Multilingual testing and assessment in different educational contexts

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This talk:

1) Focuses on the ‘multilingual turn’ in (language) education.
2) Argues that testing and assessment continue to be monolingual enterprises and attempts to explain why.
3) Makes reference to projects concerned with the design/use of multilingual testing and assessment tools and instruments
4) Discusses the concept of Mediation as an aspect of plurilingual competence, as defined by the CEFR (2018)
5) Presents, as an example of “best practice”, a multilingual proficiency testing project using cross-linguistic mediation tasks
6) Presents sample test tasks and will hopefully get the audience involved in task analysis.
Dominant views of language

• Language as an autonomous, self-contained system of form and meaning. A ‘separatist’ view of language, linked to:
  • the nation state construct
  • the nexus between language and national identity
  • the compartmentalization of languages in teaching, learning and assessment.

• Language didactic approaches and models of the 20\textsuperscript{th} c. were meant:
  • to secure monolingual environments and facilitate linguistic and cultural homogenization
  • to create a ‘cultural island’ of the foreign language classroom, preventing the use of L1 and language contact general.

Keeping languages intact, apart from one another, was to block linguistic mingling (supposedly causing learners’ confusion, and output of hybrid linguistic formations).
The age of multilingualism

• Multilingualism was, in the past, the natural social order in areas of the world where there was language contact between populations (cohabitation, trade, conquest, etc.)

• People and communities have been using multiple languages, dialects, and genres for centuries.

• Historians also document multilingual texts, produced by and for people with bi- or multilingual repertoires (though earlier research tends to display a monolingual bias).

• Today in our globalized world of information technology there are more opportunities than ever before for:
  • communication and interaction between people across the globe
  • increased rate of information acquisition and exchange across national, linguistic and cultural borders
  • intensified mobility and migration (for the affluent and people in distress)
The “multilingual turn” in education

• Societies are (officially or unofficially) multilingual in today’s globalized world, with accelerated mobility and consequently linguistically diverse classrooms.

• These social conditions have prompted the so-called “multilingual turn” in (language) education.

• In the EU context, in particular, where multilingualism is promoted as ‘a powerful symbol of Europe’s aspiration to be united in diversity’ and as a basic factor for ‘mobility, employability and growth’, the right of all pupils to learn more than two foreign languages in school is an agreed upon policy, and the provision of support to multilingual classrooms is viewed as a priority.
Multilingualism in European education

• Despite institutionalised multilingualism in Europe,
  • societies are still largely bound to monolingual ideologies (linked to nationalist and ethnicist ideals)
  • schools are still attached to their single language policies
  • pedagogic approaches continue to be largely based on the linguistic purism creed, connected to the “one language-one-nation” political principal and to theories of linguistic-cultural homogenization.
• However, there is gradual change in some European states where one finds interesting examples of immersion bi- or multilingual, new languages curricula and multilingual pedagogies.
EU policies on multilingual education

• In this context, the European Commission is:
  • recommending a new comprehensive approach to language education,
  • supporting multilingual classrooms,
  • helping the alignment of new language curricula to the CEFR and promoting learners’ plurilingual competence,
  • advocating whole-school language policies, language across the curriculum, CLIL and pluralistic didactic approaches, in line with CoE proposals,
  • considering principles of multilingual pedagogies leading to plurilingual and pluricultural education.
Monolingual testing and assessment

• One aspect of (language) education that remains exclusively monolingual in most cases is testing and assessment:
  • Classroom assessment activities and test tasks, school language examinations and high-stakes (language proficiency) testing are exclusively monolingual.
  • They are all designed to measure the competences and skills that learners have developed in one language at a time, to evaluate what monolinguals can/cannot do.
• There are very few examples of bilingual tools and instruments emerging in local contexts responding to specific contextual needs.
Why monolingual testing and assessment?

- The reasons are many, including that:
  - bi- or multilingual assessment and testing are more challenging than bi-and multilingual teaching, given demands of the former for psychometric accuracy, validity and reliability of measurement
  - there are no education policies or curricular requirements favouring multilingual testing and assessment
  - there is a serious insufficiency of evidence-based research arguing in favour of the positive backwash effect of multilingual testing and assessment on education for the development of plurilingualism and for language-fair evaluation of bi- or multilingual learners
  - (language) teachers still believe in the separation of languages in the educational system, plus they know not how to assess language skills or content knowledge using languages, dialects, discourses and semiotic modes in combination with one another
  - language testing and assessment has been modeled after the exam batteries and instruments designed by the international conglomerates which consistently downplay the politically powerful role of testing and conceal the symbolic and economic profit of international language proficiency testing which is unavoidably monolingual.
(G)local testing and multilingualism

• Globalization critique has had the side effect of doubting the effectiveness of internationalized methods and products and questioning the value of the ‘one-size fits all’ approach adopted by international tests.

• Glocal or local proficiency testing, on the contrary, advocate the importance of including local content, norms and values into teaching materials and tests, and they are better suited for the use of more than one language.
Washback effect of assessment

• Given the washback effect of assessment on teaching and learning and the control that tests have over (re)defining knowledge, changes in language teaching require changes in language testing and assessment.

We simply cannot achieve desired goals by teaching through multilingual pedagogies but testing/assessing through monolingual practices.
Assessment - testing - evaluation

• In the context of language teaching and learning, assessment refers to the act of systematically collecting information about learners’ knowledge and competences, and making judgements or evaluating about them.

• Evaluation, in other words, is judgmental and is prompted by the question “What is it that has been learnt”; “What is it that one can do”? Through evaluation we usually assign grades or scores which means that some form of measurement is involved too, since evaluation also answers the “how well” questions.

• Assessment devices include tests and exams, that require the assignment of grades or scores, but there are many other ways of assessing and rating learners’ knowledge and abilities.
Research linked to multilingual testing/assessment

• The research projects, slowly surfacing around the world involve use or some form of experimentation, trialling of bi-and multilingual instruments designed to fulfil a socially informed educational purpose or perhaps justify a socially, politically and ideologically based theoretical assumption.

• Publication of project design and or results brings to light useful practical ideas about how to develop valid multilingual testing and assessment tools, and and how these may impact language (literacy) education.
Research project classification

- The multilingual testing and assessment projects investigated were classified by me as followed, motivated by the social or educational purpose each project is to fulfil:
  1) Fairer testing and assessment in multilingual environments
  2) Providing proof of bi-multilingual competence
  3) Assessing multilingual competence to support minority languages
  4) Assessment for plurilingual competence

For referenced information about the projects in each of these categories and further discussion on the issue of multilingual testing and assessment see the position paper which can be accessed from the ECSPM website at: http://ecspm.org/wp-content/uploads/2019/03/MultiTest.pdf
Assessment in multilingual classes

• Projects included in this category:
  • attempt to document the belief that bi- or multilingual learners are disadvantaged by assessment destined for monolinguals,
  • are based on the assumption that if bi- or multilingual learners are linguistically accommodated, when their language competences and/or subject-related knowledge is being assessed,
    • the devices used will exhibit greater validity
    • the assessment results will be fairer
  • provide context-related proof that multilingual assessment is required for reasons of social justice and equity in multilingual classes, as it contributes to higher scores on academic tasks and more accurately reflects the knowledge of multilingual test takers.
Assessing multilingual competence

- More than one language has been used for testing and assessment instruments developed to document test-takers’ ability to use two or more languages in combination for professional purposes. These include:
  - tests devised for job applicants wishing to secure position at a place where bilingual competence is a desired qualification
  - assessment tasks for the appraisal of teachers’ pedagogic use of plurilingual practices – an experimental study indicating that pre-service NNS foreign language teachers perform better on the multilingual task than the monolingual task (and that integrating multilingual resources within assessment design can allow test-takers to demonstrate more complex or high-order thinking skills in the language they are learning)
Assessment for minority languages

• In the projects of this category, multilingual assessment is viewed as a means for enhancing multilingual pedagogies and plurilingual education, ultimately aiming to support minority languages being marginalized by the dominant language.

• Examples:
  • Project conducted in the Basque Country, aiming to develop learners’ language and metalinguistic awareness by integrating and relating Basque, Spanish and English, through assessing their writing skills in the three languages.
  • Project involving the use of Welsh and English in alternating mode for different parts the same pedagogical activity in different school subjects (using ideas from translanguaging pedagogies), in order to promote understanding of the content of a school subject and at the same time help the development of the weaker language.

Assessment for plurilingualism

Defining plurilingualism:

• According to the CEFR (p.168): “Plurilingual and pluricultural competence are not ... the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw.”

• Plurilingualism involves learners’ ability to communicate using their entire linguistic repertoire, creating meanings using all of their semiotic resources (not separately but in combination with one another as in the case of translanguaging and cross-linguistic mediation).
Defining plurilingual competence

• It involves the ability to:
  • switch (or translanguage) from one language or dialect to another, from one discourse or genre to another
  • express oneself in one language and understand the other (as in inter-comprehension events)
  • call upon the knowledge of several languages to make sense of a text (oral or written)
  • recognize and use words from a common international store
  • mediate between individuals and texts according to the task at hand
  • experiment with alternative forms of expression in different languages and language varieties
  • exploit all available semiotic modes to create contextually appropriate meanings.
Focusing on mediation

- Being able to linguistically mediate is one of the important aspects of plurilingual competence and this is why leveled descriptors have been developed and published in the *CEFR Companion* (2018), according to which (p. 103):
  - In mediation, the user/learner acts as a social agent who creates bridges and helps to construct and convey meaning, sometimes within the same language, sometimes from one language to another.
  - The focus is on the role of language in processes like creating the space and conditions for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form.
  - The context can be social, pedagogic, cultural, linguistic or professional.
Common European Framework of Reference for Languages (CEFR)

A transparent, coherent and comprehensive reference instrument

The result of over twenty years of research, the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is exactly what its title says it is: a framework of reference. It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency. It is used in Europe but also in other continents.

The CEFR is available in 40 languages

The CEFR online:
- Full 2001 English text
- Prefatory Note
- Notes for the User
- Synopsis
- CEFR 2017 Companion Volume

<table>
<thead>
<tr>
<th>Pre-A1</th>
<th>No descriptors available</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Can use simple words and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.</td>
</tr>
<tr>
<td>A2</td>
<td>Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps him/her to contribute and to express his/her suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.</td>
</tr>
<tr>
<td>B1</td>
<td>Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.</td>
</tr>
<tr>
<td>B2</td>
<td>Can work collaboratively with people from different backgrounds, creating a positive atmosphere by giving support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop other people’s ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within his/her fields of professional, academic and personal interest.</td>
</tr>
<tr>
<td>C1</td>
<td>Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect talk. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to his/her own fields of interest, including evaluative aspects and most nuances.</td>
</tr>
<tr>
<td>C2</td>
<td>Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).</td>
</tr>
</tbody>
</table>
Completing the CEFR descriptive scheme

Overall Language Proficiency

General Competences
- Savoir
- Savoir-faire
- Savoir-être
- Savoir apprendre

Communicative language competences
- Linguistic

Communication language activities
- Reception
- Production
- Interaction

Communication strategies
- Reception
- Production
- Interaction
- Mediation
Further on mediation

• Mediation refers to linguistic, social, and cultural processes by which people create conditions for communication and cooperation or defuse delicate situations and tensions that may arise. It involves cognitive and emotional intelligence, as well as empathy.

• One may mediate within the same language (intra-linguistic mediation) or across different languages (cross-linguistic mediation).

• The leveled descriptors for mediation in the CEFR Companion are presented in three groups: (a) Mediating a text; (b) Mediating concepts; (c) Mediating communication.

• The CEFR Companion also includes descriptions of mediation strategies.
Testing mediation

- A language proficiency testing system that includes oral and written cross-linguistic mediation tasks is the multilingual examination suite for Greek learners of English, French, German, Italian, Spanish and Turkish, on the 6 level scale of the CoE.

- The mediation test tasks require learners to relay information, for a specific communicative purpose, from a source text in one language (Greek) in another text in the target language.

- In the context of this ‘glocal’ proficiency examination suite, known as the KPG (https://rcel2.enl.uoa.gr/kpg/en_index.htm), the exams for all languages are produced by expert teams at the two universities involved in this national project – NKUA and AUTH.
The KPG examination system

• It has been developed on the basis of common:
  • proficiency scaling which has been aligned to the 6 level scale of the CoE
  • illustrative descriptors calibrated and aligned to the CEFR, but
  • there are also accompanying criterial features across languages
  • views of language-in-use and communication as a semiotic system.

• It operates within a multilingual framework, as it is based on a generic (portable across languages) methodological framework, suitable for describing language performance across proficiency levels.

• Across languages, the exams:
  • test common knowledge, competences and strategies
  • abide by common evaluation criteria
  • use a common test-task typology
Examples of KPG test tasks

Testing reception

Reading comprehension & Language awareness

Listening comprehension
LA « NOCIVITÉ » DES ÉCRANS EN QUESTION : DOIT-ON LES BANNIR ?


L’expérience menée à Strasbourg (visant à moins utiliser voire supprimer tous les écrans de la vie des enfants pendant 10 jours) a montré que les enfants eux-mêmes étaient prêts à ne plus regarder la télé si on leur proposait autre chose. Ils ont beaucoup moins « accès » aux écrans que les adultes. Les enfants qui regardent le plus la télé sont ceux dont les parents sont râches à leur télé, selon une étude américaine. Souvent ce qui pousse les enfants à allumer un écran, c’est de lutter contre le sentiment de solitude et d’abandon.

Direz-vous que les écrans ne sont pas nocifs ? Tout est question d’usage. Il faut apprendre à utiliser les écrans pour le meilleur de ce qu’ils peuvent nous apporter. Il ne faut pas les considérer...
1. Das Franzbrötchen ...
A. ist eine französische Erfindung.
B. gibt es seit 200 Jahren.
C. schmeckt nicht besonders.

2. Die Bäckerei rationiert die Abgabe der Cronuts, weil ...
A. sie so gefragt sind.
B. sie nicht mehr produzieren kann.
C. sie zu teuer sind.

3. Der LieferService für die Cronuts ...
A. wurde von der Bäckerei organisiert.
B. hat sich vor allem für das Warten bezahlt.
C. hält das Warten für leicht.

4. Die Bäckerei ...
A. warnt davor, Cronuts zu kaufen, die ein anderer schon in der Hand hatte.
B. ist von dem LieferService begeistert.
C. sieht sich ihre Kunden genau an.

5. In New York ...
A. gibt es keine braunen Bäckerei mehr.
B. macht man sogar aus einer Not einen Gebrauch.
C. wird offenbar alles angeboten.

Im Dutzend teurer

Es gibt Dinge, die man außerhalb bestimmter Regionen einfach nicht versteht: Warum gibt es zum Beispiel Leute, die für zwei Exemplare eines Kugelschilds je 10 Dollar zahlen, wenn eines für nur fünf Dollar zu haben ist? Und warum kosten zehn Stück gleich 1500 Dollar?


Beider Domäne Annsel Bäckerei ist man alles andere als begeistert, dass man ihre besonderen Trockensteckchen zu höheren Preisen weiterverkauft. Die Mitarbeiter versuchen nun zweifelhaft, die Verkäuferin unter ihren Kunden auszumachen und warnen alle Cronut-Fans davor, gebäck aus zweiter Hand zu erwärmen.

Noch auf der Suche nach einer Geschäftsidee?
So richtig sieht es bei den braunen Bäckern jedoch nicht zu gelingen: Der EinkaufsService...
1. Arcimboldo’s devised his extraordinary technique to paint
A. Landscapes featuring a variety of wild creatures.
B. Still life - with various flowers.
C. Allegorical portraits of people.

2. Which aspect of Da Vinci’s painting style influenced Arcimboldo?
A. His monstrous human figures composed of animals and plants.
B. His realistic human portraits.
C. His grotesque portraits of plants.

3. What do most art experts think of Arcimboldo’s paintings? They reflect
A. The spirit of his era.
B. His unbalanced personality.
C. His easy disinterest in reality.

4. What is suggested about “Four Seasons”?
A. They are not perceived in a uniform way.
B. They are characterised by a lack of expressiveness.
C. They are characterised by homogeneity of their component elements.

5. How does the writer define the fourth dimension in Arcimboldo’s paintings?
A. As the concept of distance between the observer and their component elements.
B. As the gap between the still life elements and the human face depicted.
C. As the time that lapsed until the observer perceives their entirety.

Arcimboldo is an artist with an indubitable claim to the word “marvelous.” He single-mindedly pursued his invention, termed the “composite head,” to which he applied numerous and varied subjects, in the form of paintings he originated, apt and witty combinations of animals, fish, fruit, vegetables, and a variety of other objects, all painted with meticulous realism, are fitted together into head-and-shoulder figures that sometimes have the look of portraits. Each component, whether object or creature, is sensitively chosen and beautifully represented, and all are crowded together to produce figures. The viewer’s eye recomposes the separate objects in such a way as to compose the human face by assembling the parts of the human body or beast.

The matter of its sources is intensely debated. Firstly, Arcimboldo was exposed to Da Vinci’s humorous sketches of those admirable monsters; those hybrids of flora and fauna meshing bizarrely into the human face. These drawings fascinated him and remained in his memory all his life. Secondly, there are many Indian miniatures showing animals, usually elephants, horses, and antelopes that overlap with other animals or with human figures, which he may have seen. Roger Callois also points to decorated initials in 15th century manuscripts; the illuminators made whimsical composites of men, animals, and plants that retain the form of letters, and he suggests that the artist may have borrowed these strategies, by which he says, “the eye is invited to decompose and to reconstruct the total image.” Arcimboldo’s major works were his numerous series on allegorical themes, especially the Four Seasons and the Four Elements.

Art critics debate whether his paintings were whimsical or the product of a deranged mind.
Language awareness (Italian C1)
Multiple match-insert missing item

Parla Carlo Rubbia, il Nobel per la Fisica

1. Si sa dove costruire gli impianti? Come smaltire lo scenario? Si è consapevoli dei fatti che per realizzare una centrale occorrono almeno dieci anni? Ci si rende conto che quattro o otto centri sono come una rondine in primavera e non risolvono il problema? Se non c'è risposta a queste domande, diventa difficile anche solo discutere del nucleare italiano.

2. bisogno di un decennio di lavori. L'unico dubbio ormai non è se l'energia solare si svilupperà, ma chi sarà a vincere la gara. Ovviamente non parlo dall'Italia. I paesi in cui si concentrano i progressi sono altri Spagna, Cile, Messico, Cina, India, Germania, Stati Uniti.

3. «Si obietta spesso che anche per il solare non mancano i problemi. Basti che arrivi una nuvola... Questo inconveniente si supera con il solare termomodinamico, che è capace di accumulare l'energia raccolta durante le ore di sole e il calore viene ritirato durante le ore di buio o di nuvola. Gli impianti solari termomodinamici - a differenza di pale eoliche o pannelli fotovoltaici - sono in grado di risolvere il problema dell'accumulo.»
Relaciona los gustos de cada persona (1-5) con un programa televisivo (A-F). Hay una opción de más.

1. Tu hermana prefiere ver una película romántica.
2. Tu padre quiere saber lo que pasa en el mundo.
3. A ti gusta ver programas de cocina.
4. Tu hermano menor quiere ver un programa para niños.
5. A tu abuela le encanta ver telenovelas.

A. DIARIO DEPORTIVO: Reportajes de todos los principales estadios del país.
B. EL JARDÍN ENCANTADO: Dibujos animados.
C. RECETAS DE LA ABUELA: Hoy ‘especial sobre postres’.
D. TELEDIARIO: Programa de noticias.
E. CINE CLUB: ‘Un amor de verano’.
F. ESO VIENE DE LA FAMILIA: ¿Qué le pasará a Marta después de la noticia sorprendente de ayer?
Language awareness (English B1)
Fill in - write in a word

The words in Column A (1-5) appear in the text. Change them so that they are in the right form for the sentences in Column B.

1. She told Parliament she had no 1. k________ (know) of the affair.
2. Recently the 2. p________ (popular) of the government has fallen dramatically.
4. I don’t know exactly what the ring is worth, but I think it’s quite 4. v________ (value).
5. a________ (north) accent.
Language awareness (German A1)
Match-drag’n-drop

Drag the correct word from the left into the blank space on the right.


Liebt das Bild und duhlebe für jede Lücke (1-5) die richtige Nieder (A-F). Ein Nieder bleibt übrig.

A Lieblingsfach
B sind
C zusammen
D gern
E Schwester
F kommt

Kinder Europas

Hallo, wir 1. .... .... .... .... die Kinder Europas! Halt!

2. .... .... .... .... .... aus der Türkei und wohnt mit seiner

Familie in Ankara. Er lernt Gitarr. Albert aus der

Slowakei geht in die 6. Klasse und sein 3. .... .... .... .... ist Erdkunde. Friedrich wohnt in Stuttgart,

Deutschland, und spielt 4. .... .... .... .... Handball im

Sportclub. Antonis liebt seine Insel Zypern. Er hat eine

jüngere 5. .... .... .... ...., Katerina. Sie fahren

zusammen Rad.

nach: planet-schule.de
Language awareness (English B1)

writing in a word

Wedding customs from around the world

A Finland
The bride wears a crown and is blindfolded. She takes off her crown and places it on another girl’s head. Whoever the crown will be the next person to get married.

B Holland
The bride and groom sit under a canopy of flowers following the ceremony, and they best wishes and gifts from their friends.

C Georgia
The bride and groom go to the groom’s house and a plate into small pieces by standing on it together at the same time.

D Mexico
The guests a circle around the couple in the shape of a heart. The newlyweds then dance their first dance together within this circle of love.

E Romania
Right after the wedding, instead of rice, guests sweets and nuts at the couple.
Listening comprehension (A1)
Multiple match (drag-'n-drop letter/number)
Listening comprehension (Italian B1)
Multiple match (drag-'n-drop letter/number)
Examples of KPG test tasks

Testing production

Speaking & oral interaction

Writing & writing interaction
Diese Fotos stammen aus Ihrem elektronischen Familienalbum. Welche Personen sind auf den Fotos abgebildet? Wann und warum wurde jedes einzelne Foto gemacht?
### Speaking task (Italian B2)

<table>
<thead>
<tr>
<th>A tuo parere, prima della ripresa di queste due fotografie, che cosa può essere accaduto? E cosa hanno in comune i due avvenimenti?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image1.jpg" alt="image" /></td>
<td><img src="image2.jpg" alt="image" /></td>
</tr>
</tbody>
</table>
Dinos cómo crees que se sienten estas personas y por qué.
Vous êtes de l'opposition de ce concours européen de photographie et vous souhaitez y participer via le biais des photos que vous pouvez prises avec votre appareil photo numérique.

Vous allez recevoir un e-mail dans lequel, après l'avoir informé des modalités, vous pouvez demander le permis de séjour pour photographier les endroits suivants : 

1. Bruxelles
2. Paris
3. Londres
4. Berlin
5. Rome
6. Madrid

Les photos doivent être prises en couleur et être envoyées par e-mail à l'adresse suivante : photos@europe.eu

Vous pouvez également prendre des photos de vos proches et les envoyer à cette adresse.

Les photos doivent être envoyées avant le 31 décembre de chaque année.

Les photos seront exposées dans un espace public dans les différents centres culturels de l'Union européenne.

Bessie Dendrinos

5/8/2019
Escribe un e-mail (60-70 palabras) a tu amiga Valentina para hablarte de un bonito lugar de tu ciudad donde estuviste ayer. Cuéntale:
1. Qué tipo de lugar era
2. Dónde está exactamente
3. Qué hiciste allí
Writing task (English A1)

1. How long did you stay at our camp?
I stayed for

2. Which of our sports activities did you like?

3. Which of our art activities did you like?

4. Which of our fun and game activities did you like?

5. What did you like to have for breakfast?

6. What did you like to have for lunch?

7. What did you like to have for dinner?

8. Write TWO things that we should change next year.

Thank you
Testing mediation

Oral mediation

Written mediation
Mediation in the KPG exams

The official language of schooling (Greek) is used at A1 and A2 levels
• to facilitate understanding of task instructions and the context of situation
• for traslanguaging purposes (text in target language questions in Greek)

From B1 to C2 level, test tasks for oral and written mediation are used and require that candidates have the necessary literacy in the target language:
• to understand multimodal (source) texts in Greek
• to select salient information from the source text, according to the task at hand
• to relay information from the source text in the target language

Successful oral and written mediation performance requires candidates to be able to function as mediators:
• across two languages (from Greek to the target language)
• within the same language (often from one mode, genre, register or style to another).
Mediation according to the KPG

- It involves the following steps:
  - Developing an understanding of the communication problem by employing socio-cultural knowledge and experiences, communication skills and one’s language resources (in two or more languages)
  - Deciding in advance what type of intervention is needed mainly by considering interlocutors’ needs
  - Listening to or reading the source text with the purpose of locating the piece(s) of information or message(s) which are to be relayed
  - Recalling pieces of information and/or drawing upon the gist of the source text(s) to frame the new text
  - Deciding upon what to relay and plan input
  - Planning how the target text is to be formulated
  - Entering a meaning making process as the target text is being articulated
  - Negotiating meaning with interlocutor.
What KPG mediation requires

Depending on the mediation task, which is always context specific, the requirements are:

• **Socio-cultural and discourse awareness**
  • Lifeworld knowledge
  • Knowledge of how two languages (discourse, genre, text) operate
  • (Critical) language awareness
  • Awareness of the grammar of visual design
  • (Inter) cultural awareness

• **Literacies**
  • School literacy
  • Social literacy
  • Practical literacy
  • Test-taking literacy

and more...
Communicative competence(s)

- Linguistic competence
- Sociolinguistic competence
- Discourse competence
- Strategic competence

Cognitive skills

- To read between the lines
- To select pertinent information
- To retain and recall information for use in a new context
- To combine prior knowledge and experience with new information
- To combine information from a variety of source texts
- To solve a problem, a mystery, a query
- To predict, guess, foresee, infer, make a hypothesis, come to a conclusion

Social skills

- To recognize the interlocutor’s communicative need
- To facilitate the process of communication (by relaying the info in different form or mode, interpret message, explain, elaborate, define, etc.)
- Negotiate information by adjusting effectiveness, efficiency and relevance to the context of situation
Examples of KPG test tasks

Oral mediation
The task: Imagine that I am your English friend who heard friends talking about this Greek actress’s humour. I’m wondering who she is. Use the information from the text and explain who she is.
Task analysis

This cross linguistic oral mediation task requires that candidates:

▪ use pertinent information from the source text in one language and a specific genre/text type, to form a message in another language and genre and deliver it in a different channel of communication.

To perform successfully, candidates must have:

▪ cognitive skills to evaluate information and select that which is suitable for the context of situation
▪ literacy to extract salient points for task completion
▪ sociolinguistic competence to form a message bearing the generic features required
▪ linguistic competence to create a meaningful message
▪ strategic competence to form the message with the resources available to him/her
Good eating habits

1. True or false? (e.g., a high-carbohydrate diet can lead to weight gain.) Explain your answer.
2. Print out a list of foods that are high in nutrients and are suitable for different dietary needs.
3. List the main nutrients in the recommended diet and the role they play in our body. Explain what is the best way to consume them.
4. Draw a picture of a typical healthy meal that you would use in a classroom setting.

Mobile Phones

Title

1. True or false? (e.g., smartphones are essential for communication.) Explain your answer.
2. Draw a diagram of how a mobile phone works.
3. List the pros and cons of using mobile phones.
4. Write a short essay on the impact of mobile phones on society.

Judo

Title

1. True or false? (e.g., judo is a sport that incorporates elements of martial arts.) Explain your answer.
2. Draw a picture of a judo technique.
3. List the benefits of practicing judo.
The test tasks

TASK 1
Imagine I am your Italian friend who wants to lose weight. Using information from the text, tell me what types of food I should eat.

TASK 2
Imagine I am your German friend, who works too many hours but tries to keep fit. Using information from the text, give me advice.
Task analysis

Both tasks require that candidates use a source text in Greek in order to extract pertinent information and form a message in English.

To perform successfully in each of the two tasks, candidates must focus on different bits of information in the source text and relay selected information in ways that suit the needs of each interlocutor.

- In Task 1, the candidate is expected to give instructions to someone who wants to lose weight, tell him or her what s/he should or shouldn’t do.

- In Task 2, the candidate is expected to give advice to a friend who just wants to keep fit and needs his/her strength.
Πούλημα και Νομιμάτων Της Παραμονής Της Πρωτοχρονιάς

Να παρακάμψει την Πρωτοχρονιά έντονα για την αντικρατική πρωτοχρονιά, οι διαδοχές και οι καθαρές συνθήκες που σημαίνουν την εξανάγκαση της συμμετοχής της νέας έννοιας. Οι απεικονίσεις με έντονο τον Παρασκευή στην Κυψέλη και το Χαλάνδρι ως ένας από τους κύριους γεγονότα που έκαναν την πρωτοχρονιά έναν καθαρό λόγο της Κύπρου, μεταφέροντας την ανησυχία της Κύπρου σε κάθε σενάριο.
New Year Celebration

Candidate B
The test tasks

**TASK 1**
Imagine that you and your partner are planning a trip for the Christmas and New Year holidays. Exchange information from your texts and decide about the most interesting New Year’s celebration. This decision will also help you decide which country you might visit.

**TASK 2**
Exchange information from your texts with your partner and together decide on the two most unusual customs to write about for the special Christmas issue of your school/local newspaper/magazine.
The two different oral mediation tasks, involve candidates in interaction and negotiation. The ultimate goal in each instance is for them to reach a common decision.

Both tasks require that candidates have:

- intercultural awareness
- lifeworld knowledge
- social and practical literacy
- reading skills to extract pertinent points for their decision
- cognitive skills for selection of suitable information and for decision making
- linguistic competence to relay information accurately
- sociolinguistic competence to relay the appropriate information in ways suitable for the context of situation and the task at hand
- conversational skills to introduce a topic, take turns, to keep the floor when needed or to turn it over to the other
Examples of KPG test tasks

Written mediation
Ένα ασυνήθιστο πλωτό βιβλιοπωλείο
"The Word of London" στο Κανάλι Regent στο Λονδίνο.

Σε κανάλι βόρεια του κεντρικού Λονδίνου, στην Αγγλία, βρίσκεται ένα ασυνήθιστο βιβλιοπωλείο, το οποίο εντυπωσίαζε τον κόσμο, καθώς βρίσκεται σε διαφορετικο περιβάλλον από αυτό που άλλοι μας γνωρίζουμε: είναι πλωτό. Διαθέτει κανονικά αλλά και μεταχειρισμένα βιβλία σε καλή κατάσταση.

Το ασυνήθιστο βιβλιοπωλείο βρίσκεται μέσα σε βάρκα, όπου ο επικεπτές μπορεί να περιπλανηθεί σε τίτλους και βιβλία. Σε ταξιδεύει και κυριολεκτικά καθώς κάνει 4 στάσεις ενώ βρίσκεται «αγγυμνασμένο» στην Granary Square. Το κατάστημα είναι επίσης γνωστό και ως The London Bookshop. Τονίζονται τα γεγονότα ότι πρόκειται για μια βιβλιοπωλείο και μια βάρκα. Η τοποθεσία είναι ιδανική για βόλτα αλλά και για την απόκτηση ενός βιβλίου, ενώ από το χώρο δεν λείπουν και διάφορες πολιτιστικές ή μουσικές εκδηλώσεις που ενισχύουν την επικεφαλής του.

Από το 2011 που δημιουργήθηκε δίνει την ευκαιρία στους βιβλιοφάγους να εξερευνήσουν εκατοντάδες τίτλους, απολαμβάνοντας την γαλήνη ατμόσφαιρα στο Κανάλι Regent. (Regent’s Canal) αποτελεί έτσι τον καλλιτεχνικό στόχο της πόλης αλλά και έναν ενδιαφέροντα χώρο για τους ξένους επισκέπτες, συγκεντρώνοντας πλήθος κόσμου καθημερινά.

Ο ιδιοκτήτης του μικρού πλωτού βιβλιοπωλείου εξηγεί τους λόγους που τον οδήγησαν να δημιουργήσει τον αυτότοκο της περιοχής της βιβλίας, βρίσκοντας την ικανότητα της επίσης. Με βάση την εκπληκτική απεικόνισή της, βοηθά στην ανάπτυξη των επικοινωνιών διανοητικών μας δυνατοτήτων, μας ψυχαγωγεί, μας προσφέρει και συμβάλλει στη μείωση του άγχους.
The test tasks

**B1 level test task**
Using information from the text, write a news item (80 words) for your school English e-newspaper informing readers about the “Floating Bookshop”.

**B2 level test task**
Imagine you live and go to school on the island of Rhodes. Your English teacher asked you to write a text, using information from the article above. Make a written proposal (100 words), suggesting that the local community create a floating bookstore for the residents and tourists of the Dodecanese, and explain why you think this is a great idea.
ΝΑΝΟΠΟΥΛΟΣ:
ΔΙΑΚΕΚΡΙΜΕΝΟΣ ΕΛΛΗΝΑΣ ΘΕΟΡΗΤΙΚΟΣ ΦΥΣΙΚΟΣ

Ο Δημήτρης Νανόπουλος γεννήθηκε στην Αθήνα στις 13 Σεπτεμβρίου 1948 και μεγάλωσε στην περιοχή του Ζωγράφου. Σπούδασε Φυσική στο Πανεπιστήμιο Αθηνών και συνέχισε τις σπουδές του στο Πανεπιστήμιο του Σικάγο, η ιδέα της οποίας αποτελεί το διδακτικό του για 1973 στη Θεωρητική Φυσική Υψηλής Ενέργειας (high energy physics).

Διετέλεσε αριστερής στο Κέντρο Πυρηνικών Ερευνών Ευρώπης (CERN) στη Γενεύη της Ελβετίας και στο Σεπτέμβριο του 1982 αναλάμβανε επίσης επικεφαλής στην Εργαστήριο Νορμάλ Σουπέρφ (στο Παρίσι) και στο Πανεπιστήμιο Χαβάη των ΗΠΑ.

Το 1988 εξελίχθηκε καθηγητής στο τμήμα Φυσικής του Πανεπιστημίου του Τέξας όπου από το 1992 είναι διακεκριμένος καθηγητής αυτού του Πανεπιστημίου. Είναι διευθυντής του Κέντρου Αστρονομικής Φυσικής του Κέντρου Πυρηνικών Ερευνών ΧΑΛΚ (Houston Advanced Research Centre) όπου διεξάγεται το ερευνητικό τμήμα του World Laboratory, που εξελίσσεται στην Λαμπέζα, Τζάκσον. Το κύριο ερευνητικό τού έργο ανήκει στο πεδίο της Φυσικής Υψηλών Ενέργειών και της Κοσμολογίας. Είχε συγγράψει πάνω από 150 βιβλία και 680 πρωτοτύπους εργασίες, όλες δημοσιευμένες σε διεθνή περιοδικά κύρωσ.

Το 1997 εκλάβηκε για πρώτη φορά το Τακτικό Μέλος της Ακαδημίας Αθηνών και το 2015 διέταξε Πρόεδρος της Ακαδημίας. Με πολλά άλλα διεθνή βραβεία στο ενεργητικό του, είναι σύνορα ένας από τους πλέον διακεκριμένους Ελλήνες επιστημονικούς του εξωτερικού.

Ωστόσο, και ο Νανόπουλοσ δεν διέθεσε ευκαιρία να επιστρέψει στην Ελλάδα ως καθηγητής στο Πανεπιστήμιο Αθηνών, η εκλογή του καταφεύγησε σε κατάλογο υποθέσεων.

Το άλμα του στο εξωτερικό, όπως ο ίδιος είπε σε συνέντευξή του, είχε ένα διάμερο που χρειάζατο «ευθύνουμε, τρέλα, άρεσε για πολύ σκοπολή δουλειά», καθώς επίσης τόλμη συνεργασία, πάσχει στον αυτό του και ακούσματο ή κάποιον από τον άλλον κόσμο του πολύ μενούλιτερο από τον τόπο καταγωγής του – κυριακολογικά και μεταφορικά, μια και ο Νανόπουλος θε αναγνώστηκαν στη μισθιά της Κοσμολογίας.

Ο Νανόπουλος είναι ένας άνθρωπος που τα τελευταία 30 χρόνια έχει ταξιδέψει στην υπηρεσία του μέλλοντος, άρα στην υπηρεσία του ανθρώπου. Μπορεί να μην είναι τόσο γνωστός όσο κάποιοι προγνωστικοί ή τημπερουρικοί, αλλά είναι ένας που είναι ένας από τα πιο υψηλά επιστημονικά μυστικά της ανθρώπινης.

Μέχρι σήμερα δύο φορές έχει αγγίξει το βραβείο Νομπέτα, αλλά δεν καταφέρει να το αποκτήσει. Είναι δηλητήριος το κυρίαρχο παραβρέθηκε στην αναπτυξία του, και πάνω από όλα έχει δοκιμάσει αυτής που χρειάζεται σε απόσταση αναπτύσσει το πολυπλοκότερο όνομα του ανθρώπου: την ανακάλυψη του ζώματος.
C1 & C2 level test tasks

Using information from the text, write an entry (about 300 words) for an electronic encyclopaedia – the section on “Famous scientists”:

- **Provide factual information** about Dimitris Nanopoulos (C1 level)
- **Explain** why he’s considered to be one of the “famous Greeks” (C2 level)
ΠΑΙΔΕΙΑ - MADE IN EUROPE

Μια έρευνα που έγινε τον περασμένο Μάρτιο από δύο διαδικτυακούς τόπους αποκαλύπτει μια σχετικά ανησυχητική εικόνα για την εκπαίδευση στην Ευρώπη. Τη βλέπουμε στον πίνακα που ακολουθεί, ο οποίος παρουσιάζει τις απόψεις 6.500 παιδιών ατόμων (20-45 ετών) από δέκα ευρωπαϊκές χώρες που συμμετείχαν στη συγκεκριμένη έρευνα.

<table>
<thead>
<tr>
<th>ΕΡΩΤΗΜΑΤΑ ΠΟΥ ΤΕΟΗΚΑΝ</th>
<th>ΑΠΑΝΤΗΣΕΙΣ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ο/Ν</td>
</tr>
<tr>
<td>Προετοιμάζει κατάλληλα τους νέους για τις ανάγκες της εποχής η υποχρεωτική σχολική εκπαίδευση;</td>
<td>70%</td>
</tr>
<tr>
<td>Στηρίζουν την παιδεία των πολιτικούς και κοινωνικούς φορές στη χώρα σας θεωρώντας για την ανάπτυξη της κοινωνίας σας;</td>
<td>62%</td>
</tr>
<tr>
<td>Ανταμεβλούνται καινοποιητικά οι εκπαιδευτικοί ώστε να έχουν αυξημένη διάθεση για το έργο που επιτελούν;</td>
<td>85%</td>
</tr>
<tr>
<td>Παρέχεται σωστής κατάρτιση στους εκπαιδευτικούς και δυνατότητες για να αναπτύξουν και να μορφάζονται τις γνώσεις τους με συναδέλφους τους;</td>
<td>82%</td>
</tr>
<tr>
<td>Είναι ενδιαφέρουσα η όλη διδασκαλία για τους μαθητές της υποχρεωτικής εκπαίδευσης;</td>
<td>64%</td>
</tr>
<tr>
<td>Συνδέεται η εκπαίδευση με την επαγγελματική ανάπτυξη των νέων;</td>
<td>57%</td>
</tr>
</tbody>
</table>
The test task

Use the information in the newspaper article to help you write a short report (150 words) about what Greeks think of their educational system. This report is for a website conducting a survey on what European citizens think is wrong with the educational system of their country.

- Begin your report like this: *According to a recent opinion poll…*
- End it by stating your own opinion about education in Greece.
The B2 level cross-linguistic written mediation task requires that candidates:

- understand the information in this multimodal text and to use it creatively to produce a text of a different genre suitable for the context of situation.

To perform the task successfully, candidates should have:

- the multimodal competence to produce a text which reports what different groups of people think about various issues concerning education
- the cognitive skills to relate their personal opinion on the topic with those of others
- the discourse skills to write a conclusion which includes their personal opinion on the issue
- the sociolinguistic competence to create a meaningful report relaying the information in the source text in a way that is appropriate for the context of situation
- strategic competence to avoid superfluous information and to use their language resources to produce the report.
Mediation strategies

Analysis by Maria Stathopoulou
Mediation strategies task requirements

Use the information in the newspaper text to help you write a short report (150 words) about what Greeks think of their educational system. This report is for a website conducting a survey on what European citizens think is wrong with the educational system of their country. Begin your report like this: According to a recent opinion poll...

& End it by stating your own opinion about education in Greece.

Creative blend of lifeworld knowledge & textual information

Turning information of a percentage table into a continuous text
Textual analysis mediation strategies

[...] According to a recent opinion poll, the number of problems, which are said to exist in the educational system, by 6,500 people between 20-45 years old, who were interviewed, are absolutely worrying.

A large majority of the people being interviewed believe that school education doesn’t prepare suitably the youngsters, in order to be able to fend for themselves in our days. In addition, the state and the politicians don’t support the educational system as much as they should. Furthermore, a lot of people think that the teachers are not paid enough and as a consequence, they are not productive during the lessons. As a result, the lessons get boring for the students and so they don’t study. This results in not having the necessary knowledge required for their future education or for a future job. Finally, retraining programs for teachers are not supported and as a result, they keep holding of their conservative ways of teaching [...]

Bessie Dendrinos
5/8/2019
Imagine you are part of a team preparing the WHAT’S ON guide for English-speaking visitors in your city.

Use the information from “Athinorama’ to write a text in English (about 150 words) recommending two films for children and two for teenagers.

**Athinorama**

**SPIDERMAN** 3. The Spiderman movie that you can watch in English-speaking countries. It is about the superhero who fights crime in the city.

**BEEHIVE** 2. A movie about the life of a bee hive. The bees work together to build their home.

**HAPPY FEET**. A movie about a penguin who dreams of becoming a singer. The penguin meets other penguins and together they achieve their dream.

**HAIRSPRAY**. A musical movie about a teenager who dreams of becoming a singer. The teenager finds love and friendship along the way.
Textual analysis for mediation strategies

[...] A film, for those who like comedies, is “Hairspray”, which is about a fat girl, trying to become famous in the 60s.

Another movie worth seeing is Spiderman 3. It is a fast pace action movie with an unexpected plot. Spiderman’s peaceful life changes when something has a bad effect on him. Moreover he gains an enemy, Sandman, who also wants to destroy him.

If you want something with quality and enjoyness for your kid to watch, then you must not lose the following:

The first film is Ratatouie in which a small rat named Remi gets into great trouble and into great adventures when he is forced to live his home. Finally, an exciting movie named Happy Feet is now playing. In this film, mumble, a small penguin, different from all his other friends, tries to find real love in a dangerous world.
Mediation strategies task requirements

Using information from the text below, write a text of advice (150 words) to appear in your school paper. Tell your peers what they should and shouldn’t do to avoid internet addiction.

Μάθετε αν είστε εξαρτημένοι από το Ίντερνετ

Σύμφωνα με τη γνωστή ιστοσελίδα www.netaddict.com, τα άτομα που έχουν εξάρτηση είναι αυτά που έχουν απαντήσει «συχνά» ή «συνέχεια» στις περισσότερες από τις παρακάτω ερωτήσεις. Ανήκετε μήπως κι εσείς σε αυτά; Αν ναι, δεν έχετε παρά να αλλάξετε συνήθειες!

- Ασχολείστε με το Ίντερνετ πάνω από 3-4 ώρες την ημέρα;
- Παραμελείτε τη σχολική σας εργασία ή τις δουλειές σας για να είσαστε online;
- Πόσο συχνά ελέγχετε το e-mail σας;
- Προτιμάτε να μείνετε σπίτι ακόμη κι όταν μπορείτε να βγείτε με φίλους, να πάτε σπίτι τους ή να μιλήσετε μαζί τους στο τηλέφωνο;
- Μένετε πολύ μόνος ή μόνη στο δωμάτιό σας παίζοντας με το κομπιούτερ;
- Έχετε λαχτάρα να ξανασυνδέθετε με το Ίντερνετ, όταν είστε «εκτός»;
- Εκνευρίζεστε όταν μπαίνουν χρονικά όρια χρήσης του Ίντερνετ;
- Είστε κακόκεφοι όσο είστε offline;
Textual analysis for mediation strategies

Are you a net addict and you don’t want to be? You can be helped by reading this article. It’s a text of advice which can help you. Everything you can do if you don’t want to be addicted to the Internet it’s here.

First you shouldn’t play more than 3 hours a day. Try to do something else. Another good idea is to get out with your friends instead of playing all day. Try to be with other people and talk. Don’t stay alone many hours. When you come home after school, rest and do your homework. After that you can play. You can also take up a hobby so hat you don’t have many time to play computer. You should make a deal with your parents too. If you had done your homework all week you could play more time at the weekend.

To sum up, try to communicate with people and follow this advice. Change now before it’s too late! Don’t be addicted as many others are.
Mediation strategies not required by the task

Are you a net addict and you don’t want to be? You can be helped by reading this article. It’s a text of advice which can help you. Everything you can do if you don’t want to be addicted to the Internet is here.

First you shouldn’t play more than 3 hours a day. Try to do something else. Another good idea is to get out with your friends instead of playing all day. Try to be with other people and talk. Don’t stay alone many hours. When you come home after school, rest and do your homework. After that you can play. You can also take up a hobby so that you don’t have many time to play computer. You should make a deal with your parents too. If you had done your homework all week you could play more time at the weekend.

To sum up, try to communicate with people and follow these advice. Change now before it’s too late! Don’t be addicted as many others.
From teaching to testing mediation

When/for what reason does the average language user need to mediate?

What kind of mediation task does s/he usually need to perform?

What sort of communication needs does the mediation task cover?

What type of texts does s/he have to mediate?

What kind of mediation tasks does s/he usually need to perform?

What kind of knowledge, skills and strategies must the FL learner develop so as to be in a position to perform mediation tasks effectively?

What does the mediation process in different contexts entail?

Is there a special FL pedagogy conducive to the development of mediation skills?
Mediation-related research

• Testing linguistic mediation yielded useful data included in
  • the KPG Test Task Repository
  • the KPG English Corpus
• This wealth of information generated several projects, studies and academic publications.
• Major research endeavours include:
  • the investigation of the hybrid formations on the basis of learner data
  • empirical investigation, through textual analysis, of learners’ task-dependent mediation strategies at different levels of competence
• Calibration of mediation test tasks permitted inclusion of leveled mediation descriptors in the national FL curriculum (IFLC)
Cross-linguistic mediation publications


Mediation-related academic activity

• Included a mediation component in the Initial Teacher Training course offered by the Department of English, NKUA

• Have been offering through the RCeL professional development courses to Spanish foreign language teachers

• Organised an event through the ECSPM focusing on Multilingual challenges: mediating images, languages and language pedagogy
  http://ecspm.org/ecspm-events/conferences-symposia/multilingualism-mediation/
Multilingualism as mediation

Multilingualism per se is a mediation system in itself
- sustaining
- mobilizing
- reorganizing
language user identities, relationships and possibilities for action and the relative values of languages.

Multilingualism can thus have repercussions in terms of what resources and possibilities individuals and groups have to agency and participation.
Find out more?

Those interested in more about aspects of and research around the KPG exams:

- [http://rcel.enl.uoa.gr/kpg](http://rcel.enl.uoa.gr/kpg)

Ευχαριστώ πολύ  Tak Kærar þakkir