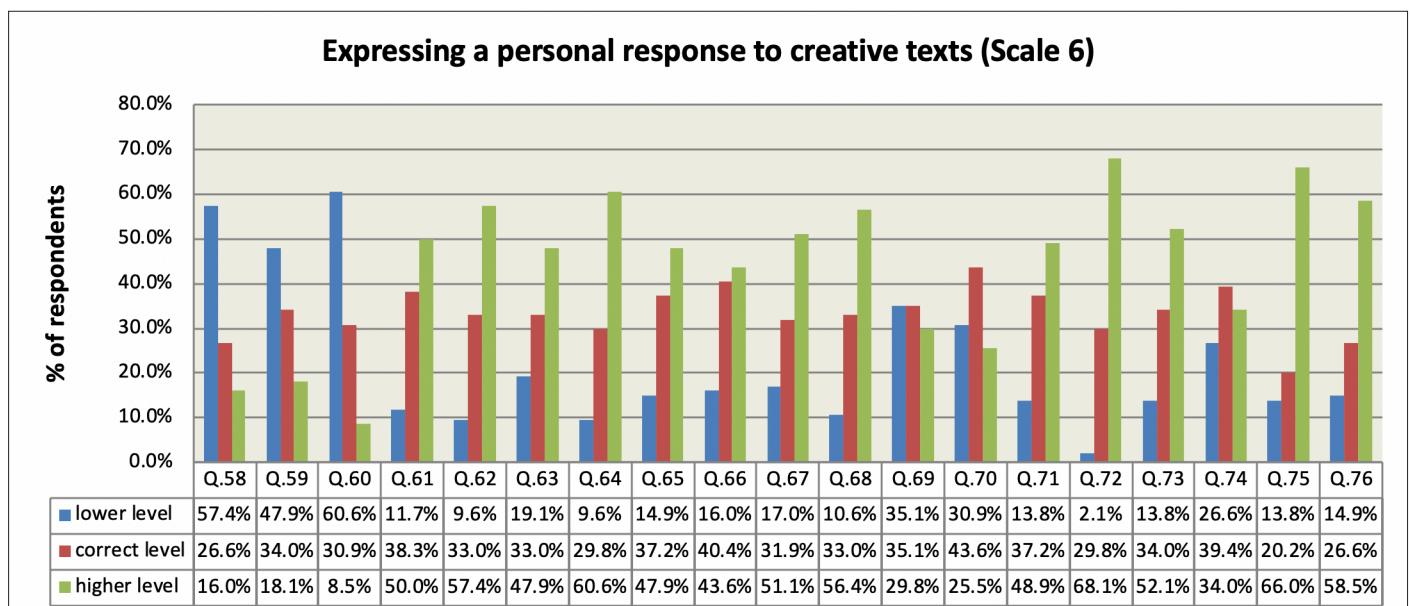
It appears that for descriptors 47, 48 and 50 (Table 11), more than half of the teachers agree with the CEFR on the level assigned (see Figure 5 above). This is an interesting finding if we also consider the additional analysis conducted on the discrepancies between the CEFR and the teachers' views (see Appendix 4). That is, for descriptors 47, 48 and 50 more than one level is considered appropriate only by 8.5%, 11.7% and 1.1% of teachers, respectively. These three descriptors are clearly articulated, including concepts and processes with which many research participants seem to be familiar as far as their proficiency level is concerned.

**Table 11. Scale 5 descriptors 47, 48 and 50**

	CEFR
47. Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.	C2
48. Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.	C2
50. Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.	C1

*Scale 6: Expressing a personal response to creative texts (including literature)*

Figure 6 shows that, regarding the C level descriptors of this scale (Table 12 below), descriptors 58, 59 and 60 are more appropriate for a lower level, as believed by 57.4%, 47.9% and 60.6% of teachers, respectively.



*Figure 6. Scale 6: Respondents' views on the proficiency level of the descriptors*

In addition to this, for the same descriptors more than one level lower is considered appropriate by 25.5%, 11.7% and 22.3% of teachers, respectively, as Appendix 4 shows.

**Table 12. Scale 6 descriptors 58-60**

	CEFR
58. Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.	C1
59. Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.	C1
60. Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.	C1

What is also observed by looking at the results concerning Scale 6 in Figure 6 is that the teachers relate the use of argumentative or emotive language (e.g., expressing feelings about/reactions to literary



work, etc.) to higher levels than B and A (see my emphasis in italics in the descriptors of Table 13 below). For instance, for B2 level descriptors 61 and 62, the majority of respondents feel that they are more appropriate for C level (see also Appendix 3b).

**Table 13. Scale 6 descriptors 61-62**

	CEFR
61. Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and <i>arguments</i> .	B2
62. Can describe his/her <i>emotional response</i> to a work and elaborate on the way in which it has evoked this response.	B2

The same is true for descriptors 64, 67 and 68, and for 72, 73 and 75 (see Table 14). In the first group, while the CEFR level is B1, a large number of practitioners did not agree, since they consider those descriptors as being one or, in some cases, two levels higher (i.e., B2 or C1). Similarly, as regards the second group of descriptors, while the assigned CEFR level is A2, a large percentage of respondents felt that those descriptors were appropriate for B1 or even, in some cases, B2. (See Appendix 3b for the exact numbers.)

**Table 14. Scale 6 descriptors 64, 67, 68, 72, 73, 75**

	CEFR
64. Can explain <i>why</i> certain parts or aspects of a work especially interested him/her.	B1
67. Can relate the <i>emotions</i> experienced by a character in a work to emotions he/she has experienced.	B1
68. Can describe the <i>emotions</i> he/she experienced at a certain point in a story. e.g., the point(s) in a story when he/she became anxious for a character, and explain why.	B1
72. Can describe a character's <i>feelings</i> and <i>explain the reasons</i> for them.	A2
73. Can say in simple language which aspects of a work especially interested him/her.	A2
75. Can select simple passages he/she particularly likes from work of literature to use as quotes.	A2

*Scale 7: Analysis and criticism of creative texts (including literature)*

It is evident from Figure 7 that regarding C2 level descriptors (77-80) (see Appendix 1), more than half of the practitioners agree with the CEFR on the level. The particular C2 descriptors refer to critical thinking skills (as evidenced by the expressions 'critical appraisal' or 'critical appreciation', 'subtle distinctions of style', 'implicit meaning', 'critically evaluate'), which lead to the respondents' decision.

**Analysis & criticism of creative texts (Scale 7)**

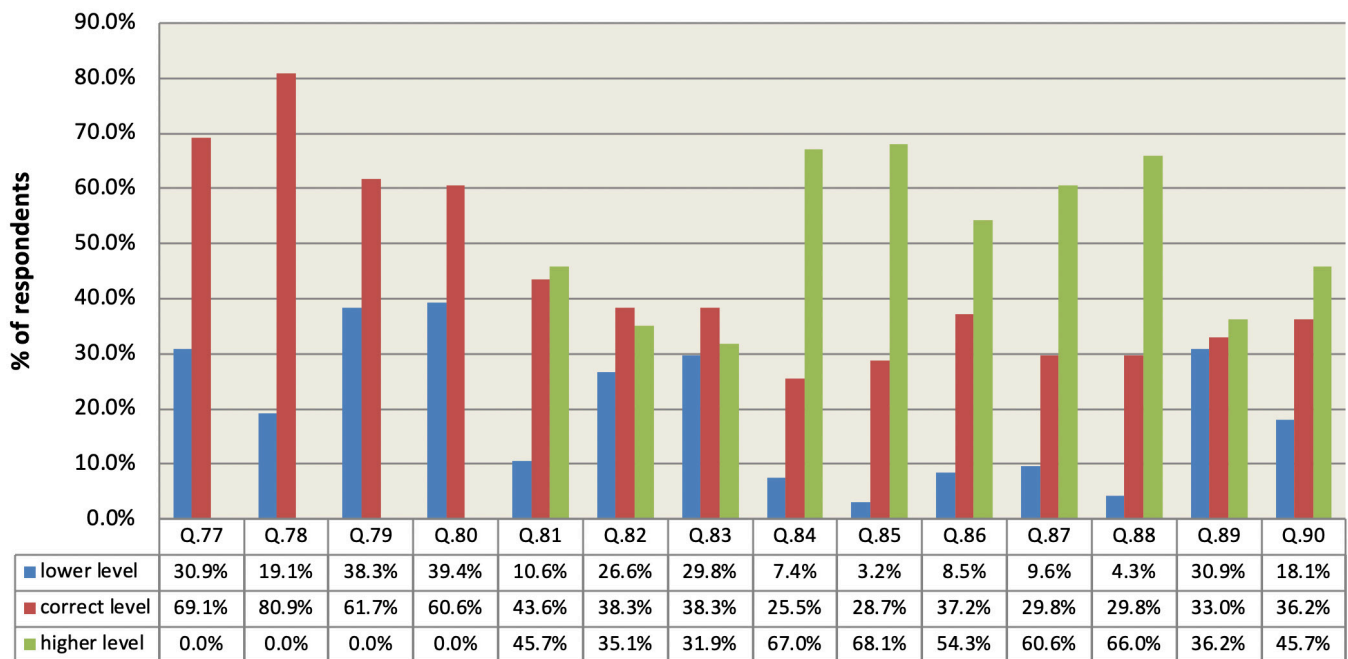


Figure 7. Scale 7: Respondents' views on the proficiency level of the descriptors

Figure 7 also clearly shows the responders' views that descriptors 84-87 belong at a higher level than B2 (mainly at C1). The same applies to descriptor 88, which is a B1 level descriptor, and is considered to be either a B2 (39/94 respondents) or a C1 level descriptor (20/94 respondents) (see Appendix 3b). Some descriptors in Table 15 a) seem to require multiple processes and skills on the part of the learners (as for instance descriptor 84, which requires comparison and explanation of connections, descriptor 85, which involves providing reasoned opinion and referring to arguments, and 88, which asks for identifying the important events and explaining their significance), b) another (descriptor 86) calls for the evaluation of a work, a rather challenging task for Greek students, while c) the final one in the group (descriptor 87) requires the comparison of works, another demanding area for Greek students. In fact, these qualitative aspects of the descriptors seem to account for the teachers' tendency to 'lower' the level of these particular descriptors.

Table 15. Scale 7 descriptors 84-88

	CEFR
84. Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.	B2
85. Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.	B2
86. Can evaluate the way the work encourages identification with characters, giving examples.	B2
87. Can describe the way in which different works differ in their treatment of the same theme.	B2
88. Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.	B1

## 6 Discussion

### 6.1 Phase 1 and Phase 2 findings: a synopsis

The present study, and particularly Phase 2, involved judgement by practitioners/teachers on the proficiency level of a set of CEFR descriptors related to written mediation across languages. The results add to our understanding not only of the differences across levels in terms of the content of the descriptors, but also of what the research participants believe about them, specifically as to how, to what extent, and why their opinions differ from the level assigned by the CEFR.

A general conclusion is related to learners' familiarity with the discourse environments included in the source text from which information is mediated, along with its degree of complexity. In other words, descriptors which refer to the complexity of the source text (e.g., Scale 3) or source data (Scale 2) are mainly judged by the practitioners to be at C levels, while in the CEFR/CV, as the present research has shown, this is not always the case. In addition, the teachers' responses to the questionnaire which asked them to judge the level of each descriptor indicate their tendency to believe that less familiar text types and discourse environments (e.g., presentations at a conference or in a professional journal) should usually appear in descriptors of C level (see for instance the findings for Scale 1). Thus, the responders do not always agree with the CEFR, which may link these discourse environments to lower levels, such as the B levels. In fact, this finding is consistent with previous research which analysed written mediation tasks across proficiency levels in order to explore what aspects differentiate them (Stathopoulou 2013a, 2013b). The systematic analysis and description of KPG written mediation tasks in terms of their linguistic features in order to find what types of texts were likely to be produced by candidates of different proficiency levels on the basis of specific mediation task types has shown that:

the higher the level, the greater the genre variability. This means that candidates at lower levels are likely to produce a limited range of text types when mediating, while C1 level candidates are expected to be able to produce a wide variety of text types. Discourse environment variability is also what differentiates tasks. (Stathopoulou 2013a: 97)

When mediation involves transferring information from numbers to text and vice versa (Scale 2), it seems that the respondents found this process challenging for the lower levels, thereby disagreeing with the CEFR levels. Disagreement between the practitioners and the CEFR in terms of the level is also evident in the processing-of-text scale (Scale 3), where the vast majority of descriptors have been evaluated by the responders as being of a higher level. According to the justification provided by the updated CEFR, the higher the level is: a) the more cognitively and linguistically demanding is the process described by the descriptor, b) the greater the variety of text types, c) the higher the degree of complexity of the texts and the abstractness of the topics, and d) the more sophisticated the vocabulary. The distinction across levels is not always clearly indicated in the descriptors, and the practitioners do not always agree with the complexity of source texts (for instance at B2), or with the synthesising in writing (again at B2). However, according to the experts—whose opinions were analysed in Phase 1 on the basis of a questionnaire which asked them to judge the same descriptors for clarity, usefulness for assessment purposes and relevance for the Greek context—Scale 3 seems to be a clear, relevant and useful one, so any adjustment of it for localisation purposes should also take this perspective into account.

There does not seem to be any great discrepancies between teachers' views and the CEFR level regarding the descriptors linked to the process of translation (Scale 4) as the analysis of teachers' views in Phase 2 has indicated (see Appendix 3b and 4). The fact that here the learners are "asked to *reproduce* the substantive message of the source text, rather than necessarily interpret the style and tone of the original into an appropriate style and tone" (CoE 2018: 113, my emphasis in italics) may account for the high degree of agreement. The process of reproducing seems to be straightforward and even measurable if we consider assessment. In other words, aspects that may cause disagreement, such as selective relaying, interpretation, etc., are not included in this scale. Progression up to the scale has also been clearly articulated:

At the lower levels, translating involves approximate translations of short texts containing information that is straightforward and familiar, whereas at the higher levels, the source texts become increasingly complex and the translation is increasingly more accurate and reflective of the original (CoE 2018: 113).

However, there is a good deal of disagreement among the experts of Phase 1, especially if we focus on their responses regarding the criterion of usefulness and of relevance (see Table 1, Table 4 and Appendix 3a). What may account for this disagreement is the fact that translation is actually not taught at Greek schools, and consequently not assessed. This reality may account for this disagreement.

Although the experts of Phase 1 are not convinced that the scale of note-taking (Scale 5) can be used for assessment purposes (see Table 1 of Section 5.1 and Appendix 3a), the particular scale does not trigger a remarkable degree of disagreement in terms of the proficiency level assigned by the CEFR and what the teachers of Phase 2 believe (see Appendix 3b and 4). According to the scale, the higher the level is: a) the more complex the source text, b) the slower and clearer the speech, and c) the higher the degree of abstractness of key concepts. It seems that the operationalisation of key aspects here is such that it did not elicit different views on the part of the practitioners.

As the analysis of Phase 2 results has indicated (see Section 5.2), regarding Scale 6 (Expressing a personal response to creative texts), teachers seem to link the use of argumentative or emotive language with higher levels than with B or A, as opposed to the CEFR. Note that the experts who participated in the first phase of the project find this scale clear, useful for assessment purposes and relevant to the Greek context. On the contrary, in Scale 7 (Analysis and criticism of creative texts), the teachers did not seem to disagree with the CEFR to a great extent (see Appendix 3b and 4 and the presentation of the results in Section 5.2), probably because “until B2, the focus is on description rather than evaluation” (CoE 2018: 117), a justification which is successfully realised through the content of the relevant descriptors, and therefore not confusing. The experts, however, do not seem to find it relevant for the Greek context.

## 6.2 ‘Localisation’ as a means to multilingual testing

What is implied by the analysis of the results is test localisation, which entails that any adaptations or changes to the initial CEFR descriptors should also take into account both the experts’ and the practitioners’ perspectives and thus the language users’ linguistic and cultural experiences, literacies, areas of life world knowledge and needs. It is critical to translate these research findings into viable educational options, and in particular, they should be taken into consideration as concerns certain amendments by syllabus/materials developers, or teachers, if there is an intention to incorporate written mediation in tests and other assessment tools in Greece. CEFR descriptors could undergo significant shifts in their assigned levels, which shifts could be approved by experienced teachers who actually consider certain writing activities more challenging than others, as the analysis has clearly indicated.

By investigating which CEFR mediation descriptors could be appropriate in the Greek context, this paper thus suggests ‘localisation’ as a means towards multilingual assessment. Localisation for the design of multilingual assessment tools may involve the following processes: a) *adapting* the CEFR descriptors according to the cultural, linguistic or other needs of the local context –with what the present research was concerned- and b) *designing* mediation tasks which will involve different languages. In fact, deciding on the languages to be used in a possible assessment tool is of crucial importance. For instance, in the writing test of the KPG exams in English, candidates are asked to selectively relay information from Greek texts (Language A, home language) in order to produce another text in English (Language B) which is the language to be tested (see Appendix 5 for a C2 written mediation test task). In this context, cross-lingual mediation involves interpreting meanings articulated in source texts and making of new meanings in the target language expressed appropriately for the context of situation. In other words, Language A may be used in reception (through reading and listening) and Language B in production (through speaking or writing). The assessment thus of cross-lingual mediation performance can be a unique characteristic of a multilingual examination battery (cf. Stathopoulou 2016a, 2016b) which relocates attention from

the *language* itself as an abstract system of rules to the *users* as meaning makers with certain needs and specific linguistic repertoires (cf. Karavas and Mitsikopoulou 2019).

## 7 Final remarks

The findings of this study bring to light the potential of incorporating cross-lingual written mediation into traditional mainstream monolingual language assessments while stressing the importance of adapting CEFR descriptors in order for them to be meaningful in a new context, like Greece. The results may in fact prove useful for the design of mediation test tasks across proficiency levels, thus favouring the fluid and dynamic use of resources in local contexts (Schissel et al. 2018).

Cross-lingual mediation and generally the parallel use of languages in assessment have received little attention in language studies. As asserted by Dendrinou (2019: 3), “language teachers and testers do not know how to assess language skills or content knowledge using languages in combination”. In much the same vein, Dunlea and Erickson (2018) claim that although we want to encourage the development of plurilingual competence, “measuring it is a challenge that has not been resolved”. Similarly, Garcia and Wei (2014) notice some reluctance among test developers to engage in multilingual assessment. In fact, linking heteroglossic perspectives about language with testing and assessment and integrating cross-linguistic mediation in writing assessments is not an easy task if we consider the traditional views of “languages as bounded and separate entities” (Schissel et al. 2018: 169).

The goal of this research was not only to discuss to what extent the new CEFR written mediation descriptors can be used in the Greek context, but also

to bring to the fore the issue of adopting multilingual approaches to language assessment by applying the mingling-of-languages idea as discussed in Section 2.3 and 6.2, i.e., through the use of interlinguistic mediation tasks on the basis of adapted CEFR descriptors and

to reflect on the possibility of avoiding the “compartmentalization of languages” (Dendrinou 2019; Shohamy 2011), thereby transforming the monolingual language ideologies of the past, along with the monoglossic paradigm in assessment.

Although it is not within the scope of this paper to provide an answer to the question: “why to test mediation?” it is important to refer to the role of ‘washback effect’ of assessment on teaching and learning (Tsagari 2009, 2011). The new CEFR/CV has introduced a fundamental change in the field of plurilingual education by proposing a number of new descriptors regarding the parallel use of languages. Given that “changes in language teaching require changes in language testing and assessment practices as well” (Dendrinou 2019: 4) and if we consider the impact of tests on teaching, we could easily reverse the question: ‘why *not* to test mediation?’ As there are few policies favouring multilingual assessment practices and a serious insufficiency of research in favour of the positive backwash effect multilingual testing may have on multilingual education (Dendrinou 2019), there is a need for further studies which focus on the investigation of a multilingual approach to the assessment of writing, a construct which needs to be extended in order to include written mediation as well.

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## 9 Biography

Dr Maria Stathopoulou is an Adjunct Lecturer at the Hellenic Open University and at the National Technical University of Athens. From 2007 she has been an RCeL Research Fellow at the Faculty of English Language and Literature, University of Athens while from 2014-2017, she was a member of the authoring group of experts of the Council of Europe concerning the update of the CEFR. Recently (2019), her project: 'Mediation in Teaching, Learning and Assessment' (ME.T.L.A.) was selected to be funded by the European Centre of Modern Languages of the Council of Europe (2020-2023) (ECML Project Coordinator). Her book *Cross-Language Mediation in Foreign Language Teaching and Testing* (2015) has been published by Multilingual Matters. Her second book (2016) concerns the teaching of ESP in academic contexts.

## Appendix 1

### *CEFR Companion (CoE 2018) descriptors for written mediation*

SCALE 1: RELAYING SPECIFIC INFORMATION IN WRITING	
1.	Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.
2.	Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.
3.	Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.
4.	Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Lang A).
5.	Can relay in writing the significant point(s) contained in formal correspondence (in Language A).
6.	Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Lang A).
7.	Can relay in writing the significant point(s) contained in formal correspondence (in Language A).
8.	Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g., telephone calls, announcements, and instructions).
9.	Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.
10.	Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.
11.	Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language
12.	Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.

13. Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.
14. Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.
15. Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.
SCALE 2: EXPLAINING DATA IN WRITING (E.g., IN GRAPHS. DIAGRAMS. CHARTS ETC.)
16. Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.
17. Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.
18. Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).
19. Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g., graphs, bar charts) (with text in Language A), explaining the important points in more detail. given the help of a dictionary or other reference materials
20. Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g., a weather map. a basic flow chart) (with text in Language A).
SCALE 3: PROCESSING TEXT IN WRITING
21. Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.
22. Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.
23. Can summarise in writing (in Language B) long, complex texts (written in Lang A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.
24. Can summarise in writing a long and complex text (in Language A) (e.g., academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.
25. Can summarise in writing (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 and personal interest.
26. Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.
27. Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.
28. Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.
29. Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.
30. Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.
31. Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.
32. Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.
33. Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.



34. Can use simple language to render in (Lang B) very short texts written in (Lang A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.
35. Can copy out short texts in printed or clearly hand-written format.
36. Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.
37. Can copy out single words and short texts presented in standard printed format.
<b>SCALE 4: TRANSLATING A WRITTEN TEXT IN WRITING</b>
38. Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.
39. Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original.
40. Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.
41. Can produce translations into (Language B, which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.
42. Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible.
43. Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.
44. Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.
45. Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.
<b>SCALE 5: NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</b>
46. Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.
47. Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.
48. Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.
49. Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.
50. Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.
51. Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g., lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.
52. Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.
53. Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.
54. Can take notes during a lecture, which are precise enough for his/her own use at a later date. provided the topic is within his/her field of interest and the talk is clear and well structured.



55. Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.
56. Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.
57. Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.
<b>SCALE 6: EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE)</b>
58. Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.
59. Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
60. Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.
61. Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.
62. Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.
63. Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.
64. Can explain why certain parts or aspects of a work especially interested him/her.
65. Can explain in some detail which character he/she most identified with and why.
66. Can relate events in a story, film or play to similar events he/she has experienced or heard about.
67. Can relate the emotions experienced by a character in a work to emotions he/she has experienced.
68. Can describe the emotions he/she experienced at a certain point in a story, e.g., the point(s) in a story when he/she became anxious for a character, and explain why.
69. Can explain briefly the feelings and opinions that a work provoked in him/her.
70. Can describe the personality of a character.
71. Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.
72. Can describe a character's feelings and explain the reasons for them.
73. Can say in simple language which aspects of a work especially interested him/her.
74. Can say whether he/she liked a work or not and explain why in simple language.
75. Can select simple passages he/she particularly likes from work of literature to use as quotes.
76. Can use simple words and phrases to say how a work made him/her feel.
<b>SCALE 7: ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)</b>
77. Can give a critical appraisal of work of different periods and genres (novels, poems, and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.
78. Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g., metaphors, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations.
79. Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness.
80. Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.
81. Can critically appraise a wide variety of texts including literary works of different periods and genres.
82. Can evaluate the extent to which a work meets the conventions of its genre.
83. Can describe and comment on ways in which the work engages the audience (e.g., by building up and subverting expectations).
84. Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.

85. Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.
86. Can evaluate the way the work encourages identification with characters, giving examples.
87. Can describe the way in which different works differ in their treatment of the same theme.
88. Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.
89. Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.
90. Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.

## Appendix 2

### Forms completed by participants

I Phase 1 form: written and online versions (some extracts)

DESCRIPTORS <i>***as included in the new CEFR companion published in 2018</i>	CRITERIA								
	Clear (in terms of language)			Useful for assessment purposes			Relevant to the Greek context		
	YES	TO SOME EXTENT	NO	YES	TO SOME EXTENT	NO	YES	TO SOME EXTENT	NO
<b>RELAYING SPECIFIC INFORMATION IN WRITING (p. 108)</b>									
1. Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.									
2. Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.									
3. Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.									
4. Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Lang A).									
5. Can relay in writing the significant point(s) contained in formal correspondence (in Language A).									
6. Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Lang A).									
7. Can relay in writing the significant point(s) contained in formal correspondence (in Language A).									

**RELAYING SPECIFIC INFORMATION IN WRITING**

1. Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration \*

	Yes	To some extent	No
Clear (in terms of language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Useful for assessment purposes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevant to the Greek context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II Phase 2 online form (an extract)

**RELAYING SPECIFIC INFORMATION IN WRITING**

1. Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations \*

Choose

- PRE-A1
- A1
- A2
- B1
- B2
- C1
- C2

Language B) which presentations at a conference (given  
vant, pointing out which would be worth detailed

Language B) the relevant point(s) contained in  
out well-structured texts (written Language A) within  
onal, academic and personal interest. \*

Choose ▾

Appendix 3a: Phase 1: Number of teachers' responses for each descriptor and criterion

scale 1	clear				useful				relevant		
	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.1a	12	4	2	Q.1b	9	7	2	Q.1c	11	5	2
Q.2a	12	6	0	Q.2b	11	7	0	Q.2c	14	4	0
Q.3a	17	1	0	Q.3b	15	3	0	Q.3c	17	1	0
Q.4a	15	2	1	Q.4b	16	1	1	Q.4c	13	3	2
Q.5a	16	1	1	Q.5b	16	2	0	Q.5c	15	3	0
Q.6a	15	2	1	Q.6b	12	5	1	Q.6c	12	4	2
Q.7a	16	1	1	Q.7b	16	2	0	Q.7c	14	4	0
Q.8a	17	1	0	Q.8b	17	1	0	Q.8c	15	3	0

Q.9a	14	4	0	Q.9b	17	1	0	Q.9c	16	2	0
Q.10a	17	1	0	Q.10b	16	2	0	Q.10c	14	4	0
Q.11a	17	1	0	Q.11b	18	0	0	Q.11c	16	2	0
Q.12a	17	1	0	Q.12b	16	1	1	Q.12c	13	5	0
Q.13a	15	3	0	Q.13b	15	3	0	Q.13c	13	5	0
Q.14a	17	1	0	Q.14b	15	2	1	Q.14c	14	3	1
Q.15a	17	1	0	Q.15b	17	1	0	Q.15c	16	2	0
scale 2	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.16a	14	4	0	Q.16b	13	3	2	Q.16c	13	3	2
Q.17a	15	3	0	Q.17b	11	4	3	Q.17c	10	4	4
Q.18a	15	3	0	Q.18b	12	5	1	Q.18c	11	6	1
Q.19a	13	5	0	Q.19b	7	5	6	Q.19c	10	3	5
Q.20a	16	2	0	Q.20b	14	3	1	Q.20c	15	2	1
scale 3	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.21a	14	1	3	Q.21b	12	4	2	Q.21c	12	6	0
Q.22a	14	4	0	Q.22b	14	4	0	Q.22c	14	4	0
Q.23a	14	3	1	Q.23b	12	5	1	Q.23c	15	2	1
Q.24a	14	4	0	Q.24b	12	4	2	Q.24c	13	4	1
Q.25a	15	3	0	Q.25b	16	2	0	Q.25c	16	1	1
Q.26a	16	2	0	Q.26b	16	2	0	Q.26c	16	2	0
Q.27a	11	6	1	Q.27b	13	4	1	Q.27c	13	2	3
Q.28a	17	1	0	Q.28b	15	3	0	Q.28c	16	2	0
Q.29a	16	2	0	Q.29b	16	2	0	Q.29c	17	0	1
Q.30a	15	3	0	Q.30b	15	3	0	Q.30c	15	2	1
Q.31a	14	3	1	Q.31b	13	3	2	Q.31c	15	3	0
Q.32a	18	0	0	Q.32b	16	1	1	Q.32c	17	1	0
Q.33a	12	4	2	Q.33b	14	2	2	Q.33c	14	2	2
Q.34a	13	4	1	Q.34b	16	2	0	Q.34c	15	3	0
Q.35a	15	2	1	Q.35b	7	3	8	Q.35c	7	5	6
Q.36a	14	4	0	Q.36b	6	7	5	Q.36c	9	6	3
Q.37a	16	1	1	Q.37b	6	5	7	Q.37c	9	6	3
scale 4	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.38a	13	4	1	Q.38b	4	6	8	Q.38c	6	4	8
Q.39a	10	6	2	Q.39b	7	6	5	Q.39c	6	5	7
Q.40a	13	1	4	Q.40b	8	6	4	Q.40c	9	6	3
Q.41a	9	3	6	Q.41b	6	5	7	Q.41c	8	5	5
Q.42a	12	3	3	Q.42b	9	3	6	Q.42c	10	4	4
Q.43a	13	3	2	Q.43b	9	4	5	Q.43c	10	4	4
Q.44a	13	3	2	Q.44b	9	4	5	Q.44c	10	5	3
Q.45a	14	2	2	Q.45b	6	3	9	Q.45c	8	4	6
scale 5	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.46a	14	4	0	Q.46b	6	9	3	Q.46c	10	6	2

Q.47a	11	3	4	Q.47b	5	8	5	Q.47c	8	6	4
Q.48a	14	1	3	Q.48b	8	6	4	Q.48c	9	7	2
Q.49a	14	3	1	Q.49b	6	8	4	Q.49c	10	7	1
Q.50a	11	4	3	Q.50b	6	7	5	Q.50c	9	6	3
Q.51a	14	2	2	Q.51b	8	6	4	Q.51c	10	6	2
Q.52a	11	4	3	Q.52b	5	9	4	Q.52c	7	9	2
Q.53a	15	2	1	Q.53b	9	7	2	Q.53c	11	6	1
Q.54a	15	3	0	Q.54b	9	8	1	Q.54c	11	7	0
Q.55a	16	2	0	Q.55b	12	5	1	Q.55c	12	6	0
Q.56a	14	3	1	Q.56b	7	10	1	Q.56c	12	6	0
Q.57a	16	2	0	Q.57b	9	8	1	Q.57c	12	6	0
scale 6	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.58a	12	5	1	Q.58b	11	6	1	Q.58c	13	5	0
Q.59a	14	3	1	Q.59b	11	4	3	Q.59c	11	6	1
Q.60a	16	2	0	Q.60b	13	3	2	Q.60c	14	3	1
Q.61a	15	2	1	Q.61b	13	3	2	Q.61c	14	4	0
Q.62a	14	4	0	Q.62b	12	4	2	Q.62c	12	5	1
Q.63a	15	3	0	Q.63b	12	4	2	Q.63c	12	5	1
Q.64a	16	2	0	Q.64b	13	4	1	Q.64c	15	3	0
Q.65a	18	0	0	Q.65b	15	2	1	Q.65c	17	1	0
Q.66a	18	0	0	Q.66b	16	1	1	Q.66c	17	1	0
Q.67a	16	2	0	Q.67b	13	4	1	Q.67c	16	2	0
Q.68a	14	3	1	Q.68b	12	4	2	Q.68c	15	2	1
Q.69a	17	1	0	Q.69b	13	4	1	Q.69c	15	3	0
Q.70a	17	1	0	Q.70b	16	2	0	Q.70c	16	2	0
Q.71a	18	0	0	Q.71b	16	2	0	Q.71c	17	1	0
Q.72a	17	1	0	Q.72b	15	2	1	Q.72c	16	2	0
Q.73a	17	1	0	Q.73b	16	2	0	Q.73c	16	2	0
Q.74a	18	0	0	Q.74b	17	1	0	Q.74c	17	1	0
Q.75a	16	2	0	Q.75b	14	1	3	Q.75c	14	3	1
Q.76a	18	0	0	Q.76b	14	3	1	Q.76c	17	1	0
scale 7	Yes	To some extent	No		Yes	To some extent	No		Yes	To some extent	No
	Count	Count	Count		Count	Count	Count		Count	Count	Count
Q.77a	9	7	2	Q.77b	7	7	4	Q.77b	7	7	4
Q.78a	10	6	2	Q.78b	8	4	6	Q.78b	8	4	6
Q.79a	11	5	2	Q.79b	7	6	5	Q.79b	7	6	5
Q.80a	10	5	3	Q.80b	8	5	5	Q.80b	8	5	5
Q.81a	11	5	2	Q.81b	5	8	5	Q.81b	5	8	5
Q.82a	14	2	2	Q.82b	9	5	4	Q.82b	9	5	4
Q.83a	10	5	3	Q.83b	7	6	5	Q.83b	7	6	5
Q.84a	13	4	1	Q.84b	7	9	2	Q.84b	7	9	2
Q.85a	12	3	3	Q.85b	6	7	5	Q.85b	6	7	5
Q.86a	12	3	3	Q.86b	6	7	5	Q.86b	6	7	5
Q.87a	14	3	1	Q.87b	8	7	3	Q.87b	8	7	3
Q.88a	16	2	0	Q.88b	13	5	0	Q.88b	13	5	0
Q.89a	17	1	0	Q.89b	14	4	0	Q.89b	14	4	0
Q.90a	15	3	0	Q.90b	11	7	0	Q.90b	11	7	0



## Appendix 3b

## Phase 2 Number of respondents for each descriptor

Total number of respondents 94

## SCALE 1: RELAYING SPECIFIC INFORMATION IN WRITING (CEFR: 108)

CEFR LEVEL		Pre-A1	A1	A2	B1	B2	C1	C2
B2	Q.1	0	1	2	10	26	25	30
B2	Q.2	0	0	0	2	11	57	24
B2	Q.3	0	0	0	1	12	36	45
B2	Q.4	0	0	0	7	44	31	12
B2	Q.5	0	0	2	11	46	25	10
B1	Q.8	0	3	23	32	28	5	3
B1	Q.9	0	6	21	44	17	1	5
B1	Q.10	1	15	32	29	11	2	4
A2	Q.11	5	11	46	25	1	0	6
A2	Q.12	3	21	43	18	3	1	5
A2	Q.13	2	22	41	21	2	1	5
A1	Q.14	24	38	21	5	0	2	4
Pre-A1	Q.15	30	43	13	1	1	1	5

## SCALE 2: EXPLAINING DATA IN WRITING (E.g., IN GRAPHS, DIAGRAMS, CHARTS ETC.) (CEFR: 110)

		Pre-A1	A1	A2	B1	B2	C1	C2
C2	Q.16	0	0	0	0	3	30	61
C1	Q.17	0	0	0	1	0	25	68
B2	Q.18	0	0	0	4	32	43	15
B1	Q.19	0	0	3	25	39	22	5
B1	Q.20	0	2	30	39	15	3	5

## SCALE 3: PROCESSING TEXT IN WRITING (CEFR: 112)

		Pre-A1	A1	A2	B1	B2	C1	C2
C2	Q.21	0	0	0	5	9	38	42
C2	Q.22	0	0	1	5	28	29	31
C1	Q.23	0	0	0	2	16	53	23
C1	Q.24	0	0	0	0	5	20	69
B2	Q.25	0	0	0	1	21	53	19
B2	Q.26	0	0	0	1	15	41	37
B2	Q.27	0	0	1	4	22	37	30
B2	Q.28	0	0	1	3	37	38	15
B1	Q.29	0	0	4	26	45	17	2
B1	Q.30	0	3	13	39	27	9	3
B1	Q.31	1	3	19	41	21	5	4
A2	Q.32	0	13	31	32	10	4	4
A2	Q.33	8	18	32	22	6	4	4
A2	Q.34	2	19	46	17	4	2	4

A2	Q.35	27	33	21	4	1	4	4
A1	Q.36	3	31	36	15	3	3	3
A1	Q.37	26	32	22	4	2	4	4

**SCALE 4: TRANSLATING A WRITTEN TEXT IN WRITING (CEFR: 114)**

		Pre-A1	A1	A2	B1	B2	C1	C2
C2	Q.38	0	0	0	2	14	36	42
C1	Q.39	0	0	0	0	8	43	43
B2	Q.40	0	0	1	8	46	33	6
B2	Q.41	0	1	7	32	35	15	4
B1	Q.42	0	1	10	36	34	9	4
B1	Q.43	0	2	22	42	20	4	4
A2	Q.44	1	18	36	27	5	2	5
A1	Q.45	13	38	21	12	4	2	4

**SCALE 5: NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.) (CEFR: 115)**

		Pre-A1	A1	A2	B1	B2	C1	C2
C2	Q.46	0	0	1	2	11	35	45
C2	Q.47	0	0	0	3	5	24	62
C2	Q.48	0	0	0	3	8	28	55
C1	Q.49	0	0	1	1	10	38	44
C1	Q.50	0	0	0	1	11	47	35
C1	Q.51	0	0	0	3	35	41	15
B2	Q.52	0	0	0	30	45	16	3
B2	Q.53	0	0	2	13	44	31	4
B1	Q.54	0	0	5	22	47	17	3
B1	Q.55	0	1	13	46	24	9	1
B1	Q.56	0	10	33	32	12	3	4
A2	Q.57	5	9	31	30	12	4	3

**SCALE 6: EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE) (CEFR: 116)**

		Pre-A1	A1	A2	B1	B2	C1	C2
C1	Q.58	0	0	6	18	30	25	15
C1	Q.59	0	1	4	6	34	32	17
C1	Q.60	0	0	7	14	36	29	8
B2	Q.61	0	0	1	10	36	37	10
B2	Q.62	0	0	5	4	31	41	13
B2	Q.63	0	0	3	15	31	33	12
B1	Q.64	1	1	7	28	39	15	3
B1	Q.65	0	1	13	35	33	9	3
B1	Q.66	0	4	11	38	28	11	2
B1	Q.67	0	3	13	30	33	12	3
B1	Q.68	0	1	9	31	32	18	3

B1	Q.69	0	3	30	33	17	8	3
B1	Q.70	0	9	20	41	14	7	3
A2	Q.71	1	12	35	32	9	2	3
A2	Q.72	1	1	28	31	24	5	4
A2	Q.73	0	13	32	31	12	4	2
A2	Q.74	3	22	37	20	7	2	3
A2	Q.75	6	7	19	28	21	7	6
A1	Q.76	14	25	34	11	4	1	5

**SCALE 7: ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) (CEFR: 117)**

		Pre-A1	A1	A2	B1	B2	C1	C2
C2	Q.77	0	0	0	2	6	21	65
C2	Q.78	0	0	0	0	6	12	76
C2	Q.79	0	0	0	0	8	28	58
C2	Q.80	0	0	1	1	5	30	57
C1	Q.81	0	0	1	1	8	41	43
C1	Q.82	0	0	0	6	19	36	33
C1	Q.83	0	0	0	6	22	36	30
B2	Q.84	0	0	1	6	24	45	18
B2	Q.85	0	0	0	3	27	45	19
B2	Q.86	0	0	1	7	35	42	9
B2	Q.87	0	1	2	6	28	39	18
B1	Q.88	0	0	4	28	39	20	3
B1	Q.89	0	4	25	31	23	8	3
A2	Q.90	3	14	34	30	0	10	3

## Appendix 4

### Discrepancies between the CEFR and the participants' views

Scale 1			Scale 2		
	up to 1 level	more than 1 level		up to 1 level	more than 1 level
	Row N %	Row N %		Row N %	Row N %
Q.1	64.9%	35.1%	Q.16	96.8%	3.2%
Q.2	74.5%	25.5%	Q.17	98.9%	1.1%
Q.3	52.1%	47.9%	Q.18	84.0%	16.0%
Q.4	87.2%	12.8%	Q.19	71.3%	28.7%
Q.5	87.2%	12.8%	Q.20	89.4%	10.6%
Q.8	88.3%	11.7%			
Q.9	87.2%	12.8%			
Q.10	76.6%	23.4%			
Q.11	87.2%	12.8%			
Q.12	87.2%	12.8%			
Q.13	89.4%	10.6%			
Q.14	88.3%	11.7%			
Q.15	77.7%	22.3%			
Scale 3			Scale 4		
	up to 1 level	more than 1 level		up to 1 level	more than 1 level
	Row N %	Row N %		Row N %	Row N %
Q.21	85.1%	14.9%	Q.38	83.0%	17.0%
Q.22	63.8%	36.2%	Q.39	100.0%	0.0%
Q.23	97.9%	2.1%	Q.40	92.6%	7.4%
Q.24	100.0%	0.0%	Q.41	87.2%	12.8%
Q.25	79.8%	20.2%	Q.42	85.1%	14.9%
Q.26	60.6%	39.4%	Q.43	89.4%	10.6%
Q.27	67.0%	33.0%	Q.44	86.2%	13.8%
Q.28	83.0%	17.0%	Q.45	76.6%	23.4%
Q.29	79.8%	20.2%			
Q.30	84.0%	16.0%			
Q.31	86.2%	13.8%			
Q.32	80.9%	19.1%			
Q.33	76.6%	23.4%			
Q.34	87.2%	12.8%			
Q.35	61.7%	38.3%			
Q.36	74.5%	25.5%			
Q.37	85.1%	14.9%			

Scale 5			Scale 6			Scale 7		
	up to 1 level	more than 1 level	Q.58	74.50%	25.50%	Q.77	91.50%	8.50%
	Row N %	Row N %	Q.59	88.30%	11.70%	Q.78	93.60%	6.40%
Q.46	85.10%	14.90%	Q.60	77.70%	22.30%	Q.79	91.50%	8.50%
Q.47	91.50%	8.50%	Q.61	88.30%	11.70%	Q.80	92.60%	7.40%
Q.48	88.30%	11.70%	Q.62	80.90%	19.10%	Q.81	97.90%	2.10%
Q.49	97.90%	2.10%	Q.63	84.00%	16.00%	Q.82	93.60%	6.40%
Q.50	98.90%	1.10%	Q.64	78.70%	21.30%	Q.83	93.60%	6.40%
Q.51	96.80%	3.20%	Q.65	86.20%	13.80%	Q.84	79.80%	20.20%
Q.52	96.80%	3.20%	Q.66	81.90%	18.10%	Q.85	79.80%	20.20%
Q.53	93.60%	6.40%	Q.67	80.90%	19.10%	Q.86	89.40%	10.60%
Q.54	78.70%	21.30%	Q.68	76.60%	23.40%	Q.87	77.70%	22.30%
Q.55	88.30%	11.70%	Q.69	85.10%	14.90%	Q.88	75.50%	24.50%
Q.56	81.90%	18.10%	Q.70	79.80%	20.20%	Q.89	84.00%	16.00%
Q.57	74.50%	25.50%	Q.71	84.00%	16.00%	Q.90	83.00%	17.00%
			Q.72	63.80%	36.20%			
			Q.73	80.90%	19.10%			
			Q.74	84.00%	16.00%			
			Q.75	57.40%	42.60%			
			Q.76	77.70%	22.30%			



## Appendix 5

### An example from the C2 writing test of the KPG multilingual exam suite

([https://rcel2.enl.uoa.gr/kpg/gr\\_C\\_Level.htm](https://rcel2.enl.uoa.gr/kpg/gr_C_Level.htm))

Using information from the text, write an article (300 words) for the “Education.eu” contest. The title of your article is “Education for the future”:

- Support the position that new forms of education are needed for young people to live in a global world
- Express your opinion about which global competences are the most important and explain why.

ΣΗΜΕΡΑ
Ποιο είμαστε > ΨΩ YouStory<

Το άρθρο αυτό σας το προσφέρει ο συνδρομητής Αρελίνα Μερράκου. Γίνετε συνδρομητής για να μπορείτε να τα μοιραστείτε και εσείς.

Γίνε συνδρομητής >
Είσοδος >

ΕΚΠΑΙΔΕΥΣΗ




## Τι είδους εκπαίδευση χρειάζονται οι νέοι σήμερα;

Ξεχάστε τα μαθήματα του σχολείου όπως τα ξέρατε. Οι νέοι του 21<sup>ου</sup> αιώνα θα κληθούν να αλλάξουν ειδικά επαγγέλματα στη διάρκεια της ζωής τους και τα πέντε από αυτά δεν υπάρχουν ακόμα. Θα πρέπει να διαθέτουν ένα οπλοστάσιο από δεξιότητες που δεν τους παρέχει η κλασική εκπαίδευση. Από φέτος μάλιστα, οι λεγόμενες «παγκόσμιες ικανότητες» (global competences) θα εξετάζονται και στο πλαίσιο του Προγράμματος PISA (Programme for International Student Assessment) του ΟΟΣΑ (ή OECD).

Ο προβληματισμός που έχει οδηγήσει στην προσπάθεια για την καλλιέργεια και αξιολόγηση πιο σύγχρονων ικανοτήτων είναι γνωστός σε όλους μας. Ζούμε στην εποχή της παγκοσμιοποίησης και της κλιματικής αλλαγής. Πόλεμοι συνεχίζουν να υπάρχουν, αν και με διαφορετικό πρόσωπο και σε διαφορετική κλίμακα από πριν. Οι συγκρούσεις έχουν προκαλέσει μεγάλο κύμα μετανάστευσης, με αποτέλεσμα οι κοινωνίες να γίνονται όλο και περισσότερο πολυπολιτισμικές.

Τα Προγράμματα Σπουδών, που λίγο ως πολύ είχαν διαμορφωθεί για τις ανάγκες του 20<sup>ου</sup> αιώνα, δεν είναι πλέον κατάλληλα, όχι μόνο γιατί περιλαμβάνουν παραδοσιακά γνωστικά αντικείμενα και πεπαλαιωμένες μεθόδους διδασκαλίας και αξιολόγησης, αλλά κυρίως διότι είναι σχεδιασμένα για κοινωνίες που είναι κλεισμένες σε εθνικά σύνορα και ιδιόδη, γεγονός που αποτελεί εμπόδιο στην πολιτική των ανοιχτών συνόρων στο πεδίο της μάθησης. Οι μαθητές τού σήμερα πρέπει να αποκτήσουν ικανότητες για να επιβιώσουν στον παγκοσμιοποιημένο κόσμο. Δηλαδή, να μπορούν να αναλύουν διεθνή ζητήματα με διαπολιτισμική, κριτική ματιά, από διαφορετικές οπτικές γωνίες· να κατανοούν πόσο οι διαφορές επηρεάζουν την κρίση, το τρόπο με τον οποίον αντιλαμβάνομαστε τον εαυτό μας και τον άλλον, να λειτουργούν δημιουργικά με άτομα από άλλους πολιτισμούς, με σεβασμό απέναντι στη διαφορετικότητα. Τα άτομα που θα αποκτήσουν αυτές τις ικανότητες θα είναι καλύτερα εφοδιασμένα ώστε να δημιουργήσουν κοινότητες δίκαιες, ειρηνικές, ανθεκτικές, χωρίς αποκλεισμούς. Και, φυσικά, η εκπαίδευση για την ανάπτυξη των ικανοτήτων αυτών δεν τελειώνει με την ολοκλήρωση του σχολείου. Πρόκειται για μια διαδικασία δια βίου μάθησης.

### Οι ικανότητες του 21ου αιώνα

		
<b>Θεμελιώδεις Γνώσεις</b>	<b>Ικανότητες</b>	<b>Ιδιότητες του χαρακτήρα</b>
<ol style="list-style-type: none"> <li>1. Γνώσεις ανάγνωσης-γραφής (στη μητρική και άλλες γλώσσες)</li> <li>2. Γνώση μαθηματικών</li> <li>3. Παιδεία φυσικών επιστημών</li> <li>4. Παιδεία ΤΠΕ</li> <li>5. Γνώση οικονομικών</li> <li>6. Πολιτιστική &amp; πολιτική παιδεία</li> </ol>	<ol style="list-style-type: none"> <li>7. Κριτική σκέψη</li> <li>8. Δημιουργικότητα</li> <li>9. Επικοινωνία (πολυγλωσσική)</li> <li>10. Συνεργασία</li> </ol>	<ol style="list-style-type: none"> <li>11. Ερευνητικό πνεύμα</li> <li>12. Πρωτοβουλία</li> <li>13. Επιμονή / Θάρρος</li> <li>14. Προσαρμοστικότητα</li> <li>15. Ηγετική ικανότητα</li> <li>16. Κοινωνική &amp; πολιτική συνείδηση</li> </ol>