

Mediation in Language Learning and Teaching

BOOK OF ABSTRACTS (authors in alphabetical order)

dr Emma Abbate

TITLE: Mediation web tools and CEFR/CV "can do" descriptors as task's activators

ABSTRACT: The workshop aims to provide interested teachers with a strong practical background on how to implement mediation web tools in CLIL approach. Participants will have the opportunity to become familiar with practice examples of mediation tasks created starting from CEFR Companion Volume "can do" descriptors for mediation scale: they will be actively engaged in discussion on how to apply and embed them into the classroom routine and activities design.

Free-to-use and quite easy to access mediation ICT tools and their multiple benefits on students will be shared through a series of hands-on activities: the suggested tools can be adapted to be used by different age groups, from primary to secondary school level.

By the end of the workshop, participants will have access to the following set of materials:

- A framework for developing a mediation based approach to CLIL lessons
 - Carefully selected set of mediation tools
 - Procedures for CLIL tasks ideation activated by CEFR mediation descriptors
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dr Bhavna Bajarh

TITLE: Role of Interaction-based Learning in Inclusive Education

ABSTRACT: This study is focused on the effectiveness of Interactive Writing in teaching written English to Hearing Impaired (HI) learners at special schools of Punjab in India. Since language and literacy are like two sides of the same coin, literacy cannot be seen as the domain of the teaching profession exclusively. In fact, experts like linguists and speech-language pathologists (SLPs), who possess knowledge of key areas in language are equally responsible and contribute to teaching HI learners literacy. The census of India in 2001 recorded 1,261, 722 people with hearing impairment. Out of these, there were 53.4% of males and about 46.59% of females. Majority of HI people were found in rural India (approximately 81.06%). The 58th survey of the National Sample Survey Organisation (NSSO) estimated 18.49 million disabled population in India. Around 70 per cent of the total disabled population is said to have moderate to profound hearing impairment. Since literacy is the base of overall education, this study is an attempt to bring about a change in the field of deaf education in India. Given the fact that HI children show poor performance in literacy as compared to their hearing peers, research and documentation on Deaf literacy are imperative. Such studies are of vital importance to the educationists, linguist, SLPs and other experts from different fields. This study was conducted at different schools for Deaf in India selected through purposive sampling. It involves comparison of results fetched from writing samples of HI students in experimental and control groups. The experimental group (taught through IWA) showed significant improvement in written English skills as compared to the control group.

Izabela Bakota & Jolanta Rutkowska

TITLE: Teaching ESP through mediation

ABSTRACT: Learning a foreign language is more than just grammar or vocabulary. It is not enough to read or listen in order to understand. Nor is it enough to speak or write to get our message across. Even when we

have mastered all these skills, misunderstanding can happen. In order to avoid miscommunication, we need to mediate. Both teachers and learners have to mediate in various areas and on various levels and professionals do so even more frequently in their international working environments. This session aims at reflecting on teaching mediation - one of the crucial soft skills - in an ESP class.

dr Asta Balčiūnaitienė

TITLE: Development of speaking skills using innovative education strategies: Digital Storytelling Method (DSM) in EFL Classroom.

ABSTRACT: The aim of this research is to reveal students' speaking skills using innovative education strategies: the DST method in EFL classroom. The study involved two groups of C1 students and the research aimed to analyze the development of students' speaking skills based on the four criteria: fluency, grammatical accuracy, pronunciation accuracy, and coherence. The theoretical part discusses the theory of personalization, the DST method and its types, application, and the benefits of using various technologies in EFL classroom. During the research, DST method was used as a homework task that required students to choose the topic about famous Lithuanian artists and create a 2-5-minute video on their outstanding creative work. There were two stages for task evaluation: during the first one, students introduced the artists and interview scenarios, during the second one, students presented the video to the group, answered the questions and took part in the discussions.

After analyzing the collected data, it appeared that the method is suitable for developing students' speaking skills, especially for improving fluency and coherence and increasing learning motivation. Moreover, the integration of personal experiences into the language learning process using DST method has made a favourable impact on students' speaking skills development.

dr Ingeborg Birnie

TITLE: Online learning: bringing immersion language learning home

ABSTRACT: Gaelic is an endangered indigenous language of Scotland, which, as a result of ongoing language shift, is only spoken by approximately 1.1% of the population. This has resulted in the education system having become the main mechanism for Gaelic language acquisition, in particular Gaelic Medium Education: an immersion model that aims to ensure that children develop equal fluency and literacy in English and Gaelic and feel confident in using the language in a range of situations, both within as well as outside the classroom.

Most of the approximately 3,700 children (0.9% of the overall primary school population) enrolled in GME live in households where Gaelic is not spoken as the main language of the home, the family and the community, meaning that the only input they receive in the language is in the classroom.

This multi-modal small study aimed to explore how online learning materials and tasks could support the linguistic competencies of the children, but also their perceptions towards Gaelic which is typically considered to be a 'performance language' and a 'language for learning' rather than a daily communicative tool. Data was collected through interviews and questionnaires with teachers involved in delivering this immersion programme, parents of children enrolled in GME and by observing and assessing the children's linguistic proficiency and indicated that online learning activities and tasks, both based on synchronous and asynchronous tasks, resulted in greater confidence in the use of Gaelic and increased levels of proficiency. Furthermore, the use of technology "brought Gaelic home", allowing parents to share their children's language learning journey and helped foster positive attitudes towards the language, which are an indicator of language use later in life and thus the long-term future of the Gaelic language.

Dr Eva Braidwood

TITLE: Mediation in a CLIL-based course for future architects

ABSTRACT: To foster future architects' competence in mediating between professional, academic and social demands in shaping the urban environment, we have integrated the Urban Planning Seminar Course and the English for Academic Purposes (EAP) course. The aim of the urban planning course is to provide students of architecture with an understanding of the trajectory of urban design and planning represented by classic texts of the field and stimulating a comparison to the current global challenges. In our EAP courses at Oulu University students practice all modes of communication by processing demanding professional texts. The overlapping features of the two courses led teachers to hypothesize that combining some course tasks would create synergy, enhance students' learning, and prepare them better for their future careers.

This integration aimed to find engaging ways of exploring urban design concepts and formulating critical opinions to be demonstrated in an argumentative essay and a professional presentation. The timetables of the two courses, running parallel in the autumn semester, have been created in a way that the activities and assignments feed into each other. The compulsory literature comprises English academic and professional texts and Finnish professional publications. On the Urban Design and Planning course students discuss the readings in Finnish, but they give the presentation and write the essay in English. For this they get instruction and tutorial support on the EAP course. By completing the course assignments students practice both cross-linguistic mediation and mediation strategies. The requirement of formulating a topical response to the literature encourages students to become social agents, both as language learners and professionals in urban planning. The scaffolding activities also provide them with an awareness of the role of mediation in communication.

dr Beata Bury

TITLE: Spice it up! The use of digital escape rooms in teaching English for Electronics in distance education

ABSTRACT: Over the past few years, escape rooms have become increasingly popular educational tools that foster creative thinking,

increase student motivation and willingness to learn new content. Given the current situation, digital escape rooms support access to remote learning and give students a reason to try and understand the material. Educators design escape rooms as learning activities that consist of course content which students need to master in order to succeed. This paper reports on the use of Genial.ly to create escape rooms to actively engage students in revision of English for Electronics vocabulary. This article also provides insights into the effectiveness of using escape rooms for teaching English for Specific Purposes. The study was carried out at the secondary technical school and a total of 32 students of electronics participated in the experiment.

The results of this study indicate that careful and proper implementation of educational escape rooms positively impacts student engagement and learning. In a post-experiment survey students expressed their preference for the use of digital escape rooms in remote learning. This paper also offers a set of recommendations for teachers to help them design effective escape rooms to teach English for Specific Purposes in distance education in the time of COVID-19 crisis.

Riccardo Chiappini & Ethan Mansur

TITLE: Cross-linguistic mediation: Practical application of the CEFR/CV to the language classroom

ABSTRACT: In the CEFR/CV (Council of Europe 2020), the term mediation refers to when the “user/learner acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, [...] sometimes from one language to another (cross-linguistic mediation).” Our workshop will focus on cross-linguistic mediation.

In today’s globalized world, language learners are all bound to practice cross-linguistic mediation, whether or not they have been taught how to do so. Until recently this skill has been surprisingly overlooked in the second language classroom, given its numerous, real-life applications. However, with the new focus on mediation in the CEFR/CV, and the recent inclusion of mediation in numerous language programmes across

different educational contexts and sectors in Europe and beyond, this is beginning to change.

Working on cross-linguistic mediation in class increases the openness of language classrooms and encourages students to become global citizens and act in plurilingual and pluricultural spaces where they will need to use different languages to mediate between people and cultures.

The framework of the workshop will be as follows:

→ Introduction to cross-linguistic mediation in the CEFR/CV

→ Examples of cross-linguistic mediation tasks:

- 1) Tasks in which the source text is made available to the teacher;
- 2) Tasks in which the source text is not provided and the teacher or student is summoned to find or create one themselves.

→ Considerations for using cross-linguistic mediation tasks:

- Key elements
- Mediation strategies
- Other competencies

→ Challenges of cross-linguistic mediation tasks:

- The use of the L1 in the language classroom
- Using and giving feedback on cross-linguistic mediation tasks when teachers have low or no proficiency in their students' L1

dr Halina Chmiel-Bożek

TYTUŁ: Zadania z zakresu mediacji komunikacji w podręcznikach do nauki języka francuskiego dla szkół średnich

ABSTRAKT: Pojęcie mediacji w nauczaniu i uczeniu się języków obcych jest coraz bardziej zakorzenione w literaturze, jednak termin ten ma ewolucyjny charakter. Od publikacji Europejskiego Systemu Opisu Kształcenia Językowego w 2001 roku pojęcie mediacji zostało znacznie rozwinięte, rozszerzono także zakres możliwych działań mediacyjnych. Niniejsza prezentacja poświęcona jest terminowi „mediacja komunikacji”,

który pojawia się w opublikowanym w 2018 roku tomie uzupełniającym do ESOKJ i obejmuje tworzenie przestrzeni różnokulturowej, działanie w roli pośrednika w sytuacjach nieformalnych oraz ułatwianie komunikacji w delikatnych sytuacjach w przypadku nieporozumień. W oparciu o najnowsze publikacje, chcemy dowiedzieć się na czym polegać mogą zadania z zakresu „mediacji komunikacji” i, przede wszystkim, czy i w jaki sposób treści zawarte w tomie uzupełniającym do ESOKJ z 2018 wpływają na treści zawarte w najnowszych podręcznikach do nauki języka francuskiego. W referacie przedstawione zostaną wyniki analizy siedemnastu podręczników do nauki języka francuskiego dla szkół ponadpodstawowych pod kątem zawartych w nich zadań z zakresu mediacji komunikacji.

Aránzazu Cosido-García

TITLE: Mediation in Foreign Language teaching in Spain

ABSTRACT: International communication and mobility are a reality in today's Europe. Language mediation is one of the skills to be developed to be a competent language user, but what competences should teachers acquire to become competent language teachers and promote linguistic mediation?

The Council of Europe included mediation skills in the Common European Framework of Reference for Languages (CEFR) in 2001 but the concept and what mediation involves were not fully developed then. The CEFR Companion Volume (2018) explicitly mentions mediation among the skills a language learner must develop, and descriptors for the different levels of competence have been added.

Foreign languages, mainly English, are part of the core syllabus in the Spanish education system and are present throughout the different academic levels, from infant school to higher education, in all the regions and are one of the compulsory subjects in exam entry exams. Besides, there is a network of over 275 publicly funded Official Language Schools, “Escuelas Oficiales de Idiomas”. These schools teach and issue official certification on over twenty languages to people who hold a secondary education certificate. The education policy is established by the Ministry of Education and each of the regional authorities.

Mediation in foreign languages has been included in the curriculum for secondary education in some regions but all the Official Language Schools have included mediation skills as part of their exams since 2019, however, teachers have received little or no training on what language mediation is or how to include it in their language classes.

The main point of the presentation will be to try to show some light on what foreign language teachers in Spain know about linguistic mediation, from the results of a survey carried out earlier this year and what kind of mediation tasks are included in the Official Language School exams.

dr Anna Czura

TITLE: Mediation sessions as a formative assessment tool in Virtual Exchange

ABSTRACT: Virtual exchange (VE), also termed as intercultural online exchange or telecollaboration, is understood here as an educational programme in which groups of students from diverse geographical, cultural and linguistic backgrounds interact and collaborate online under the guidance of their teachers or facilitators. Although it cannot be treated as a substitute for face-to-face mobility, virtual exchange offers a valuable alternative and presents itself as a valid strategy of promoting internationalisation at home and internationalisation of the curriculum. Despite the growing popularity of VE projects in FL education around the world, there is an acute shortage of empirical studies and practical publications alike on the topic of assessment in such educational programmes. Assessment in VE projects poses a considerable challenge as it is 1. culture-dependent and, hence, largely determined by an educational and institutional context; 2. multifaceted – embracing not only linguistic but also intercultural and digital components and 3. of dynamic, interactive nature and, hence, unpredictable.

This workshop aims to discuss possible ways of using mediation sessions as means of providing VE participants with qualitative feedback on their online cooperation. Mediating sessions are understood here as face-to-face discussions conducted by the teacher in the home institution about different aspects of VE – language/content learning, intercultural incidents, problems encountered during synchronous and asynchronous

communication with VE partners and other issues related to VE voiced by students. After a brief introduction to Virtual Exchange in foreign language teaching and an overview of results of the ASSESSnet project concerning assessment in such educational programmes, the participants will be invited to design a successful mediation session that aim to help students involved in a VE project to discuss and critically reflect on their experience of cooperating online with peers from other cultural backgrounds.

Acknowledgements: The “ASSESSnet: Language assessment in virtual mobility initiatives at tertiary level – teachers’ beliefs, practices and perceptions” project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 845783.

dr Irina Dincă

TITLE: Cross-linguistic and cross-cultural mediation in teaching Romanian as second language

ABSTRACT: This paper refers to a series of strategies for developing students' cross-linguistic and cross-cultural mediation skills in the process of teaching Romanian as a second language. The methodological premises of this approach are provided by the theoretical perspectives and application suggestions provided by the Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume, published in 2020. This volume develops an action-oriented model, in which reception and production, the traditional communicative activities, are connected with interaction and mediation, by integrating the linguistic act in a broader plurilingual and pluricultural context. From this perspective, mediation activities and strategies gain an important role in the formation of the overall language proficiency, involving simultaneously comprehension, production and interaction. Strategies for developing mediation skills involve the gradual selection of activities with increasing difficulty, depending on the descriptors corresponding to the levels of language proficiency of the students. In correlation with the sets of descriptors corresponding to the mediation of a text, the mediation of concepts and the mediation of

communication, there can be developed various types of mediation activities that can be implemented in different stages of teaching a second language. Among the benefits of using mediation activities are the development of the communicative language competences, especially the sociolinguistic and pragmatic competences, as well as increasing students' motivation through their emotional involvement and exploring their plurilingual and pluricultural repertoires. In addition to this, the strategies for developing mediation skills also involve a progressive transition from the passive reception activities to the active involvement in production activities and the interactive use of the accumulated linguistic knowledge, stimulating the conscious and creative assimilation of the Romanian language by foreign students.

dr Agnieszka Dzieciół-Pędich

TITLE: CLASSROOM-BASED ASSESSMENT FOR STUDENTS WITH SPECIFIC LEARNING DIFFERENCES (SPLDS)

ABSTRACT: Effective assessment identifies learners' individual strengths and needs and provides information about learner progress. However, the accommodation of the needs of students with specific learning differences (SpLD) has long been neglected in second language assessment. Even though classroom-based assessment is often informal and low-stake, achievement in tests can have a substantial influence on students' self-esteem, self-confidence, self-worth and motivation which might be really low in students who have specific learning differences. Classroom-based assessment procedures for students with SpLDs should be valid i.e. they should give accurate information about the learners' competence, and fair i.e. they should provide adequate opportunities for learners to display what they know. The aim of the talk is threefold. First, SpLDs will be defined i.e. dyslexia, dyspraxia, dyscalculia, ADHD and autism. In the second part of the talk it will be shown how these differences affect learning foreign languages and test taking. The third part of the talk will be devoted to a brief overview of key constructs in language assessment, types of testing accommodations for students with SpLDs and methods of selecting accommodations during classroom-based assessment. The testing

accommodations will be discussed for students who learn languages at tertiary level.

dr María Magdalena Escobar Mendoza

TITLE: The mediation of learners' goals and reflection in strategic language learning

ABSTRACT: Sociocultural theory has the potential not only to inform research and understanding of human developmental processes, but also praxis-based research (Lantolf, et al, 2015). In particular, the notion of mediation and activity theory can help explicate the mechanisms and nature of learners' strategies. From this perspective, learning strategies are fundamentally shaped by the specific activities in which learners engage, such as active participation activities and reflective thinking (Donato & McCormick, 1994; Gao, 2013; Parks & Raymond, 2004). Likewise, learners' language goals seem to have a significant role in how strategic learning progressively develops (Gillette, 1994; Da Silva, 2008). This presentation reports on the mediation of learners' goals and their reflections on learning. A portfolio project and a learning journal were implemented in a language classroom of a public university in Mexico for the purpose of the study. Students' written reflections over a fourteen-week period were analysed using qualitative methods.

Peter Gee

TITLE: The use of mediation to design and teach an ESAP course in legal education

ABSTRACT: Encouraging clients to seek mediation rather than engage in possibly expensive and lengthy court proceedings has been a significant development in the legal practices in Poland. To better prepare student lawyers for this task the first client mediation competition was held at Lublin University in 2018. The organisers devised a number of scenarios based around a particular point of law. For each scenario a pair of students interact with an actor, who plays the role of a potential

client requiring legal assistance. The student's performance was graded by using the criteria from the International Business mediation competition in Vienna.

In order to prepare student lawyers for future competitions, it was proposed that a training course be organised jointly between legal and EAP practitioners.

The presentation will present an analysis of the discrete language skills required by mediation criteria and how this can be mapped on the CEFR criteria for mediation and interaction. This mapping exercise provided the basis for the course syllabus, and the content and assessment materials of the English language element of the course.

The presentation will also discuss the wider application of the CEFR mediation criteria to ESAP course development and interdisciplinary cooperation.

Eliza Illukiewicz

TITLE: The dark side of learning languages. Results of a pilot study on polyglots.

ABSTRACT: The pilot study on polyglots' opinions on learning obstacles presents the results of the discussion panel held at the world's biggest international event for polyglots and language lovers: Polyglot Gathering (PG) 2021. This paper calls into question whether polyglots have problems learning foreign languages, and if so, what kind of problems they may have, and how they manage to overcome them. In order to investigate polyglots' opinions on learning challenges, a quantitative study was conducted. Numerical data was gathered and analyzed. The group of about 90 participants answered questions via an online questionnaire. Questions were shown to respondents during the discussion panel during the PG (and everyone could see answers) in real-time. After the discussion, the data was combined and analyzed. According to the results of the pilot study polyglots are widely considered to be doubt- and frustration-free while learning languages. Probably the joy of learning languages drowns out the frustrations, so they are invisible to observers' eyes. As a result, it seems that a multilingual person does not face problems at all. However, the passion for

languages does not imply that they do not get frustrated which will be demonstrated in the paper.

dr Evelina Jaleniauskienė i Donata Lisaitė

TITLE: Action-oriented approach via project-based learning: University students' perceptions

ABSTRACT: The Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion volume (Council of Europe, 2020) highlights the action-oriented approach as the most promising approach for learning languages. To translate this approach into practice, in our study we adopted one of the inquiry-based methods, i.e., project-based learning. In an attempt to implement it rigorously, we designed two language learning projects based on the research-informed elements of project-based learning. Specifically, the projects were aimed at the second-year students at a technical university enrolled in the course of Academic and Professional Communication in English (Level C1), which was implemented online due to the COVID-19 pandemic. The aim of the study was to collect students' perceptions of this method in terms of three aspects: 1) acquisition of major-related knowledge, 2) procedural aspects of the implementation of the projects, and 3) development of general and communicative linguistic competences. The students were asked to keep individual reflective learning journals and this data was analyzed using the inductive thematic analysis. The results revealed that although learners could not assess their linguistic development adequately, learning through projects led to a number of non-linguistic gains, e.g., acquisition of additional major-related knowledge in a meaningful way and development of a set of skills necessary for future employment and increasingly popular project work. We believe that our research will benefit language educators in various ways: we aim to raise awareness in terms of implementing the action-oriented approach via rigorous project-based learning, showcase the results it may lead to as well as reveal the multifaceted nature of language education.

TITLE: Teaching English online from the multinational perspective

ABSTRACT: The outbreak of the COVID-19 pandemic paralysed the established solutions in the worlds of medicine, government and education. As a result of the direct danger caused by the dynamic widespread of the virus, schools of different types, including universities, were closed for almost a year, changing the approach to education and ultimately the teacher-learner relationship. It is estimated that globally, over 1.2 billion children are learning outside the classroom. Education principles shifted from proximity to distance, from presence to remoteness, from traditional methodology to increased use of digital sources (whether it is language apps, virtual tutoring, video conferencing tools, or online learning software). The aim of the paper is to present the new teaching perspective comparing challenges and opportunities regarding teaching and learning online during the pandemic worldwide. The used methodology is analysis of narratives prepared by teachers from 10 countries referring to their experience on new teaching situations and suggestions for good practices. The findings of this study shed light on the diversity of approaches to online teaching worldwide and at the same time on the complexity of the difficulties caused by the pandemic.

Tatiana Kleymenova

TITLE: Marking the teacher's mediation role in flipped classroom.

ABSTRACT: The flipped classroom integration to ESL teaching can be a right idea to increase the student autonomy while creating a new way of teacher's mediation in the learning process. While the ideas of how to organize the flipped classroom are clearly defined, the changing role of a teacher is still uncertain. The what-to-do theory of flipped classroom handling tends to go against the practical teacher performance who sometimes overacts/underacts when exercising his new role. In this article the author analyses her practical experience in organizing flipped learning and reflects on her own mistakes when performing ESL mediation in a flipped classroom.

In the first part of the article the author explains her approach for flipped classroom organization. Then she shares the experience of her own performance as a flipped-classroom teacher and then exposes the weak points of her mediation work. At last, she features her recommendations on ESL mediation in flipped classroom that would encourage student autonomy.

dr hab. Radosław Kucharczyk

TYTUŁ: Miejsce mediacji w certyfikowaniu kompetencji językowych

ABSTRAKT: Pojęcie mediacji jest pojęciem stosunkowo nowym dla dydaktyki nauczania języków obcych. Pojawia się ono w 2001 r. jako jedno z działań językowych (obok działań receptywnych, produktywnych oraz interakcyjnych) wyróżnionych przez twórców Europejskiego Systemu Opisu Kształcenia Językowego. Nie da się ukryć, że w tym dokumencie mediacja jest opisana dość pobieżnie. Obejmuje ona takie działania dydaktyczne, jak tłumaczenie (ustne i pisemne), przetwarzanie tekstów (przede wszystkim specjalistycznych) oraz ich streszczanie. Również strategie umożliwiające użytkownikowi języka działania mediacyjne są potraktowane „po macoszemu”, ponieważ autorzy ESOKJ wymieniają kilka nielicznych (i w niewielkim stopniu zoperacjonalizowanych strategii) ułatwiających użytkownikowi języka działania mediacyjne. Brakuje również deskryptorów działań mediacyjnych dla poszczególnych poziomów biegłości językowej. Dopiero wraz z pojawieniem się w 2018 r. uzupełniającej wersji ESOKJ pojęcie mediacji zyskuje na znaczeniu, a jej definicja obejmuje nowe – dotychczas pomijane w piśmiennictwie glottodydaktycznym – obszary. Autorzy dokumentu wyróżniają trzy główne obszary działań mediacyjnych: mediację tekstu, mediację pojęć oraz mediację komunikacji. Ponadto uściślają i operacjonalizują strategie mediacyjne. Co więcej, dla każdego z poziomów biegłości językowej proponują deskryptory działań mediacyjnych. Można więc przyjąć, że mediacja

staje się pełnoprawną sprawnością językową, którą należy rozwijać w czasie procesu kształcenia językowego.

W niniejszym referacie postaramy się odpowiedzieć na pytanie, jaką rolę odgrywa mediacja w procesie certyfikowania kompetencji językowych, a dokładniej czy stanowi ona jedną z technik oceniania sprawności komunikacyjnych (słuchanie, czytanie) lub językowych (gramatyka, słownictwo), czy jest niezależną sprawnością podlegającą ocenie.

Prof. Waldemar Martyniuk

TITLE: The concept of Mediation in the CEFR-Companion Volume 2020: reaching out beyond language education

ABSTRACT: The Common European Framework of Reference for Languages – CEFR (Council of Europe 2001) has served the language education community in Europe and beyond for over twenty years now. Published by the Language Policy Division of the Council of Europe as a draft in 1998 and in its final, English and French versions in 2001, the document quickly gained the status of a standard European reference for learning, teaching, and assessment in foreign language education. Translated by now (June 2021) into over 40 languages, the CEFR was noticed with considerable interest and is currently used all over the world in language policy and planning, curriculum and material design, and, most frequently, as a standard reference in assessment and certification of proficiency in foreign languages. In 2014, a group of experts was commissioned by the Council of Europe to review, complement, and supplement the original 2001 publication, drawing on the experience gathered over the twenty years of its use. In my contribution, the results of their work are briefly presented and commented upon, with the intention to indicate and underline those aspects of the new ‘face’ of the CEFR that reveal the educational potential of its approach that reaches well beyond the area of foreign language learning, teaching, and assessment.

Vaida Misevičiūtė

TITLE: Teaching debate-mediation lessons for life

ABSTRACT: English teaching at a C1 level often focuses on more than simple acquisition of language (grammar). In fact, it is important to include lifelong learning skills along with the improvement of language. A debate in an ESL classroom becomes a perfect example of a task where direct language skills (argumentation phrases, grammar for successful debate, intonation) are combined with such key skills as critical thinking, responsibility, and very importantly mediation. This is a fun task as students may choose any debatable topic of their interest, yet they unconsciously grasp the idea that the debate is not about winning. Rather it is about respecting and tolerating difference, empowering people to express ideas, but most importantly, teaching to agree to disagree. The task is extremely important in ESL classrooms as argumentation traditions are different around the world, and mediation comes as a key component in raising plurilingual citizens in pluricultural societies.

Yoko Mori

TITLE: Creating a Safe Learning Environment in an English Classroom in Japanese Higher Education

ABSTRACT: In the past few decades, good practices in English learning have been the focus in Japanese higher education. With internationalization of higher education, many Japanese universities have started to gradually change their regular classes into English Medium Instruction. Along with such movement, interactive teaching has become the norm from the traditional teacher-centered lecture style. How Japanese students are responding to this internationalization movement is interesting. Focusing on an English language classroom in a Japanese university, I am amazed to see the number of students wearing masks during class hours---regardless classes currently being online.

This presentation is important to understand what could be interpreted as unwillingness-to-communicate (UTC) in English. While masks are mainly used for medical purposes, mask-wearing in language learning classrooms in Japan has received less attention. Burgess and Horii (2012) argue, "Mask-wearing is only one form of a wider culture of risk, a self-protective risk ritual" (p. 1184). I am interested to see if this mask-wearing custom in an English classroom in Japan is, by any way, a 'self-protective risk ritual' in the sense that embarrassment or shame (haji, in Japanese) might be mitigated by covering face: literally, 'saving face' when students make mistakes in presentations.

Theoretically, the concept of UTC will guide how to interpret mask-wearing students' emotions, and practically, by exploring and capturing the correlation between mask-wearing and UTC, this study hopes to help teachers create a safe learning environment for students to feel comfortable in presenting their feelings or opinions in a language classroom, which otherwise would create anxiety for students' English communication.

Jolanta Morytz

TYTUŁ: Mediacja jako przestrzeń spotkania różnych języków i kultur

ABSTRAKT: Dzięki wspólnej europejskiej polityce językowej i publikacji CEFR (2001) pojęcie mediacji weszło do dydaktyki języków obcych i zagościło w niej na stałe. Jednakże w ostatnich latach wraz z wieloma dynamicznymi zmianami o charakterze polityczno-społecznym, ruchami migracyjnymi i rozwojem nowych technologii Rada Europy była zmuszona zdefiniować nowe zjawiska i wprowadzić innowacje do europejskiej polityki językowej. W opublikowanym w 2018 roku „Companion Volume with new Descriptors” zaproponowano wiele istotnych zmian, dotyczą one m.in. rozszerzenia pojęcia interakcji i mediacji. Mediacja w zaproponowanym ujęciu to nie tylko wymiar międzyjęzykowy, poznawczy, czy pedagogiczny, lecz również rozwijanie umiejętności międzykulturowego współdziałania w relacjach międzyludzkich. Obowiązkiem dydaktycznym nauczyciela jest wyposażenie uczących się nie tylko w kompetencje lingwistyczne, ale

również w stosowne instrumenty pomagające rozwijać kompetencję interkulturową. W niniejszym wystąpieniu uwaga skupia się na rozwijaniu postawy mediatora interkulturowego podczas lekcji języka obcego. Na przykładzie działań pedagogicznych opartych na technikach Collaborative Learning: CL omówione zostanie, jak w ramach tzw. dobrych praktyk, nabywanie interkulturowej kompetencji komunikacyjnej można wzbogacić i przekształcić w zdobywanie umiejętności mediacji kulturowej. Omówione przykłady skupią się nie tylko na warstwie słownej, również na warstwie pozawerbalnej i rozszyfrowaniu kodów stojących u podstaw skryptów kulturowych.

Dr Sabina A. Nowak

TITLE: The Use of Mediation in Language Education

ABSTRACT: Even though mediation was introduced in CEFR Companion Volume some time ago (Council of Europe, 2018), it is still perceived by language teachers as a new phenomenon. Teachers are hardly familiar with mediation strategies, as they are understood as “part of teachers’ pedagogical competence rather than professional communicative competence” (Perevertkina, et al., 2020, p. 25). The aim of the paper is to discuss various types of mediation, namely cultural, social, and pedagogic (North & Piccardo, 2016) to show its impact on contemporary language education. The narrative study presents a corpus of negative discourse, delivered by teachers to learners, which can be altered by a mediated learning experience (MLE) (Feuerstein et al., 2010). It further explains how mediation can facilitate the process of learning and improve the quality of communication between teachers and learners. It also raises the problem of how awareness-raising questions (ARQ), or “mediative questioning” (Costa et al., 2016, p. 61), may develop positive thinking and growth mindset (Dweck, 2006) among learners. It shows how the use of non-confrontational statements may have an influence on the learning environment. Overall, the study explains the role of mediation in communication and shows how to implement didactic mediation (Sujecka-Zajac, 2017) effectively in language learning and teaching.

TITLE: BUILDING ON EFFECTIVE PRACTICES FOR REMOTE TEACHING

ABSTRACT: Each teacher needs some new ideas to make the class more enjoyable. This is especially true these days when the Covid-19 outbreak made it difficult to increase participation in distance learning, which was inevitable. This study aims to prove that English as a Foreign Language teachers need to change their teaching style and enrich classroom activities through the use of technology. However, it can be difficult to choose the right activities for the best results. They should find some ways to speak the same language with the rising generation. Furthermore, teenagers are getting bored with using the same technological tools over and over again, although they are used for different purposes. All activities proposed in this study were related to EFL classes by students in the distance learning semester caused by the outbreak of Covid-19 and were successfully completed. The study lasted four weeks and 25 students attended the classes. The activities were as follows:

Mindful Monday in which students learned the importance of resilience;

Define Yourself with a GIF in which the students expressed their emotions in a different way ;

Photo-telling in which the students enhanced their critical thinking skills;

#iamlearningenglish which help their awareness of self-recognition;

Movie Buffs in the Class in which the students improved their productive and receptive skills;

Raising Students Voice in which the students improved their writing skills;

Are You Safe Online? which helps the students to learn how to stay safe in an online environment.

Students voluntarily responded to a survey to give feedback on the study. The students enjoyed all the activities and at the end of the process it was noticed that the students' anxiety about learning English and speaking stress decreased. The study can be applied at each level with some modifications according to the age of the learners.

TITLE: Language Teaching and Learning Through COVID-19: Insights from 6,000+ Respondents

ABSTRACT: During the first wave of the COVID-19 pandemic, over 6,000 language (mostly ESOL) teachers and learners from 118 countries filled out an online questionnaire investigating their handling of the transition to emergency remote instruction.

Inferential analyses of responses from language instructors indicate that:

- gender was predictive of teacher engagement, but not negative affect, psychological overload, perception of student coping, or concerns about learning outcomes;
- teachers coped better when they worked in higher education and used real-time synchronous delivery;
- educators in developing countries were more engaged;
- psychological overload was mediated by perception of student coping;
- instructors' stress levels were affected by anxiety about the future, living conditions, self-acceptance, appraisal of the situational impact, course optionality, and perceived effectiveness of virtual delivery;
- teachers felt that remote instruction depressed students' progress by around 64% (!) compared with in-person classes;
- future learning outcomes are the biggest cause for concern in beginner-level classes;
- the breakup of some constructs in clusters of naturally correlating variables suggest that in crisis situations these may function differently than during 'business as usual'.

All the survey respondents also answered questions about the languages they speak and CEFR-aligned level of competence in each. We will demonstrate how the number of languages spoken weighted by the proficiency level moderates participants' coping behaviour in and attitudes to emergency remote instruction.

We also discuss factors distinguishing better- and worse-coping language learners.

prof. Michał B. Paradowski

TITLE: Plurilingual Pedagogies in Heteroglossic Classroom Environments

ABSTRACT: Despite the current world fame and popularity of the concept of translanguaging (TRLNG) in the scholarly literature and among teachers “on the ground,” it is not without problems, which will be examined basing on an extensive overview of current pedagogical and research literature (k = 110; Author, 2021; under review). Among the many caveats, we shall see how TRLNG may be less transformative and critical than has been suggested. We will also notice that TRLNG practices may unintentionally reproduce disadvantages and reinforce inequalities and the hegemony of majority languages, where language singletons in particular face steeper challenges. Moreover, not all students appreciate the opportunity to use their home language(s), pupils may not find the practice liberating at all, and it may actually cause a decrease in well-being. Finally, foreign language classrooms in particular require the reconciliation of many conflicting goals, necessitating a trade-off between the need to ‘cover’ the curriculum within the allocated time, doing so in a manner comprehensible to the students, and providing sufficient exposure to the concepts in the language of instruction, and the need to balance the acknowledgment of students’ linguistic diversity, freedom of expression, and respect for the equality of languages with making them learn the register or language that is the target of instruction.

Naturally, many aspects and practices of TRLNG are worthwhile and salvageable. The final minutes of the talk will focus on these, concluding with a recommendation of more critically aware and reflective plurilingual pedagogies that always take into account the circumstances and ecologies of the classroom and the subjectivities of the students (see e.g., Byrnes, 2020).

TITLE: Affordances and Challenges of Mixed Methods Needs Analysis for the Development of Language Courses in the EFL Context

ABSTRACT: Many language education scholars and researchers have established a variety of theories and disciplines, particularly focusing on methodological issues in foreign language education. Hutchings (2007) argues that theory is essential in language education because it involves a process of “meaning-making and knowledge-building” (p. 3). This process takes different forms with a variety of sources and disciplinary expertise (Hutchings, 2007). Parker (2009) maintains that strong educational theories are needed to make the research application eligible in the educational context. Healey, Matthews, and Cook-Sather (2019) also state that many researchers have become intrigued in foreign language education in higher education with their disciplinary interests and have encountered new literature and unfamiliar methods and genres. Concerning this, Hutchings (2007) underscores the apprehension between theory and practice due to diverse applications in language education. Miller-Young and Yeo (2015) illuminate that theory and methodology are implicitly and explicitly connected to each other, indicating that theory as the assumptions about how people learn and methodology as the assumptions about why and how a study is conducted. This essay discusses the conceptions of needs analysis, characteristics of mixed methods research, and the promises and pitfalls of mixed methods needs analysis for the development of ESL/EFL language courses. The pedagogical implications will be discussed in the presentation session.

Livija Pribanić

TITLE: Mediation in Croatian schools - challenges and solutions

ABSTRACT: The process of school reform in Croatia began in 2015 when groups of experts started creating new curricula for a wide variety of subjects. English language as an EFL subject has always been actively engaged in following modern trends in teaching methodologies. It is for this reason that the new curriculum was student-centered

focusing on learning outcomes and accentuating communicative approach in teaching. Language mediation has been introduced as an important element yet only in two final years of high-school education. Moreover, it is one of the elements that is assessed summatively. This huge change happened in the school year 2019/20 and has brought many challenges to light: How to teach language mediation? Is mediation translation only? How are mediation activities different from speaking or writing activities? How to assess language mediation? This paper describes the process of introduction of language mediation to Croatian national curriculum for English as a foreign language providing examples of materials used for teacher trainings. It also discusses the challenges that teachers have been facing and provides examples of practical solutions that have been implemented so far.

dr Piotr Romanowski

TITLE: POLISH L3 TEACHERS' PERCEPTIONS OF MULTILINGUALISM: LANGUAGE AWARENESS, CROSS-LINGUISTIC INFLUENCE AND THE FACILITATIVE ROLE OF L2 ENGLISH

ABSTRACT: Research has shown that multilinguals demonstrate superior metalinguistic and metacognitive abilities, such as the ability to draw comparisons between different languages and to reflect on and employ appropriate learning strategies. However, it has also been accentuated that multilingualism does not automatically enhance further language learning if learners are not supported by the school environment. Learning L3, L4 or Ln is attained best when language users avail themselves and are aware of the existence of their overall linguistic knowledge. In consequence, teachers' understanding of and beliefs about multilingual pedagogies are central as they affect the manner in which a language learner's multilingualism is facilitated in the educational setting. That being said, it may be assumed that the knowledge of teachers' perceptions is critical and central to the understanding of their decision-making processes in the classroom as well as dilemmas pertaining to multilingual pedagogies.

In this talk, I will discuss L3 foreign language teachers' beliefs about multilingualism and multilingual pedagogies. I will draw on the data collected through focus-group discussions conducted with 2 cohorts of

Polish L3 teachers (of German, French and Spanish). A careful analysis, qualitative in nature, revealed a few recurring themes, e.g. language awareness, prior linguistic knowledge, cross-linguistic influence, the use of multilingual pedagogies, i.e. translanguaging, and the auxiliary role of L2 English. Their meticulous examination sheds light on the urgency of training teachers in the use of multilingual pedagogies.

Olga Eva Rutkovska-Lis

TITLE: Embedding and utilising the concept of mediation in developing student-oriented tasks. UK HE perspective

ABSTRACT: Pre-sessional courses in UK HE are aimed at bridging language and study skills gaps through immersing students in engaging, culturally enhancing and tailored programmes. The design of such programmes focuses on developing essential UK HE student skills set at the core of which are collaboration, cooperation, negotiation, criticality and reflection.

This presentation aims to illustrate how mediation lies at the heart of developing university pre-sessional courses, and share few ideas based on the University of York example. It is hoped that curricula developers and teaching practitioners alike can use this as a springboard for discussing effectivity and efficiency of such an approach to the development of students participating in these intense, relatively short and high-stakes courses as well as sharing good practice.

dr Małgorzata Rzeźnik-Knotek

TYTUŁ: Nauka języków online podczas pandemii - doświadczenia PJATK.

ABSTRAKT: Nauczanie zdalne jest obecne w szkolnictwie wyższym od wielu lat, w Polsko-Japońskiej Akademii Technik Komputerowych od 2000 roku. Jednak, o ile wcześniej obejmowało tylko osoby, które były takim rozwiązaniem zainteresowane i świadomie je wybierały, w okresie

pandemii objęło wszystkich, w dodatku bez możliwości wcześniejszego przygotowania.

Warto podkreślić, że metody pracy i narzędzia dostępne obecnie pozwalają na zupełnie inne formaty zajęć, niż tradycyjne, zresztą wciąż obecne w ofertach uczelni, kursy asynchroniczne.

W wystąpieniu przedstawione będą wyniki ankiety przeprowadzonej wśród studentów PJATK, dotyczącej nauczania synchronicznego na platformie Teams podczas pandemii. Ankieta potwierdziła wiele popularnych opinii na temat przydatności e-nauczania i gotowości zarówno uczących się, jak i nauczycieli do przejścia na taki model pracy, ale także wykazała, że wciąż nie jest to preferowana forma nauki dla wszystkich. Zidentyfikowano również źródła częstych problemów i możliwości ich rozwiązywania.

dr Roy Siddall

TITLE: Lessons learned from online language teaching during the coronavirus pandemic and student preferences for future language courses

ABSTRACT:

Authors: Roy Siddall, Mika Aromäki, Gráinne Hiney, Tuula Lehtonen, Kari Pitkänen, Nina Wallden, Cintia Widmann Etchemaite

The onset of the global coronavirus in spring 2020 and the sudden transition to online teaching speeded up an already ongoing development at Helsinki University Language Centre towards more diverse ways of offering language courses. LC teachers needed to master both the technological and pedagogical challenges of teaching academic and professional communication courses online. More than one year on, for both teachers and students, online teaching feels like the new normal, and it is becoming increasingly difficult to remember how it felt to teach students face-to-face in the classroom.

This presentation summarises the challenges faced by English teachers at Helsinki University LC, both following the initial move online and as the pandemic has continued, as well as some of the lessons learned in adapting to the new situation. We also present the results of a survey in

which students of our language courses were asked what their preferred type of language course would be in the future when the pandemic has passed (online vs. in-class vs. blended). The survey results reflect both pragmatic choices and pedagogical preferences, acknowledging the convenience of online learning and at the same time the challenges this brings to developing communication skills and maintaining mental well-being. In the view of many students, future language courses would ideally blend the best features of the online and in-class learning environments.

dr Maria Stathopoulou

**TITLE: Teaching and Assessing Cross-Linguistic Mediation:
a European Priority**

ABSTRACT: This presentation sees mediation as a European priority in the field of language didactics and discusses certain landmarks regarding how it became a top priority. It is argued that the Common European Framework of Reference for Languages (CEFR) of the Council of Europe (2001) and its expanded version, the new CEFR Companion Volume (2020) can function as crucial tools to teach and assess mediation. On a more practical level, the presentation deals with the ME.T.L.A project (“Mediation in Teaching, Learning and Assessment”), a European project which is being currently carried out within the framework of the new programme of the European Centre of Modern Languages (ECML) of the Council of Europe (2020-2023). What is ultimately suggested is a plurilingual approach to the teaching of languages through the use of cross-linguistic mediation activities for the development of learners’ plurilingual and pluricultural competence, a concept put forward by the CEFR 20 years ago. Examples of such activities are presented and discussed with the view to raising participants’ awareness as to how mediation can be taught and assessed in the language classroom.

Małgorzata Świerk, PhD & Sylwia Kossakowska-Pisarek, PhD

TITLE: The MiLLaT Project (Mediation in Language Learning and Teaching) 2019-2021

ABSTRACT: The MiLLaT project has been initiated as a response to the most recent innovative developments in the fields of language learning and teaching as presented in the CEFR/CV (2018). The key position in the project holds mediation, as the needs analysis conducted prior to the project has demonstrated great demand for educational materials and practical guidelines for teachers in order to assure the development of students' mediation activities and strategies. The aim of the project is to develop innovative web-based and in-class tools and materials that could be used effectively by language teachers. This is in accordance with the Council of Europe mission to prepare university students to better coexist in super-diverse societies. The presentation sums up the project and discusses its contribution to the development of the European Education Area.

Jolanta Urbanikowa, The Rector's Deputy for Bologna Process and Organisation of Language Provision, the University of Warsaw, Poland

TITLE: Mediare necesse est

ABSTRACT: It is a responsibility of education systems also to make sure citizens know what their rights are and to provide them with appropriate tools to understand them. The obligations of education systems (including higher education) in this respect are covered in the adopted in January 2018 Council Recommendations on Key Competences for Lifelong Learning. The reference framework sets out eight key competences, and among them - languages competence and civic competence, both being exceptionally important from the point of view of language rights and language of rights. The presentation will

provide reasons why mediation should be an indispensable element of education, and in particular language education.

Andrew Walkley

TITLE: MEDIATION: THE SHOCK OF THE OLD OR THE NEW?

ABSTRACT: While the CEFR is at pains to state that mediation can take place within the same language, the reality is that it blows a hole in monolingual modes of language teaching. I will also argue that it should represent a shift to teaching as a mediator themselves responding to students and lessons that are focused more on lexis and less on grammatical accuracy.

Cintia S. Widmann Etchemaite, PhD

TITLE: Characterization of three tasks that develop mediation skills using visual, artistic, or visuo-verbal objects

ABSTRACT: I describe three tasks which provide opportunities to practice a variety of mediation activities and strategies. In each task, course participants in EAP/ESP courses at the university level first individually choose a concept, theory, instrument, finding or question that is important and relevant to them from an academic, scientific and/or professional point of view. Each participant then creates an object to represent it, or to represent one or more of its aspects. Depending on the task, the created object can be (A) a photograph, cartoon, diagram, chart, or similar visual representation; (B) an artistic piece or representation such as a song, a poem, a painting, a photograph, a drawing, an installation, a sculpture, or a dance, to name a few; or (C) a visuo-verbal object such as an infographic or a graphical abstract, which may contain no more than 50 words. Next, these representations are used as the basis of conversation and discussion activities with varying group dynamics and with different discussion aids. It is arguably at this point where mediation happens – although the processes of selection, creation and representation completed by the course participants before

this point can also be said to involve mediation. In this presentation, I characterize these three tasks using the scales provided in the Companion Volume to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (Council of Europe, 2020; available at <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>; last accessed 30 June 2021). I also discuss the degree to which these scales capture the different aspects of the tasks presented here and their components.
