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Mediation: Introducing new activities for an
EFL class.

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Abstract

This TFG aims to explore and introduce new mediation activities for an EFL class. In language teaching, learner's autonomy and meaningful interactions are important. For this reason, this work proposes the integration of innovative mediation activities that facilitate communication between learners and help to improve language learning while collaborating. The research is grounded in the official documents of different years about the *CEFR: Common European Framework of Reference for Languages* that explains the notion of mediation with the definition, the objectives, the classification, the groups, etc. Building on the literary review, a series of new mediation activities are designed to be implemented in an EFL class. These activities are based on the descriptor scales of the groups "mediating a text" and "mediating communication". They focus on promoting meaningful interactions, collaborative learning, improvement of communicative skills and learner's confidence and motivation using English. This work has significant implications for EFL instructors and curriculum developers. Integrating mediation activities in the EFL curriculum can establish an interactive learning environment while communicating in real-world contexts.

Keywords: mediation, activities, EFL, language teaching, CEFR, "mediating a text", "mediating communication", collaborative learning, communicative skills, real-word contexts.

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1. Introduction

English has emerged as a crucial language for communication in today's globalized world, cutting across borders and cultural barriers. For EFL students, it is crucial to be able to employ English language resources efficiently and communicate with many different people. Traditional language teaching techniques frequently place a greater emphasis on isolated language abilities, including grammar and vocabulary, and ignore the crucial component of real-life communication. As a result, language teachers might be looking for innovative educational techniques that will help students improve their language skills, intercultural abilities, and critical thinking abilities. The incorporation of mediation activities into the curriculum of the EFL classes might be helpful for language teachers. Accordingly, the creation of mediation activities designed with EFL learners' objectives and demands can greatly advance their language-learning process. By participating in mediation activities, students improve their language proficiency, their ability to mediate meaning in various contexts, and their capacity to interpret across different language skills: listening, reading, speaking, and writing. My motivations for creating these mediation activities are to raise awareness of the importance of integrating mediation into an EFL class and to provide teachers and instructors with practical guidelines and warnings for when they carry out the activities. The distribution of this TFG starts with the literature review, where there's an introduction to the *Common European Framework of Reference for Languages: Learning, teaching, assessment* (CEFR) and the notion of mediation. Then, the objectives that have guided me in the creation of the mediation activities are pursued by a well-structured methodology that ensures the authenticity and objectivity of my research. For the practical part, there is the proposal of five activities with all details and the analysis of each with a clear explanation

of each, possible adaptations of them, benefits, unexpected events, and drawbacks. The discussion part is characterized by a general analysis of all activities with benefits, problems and unexpected events, possible reactions of the students, implementation of the mediation activities, and warnings for the teachers when problems or unexpected events arise. The TFG is finished with the conclusions explaining the results, the benefits of the activities, the benefits for myself, my experience creating activities, and a summary of the overall analysis.

2. Literature review

2.1. Introduction to CEFR

The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is one of the most well-known and frequently employed Council of Europe tools. Fifty European nations formally pledge to support the study by its own people of the languages, history, and culture of other European nations through the European Cultural Convention. To realize this vision of Europe, the CEFR has played and will continue to play a significant role. (Council of Europe, 2020, p.11)

Besides, it provides an extensive description of language competency and a list of Common Reference Levels (A1 to C2), specified in illustrative descriptor scales as well as alternatives for designing an educational program that encourages plurilingual and intercultural education. (Council of Europe, 2020, p.27)

The established objectives of the CEFR are to encourage and make it easier for educational institutions in different countries to collaborate, to offer a solid basis for the mutual recognition of language qualifications and to support learners, teachers, course

designers, analyzing bodies and educational administrators to arrange and co-ordinate their efforts (Council of Europe, 2001, p.5-6)

The strategy focused on the action of the CEFR marks a change from syllabi that are built around designated ideas and functions or established on a linear progression through language structures to teaching methods that are based on needs evaluation, focused on practical tasks, and created around carefully chosen ideas and operations. This encourages a competency view based on “Can do” descriptors as opposed to a deficiency viewpoint that emphasizes what learners need to learn. The goal is to create educational programs and courses that are oriented around everyday tasks, based on real-world communication requirements, and complemented by the “Can do” descriptors that make learning objectives clear to students. (Council of Europe, 2020, p.28)

The co-construction of meaning via interaction is the basis of the learning and teaching process according to the CEFR descriptive scheme and the strategy focused on action. The consequences for the classroom are obvious. This interaction will occasionally be between the teacher and the learner(s), but it may also occasionally be the result of a collective collaboration among the learners themselves. The exact relation among the instruction centred on the teacher and this type of collaborative contact between students in small groups will depend on the context, the educational practice present in this context, and the academic level of the students involved. (Council of Europe, 2020, p.30)

The CEFR takes the place of the conventional model of the four skills (listening, speaking, reading, and writing) by focusing on communicative language activities and strategies. These four skills have consistently shown to be insufficient to convey the complex reality of communication. Additionally, organizing according to the four skills

does not encourage thinking about purpose or macro-function. The CEFR's suggested structure is closer to actual language use, which is based on interaction and co-construction of meaning. The four modes of communication — reception, production, interaction, and mediation — are presented as activities. The benefits of such development beyond the four skills were drawn from one of the preliminary studies written prior to the creation of the CEFR'. Not just for insiders, but also for users, the proposed categories— reception, production, interaction, and mediation — make sense because they reflect more accurately how people use the language than the four skills do. (Council of Europe, 2020, p.33)

“Proficiency” in the context of the CEFR refers to the capacity to complete communicative language tasks (“Can do”) while employing both general and communicative language abilities (linguistic, sociolinguistic, and pragmatic), as well as the relevant communicative strategies. This method embraces the idea that competence only exists when it is manifested in language use, reflecting that the more expansive understanding of competence as action in applied psychology, especially in connection to the workplace and professional training, and the contemporary sociocultural approach to learning. The “Can do” descriptors in the CEFR best represent this mindset. (Council of Europe, 2020, p.34)

The CEFR comprises two axes: a horizontal axis for categories that describe various activities and dimensions of competence, and a vertical axis for skill progression within those categories. The six levels are not meant to be absolute, though. They can first be divided into three main groups: Basic user (A1 and A2), Independent user (B1 and B2), and Proficient user (C1 and C2). The six reference levels, which represent extremely wide ranges of linguistic proficiency, are also frequently separated. The "criterion levels" (such

as A2 or A2.1) and the "plus levels" (such as A2+ or A2.2) are distinguished in the illustrative descriptors. (Council of Europe, 2020, p.36)

Descriptor scales are used to present the illustrative descriptors. The samples of normal language use in a specific area are presented by each descriptor scale and measured at multiple levels. Every single individual descriptor has been designed and validated independently of the other descriptor on the scale to offer a self-contained criterion statement that can be employed without the context of the scale. In real sense, the descriptors are commonly utilized in this manner, no matter the scale on which they are presented. Their goal is to offer suggestions for syllabus design. Besides, they appear at the actual level when a user or learner is most likely capable of complete the task explained. As a syllabus objective, this is the level at which it is most probable that the descriptor will be applicable because at this level, it makes sense to obtain the necessary skills. For users and learners at a lower level, such descriptor would be a difficult but not impossible goal to achieve. In fact, it might be a perfectly appropriate objective for certain students' groups who have a specific skill, experience, or ambition in the field indicated. In this sense, the descriptor scales serve as useful resources. While it is true that they may serve as a source for the creation of assessment tools, they are not meant to be used as such (Council of Europe, 2020, p.41)

2.2. Mediation

The Council of Europe (2001, p.87) explains that in mediation the purpose of the language user is not to convey their own meanings, but rather to function as an interpreter between interlocutors who are not able to comprehend each other properly. These interlocutors are

typically, but not always, speakers of distinct languages. When the main audience cannot understand the language of the original text, examples of mediation activities contain summarizing, paraphrasing texts through the same language as well as providing spoken interpretation and written translation.

It also classifies mediation as oral mediation: concurrent interpretation (conferences, formal speeches, etc); progressive interpretation (guided tours, etc); informal interpretation (of foreign visitors in a country, of native speakers when abroad, of social and transactional situations for friends, clients, foreign guests, etc). And as written mediation: accurate translation, literary translation, summarizing the main points, and paraphrasing. (Council of Europe, 2001, p.87)

According to the Council of Europe (2001, p.87), mediation involves two activities:

- “**Translation:** The user/learner receives a text from a speaker or writer, who is not present, in one language or code (Lx) and produces a parallel text in a different language or code (Ly) to be received by another person as listener or reader at a distance.

Writer (Lx) → text (in Lx) → USER → text (in Ly) → Reader (Ly)”

- “**Interpretation.** The user/learner acts as an intermediary in a face-to-face interaction between two interlocutors who do not share the same language or code, receiving a text in one language (Lx) and producing a corresponding text in the other (Ly).

Interlocutor (Lx) ↔ discourse (Lx) ↔ USER ↔ discourse (Ly) ↔ Interlocutor (Ly)

Interlocutor (Lx) → Text (Lx1) → USER → Text (Ly1) → Interlocutor (Ly)

Interlocutor (Lx) ← Text (Lx2) ← USER ← Text (Ly2) ← Interlocutor (Ly)

Interlocutor (Lx) → Text (Lx3) → USER → Text (Ly3) → Interlocutor (Ly)
Interlocutor (Lx) ← Text (Lx4) ← USER ← Text (Ly4) ← Interlocutor (Ly)
Etc.”

As opposed to the definition of mediation of the Council of Europe (2001, p.87), the Council of Europe (2020, p.90) interprets that in mediation the user or learner functions as a social intermediary who builds connections and facilitates in meaning construction or transmission, occasionally in a single language, occasionally switching between languages (cross-linguistic mediation) and occasionally between modalities (for instance, when speaking to signing or inversely cross-modal communication). The emphasis is on how language contributes to activities including setting up the framework and circumstances for communicating and/or learning, working together to create new meaning, inspiring everybody to create or comprehend new meaning, and distributing new knowledge in a correct manner. Social, pedagogic, cultural, linguistic, or professional contexts are all possible.

Furthermore, the Council of Europe (2020, p.91) explains that even though mediation has a huge variety of features, they all have some common characteristics. For instance, in mediation, one is more focused on the interests, ideas, and expression for the person or group for whom one is mediating than one’s own. To have enough empathy for the perspectives and psychological state of other participants when communicating, the person who participates in mediation activities must have a strong emotional intelligence or be willing to work on it. Moreover, mediation is used to refer to a social and cultural procedure for developing cooperation and communication while addressing and, preferably, resolving any difficult situations and conflicts that might develop. Especially

in cross-linguistic and cross-modal mediation, social, cultural and plurilingual skills are indisputably required.

As reported by Piccardo (2012):

“Pourtant, la vision du CECR attribue de facto à la médiation un rôle clé dans la nouvelle perspective actionnelle, dans la mesure où il souligne à la fois le rôle de la co-construction du sens lors des activités d'interaction et le mouvement constant entre dimension individuelle et dimension sociale dans l'apprentissage des langues ainsi que leur complémentarité.”

“Although the CEFR does not develop the concept of mediation to its full potential, it emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent.”

(North & Piccardo, 2016, p.5)

The Cambridge University Press (2022) adds that:

“The mediation descriptors are particularly relevant for the classroom in connection with small group, collaborative tasks. The tasks can be organised in such a way that learners have to share different inputs, explaining their information and working together in order to achieve a goal. They are even more relevant when this is undertaken in a CLIL context”.

In the Council of Europe (2020, p.91) the scales for mediation are given in three groups, showing the approach in which mediation tends to occur:

- “Mediating a text” consists of someone who rephrases a text that has been heard or read to help with understanding, usually through speaking or writing. The integration of two or more of the traditional skills is required. The term "mediation" is mostly used in this context in the 2001 CEFR text.

This scale involves: relaying specific information; explaining data (e.g.in graphs, diagrams, charts, etc.); processing a text; translating a written text; note-taking (lectures, seminars, meetings, etc.); expressing a personal response to creative texts (including literature) and, analysis and criticism of creative texts (including literature). (Council of Europe, 2018, p.106).

- “Mediating concepts” describes the process of making knowledge and ideas more accessible to others, especially when they may not be able to do so directly on their own. Parenting, mentoring, teaching, and training, as well as group learning and work, all depend on this essential principle.

This scale involves: collaborating in a group (facilitating collaborative interaction with peers, collaborating to construct meaning) and leading group work (managing interaction, encouraging conceptual talk). (Council of Europe, 2018, p.106).

- “Mediating communication” seeks to make understanding and forming effective communication between users/learners possible despite individual, sociocultural, sociolinguistic, or intellectual differences. The mediator aims to impact all participants' dynamic relationships positively, including their own relationships with themselves. Sometimes, the mediation will take place in the context of an activity in which participants have similar communicative goals. The abilities required are applicable to

diplomacy, negotiation, pedagogy, and conflict resolution, as well as to regular social and/or professional encounters.

This scale involves: facilitating pluricultural space; acting as an intermediary in informal situations (with friends and colleagues) and facilitating communication in delicate situations and disagreements. (Council of Europe, 2018, p.106)

Even though the project's main goal was to develop descriptors for activities and strategies not already described by the CEFR 2001 descriptor scales, several characteristics of the mediation scales, especially at lower levels, are like the kind of activities listed in the current CEFR scales. The reason is that the 2001-released illustrative descriptor scales already include some characteristics of mediation, according to the more expansive interpretation that is now used. The existing scale for "Processing text" under "Text" in CEFR 2001 Section 4.6.3 is expanded upon in the new scales under "Mediating a text" for "Relaying specific information," "Explaining data," and "Processing text," as an example. In the same way, the scales specifically addressing group interaction in "Facilitating collaborative interaction with peers," "Collaborating to construct meaning," and "Encouraging conceptual talk" are in many aspects a further development of notions in the current scale. Under the category of "Co-operating strategies under interaction strategies" (Council of Europe, 2020, p.250)

There appear to be mainly four different types of mediation: linguistic, cultural, social, and pedagogic. This is based on the different points of view that mediation is discussed in the CEFR. Linguistic mediation is the most extensively topic covered in the CEFR, it includes the interlinguistic area (but is not limited to), especially in the sense of being able to translate and interpret, in some way properly, or changing a particular type of text

into another. However, it additionally involves the intralinguistic area, that can be expressed in the original language, such as the mother tongue or in the target language (for example, summarizing a text in an L2 language). Summarizing an L1 text in the L1 is likewise a sort of mediation, most likely with an emphasis on language usage rather than the information transmission (North & Picciardo, 2016, p.9)

3. Objectives

This TFG aims to research and develop innovative mediation activities for an EFL class that can improve language learning experiences. To help EFL teachers and learners, it seeks to offer new viewpoints and useful strategies to carry out the mediation activities. The activities are adapted to the learners' proficiency level B1 as it is an intermediate level and learners have a solid comprehension of basic vocabulary and grammar, making it simpler for them to participate in mediation activities. The four language skills (speaking, reading, writing, and listening) are incorporated into the mediation activities to allow learners to communicate knowledge and meaning across different modes of communication. Additionally, these mediation activities will try to stimulate students' attention, encourage active participation, and build a positive learning environment. And this TFG also provides teachers with detailed lesson plans, task descriptions, materials, and guidance to successfully carry out these mediation activities in their lesson plans.

These new mediation activities are based on the scales of mediation activities: "Mediating a text" and "Mediating communication", in the context of an EFL class. Moreover, another objective is to show how the notion of mediation has changed from the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*

(2001) in a way that in the *CEFR Companion Volume (2020)*, is more developed and complete.

As previously mentioned, these activities will be based on the descriptor scales of the groups “Mediating a text” and “Mediating communication”: relaying specific information, note-taking, processing a text, translating a written text, acting as an intermediary in informal situations (with friends and colleagues) and explaining data.

4. Methodology

At the beginning of this TFG, I started with a comprehensive literature review related to the concept of mediation to have a theoretical basis. After that, I did some research about works related to mediation in EFL education and a blog explaining some mediation activities. Once the notion of mediation was understood: its objectives, its different types, its strategies, its groups with descriptive scales, and its illustrative descriptors, I decided which scale or scales of mediation activities and descriptor scales with each illustrative descriptors of the Common Reference Level B1 would be implemented in the new mediation activities. Initially, when designing the activities, it was difficult as I had never created one before, and I had to consider many important factors, including the objectives of the TFG. This learning experience has taught me how to create materials for the activities using the graphic design website Canva and how to express my creativity and imagination since these materials are made from scratch. Regarding the analysis of the activities and the general analysis, I had some difficulties since I had to contemplate every detail and circumstance that could occur during the implementation of the activities.

5. Proposal of the activities

5.1. Activity 1

Helping Jenna and her family
Level: B1
Materials: Worksheets with the leaflets and questions
Groups: Ten groups of two students each
Interlingual mediation
Mediating a text's descriptor scale: processing a text

Preparation: The instructor prepares the activity in advance (print the worksheets with both leaflets and the questions for each couple).

Activity time and procedure:

- 1- The instructor explains the activity and asks students to be paired off. Then the instructor gives each couple the printed leaflets (5 –10 minutes).
- 2- Students read the printed leaflets and take notes about what they have to say to their partner (15 minutes).
- 3- When they're done, the partner who has the printed leaflet of the benefits of having a dog explains them to their classmate and after that, the classmate does the same with the benefits of having a cat. (1 minute per person explaining the printed leaflet: 20 minutes).
- 4- Once they have finished, they have to answer some questions in speech about having a pet (10 –15 minutes).

Activity statement and questions:

Your English friend Jenna and her family want to have a pet, but they are not sure. You have found a leaflet on a pet website about the benefits of having a dog, and you want to explain them to Jenna and her family. The benefits are written in Spanish, and you always communicate in English. You have to explain in speech these benefits to your classmate as if he or she were Jenna; do it in your own words (no need to translate).

Your English friend Jenna and her family want to have a pet, but they are not sure. You have found a leaflet on a pet website about the benefits of having a cat, and you want to explain them to Jenna and her family. The benefits are written in Spanish, and you always communicate in English. You have to explain in speech these benefits to your classmate as if he or she were Jenna; do it in your own words (no need to translate).

After having explained the benefits among yourselves, you will have to answer some questions about having a pet (dogs or cats) with your partner:

- 1- Which animal would you rather have as a pet: a cat or a dog? Why?
- 2- Before getting a dog or a cat, what are some crucial aspects to consider?
- 3- What is a typical daily schedule for taking care of a dog or a cat like?
- 4- What are some typical issues or problems that cat, or dog owners might experience?

Illustrative descriptors:

The Council of Europe (2020, p.211) describes the illustrative descriptors of the descriptor scale processing a text in speech as:

“Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g., a short record of an interview, magazine article, travel brochure).”

The Council of Europe (2020, p.214) describes the illustrative descriptors of the descriptor scale processing a text in writing as:

“Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.”

5.1.1. Analysis activity 1

This activity is based on interlingual mediation, which helps facilitate communication between speakers of different languages. Jenna and her family don't speak Spanish, and the student has to communicate the information in English to make them (the partner) understand the benefits of dogs and cats. The learning objectives of this activity are to summarize the main ideas of a text written in the mother tongue and explain them in the target language. During the activity, the instructor can walk around the class, observing and listening to how students talk to each other and answering any questions they may have about words or expressions. The benefit for students is that, in the end, they learn to prioritize important information and explain it to their partner. They also improve the transfer of information from reading to speaking and writing. With these questions, students can improve their specific vocabulary about caring for pets. This activity can also help students who do not have the Common Reference Level B1, as it can be challenging, and they can gain confidence. I've created this activity because if in real life someone asks a question about information in a leaflet or a magazine article that this

person does not understand, the student will know how to pick out the main information to explain it.

However, a possible drawback is that students take all the information because they think everything is important and translate it without understanding the meaning of what is written. It is crucial that the instructor makes it clear that they do not have to translate and pick out all the information written in the leaflets. They have to explain and summarize everything in their own words. If there are time limitations when carrying out the activity and there are more students in the class, the instructor can ask the whole class the questions and let them answer them together. Otherwise, if there are fewer students the instructor can create leaflets with the disadvantages of having dogs and having cats. Another unexpected event, if on the day of the activity the students are not motivated and do not want to collaborate, the instructor can adapt the activity by putting the leaflets on the blackboard and having each couple choose one of the benefits from each leaflet, write information about it, and explain it to the instructor as he or she is Jenna. The activity will be more visual for students.

5.2. Activity 2

An interesting video
Level: B1
Materials: short video with subtitles in English <i>'How friendship affects your brain</i> (Shannon Odell- 04:07). Odell, S. (2022, September). Shannon Odell: How friendship affects your brain [Video]. TED Conferences.

https://www.ted.com/talks/shannon odell how friendship affects your brain
Groups: Ten groups of two students each
Intralingual mediation
Mediating a text's descriptor scales: note-taking (lectures, seminars, meetings, etc.) and processing a text
Mediating communication's descriptor scale: acting as an intermediary in informal situations (with friends and colleagues)

Preparation: The instructor prepares the short video in the virtual blackboard.

Activity time and procedure:

- 1- The instructor plays the short video twice and asks students to take notes about what they are watching (15 minutes).
- 2- After they have watched the short video, the teacher explains what they have to do. Students pair off and try to put together the important points of the video. (10 minutes).
- 3- All this information has to be written in a letter for a relative. This person is interested in this video, but he/she does not have a high level of English. So, the relative asks to explain to him/her what the video says. Therefore, students must adapt their English so that their relative understands what is written. (80-100 words, 30-35 minutes).

Activity statement:

You are going to watch a short video twice about '*How friendship affects your brain*' and you have to take notes about what this short video is about. After that you will have to look for a partner, and both of you will share the important points about the video.

With all the information you will have to write a letter to a relative (mother, father,

uncle, etc.) explaining what the short video explains, as he/she is interested but does not have a high level of English. You have to adapt your English so he/she can understand what you are explaining. (80-100 words).

Illustrative descriptors:

The Council of Europe (2020, p.220) describes the illustrative descriptor of the descriptor scale note-taking (lectures, seminars, meetings, etc.) as:

“Can take notes during a lecture which are precise enough for their own use later, provided the topic is within their field of interest and the lecture is clear and well structured.”

The Council of Europe (2020, p.214) describes the illustrative descriptor of the descriptor scale processing a text in writing as:

“Can summarise in writing (in Language B) the main points made in straightforward, informational texts (in Language A) on subjects that are of personal or current interest, provided oral texts are clearly articulated.”

The Council of Europe (2020, p.239) describes the illustrative descriptor of the descriptor scale acting as an intermediary in informal situations (with friends and colleagues) as:

“Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language.”

5.2.1. Analysis activity 2

This activity is based on intralingual mediation, which helps communication between speakers of a language with different levels of proficiency. The students' relative does not have a high knowledge of the English language and therefore asks for an explanation of the video. The learning objectives of this activity are to take notes in an orderly manner during the playback of a well-structured video with subtitles in English, to select the important information that appears in the video, and to write all the information in a letter adapted in English so that the relative can understand everything. During the activity the instructor can walk around the class, observing the students and answering any questions that they may have about key terms in the video, so that they can understand and explain them well. The benefits for students are that they learn to be attentive when they are watching a video; they also learn to prioritize the information, and then they improve at transferring information from listening to reading and writing. With this activity students can improve the use of grammar and vocabulary in a letter, and it can also help students who do not have the Common Reference Level B1 as it can be challenging, and they can gain confidence. I've created this activity because if students ever find themselves in the situation where they have to explain any video or lecture to someone who does not have a high knowledge of the English language, they can act as a social agent who creates bridges to collaborate understand everything by adapting their English.

However, a possible drawback is that students have problems writing the letter because they have a lot of information, and they don't know how to sort it. There could also be the possibility that the students have not paid much attention the two times they have watched the video and have little information to write the letter. It is crucial that the instructor makes it clear that they have to pay attention when watching the video. They

can watch it the first time to understand what it is about, and the second time they can write down what they think is important. If there are time limitations when carrying out the activity and there are more students in the class, the instructor can ask the whole class to start writing the letter and finish it for the next class day. Otherwise, if there are fewer students the instructor can have a class discussion once they have finished, asking them about their opinions on the video. Another unexpected event is that if on the day of the activity students are not motivated and do not want to collaborate, the instructor can adapt the activity by getting the students into groups of four and making them explain the key points of the video as a role-playing game in which one of them is the relative. The activity will be more interactive and easier to carry out.

5.3. Activity 3

Funny translation
Level: B1
Materials: Spanish texts separated into pieces of paper
Groups: Five groups of three students each
Interlingual mediation
Mediating a text's descriptor scale: translating a written text

Preparation: The instructor prepares the activity in advance (print the Spanish texts and separate them into pieces of paper).

Activity time and procedure:

- 1- The instructor explains the activity and asks students to get into groups of three. Then the instructor gives each group pieces of each text in Spanish (5 minutes).

- 2- Students put the sentences together to form a Spanish text. After that, they have to translate this text from scratch. (10 minutes to sort the text and 30–35 minutes to translate it).
- 3- At the end, the teacher put the Spanish texts on the digital blackboard, and each group read their translation and ask the teacher questions about problems translating. (5–10 minutes).

Activity statement:

These pieces of paper are Spanish texts that you will have to sort first and then translate from scratch. It doesn't matter if you don't know exactly a word in English, you can write an approximate translation and when you have finished, we can check the words or expressions you have had problems with.

Illustrative descriptor:

The Council of Europe (2020, p.218) describes the illustrative descriptor of the descriptor scale translating a written text as:

“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.”

5.3.1. Analysis activity 3

This activity is based on interlingual mediation, which helps communication between speakers of different languages. The learning objective of this activity is that students cooperate to translate from scratch the disorganized Spanish texts and create an understandable translation, even if there are mistakes. During the activity the instructor

cannot answer any questions from the students, as it is a challenge to write an approximate translation without any help. The benefit for students is that, in the end, they learn to work as a group sharing ideas, translating, and adapting in English what they understand from the Spanish texts. They improve their communicative and reading skills. The activity can also help students who do not have the Common Reference Level B1, as it can be challenging, and they can gain confidence. I've created this activity because it requires collaboration in groups, and that makes the translation more enjoyable and not boring.

However, a possible drawback is that students translate all the information as a literal translation, and they do not know that there are Spanish expressions that may be said differently in English. It is crucial that the instructor makes this point clear after carrying out the activity. But if it happens that there is a group that has made this mistake in some expressions and during the reading of their translation the instructor notices it, what he or she can do is explain to them why they have made the mistake and teach them simple tricks for future translations. If there are time limitations when carrying out the activity and there are more students, the instructor can tell them that the next class day they will read the translations and ask any questions or problems they may have had translating. Otherwise, if there are fewer students the instructor can exchange the translations among the group of students, have them correct and ask if they would have changed anything. Another unexpected event, if on the day of the activity the students are not motivated and do not want to collaborate, the instructor can adapt the activity by putting each text on the digital blackboard and doing the activity all together. This means that the teacher can help when translating.

5.4. Activity 4

Theatre
Level: B1
Materials: worksheets with a different real-life situation in each
Groups: This activity is for a class with few students. Four groups of three students
Interlingual mediation
Mediating communication's descriptor scales: acting as an intermediary in informal situations (with friends and colleagues)

Preparation: The instructor prepares the activity in advance (print the worksheets).

Activity time and procedure:

- 1- The instructor explains the activity and asks students to get into groups of three. Then the instructor gives each group the worksheets, each with a different real-life situation. (5 minutes).
- 2- Each group prepares the real-life situation in a dialogue to perform in front of the class (15 minutes).
- 3- In each situation, there is the mediator, the person who does not know much English, and another character. The performances of the situations will last about 5 minutes (1 minute to prepare and 4 minutes to perform: 20 minutes).
- 4- Once students have finished, they rest a few minutes, and there will be a change of situations and characters (5 minutes):
Group 1 will deal with the situation of Group 2.
Group 2 will deal with the situation of Group 3.
Group 3 will deal with the situation of Group 4.

Group 4 will deal with the situation of Group 1.

- 5- They have to prepare the situation again to perform it. (15 minutes). And they have to perform the new situations. (20 minutes).

Real-life situations and activity statement:

- 1- You and your friend have gone on a trip to London. You are at the airport about to go home, and your friend realizes that he has left an important object at the hotel. Once you have arrived at the hotel, you speak to the receptionist, and she asks questions to retrieve the object. The friend who has left the object understands and speaks little English (you communicate with each other in Spanish). You will have to act as a mediator to communicate with the receptionist. (Free imagination and write a dialogue beforehand)
- 2- You and your English friend meet in a restaurant in Birmingham. Your friend helps you decide what to eat and acts as a mediator to order the food from the waiter as your English is poor (you communicate with each other in Spanish because your English friend knows the language). The menu consists of a starter, main course, and dessert. (Free imagination and write a dialogue beforehand)
- 3- You and your friend are shopping in New York, and you decide to go into a clothing store because you both want to buy a casual outfit. Your friend does not have a high level of English (you communicate with each other in Spanish), so he or she wants you to help him or her to talk to the shop assistant about any clothes in the clothing store. (Free imagination and write a dialogue beforehand)
- 4- You are on vacation in Manchester, the city of your English friend. You have gone for lunch, and when you drive out of the parking lot, you collide with another car. The

police were walking by and start asking you questions about how the collision happened, what you were doing there, where are your documents, etc. But in the end, you do not get a fine. You have a low level of English (you communicate with each other in Spanish because your English friend knows the language). So, your friend acts as a mediator and talks to you while you try to tell him the answers as best you can. (Free imagination and write a dialogue beforehand)

Illustrative descriptor:

The Council of Europe (2020, p.239) describes the illustrative descriptor of the descriptor scale acting as an intermediary in informal situations (with friends and colleagues) as:

“Can communicate (in Language B) the main sense of what is said (in Language A) on subjects within their fields of interest, conveying straightforward factual information and explicit cultural references, provided they can prepare beforehand and that the interlocutors articulate clearly in everyday language.”

5.4.1. Analysis activity 4

This activity is based on interlingual mediation, which helps communication between speakers of different languages. The learning objectives of this activity are for each group to write the dialogue for the real-life situation they have to perform, with the characters of the mediator, the person who does not have much knowledge of English, and the other character. Also, to know how to mediate a situation that requires help in communication and expressing ideas between speakers. There will be two different ways of communication, the first one is the way the mediator speaks with the person who does not know much English; they speak themselves in Spanish. The second one is the way the mediator speaks with the other character; they speak themselves in English. During

the activity the instructor can help students if they need some help with the dialogue. The benefit for students is that they are performing a situation that can happen to them in real life, which helps them to improve their communication skills, the use of specific vocabulary and grammar and their mediation strategies, how to help a person who cannot communicate with another person because of language issues. This is the reason why I've created this activity; it is a good opportunity for students to be able to mediate between people who speak two different languages and for the mediator to be able to speak both languages without making too many mistakes. I've also created this activity for a class of few students so that the performance of another situation can be repeated. The activity can also help students who do not have the Common Reference Level B1 as it can be challenging, and they can gain confidence.

However, some possible drawbacks can be the difficulty for students to remain neutral. In mediation it is important to maintain objectivity and avoid personal opinions; that is what the instructor has to explain at the beginning of the activity about how mediation works. During the process of writing the dialogue, the instructor can also repeat many times that the mediator has to be objective and neutral. The only objective is to communicate the message properly. Another possible drawback is the fact that this activity involves the student's mother tongue, and they may overuse it without realizing it. What the instructor can ask students is that the person who speaks Spanish has to try speaking English. This means that there must be at least two or three interactions between all the characters. If there are time limitations when carrying out the activity and there are more students, the performance of the real-life situations will be done only once and if there is time left over, the instructor can ask students how the experience went. Another unexpected event, if on the day of the activity the students are not motivated and do not

want to collaborate, the instructor can adapt the activity by making students write only the dialogue with all the details and putting an example of the dialogue on the digital blackboard to help them get ideas.

5.5. Activity 5

Helping the English teacher
Level: B1
Materials: Worksheets with a bar chart in Spanish and questions in English
Groups: Ten groups of two students each
Interlingual mediation
Mediating a text's descriptor scale: explaining data

Preparation: The instructor prepares the activity in advance (print the worksheets).

Activity time and procedure:

- 1- The instructor explains the activity and asks students to be paired off. Then the instructor gives each couple the worksheets with a bar chart in Spanish and questions in English. There are five bar charts, so they have to be distributed among the ten groups. (5 minutes)
- 2- Students look at the bar chart, interpret it and answer the questions. (10–15 minutes)
- 3- After that, the teacher put every bar chart on the digital blackboard, and every couple has to explain it a little bit and answer the teacher's questions. (4 minutes for each couple: 40 minutes).

Activity statement:

Your English teacher, who does not know Spanish, has found these interesting bar charts, but they are in Spanish. She asks you questions to explain the bar charts to her. First, you have to interpret them, prepare the answers to the questions, and then come out in front of the class to explain the bar charts.

Questions about the bar charts:

Graph 1: Venta de Mediamarkt

- 1- Which product had the lowest sales overall?
- 2- Which product had the highest sales in January?
- 3- Which product showed the highest increase in sales from January to March?
- 4- Which month had the most consistent sales throughout the three months?

Graph 2: Porcentaje de condiciones climáticas

- 1- How does the percentage of rainy weather in Tokyo compare to that in New York?
- 2- Which city had the highest overall percentage of different weather?
- 3- Among the cities mentioned, which city had the most varied distribution of weather conditions?
- 4- Which city had the lowest percentage of stormy and cloudy weather?

Graph 3: Porcentaje de preferencias de comida en 3 restaurantes diferentes

- 1- Among the three restaurant, which one has the highest overall food preference percentage?

- 2- Among the four food categories, which one has the highest overall percentage across all three restaurants?
- 3- Which restaurant shows the most balanced distribution of food preferences across all four food categories?
- 4- Which food category has the lowest percentage?

Graph 4: Horas de desayuno, comida y cena

- 1- If the group wants to have dinner together, what would be the most convenient time based on their preferences?
- 2- According to the breakfast time preferences, which is the predominant?
- 3- Among the four people, who has more time difference between meals?
- 4- Is there any person who prefers have lunch earlier than 13pm?

Graph 5: Porcentaje de gente que asiste a lugares de ocio

- 1- Compare the percentage of visitors for the theatre and the theme park in July. Which venue had the higher percentage?
- 2- Which venue had the largest increase in percentage of visitors from May to June?
- 3- Which venue experienced the highest increase in percentage of visitors across the three months?
- 4- Was there any venue that had the same percentage of visitors in June and July?

Illustrative descriptors:

The Council of Europe (2020, p.205) describes the illustrative descriptor of the descriptor scale explaining data in speech as:

“Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g., graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.”

5.5.1. Analysis activity 5

This activity is based on interlingual mediation, which helps communication between speakers of different languages. The English teacher needs the students' help to explain some bar charts in Spanish and has a few questions for them to answer. The learning objectives of this activity are to know how to interpret and describe a bar chart in front of the class with the help of some questions, even if there are difficulties with the specific vocabulary when speaking. During the activity if the students have some difficulties interpreting the bar charts, the instructor can show the tables with the exact numbers of each bar chart to help them a little bit. The benefit for students is that, in the end, they learn to explain the content and data of a bar chart in English, and they also improve their communicative skills. The activity can also help students who do not have the Common Reference Level B1 as it can be challenging, and they can gain confidence. I've created this activity because it is a good opportunity to mediate by helping the teacher explain some data that she has problems understanding.

If there are time limitations when carrying out the activity and there are more students, the instructor can make students write a letter for the native English teacher explaining the bar chart and answering the questions. Otherwise, if there are fewer students the

instructor can create more bar charts with questions and have students interpret them and answer the questions. Another unexpected event, if on the day of the activity the students are not motivated and do not want to collaborate, the instructor can adapt the activity by putting each bar chart with the questions on the digital blackboard and doing the activity all together. This means that the instructor can help students and motivate them.

6. Discussion

During the process of creating mediation activities, my expectations were focused on what might happen in the classroom: students' reactions to the activities, unexpected events, and problems, and the way to implement the activities. Moreover, I have come up with a few warnings for teachers when carrying out the activities.

To begin with the students' reactions, I've created these activities to make students feel enthusiastic and interested in dealing with a language obstacle in real-world situations. These activities are innovative and different because they are not monotonous. After students have experienced their first mediation activity, there is the possibility that they might also feel confident and more in control of the situation when translating, summarizing, interpreting, and expressing meaning between languages or the same language. There is the possibility that one day the activities will be a success and students will be motivated. However, not every day children come to class motivated, and activities may not go as the teacher thought they would, so it is important for the teacher to be flexible. That is why the activities should be adapted with small changes to make the student feel comfortable. It is also important not to put pressure on students, as this will cause them to feel frustrated and unwilling to do anything.

When carrying out the activities there could be problems and unexpected events, but I've come up with some warnings for teachers. One of the main problems when carrying out mediation activities is the unexpected time limitations: unplanned interruptions and shortened sessions for any reason. They can leave students without enough time to finish or participate. In my case I've based the duration of my mediation activities on the number of students in the class. Three of them are created based on a class of 20 students, and the two remaining ones, one in a class of 15 students and the other in a class of 12 students. In the case of unexpected time limitations, my idea is to inform previously about what day the mediation activity will take place and the duration of it. It is crucial as well to emphasize accuracy over speed and encourage students to put their attention on understanding and expressing meaning accurately.

Although the CRL established in these activities is B1, there may be a range of language proficiency among the students in an EFL classroom. As a result, some students might feel overwhelmed and others unchallenged. The complex meanings of the original language message, the limited vocabulary, or the cultural differences can cause difficulties. My idea is that teachers can adapt these mediation activities to be accessible and challenging or give their students extra support to ensure their participation and progress. The first time a mediation activity is implemented, teachers can identify language skill gaps in students. To help students mediate successfully, teachers can offer vocabulary instruction and grammar practice before carrying out the activity.

When mediating, the mediator must maintain objectivity and avoid personal opinions. Students may find it difficult to remain neutral, particularly when discussing delicate subjects. My idea is that to get a neutral mediation, teachers must keep an eye on the process asking them to avoid adding their own opinions and concentrate on

communicating the message that is requested. Another similar aspect is the emotional reactions. When discussing delicate subjects, mediation exercises sometimes cause students to feel uncomfortable. My idea is that teachers must promote respectful discussions and provide a safe environment for students to actively share their ideas and worries.

During the mediation process, misunderstandings can happen despite the mediator's best efforts. Students might misinterpret the message in the source language or make mistakes when translating it into the target language, which could result in errors or misunderstandings. My idea is that the teachers give clear instructions about mediation techniques and strategies, such as how to summarize, paraphrase, and translate. As well as explain the activity's purpose, expectations, and objectives in simple terms. It is easier for teachers and students to understand the goal and emphasis of an activity when the objectives are clear. Before starting the activity, they have to clear up any confusion or questions the students may have.

During the interlingual mediation activities in the EFL class, there can be some problems with the students' contact with their mother tongue. One of them is the excessive use of their mother tongue when they are trying to mediate between their first language and English. Instead of understanding and expressing thoughts in English, they might simply translate word for word. This can cause the impediment of language development and the inability to communicate. Another problem is the feeling of security that students have when speaking in their mother tongue. That makes them stop taking chances, interacting, and having enthusiasm to practice English. My idea is that as students improve their English proficiency, teachers have to try to gradually reduce the use of the mother tongue. They can begin with organized tasks that require translation and then move on to activities

that motivate students to formulate ideas and communicate in English without translation. Another idea is to incorporate activities that expose students to authentic English input, such as online videos and intralingual mediation activities.

To implement these mediation activities, one aspect that can be beneficial for students is collaborative learning situations such as working in pairs or small groups, just as in my mediation activities. This allows students to exchange ideas, get to an understanding when they are interacting, cooperate, and discuss interpretations.

7. Conclusions

In summary, this TFG has focused on the design and development of well-designed mediation activities that improve students' communication skills and facilitate language acquisition. These activities help students transfer meaning across different ways of communication, encourage intercultural awareness, critical thinking, and efficient information processing. The literature review backed up the idea that mediation activities are effective language learning tools in the EFL context, even though the notion of mediation is not yet fully developed. The mediation activities are designed considering various factors: the number of students, proficiency level, type of mediation, duration time, materials created from scratch with meaningful contexts and real-life situations, students' reactions, unexpected events and problems, benefits, etc. These activities also emphasized language skills (speaking, writing, reading, and listening) and promoted collaboration in groups and motivation. All this work is the product of a great effort; it seems little, but it has taken a lot of research into official documents, articles, and texts, and consulting everything with my TFG tutor.

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9. Annexes

- Annex 1: Leaflets for activity 1

Los gatos son animales domésticos que se caracterizan por su astucia, su inteligencia y su curiosidad 

BENEFICIOS DE TENER UN GATO



Son animales muy hábiles y se consideran unos grandes cazadores con un gran sentido del olfato. 

1- Es una mascota cariñosa e independiente:
Tu gato siempre mostrará su cariño ronroneando pero también tendrá su espacio.

2- Acariciarlo produce una sensación relajante:
Tu gato te ayudará a reducir la sensación de estrés.

3- No necesita salir a la calle:
Tu gato tendrá su propio arenero y no necesitará relacionarse con otros gatos.

4- Jamás te sentirás solo:
Tu gato siempre te hará compañía y siempre estará a tu lado cuando lo necesites.

5- Reduce las probabilidades de tener alergias o asma:
La convivencia de niños pequeños con gatos les ayuda a tener menos posibilidades de desarrollar asma y alergias.

6- Es muy limpio y fácil de cuidar:
Tu gato será autosuficiente ya que se aseará por sí mismo.



Los perros son animales domésticos que cuando aparecen a nuestra vida, el ambiente en casa se vuelve más positivo y alegre 

BENEFICIOS DE TENER UN PERRO



Sus miradas son muy expresivas y pueden establecer conexiones afectivas y leales con las personas. 

1- Jamás te sentirás solo:
Tu perro siempre será un buen amigo y te hará compañía en los momentos de soledad.

2- Aprenderás a ser más responsable:
Tener un perro implica salir a pasear, darle de comer, peinarlo, etc. Todas estas acciones te ayudarán a ser más responsable.

3- Harás actividad física sin esfuerzo:
Los juegos diarios y paseos te ayudarán a mantenerte en forma.

4- Reducirá tu nivel de estrés:
Acariciando a tu perro y sintiendo su amor te ayudará a sentirte mejor.

5- Al llegar a casa serás recibido con besos y saltos:
Es muy reconfortante llegar a casa y recibir tanto amor de tu perro.

6- Tu vida social mejorará:
Cuando vayas a pasear te encontrarás con gente que va con sus perros. Y la gente que no tienen perros se acercarán al tuyo para acariciarlo.



- Annex 2: Texts in Spanish for activity 3

Text 1:

Como cada mañana Gala se levanta y se prepara para ir a trabajar con su amiga a una tienda de ropa. A Gala le encanta la moda, y especialmente aconsejar a sus clientes sobre la ropa que pueden ponerse según la ocasión.

Una de sus clientas más habituales viene a la tienda por la mañana a pedirle ayuda para escoger un conjunto formal para una reunión de su empresa. El consejo de Gala es una falda larga negra, una camisa blanca de algodón y unos tacones cómodos y elegantes.

Antes de mediodía aparece un cliente que le pide ayuda para escoger el regalo perfecto para su pareja. Gala va a buscarle un bolso, una cartera y una elegante chaqueta. El cliente decide comprar a su pareja el bolso y también una pulsera que le ha enseñado Gala en el último momento.

La hermana de Gala viene a visitar la tienda como cada tarde para darle su merienda y ayudar con las cajas de ropa y accesorios.

Instantes antes de cerrar la tienda, una señora entra de repente diciendo que el día siguiente se va de viaje a las Maldivas y no tiene ropa de verano. Gala le recomienda un par de pantalones cortos, unas sandalias, un bañador y un vestido. La clienta se va muy contenta.

Text 2:

Las vacaciones que más me gustan son las de Navidad. Siempre espero con mucha ilusión estos días para decorar el árbol y representar con figuras pequeñas el nacimiento de Jesús en el Belén. Los días más importantes son: el 24 de diciembre, el 25 de diciembre, el 31 de diciembre, el 5 de enero y el 6 de enero.

Durante Nochebuena (24 de diciembre) todas las familias se reúnen para preparar una gran cena con los mejores platos y cantar villancicos juntos. El día siguiente (25 de diciembre) los niños se despiertan con regalos de Papá Noel en el árbol de su casa y vuelven a comer con su familia.

Días después llega la última noche del año, Nochevieja (31 de diciembre), la cual se celebra comiendo doce uvas en el momento que el reloj marca las 12 de la noche. Una uva por cada campanada. Al terminar todo el mundo se dice 'feliz año nuevo'.

La noche que llegan los Reyes Magos (5 de enero) y el día de los Reyes Magos (6 de enero) son los días más especiales para los niños. Melchor, Gaspar y Baltasar les traen regalos durante la noche y el día siguiente todos los niños juegan con los regalos nuevos.

La Navidad es símbolo de magia, de alegría y de ilusión. Y es por eso por lo que disfruto de estas vacaciones.

Text 3:

El lugar favorito de Marta es su habitación. Cada vez que llega a casa, se va directamente a su habitación para relajarse. Le encanta leer novelas románticas, escuchar su música preferida y pintar cuadros interesantes.

La primera cosa que le gusta a Marta de su habitación es la luz que entra por la ventana, y cómo se refleja en las paredes de color rosa claro y en el escritorio de color blanco.

En una esquina de la habitación hay un cómodo sillón de color rosa donde Marta lee sus novelas preferidas. Desde allí también puede ver las vistas de su jardín y observar sus cuadros en la otra pared.

Al lado del sillón se encuentra el escritorio de color blanco. Allí hay todas las cosas que Marta necesita para pintar sus cuadros. Arriba hay una estantería con libros para aprender inglés y objetos que decoran la habitación.

La cama de su habitación es también uno de sus lugares preferidos ya que allí se tumba para ver sus series y películas preferidas y se pasa horas escuchando música.

Finalmente, al lado de la cama se encuentra el armario, donde Marta se ordena toda la ropa y tiene recuerdos de la infancia guardados. Por todas estas cosas a Marta le encanta su habitación.

Text 4:

El sábado es mi día favorito de la semana. Puedo descansar y dedicar todo el tiempo para mí mismo ya que no tengo ninguna responsabilidad. Trabajo durante toda la semana en una oficina y cuando llega el sábado estoy de buen humor.

Me levanto a las 9 de la mañana y desayuno con mi hermana a la terraza de casa. Más tarde salgo a pasear con mi perro a un parque cerca de casa. Allí juego con él y me encuentro con otras personas y sus perros.

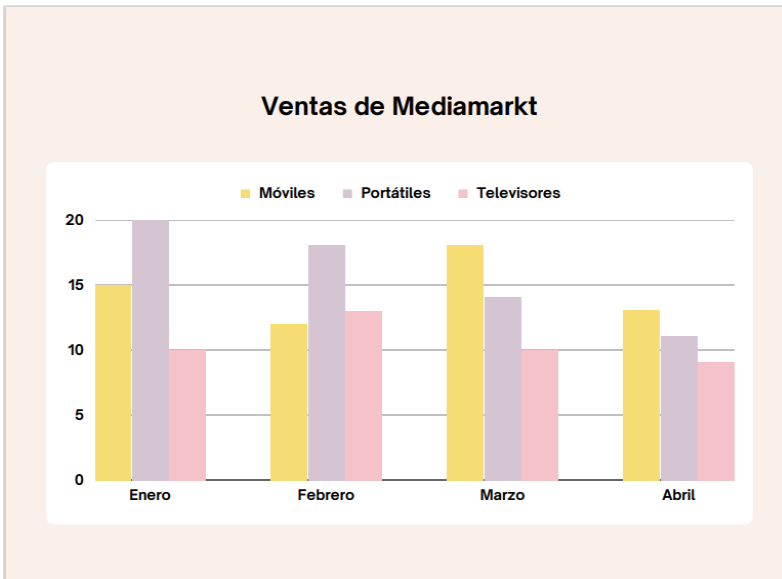
Vuelvo a casa para cocinar una comida diferente al resto de la semana ya que tengo más tiempo. Preparo unos espaguetis a la boloñesa y unas fresas de postre.

Lo que más me gusta son los distintos planes que puedo hacer durante la tarde. Por ejemplo, salir con mis amigos a dar una vuelta por la playa, quedarme en mi casa y ver alguna serie o también ir al cine.

Si me quedo en mi casa durante la tarde, invito a mi familia a cenar pizza, charlamos y terminamos el día jugando a juegos de mesa. Soy muy feliz los sábados.

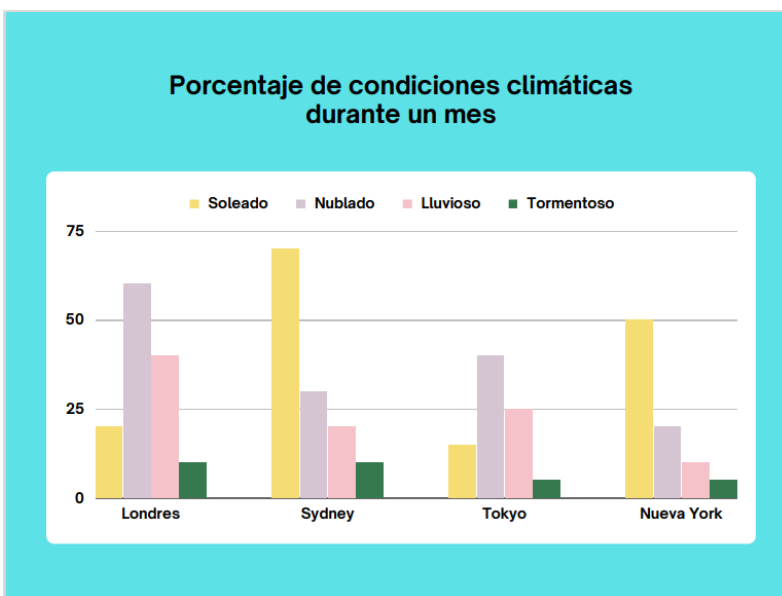
- Annex 3: Graphs in Spanish and tables with results for activity 5

Graph 1:



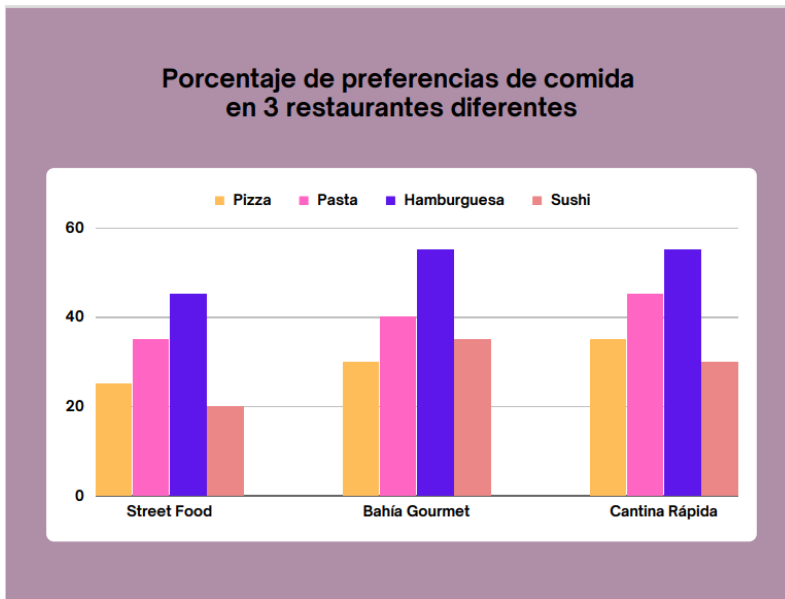
	Móviles	Portátiles	Televisores
Enero	15	20	10
Febrero	12	18	13
Marzo	18	14	10
Abril	13	11	9

Graph 2:



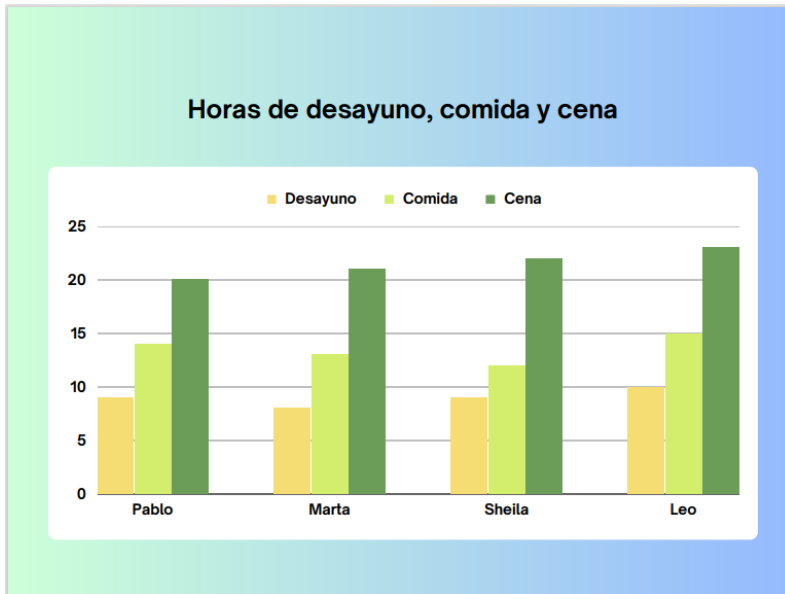
	Soleado	Nublado	Lluvioso	Tormentoso
Londres	20	60	40	10
Sydney	70	30	20	10
Tokyo	15	40	25	5
Nueva York	50	20	10	5

Graph 3:



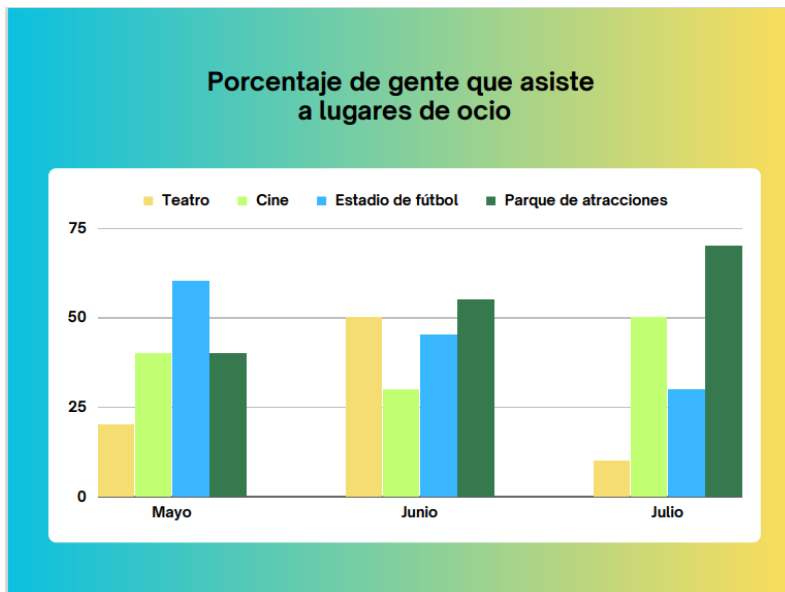
	Pizza	Pasta	Hamburguesa	Sushi
Street Food	25	35	45	20
Bahía Gourmet	30	40	55	35
Cantina Rápida	35	45	55	30

Graph 4:



	Desayuno	Comida	Cena
Pablo	9	14	20
Marta	8	13	21
Sheila	7	12	22
Leo	10	15	23

Graph 5:



	Teatro	Cine	Hamburguesa	Sushi
Mayo	20	50	60	40
Junio	50	40	45	55
Julio	10	30	30	70