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The Power of Mediation in Language
Learning: in search of Activities

for an EFL class

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1. ABSTRACT

This study investigates the use of mediation activities in language learning classrooms. The research incorporates questionnaires and interviews with nine English teachers and analyzes three textbooks to examine the presence and frequency of mediation activities. The findings indicate variations in awareness and usage of mediation activities among primary, secondary, and upper-level English teachers. While primary English teachers exhibit limited initial knowledge, they extensively employ mediation activities, mostly using materials from textbooks. Secondary school English teachers demonstrate higher awareness but report less frequent use, relying heavily on textbook-provided activities. Similarly, upper-level English teachers exhibit understanding but depend on the explicit inclusion of mediation activities in textbooks. The analysis of instructional materials reveals a progressive increase in mediation activities as proficiency levels advance. The study concludes by emphasizing the importance of comprehensive teacher training and the development of instructional materials that explicitly identify and integrate mediation activities. These findings contribute to enhancing the implementation of mediation strategies in language learning classrooms, promoting interactive and effective learning experiences for students.

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1. INTRODUCTION

1.1 Background information on mediation in language learning

According to the *Common European Framework of Reference (CEFR)*, mediation in language learning is a process where a third party assists in communication between two individuals who speak different languages. Instead of directly translating, the mediator clarifies misconceptions, explains idioms, and aids students in developing intercultural competencies to enable them to communicate more effectively and understand one another (Council of Europe, 2001: 87).

It is not just about learning grammar and vocabulary; it's also about knowing how language is used in various cultural situations (Cantero y De Arriba 2004: 12). People learn languages via social interactions and cultural influences. In other words, learning a language involves more than just words and rules: it's about understanding how language is produced and depends on culture.

Also, mediation is especially useful in situations where students need to communicate in real-life situations, such as in the workplace or in a social setting. (The Way Experience, 2023)

Mediation in language learning has gained increasing attention in recent years, as it has been shown to be effective in promoting intercultural understanding, developing language proficiency, and improving learners' confidence in using language (Council of Europe 2020: 91). It is also recognized as an important skill that language teachers must possess in order to facilitate effective communication between students.

1.2 Purpose and Objectives of the Study

I was personally inspired to start this project because of my own experience learning a new language. During my high school English classes, I found the traditional teaching methods to be monotonous and focused only on correcting exercises. Many of my classmates shared the same sentiment, expressing frustration that these classes did not effectively help them learn the language.

I became interested in alternative methods because I wanted to have a more enjoyable and successful experience studying languages. Then, I discovered the concept of mediation activities and their potential benefits for second language acquisition.

As someone who aspires to become a language teacher in the future, my motivation is to explore and understand the effectiveness of mediation activities. I want to apply these activities in my own teaching practice to create a more stimulating and effective learning environment for my future students. By going into this study, I aim to acquire important lessons that will guide my future teaching strategies and aid me in giving my students a more enjoyable and fruitful language-learning experience.

The aim of this study is to investigate the role and effectiveness of mediation in facilitating language learning among students, and aims to explore the following objectives:

1. Examine the different types of mediation in language learning contexts and their effectiveness in improving communication between learners.
2. Investigate the benefits and challenges of using mediation in language learning.
3. Identify the skills and competencies required of mediators in language learning contexts.

4. Collect data from second language learning teachers through a questionnaire to understand their perspectives on the use of mediation in language learning.

5. Find and analyze mediation activities in three different books from three different levels of English to analyze their activities and assess their effectiveness in promoting language learning.

In addition, the results of this study can help language teachers to develop effective strategies for using mediation to promote effective communication between students.

1.3 Research questions

This study seeks to answer the following research questions:

1. What are the different types of mediation used in language learning contexts and how effective are they in improving communication between students?

2. What are the benefits and challenges of using mediation in language learning?

3. What are second language learning teachers' perspectives on the use of mediation in language learning?

4. How many mediation activities are in three different books at three different levels of English and how effective are they in improving language learning?

By answering these questions, this study aims to provide a deeper understanding of the role of mediation in language learning.

2. THEORETICAL FRAMEWORK

2.1 Definition of Mediation in language learning

Mediation in language learning refers to the process of facilitating communication between speakers of different languages and using one's language skills to help overcome difficulties between two or more languages, aiming to achieve mutual understanding and effective communication (Cantero y De Arriba 2004: 12-13).

In addition, it is considered an important communication skill in language learning because it allows students to better understand each other in multilingual contexts and is considered a way to promote intercultural understanding and develop students' communication skills (North B. and Piccardo E. 2016: 13).

Mediation can be developed through a variety of language learning activities, such as translation, interpretation, paraphrasing, summarizing, and note-taking (Cambridge University Press 2022: 7).

2.2 The Common European Framework of Reference (CEFR)

The CEFR (*Common European Framework of Reference*) was published in 2001, and since then it has become the reference point for language learning, teaching, and assessment. In 2020 the *CEFR Companion Volume* was published, updating and extending the original document, which emphasizes the ability to use the language effectively in real-life situations and highlights the need for students to develop both general and specific language skills, recognizing the importance of mediation skills and incorporating them as one of the components language proficiency keys (Cantero y De Arriba 2004: 12).

The CEFR describes language proficiency in six levels, from A1 (beginner) to C2 (proficient), divided into three broad categories:

- Basic User (A1 and A2): These levels represent basic communication skills and the ability to handle everyday situations.
- Independent User (B1 and B2): These levels indicate a more developed ability to understand and express oneself in a wider range of topics.
- Proficient User (C1 and C2): These levels signify advanced language skills, enabling users to understand and produce complex texts, engage in sophisticated discussions, and handle specialized language tasks (Cambridge University Press 2022: 4).

According to the CEFR, the linguistic and communicative competence of the learner of a language is activated through various linguistic activities that have to do with reception, production, interaction, and mediation. The CEFR explains that “mediation activities, although they elaborate a text that already exists, occupy a very important place for the

linguistic and normal functioning of our society” (Council of Europe, 1996: 15).

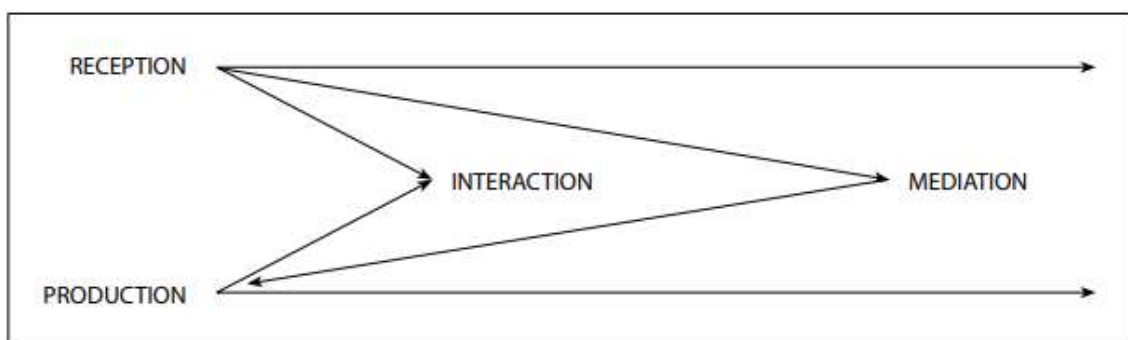


Figure 1: Mediation within linguistic activities

2.3 Types of Mediation Activities

There are two types of mediation activities:

1. Interlingual mediation: This consists of facilitating communication between speakers of different languages by translating, interpreting, or summarizing information from one language to another. This type of mediation requires proficiency in two or more languages and is often used in settings where learners need to communicate with people who speak different languages.
2. Intralingual mediation: This involves facilitating communication between speakers of the same language. Intralingual mediation requires the ability to adapt language use to different contexts and audiences and clear up misunderstandings or cultural differences that may affect communication (North B. and Piccardo E. 2016: 9).

However, in language learning contexts, both types of mediation can be used to promote intercultural understanding and develop students' communication skills (Macmillan, 2020).

2.4 Benefits of Mediation

Language learning mediation has many benefits to make it easier for students to acquire a new language, here are the most important:

1. Improves language proficiency: Mediation tasks can help learners develop their language proficiency by requiring them to use their language skills in a personal way, demonstrating greater accuracy, and fluency of the language.
2. Increases intercultural competence: Mediation tasks can also promote intercultural competence by requiring students to navigate cultural differences and develop a deeper understanding of the target culture.
3. Enhances Communication Skills: Mediation tasks can help learners develop a range of communication skills, including listening, speaking, reading, and writing, demonstrating improved communication skills and greater confidence in their ability to communicate in settings multilingual and multicultural.
4. Creates positive attitudes towards language learning: Mediation tasks can also promote positive attitudes as students who participate in mediation tasks often have higher motivation, commitment, and enjoyment of language learning (Council of Europe 2020: 36).

However, the effectiveness of mediation can depend on several factors, such as the type of mediation task, proficiency levels, and the quality of instruction and support provided by educators (Anthony J. Liddicoat 2017: 2).

2.5 Challenges of Mediation

Although mediation in language learning has many benefits, there are also several challenges that students and educators may face. Here are some of the key challenges:

1. **Language Proficiency:** Mediation requires a high level of language proficiency in both the source and target languages, which can be challenging for students who are still developing their language skills.
2. **Cultural Differences:** Mediation requires a deep understanding of cultural norms and expectations between different languages and cultures.
3. **Cognitive demands:** Mediation tasks often require students to process and analyze complex information from different sources, which can be cognitively demanding and requires mental effort (Council of Europe 2020: 48-54).
4. **Lack of Training:** Many educators may not have the necessary training or experience to design and implement effective mediation efforts. (Behroozizad, Nambiar, Amir 2012: 37).

To overcome these challenges, educators should design mediation tasks that are appropriate to students' proficiency levels and provide guidance to help students improve their mediation skills.

3. METHODOLOGY

3.1 Research design

In this study, I collect different types of information, including data on the mediation field in different books and teachers' experiences with mediation in order to have a better understanding of how mediation is used to improve language learning.

To do this, I will use different methods, such as interviews and questionnaires, to collect information about how and how much teachers use mediation in their language classes. I will also look at three textbooks to see if they contain mediation activities and what types of mediation activities are recommended for language learners.

My research also involves looking at the CEFR, the European framework of reference for languages, which will allow me to understand how different mediation activities align with different levels of language proficiency and to identify the skills necessary for successful mediation. I also analyze the textbooks to see the types of activities that are in each one.

Overall, my study will provide information on how mediation can be used to improve language learning and how teachers can be helped to use these activities in their language classrooms.

3.2 Participants

In this study, the participants are second language learning teachers who may have experience with mediation as a language learning strategy.

A total of nine participants participated in this investigation. The participants were between 30 and 45 years of age and were mostly women. Seven of them were Spanish-speaking and the rest were English-speaking.

I got the contact of the participants by getting them from my English teachers in my prior high school, by asking my brother's English teachers from primary, and from two cousins who are English teachers in high school.

The participants in this study are from Tarragona and their age ranges from 30 to 45. There are a total of 9 participants, and I preferred doing an interview with two of them to gather more personal results, so I sent the questionnaire directly to the others.

3.3 Materials

The materials that I used in the research study included a questionnaire for second language learning teachers and three textbooks that were analyzed to identify mediation activities.

The following three textbooks were used as sources of mediation activities:

1. Morgan, Hawys. (2021) All About Us. Oxford.
2. Day, Jeremy. (2021) New Close-Up. National Geographic learning.
3. Devlin, Emily. Shaw, Robyn. (2020) Network 2 ESO. Burlington Books.

These textbooks were selected based on their varying levels of difficulty - beginner, elementary, and intermediate. The purpose of selecting these books was to explore and analyze the number of mediation activities within them.

3.4 Data collection methods

For data collection, I used two methods in this study: a questionnaire and an analysis of mediation activities according to three different textbooks. The questionnaire consisted of 12 questions, with a combination of open-ended and multiple-choice questions. The questions helped me to obtain information about the teachers' experience and perception of mediation as a language learning strategy.

To ensure the reliability and validity of the questionnaire, I tested it with a small group of teachers. In addition, I followed ethical considerations when obtaining the consent of the participants and guaranteed the confidentiality of their data, and I also sent the ethics committee questionnaire to be able to recap this information.

The qualitative analysis of the mediation tasks consists of analyzing the three different English textbooks of three different levels (beginner, elementary, and intermediate), and analyzing the tasks provided in each book to identify mediation activities. I then analyzed these tasks according to the criteria outlined in the CEFR definition.

In addition, for the distribution of the questionnaire I used “forms.office” to send it electronically to the teachers who preferred to complete it that way. However, the interviews were conducted with two of the teachers I knew personally to collect their responses, which gave me a fuller understanding of the teachers' experiences with mediation.

3.5 Data analysis methods

I collected quantitative data through the questionnaire and interviews mentioned. I analyzed the questionnaire data by reviewing each participant's responses and interpreting the graphs displayed in the Results section of the questionnaire. Also, I interpreted the interviews and compared the answers to the questionnaire.

I collected the qualitative data from the analysis of the mediation activities in the textbooks that I selected, and through a process of identification, organization, and interpretation of the exercises.

First, I looked for mediation activities in one chapter of each textbook, to see which one contains the most. Furthermore, I differentiate them by the type of mediation task (e.g. translation, interpretation, negotiation of meaning) and the language skills involved (e.g. speaking, listening, reading, writing).

4. RESULTS

4.1 Questionnaire results

The initial question in the questionnaire aimed to determine the English proficiency level targeted by the teachers. This allowed for the differentiation of the subsequent answers into three levels: Beginner, Elementary, and Intermediate. By doing so, it was possible to examine the extent to which mediation is utilized across these proficiency levels.

The second question focused on the teachers' awareness of mediation in language learning. The responses revealed that the primary English teachers had limited knowledge about mediation activities compared to teachers of higher-level courses, as all three primary teachers answered "no." On the other hand, the secondary school teachers showed a greater awareness of mediation activities, with two out of three teachers already familiar with the concept before my explanation. Similarly, the upper-level English teachers demonstrated an understanding of mediation activities, as all three teachers were aware of the term "mediation," as shown in the graph below:

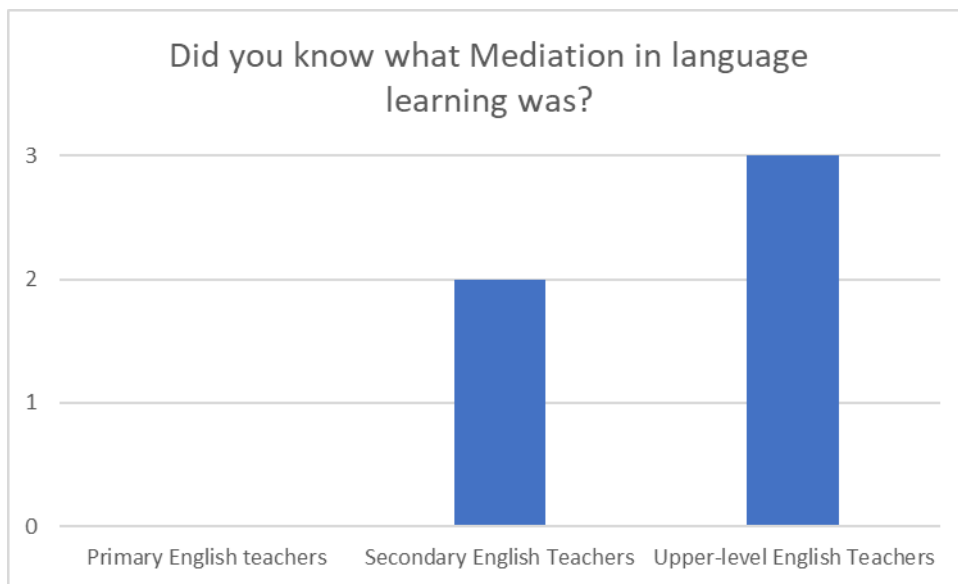


Figure 2: Graph illustrating the results of a questionnaire focused on assessing teachers' awareness of mediation activities in language learning

In the third question, the Beginner level English teachers reported using mediation activities in their classes. Subsequently, when asked about the frequency of utilization in the fourth question, these teachers indicated using mediation activities extensively. On the other hand, the secondary school teachers and upper-level English teachers acknowledged using mediation activities in their classes but expressed a lesser frequency of implementation.

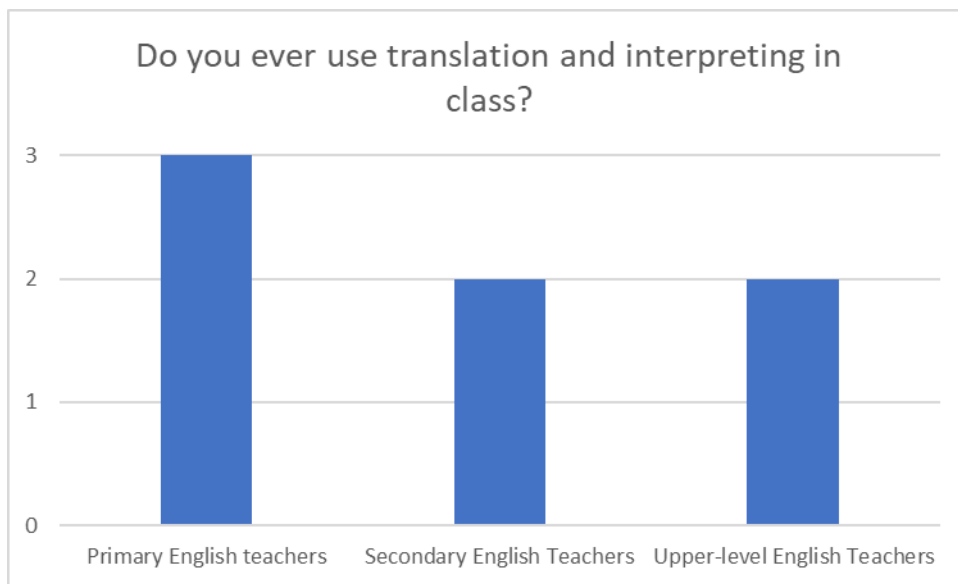


Figure 3: Graph illustrating the use of Mediation Activities in Language Learning

1. Primary English Teachers' results:

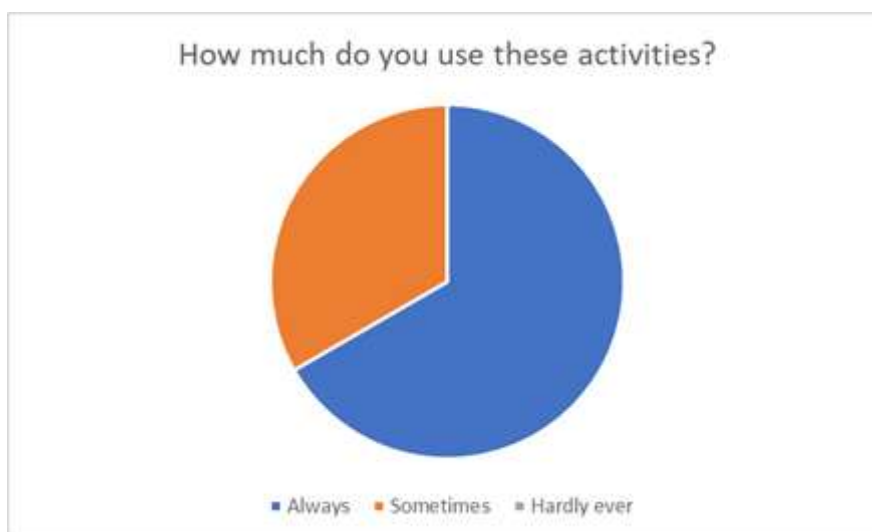


Figure 4: Graph illustrating the Frequency of Mediation Activities in Language Learning within Primary English Teachers

2. Secondary English Teachers' results:

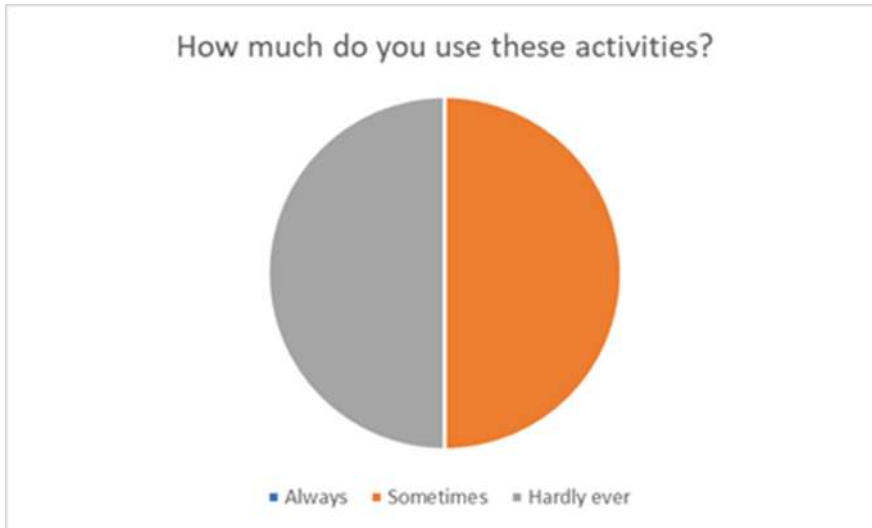


Figure 5: Graph illustrating the Frequency of Mediation Activities in Language Learning within Secondary English Teachers

3. Upper-level English Teachers' results:

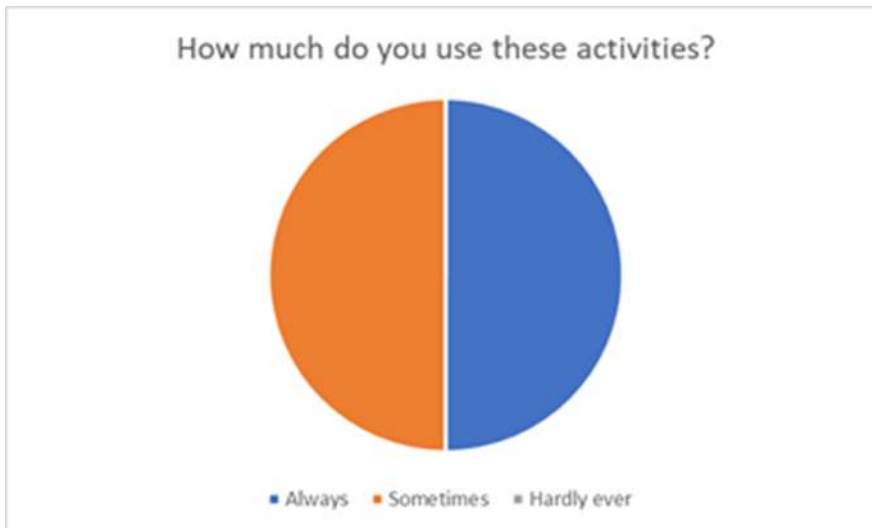


Figure 6: Graph illustrating the Frequency of Mediation Activities in Language Learning within Upper-level English Teachers

When asked about the impact of mediation on language learning in question five, all primary English teachers and secondary English teachers agreed that it had a positive effect. Additionally, participant 3 stated: "I think these types of activities are really useful for primary students since they are more interactive, and my students tend to enjoy them and learn the language in a different way." However, one of the three upper-level teachers expressed a belief that mediation is not essential in a language-learning class.

Regarding the source of mediation activities in question six, participant 3, stated: "I incorporate activities from the textbooks and online resources, and I also create my own mediation activities to encourage collaborative work." The other two primary English teachers provided similar responses. One of the secondary English teachers, Participant 5, mentioned: "I only rely on mediation activities provided in the textbook, which I regularly use in my classes." As for the upper-level teachers, Participant 9 shared: "I combine textbook activities with my own creations to make language learning interesting and personalized for my students. Textbooks offer structured exercises, but I also incorporate real-life materials that encourage creativity and critical thinking."

In question seven, when asked if teaching these types of activities posed challenges, all primary English teachers denied encountering difficulties. On the other hand, two of the secondary English teachers acknowledged facing difficulties, while one participant denied experiencing any challenges. Participant 5 stated: "Sometimes it is difficult for me to carry out this type of activity in my classes since students tend to get distracted and they do not seem to understand the exercise sometimes." In contrast, all upper-level teachers affirmed that teaching mediation activities was easy for them.

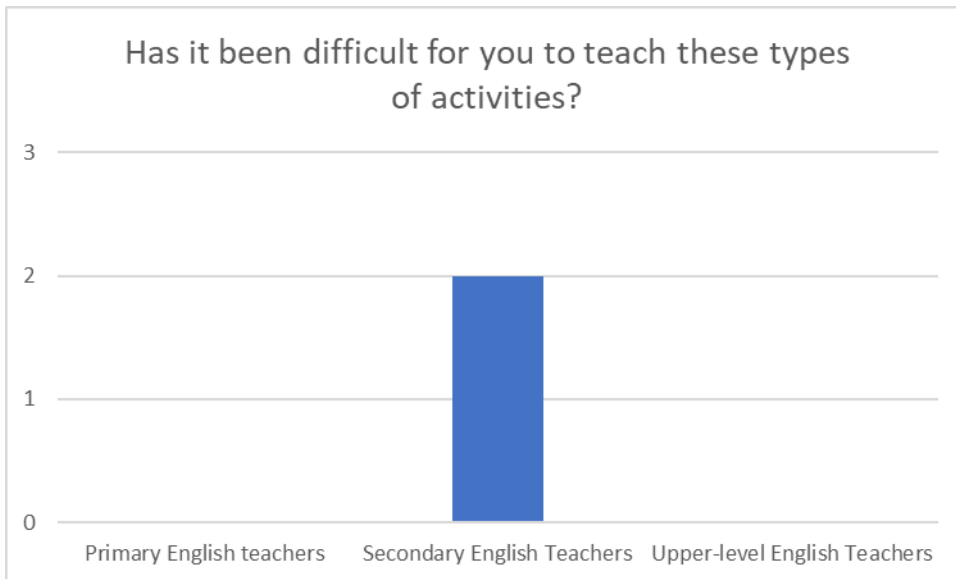


Figure 7: Graph illustrating the challenges encountered by teachers when implementing mediation activities in language learning.

Regarding the existence of prejudice against translation and interpreting in the teaching community in question eight, none of the participants believed such prejudice existed, as indicated in the graph below:

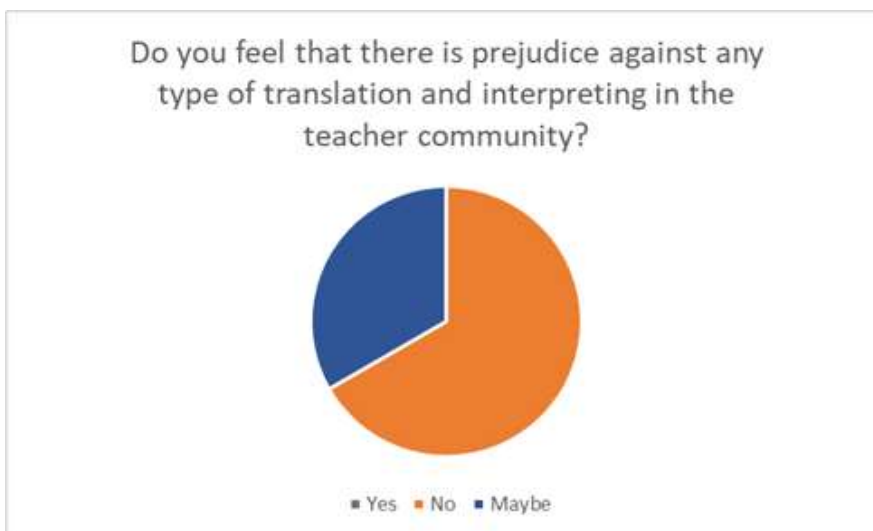


Figure 8: The graph illustrates that none of the participants reported believing in the existence of such prejudice.

In question nine, which focused on the effectiveness of teacher training courses, all primary English teachers felt adequately prepared to teach mediation activities. However, two secondary English teachers and two upper-level teachers expressed dissatisfaction with their level of preparation, as depicted in the graph below:

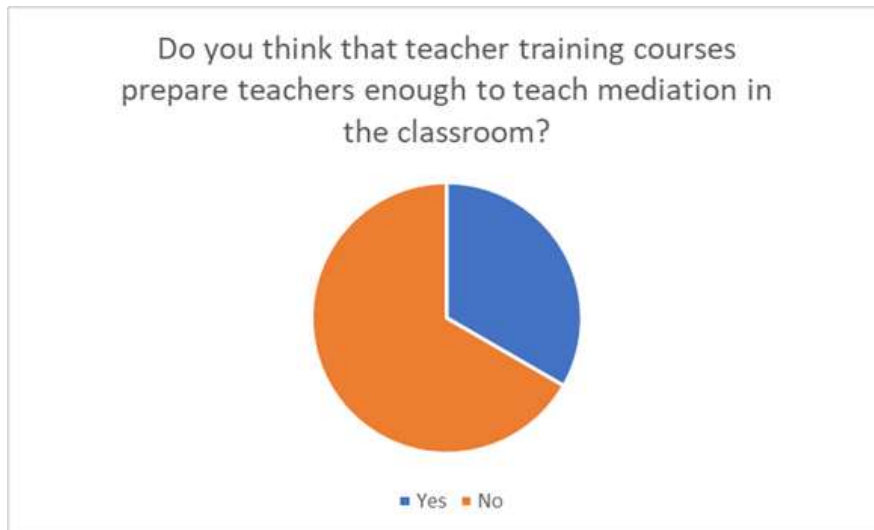


Figure 9: Graph illustrating the perceptions of participants regarding the effectiveness of teacher training courses in preparing them to teach mediation activities in language learning.

Regarding the availability of materials for teaching mediation and interpreting in question ten, all primary English teachers and upper-level English teachers believed they had sufficient materials for conducting mediation activities. However, two secondary school teachers felt otherwise, as shown in the graph below:

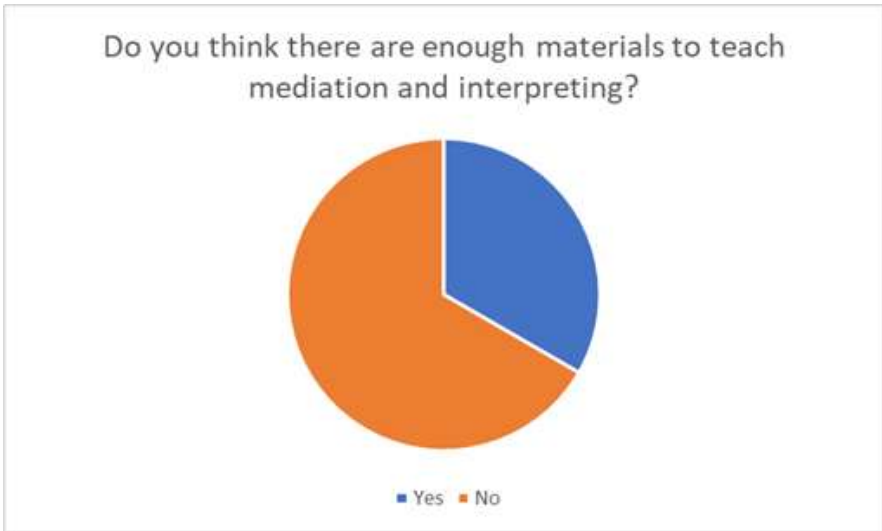


Figure 10: Graph representing participants' perspectives on the availability of materials for conducting mediation activities in language teaching.

When asked about the most frequently used activities in the final question, primary English teachers emphasized the use of role-playing and translation, as depicted in the graph below:

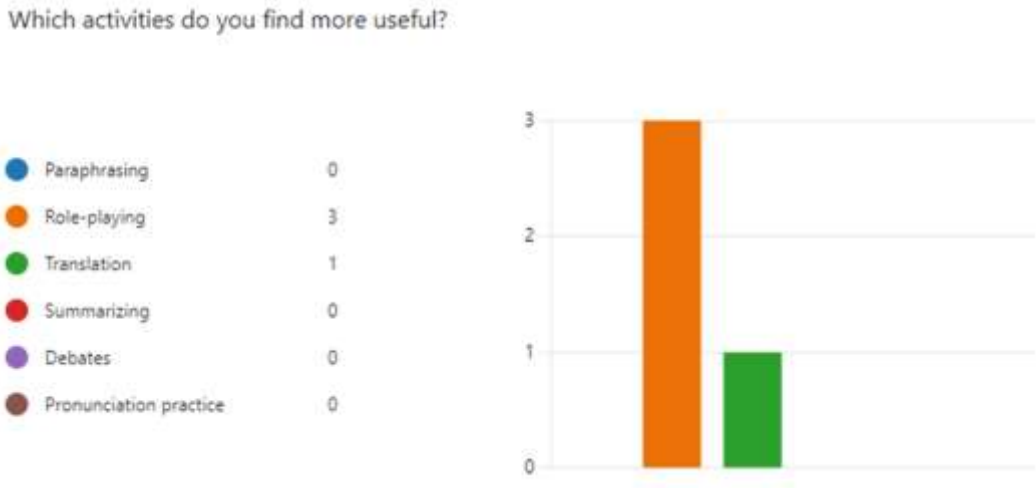


Figure 11: Graph showing the most frequently used activities in language learning, as reported by primary English teachers.

Secondary school English teachers indicated a greater emphasis on activities such as role-playing, debating, paraphrasing, and translation, as shown in the graph below:

Which activities do you find more useful?

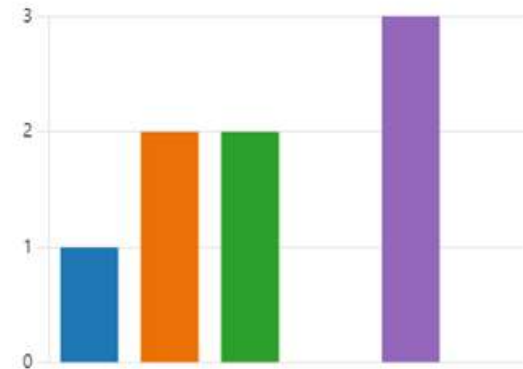


Figure 12: Graph showing the most frequently used activities in language learning, as reported by secondary English teachers.

Finally, upper-level English teachers reported using activities that involved debating, summarizing, pronunciation practice, and translation, as depicted in the graph below:

Which activities do you find more useful?

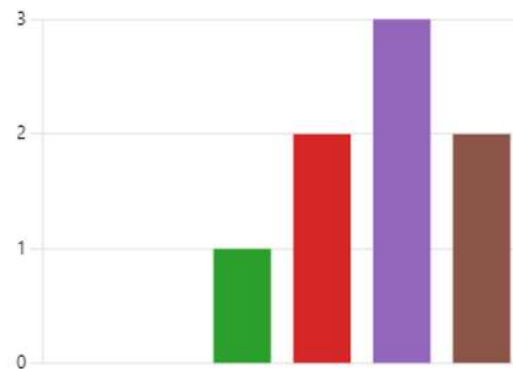
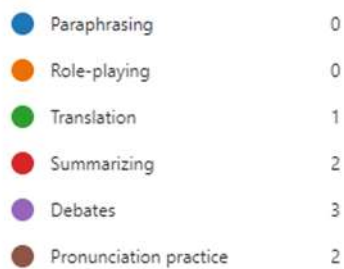


Figure 13: Graph showing the most frequently used activities in language learning, as reported by upper-level English teachers.

4.2 Textbook Analysis Results

In addition to the questionnaire and interviews, the analysis of three textbooks represented different English proficiency levels: beginner, intermediate, and advanced. Although none of the textbooks explicitly labeled activities as "mediation activities," all of them included relevant tasks.

Although I did not find any interlingual mediation activity, the beginner-level book, *All About Us* (A1), contained activities such as partner discussions, descriptions, and group work that had to do with interpreting meaning. These can be considered activities that support language mediation. While they may not fully encompass the entire process of mediation, they involve elements of mediation by facilitating communication, comprehension, and understanding in a language-learning context. These activities can promote cultural awareness and foster creativity. Students may need to explore the cultural context of the play, embody different characters, and interpret the script accordingly. This immersive experience enhances their understanding of language, culture, and intercultural communication. An example of a role-play activity from this book is provided below:



Figure 14: Role-play activity from the *All About Us* book

On the other hand, in the elementary-level book, *Network* (A2), I found an interlingual mediation activity in which you have to translate some sentences from the target language to the native language, as we can see in the following image:

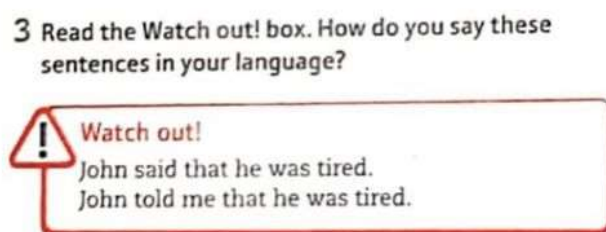


Figure 15: Translating activity from the book *Network*

Furthermore, similar to the *All About Us* book, it offered numerous intralingual activities for pair discussions, descriptions, and group work. Here we can see a describing exercise example:

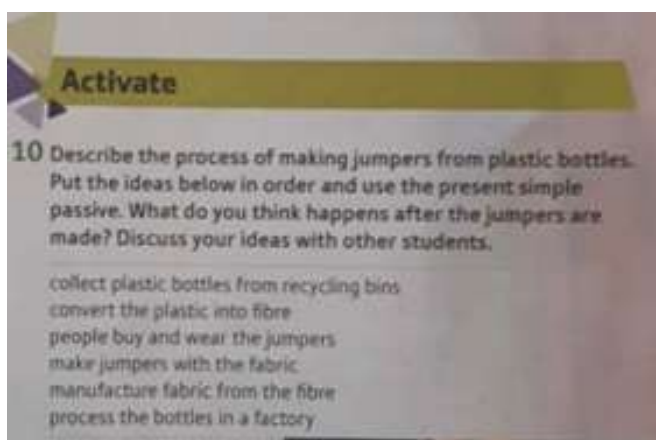
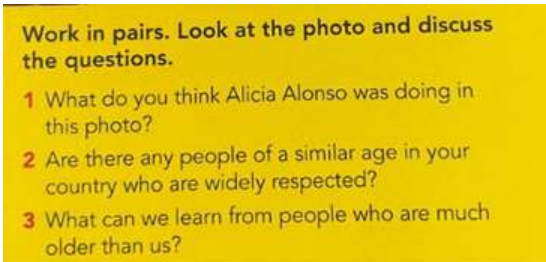


Figure 16: Describing activity from the book *All About Us*

When learners describe a place, they engage in the mediation process by transferring meaning from their understanding of the place to verbal or written language.

The intermediate-level book, *New Close-up*, didn't contain any activity about translation, interpretation, paraphrasing, summarizing, and note-taking. However, I found 10 activities focused on pair or group work, debates, critical thinking, and discussion. An example from this book is shown below:



Work in pairs. Look at the photo and discuss the questions.

- 1 What do you think Alicia Alonso was doing in this photo?
- 2 Are there any people of a similar age in your country who are widely respected?
- 3 What can we learn from people who are much older than us?

Figure 17: Discussion activity from the book *New Close-up*

In this activity, learners mediate language by presenting their viewpoints, based on the picture they are seeing.

5. DISCUSSION OF THE RESULTS

The questionnaire responses provided insights into the teachers' awareness, use, and perceptions of mediation activities, while the textbook analysis focused on the actual presence of such activities within instructional materials.

The questionnaire responses indicated different levels of awareness among the participating teachers. Primary English teachers initially demonstrated limited knowledge about mediation activities, with none of them being familiar with the term before the study. In contrast, secondary school and upper-level English teachers displayed a higher level of awareness, indicating a more comprehensive understanding of mediation activities.

However, the analysis of the textbooks revealed an interesting pattern. Despite the teachers' different levels of awareness and utilization, I only found one interlingual mediation activity. However, all three levels of textbooks (beginner, elementary, and intermediate) included mediation activities, although these activities were not explicitly labeled as such. If we compare both results, we can see that in both cases, the importance of mediation activities increases as the proficiency level of English increases.

Since there aren't many mediation activities in the textbooks, it suggests that textbook developers don't recognize the value and effectiveness of mediation in language learning. Furthermore, the absence of explicit labeling of these activities as "mediation activities" might lead teachers to overlook or not fully comprehend the potential benefits of engaging students in such tasks.

Based on the analysis of the results, several key findings emerge. Firstly, it is evident that primary English teachers tend to focus on more basic activities in their classrooms, which aligns with the content of beginner-level textbooks. This suggests that the textbooks provide a suitable match for the proficiency level and needs of primary school students since they have less content of mediation activities, and the ones found were simpler. This information is contrasted with the CEFR, since, as can be seen in point 3.2 of this project, it divides language proficiency into three broad categories (Basic User, Independent User, and Proficient User), increasing the complexity of the activities as that language proficiency was increased.

Furthermore, the primary English teachers initially displayed limited awareness of the concept of mediation activities. However, after being introduced to the concept, they acknowledged its benefits and reported using mediation extensively in their classes. This indicates that despite the lack of prior knowledge, these teachers have recognized the value of mediation in facilitating language learning for their students. This also highlights the importance of teacher training and professional development in introducing new pedagogical approaches and strategies.

In contrast, the primary English teachers expressed a belief that they have not been sufficiently prepared to teach mediation activities. This perception might stem from the fact that mediation activities may not be considered as important for primary school students, as some activities can become complex for them. This discrepancy between the perceived importance of mediation and the perceived lack of preparation suggests a potential gap in teacher training programs. Regarding this information, there should be made changes to provide primary English teachers with more comprehensive training and support in incorporating mediation activities effectively into their classrooms.

In contrast, secondary school English teachers displayed a higher level of awareness of mediation activities but reported using them less frequently compared to primary teachers. The reliance on mediation activities provided in the textbooks indicates a potential gap in their knowledge and understanding of the benefits of mediation. This may stem from their initial teacher training or the limited emphasis on mediation activities in secondary schools. Furthermore, they have shown less use of these activities than other teachers of other levels of English. To address this, additional training and support should be provided to enhance their understanding and use of mediation activities.

The upper-level English teachers demonstrated a good understanding of mediation activities, but their usage was contingent on the inclusion of such activities in the textbooks. However, they have shown that they use these activities more than secondary school English teachers. This suggests that these teachers rely heavily on the instructional materials provided to them and may require further guidance on how to create their own mediation activities or utilize external resources effectively.

The analysis of the textbooks representing different proficiency levels revealed a progressive inclusion of mediation activities as the difficulty level increased. This aligns with the concept of scaffolding instruction, where students are gradually introduced to more complex tasks and higher-order thinking skills. The inclusion of activities such as debates, critical thinking, and sentence transformation in the intermediate and advanced-level books indicates a recognition of the value of mediation activities in promoting linguistic and cognitive development.

This contrast highlights the need for bridging the gap between teachers' awareness and the explicit inclusion and recognition of mediation activities in instructional materials. By enhancing teacher training and professional development programs, educators can be better equipped to identify, implement, and maximize the potential of mediation activities in their classrooms. Additionally, textbook developers can play a vital role by clearly identifying and labeling mediation activities, and providing teachers with ready-to-use resources that facilitate effective integration.

6. CONCLUSION

This study aimed to explore mediation in language learning, focusing on teachers' awareness and use of mediation activities, as well as the presence of such activities in instructional materials.

The results obtained from the data analysis reveal that all teachers use them directly or indirectly, and mostly follow the activities found in textbooks. We can see a difference between primary teachers and high school or higher studies teachers.

This study clarifies how mediation exercises are used in contexts for language acquisition, and the findings highlight several key points regarding teachers' awareness, use, and the presence of mediation activities in instructional materials.

Firstly, the study demonstrates that primary English teachers, while initially lacking awareness of mediation activities, show a strong inclination to incorporate them into their classrooms. Despite their limited knowledge, primary teachers reported using mediation extensively and recognizing the benefits it offers for their students. However, they expressed a perception of inadequate preparation to effectively teach these activities, indicating a potential need for enhanced training and support in this area.

In contrast, secondary school English teachers displayed a higher level of awareness of mediation activities. However, their utilization of these activities was less frequent compared to the other English teachers, with a tendency to rely on the mediation tasks provided in textbooks. This raises the possibility that there may be an absence in their comprehension and application of mediation procedures, indicating the need for extra instruction and direction to encourage efficient implementation.

Furthermore, the study reveals that upper-level English teachers demonstrated a good understanding of mediation activities but relied heavily on the inclusion of such activities in textbooks. This reliance indicates the importance of providing teachers with guidance and resources to develop their own mediation activities and foster a more personalized and engaging learning experience for their students.

The analysis of instructional materials demonstrated a progressive inclusion of mediation activities as the proficiency level increased. However, the absence of interlingual activities and the explicit labeling of activities as "mediation activities" suggests the need for clearer identification and integration of such tasks within instructional materials.

Overall, this study emphasizes the importance of enhancing teachers' awareness, knowledge, and use of mediation activities in language learning classrooms. It highlights the need for comprehensive teacher training programs that prepare educators with the necessary pedagogical skills to effectively incorporate mediation strategies into their teaching practices.

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8. APPENDIX

A. Questionnaire

Mediation in language learning

This questionnaire is designed to gather information about the use of mediation in language learning.

Mediation in language learning refers to the process of using a mediator (a teacher, a peer, or a digital tool) to help learners understand and interpret new language input. Mediation can take many different forms, such as paraphrasing, translation, summarizing, or clarification.

Also, the use of mediation in language learning has gained increasing attention in recent years, as it has been found to be a highly effective way to support language learners.

* Obligatoria



1. What English proficiency level do you primarily train your students in?

*

- A1 (Beginner)
- A2 (Elementary)
- B1 (Intermediate)

2. Did you know what meditation in language learning was? *

Yes

No

3. Do you ever use translation and interpreting in class? *

Yes

No

4. If your answer was "yes" in the previous question, how much do you use it?

Always

Sometimes

Hardly ever

5. By using mediation, have your students learned the language better?

*

Yes

No

6. Where did you get these activities from? *

7. Has it been difficult for you to teach these types of activities? *

Yes

No

8. Do you think these types of activities are useful? *

Yes

No

9. Do you feel that there is prejudice against any type of translation and interpreting in the teacher community? *

Yes

No

Maybe

10. Do you think that teacher training courses prepare teachers enough to teach mediation in the classroom? *

Yes

No

11. Do you think there are enough materials to teach mediation and interpreting? *

Yes

No

12. Which activities do you use most? *

Paraphrasing

Role-playing

Translation

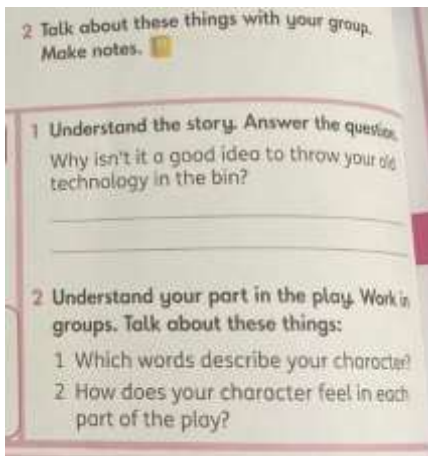
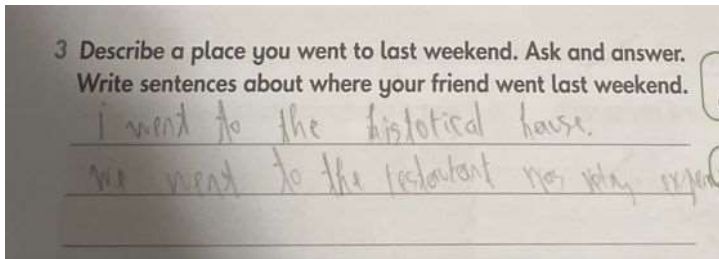
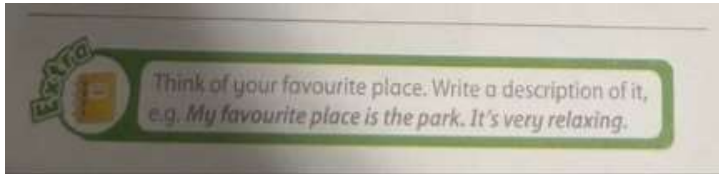
Summarizing

Debates

Pronunciation practice

B. Mediation activities in books

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Project task


🔍 Produce a campaign poster or video with ideas for how to reduce the use of plastic in your school, home and/or local area.

- 1 First make notes about:
 - ❑ Why it is important to reduce our use of plastic
 - ❑ How plastic affects the oceans negatively
 - ❑ Ways we can use less plastic, recycle more plastic or reuse plastic in interesting ways
 - ❑ How people can get involved
- 2 Find photos or draw pictures to use in your poster or video.
- 3 Create your poster or video.
- 4 Share it with the class.

Speaking

4 Describe the photographs. Talk for about one minute. Include the following information:

- What it is made from.
- How you think it is cooked.
- How you think it looks, smells, tastes, etc.
- Why you like or don't like it.



Activate

10 Describe the process of making jumpers from plastic bottles. Put the ideas below in order and use the present simple passive. What do you think happens after the jumpers are made? Discuss your ideas with other students.

collect plastic bottles from recycling bins
convert the plastic into fibre
people buy and wear the jumpers
make jumpers with the fabric
manufacture fabric from the fibre
process the bottles in a factory

3 Read the Watch out! box. How do you say these sentences in your language?

! Watch out!
John said that he was tired.
John told me that he was tired.

3. Day, Jeremy. (2021) New Close-Up. National Geographic learning.

Exam TASK

Collaborative task

Imagine that you're involved in a project to teach people about different cultures. Here are some ideas to think about. Talk to each other for about two minutes about why it would be useful to learn about these things.

```
graph TD; A[Why would it be useful to learn about these things to know more about another culture?]; B[films or literature]; C[local festivals and customs]; D[food and cooking techniques]; E[clothes, jewellery or costumes]; F[music or dance]; A --- B; A --- C; A --- D; A --- E; A --- F;
```

Now you have about a minute to decide which would be the most important thing to learn about if you wanted to know more about another culture.

Now complete the Exam Task.

Exam TIP

Finding key information in the text

- With some multiple-choice tasks you might need to choose the best option to complete a sentence stem (the beginning of a sentence). Read all the sentence stems first and underline the words which tell you what you need to read for.
- Then find the section of the text which corresponds to the underlined words in each sentence stem.
- Read the options carefully. Check them against the sections of the text you located and make your choice.

Exam TIP

Sentence transformation

- In this type of task, you need to rewrite a sentence without changing its meaning.
- Pay attention to the verb form you need to use. In many cases, the tense is the same as in the original sentence. However, it isn't always possible to use the original verb form.
- You can use contractions (e.g. *didn't*) or full forms (e.g. *did not*) – both are correct.

Work in pairs. Look at the photo and discuss the questions.

- 1 What do you think Alicia Alonso was doing in this photo?
- 2 Are there any people of a similar age in your country who are widely respected?
- 3 What can we learn from people who are much older than us?

PROJECT 1

Work in pairs. Role play giving advice to each other. Take turns to say you have one of these problems.

- You're too busy and stressed to relax.
- You're bored.
- You work really hard all week, and then you do nothing all weekend.

PROJECT 2

Do a survey of your friends and family.

Create questions to find out these things.

- What do they do to relax in their free time?
- What other activities do they do, and why (e.g. to keep fit, to learn something new)?
- Would they like to do any other activities if they had more time?

Conduct your survey. Then make a poster of your findings.

PROJECT 1

Work in groups. Make a list of five things that people your age often worry about. Think of a positive way of looking at each situation.

Think about:

- relationships
- work in the future
- studies
- your own ideas

Make a poster to show your ideas. Next time you're feeling negative, look at the poster!

PROJECT 2

Make an action plan. Think about a problem you are facing. Create a series of steps for dealing with it.

Think about:

- how you dealt with problems in the past
- the action you can take
- the things you do well
- people who can help you

Exam TIP

Dealing with disagreements

- In a collaborative speaking task, it's fine to disagree with your partner on some points – it means your discussion will be more interesting. However, you don't have time for a very lengthy discussion, so try to reach an agreement quickly.
- A useful technique is to say that your partner's idea is good or that your partner has said something valuable, but then try to give your own point of view.
- It's fine to allow your partner to 'win' an argument, as long as you've expressed your own opinion.
- If you really can't reach any kind of agreement, move on to the next point.

Exam TIP

Justifying opinions

In the collaborative task, it's important to justify your opinions in order to convince your partner to agree. The following techniques can be used.

- a Mention your own experiences.
- b Focus on a problem that something solves.
- c Imagine yourself in a particular situation.
- d Ask your partner to imagine being in a situation.
- e Think of a better solution to a problem.
- f Explain why something isn't relevant.