



UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Master's Dissertation

LINGUISTIC MEDIATION IN THE COMMUNITY OF ANDALUSIA

Student: De La Torre García, María del Carmen

Tutor: Dr. Miguel Fernández Álvarez
Dpt.: English Philology

November, 2022

Table of contents

ABSTRACT.....	3
RESUMEN	3
1. Introduction	4
2. The concept of mediation	5
2.1. Origins.....	5
2.2. History.....	6
3. The linguistic concept of mediation and the Companion Volume	7
3.1. The CEFR Companion Volume	7
3.2. The process of inclusion further	8
3.3. Mediation scales	9
3.3.1 <i>Mediating a text</i>	11
3.3.2 <i>Mediating concepts</i>	13
3.3.3 <i>Mediating communication</i>	14
4. Linguistic mediation in the teaching of languages	16
4.1. Importance of the concept in educational setting.....	16
4.2. Put into practice mediation.....	17
5. Curriculum	18
5.1. General	18
5.2. Mediation in Official Language Schools	19
5.3. Mediation in Primary, Secondary and Baccalaureate stages.....	21
6. Research on linguistic mediation in the Community of Andalusia	23
6.1. Research	24
6.1.1 <i>Method</i>	24
6.1.2 <i>Participants</i>	25
6.1.3 <i>Instruments</i>	25
6.2. Data analysis.....	¡Error! Marcador no definido.
6.3. Results and discussion	26
6.4. Conclusions derived from the research study	31
7. Conclusion	32
8. Bibliographical references	34
8.1. Bibliography.....	34
8.2. Legal references.....	¡Error! Marcador no definido.
APPENDIX 1	36

ABSTRACT

This paper aims to analyse how the term linguistic mediation has been introduced in the day-to-day life of Secondary School teachers, including that of their students. Firstly, the history of the term will be studied and how it has been related in the linguistic field until it reaches the educational field. Next, how the term will be described in Education and the typological differences included. Thirdly, as this concept has been implemented in the curriculum of the regulated teachings of primary, secondary and postgraduate education, since its mention in 2001 by the Common European Framework of References for languages (CEFR), its explicit description in the New Companion Volume, until the inclusion of it in the curriculum of the regulated teachings. Finally, this theoretical study will lead to the creation of a questionnaire as a research instrument. This will be completed by teachers of these two stages, secondary and post-secondary, in the English foreign language specialty, in order to analyse the degree of specialization they have in the term, the activities they include for their students, and thus be able to make an analysis of deficiencies that may have occurred or are occurring within the institutes.

Key words: Linguistic mediation, interlocutors, LOMLOE, language teaching, language learning, CEFR, lifelong learning, competences

RESUMEN

En este trabajo se pretende analizar como el término mediación lingüística se ha introducido en el día a día de profesores de Secundaria, incluso en el de sus alumnos. Primeramente, se estudiará la historia del término y cómo éste ha sido relacionado en el ámbito lingüístico hasta llegar al educativo. A continuación, cómo se describirá el término en educación y las diferentes tipologías que se contempla. En tercer lugar, como este concepto se ha incluido en el currículum de enseñanzas regladas primaria, secundaria, y bachillerato, desde su mención en el Marco Común Europeo de Referencia para las lenguas (MCER), con su detallada descripción en el volumen complementario del MCER, hasta su inclusión en el currículum de las enseñanzas regladas. Finalmente, este estudio teórico conducirá a la creación de un cuestionario como instrumento de investigación. Éste será rellenado por profesores de estas dos etapas, secundaria y bachillerato, en la especialidad de lengua extranjera inglés, con el fin de analizar el grado de especialización que tienen en el término, las actividades que incluyen para sus

alumnos, y así poder hacer un análisis de las deficiencias que pueden haber ocurrido o estar ocurriendo dentro de los institutos.

Palabras clave: Mediación lingüística, interlocutores, LOMLOE, enseñanza de lenguas, aprendizaje de lenguas, MCER, aprendizaje para toda la vida, competencias

1. Introduction

In 2001, the **Council of Europe** presented a project during the European Year of Languages that would establish the bases for the teaching of foreign languages in the world. The Common European Framework of Reference for Languages, years later, is still the most important document when we think about the teaching and learning of foreign languages. The detailed description of each level of the language offered, as well as the strategies for the development of each one together with the evaluation of each skill, is a clear reference for all those individuals who want to immerse themselves in the world of languages.

But this is not all, the development of a complementary document in 2018 helped to update and expand the CEFR. The New Companion Volume achieved a deeper description of some aspects that the previous one did not notice, as it is the case of the linguistic mediation. In that way, both are seen in the same stage and are used together for full description of each skill. The rise of these documents has gained real importance when we think about the globalized and multicultural world in which we live.

From the Council of Europe, all the countries of the European were asked to take these documents into account, in order to achieve the goal of creating an increasingly multilingual and multicultural society. Relations between countries are closer every day, and the power of language in communication between the two is crucial. In this way, **Spain** introduces skills in its official curriculum, both in the School of Official Languages and in Primary, Secondary and Baccalaureate. The 'mediation' skill is integrated as a new competence, since it was talked about since 2001 but had not been included until 2019, and more valued in the current year 2022.

This new reality has highlighted the importance of teaching and learning languages from a more practical and truly communicative form. Students will face everyday situations and will have to make use of their skills to be able to communicate in a satisfactory way. On the other hand, teachers will need training in this new skill to be able to include it in their class coherently and successfully. For this reason, the public administration, along with other organizations across the world, will come together to respond to this current fact.

The aim of this paper is to study the term ‘mediation’ and analyse how this activity has come to be included in the regulated education curricula. Moreover, a research study will be carried out to check how this concept has been included in the lives of teachers and how they make use of it in their foreign language classes.

2. The concept of mediation

2.1. Origins

The term mediation has been approached from different lines of research and perspectives. According to the Oxford Learners Dictionary, mediation is the “attempts to end a problem between two or more people or groups who disagree by talking to them and trying to find things that everyone can agree on”. Therefore, the act of mediating needs of someone who acts as intermediary between two or more interlocutors in order to reach an agreement. This concept can be applied in any field of research, such as the educational field.

In the ancient world, the term mediator was referred to someone who intermediate between one tribe and another one. For trade matters, the merchant made deals in exchange for benefit, whether monetary or material. This concept of mediator has been resurfacing in other scenarios throughout history. For the time being, it is included in other areas apart from commerce, such as education, especially in the foreign language learning.

When we refer to it in the language field, we assume mediation as the act of finding the balance between different registers in the same language or in a different one. Having said that, the role of mediation in the teaching field “does not only contribute to conflict resolution, but also to the establishment of knowledge and language negotiation” (Álvarez & García, 2021, 3). In this sense, two interlocutors who cannot communicate directly with each other are helped by a third person who allows communication between them.

It is possible to transfer this scenario in a secondary class, for instance, where the teacher is the intermediary between the knowledge and the students. The teacher, qualified in content and methodology, acts as a linker between the content and the student. Doing that, with her or his help, students can reach learning. Therefore, the figure of the teacher is seen as mediation between textual information and the students. As stated in the work of Null, “the figure of the teacher is key in the transformation and creation of meaning, a very important aspect in textual mediation” (Null, 2009, 215).

But this is not all, if we look further ahead, the coming generations and the current methodologies of meaningful and collaborative learning is helping them to be themselves, the students, mediators. As the CEFR Companion Volume explains, “both the CEFR descriptive scheme and the action-oriented approach put the co-construction of meaning (through interaction) at the centre of the learning and teaching process” (Companion Volume, 2018, 27). As a result, students are learning on their own and with each other in small groups. In line with the above, the teacher is not the centre of knowledge, but they.

2.2. History

Before analysing how mediation has been inserted in the curriculum of Secondary Schools and Official Schools in Spain, it is crucial to study how this concept was introduced and developed thanks to the Council of Europe.

In 2001, the Common European Framework of References for Languages (CEFR) introduced the term mediation with a few brushstrokes. This framework was created as a reference when learning a language, knowing the level of our students, as a resource for syllabus designers, among others. Nevertheless, it was in 2018, with the publication of the CEFR Companion Volume with New Descriptors, that linguistic mediation began to make sense and meaning in the educational field. Given the circumstances, and as Gema points out, mediation is seen now as “the ability to find equivalencies between different registers of the same language” (Alcaraz, 2019, 114) or a different one, and so it is not necessarily translation.

The Companion Volume with New Descriptors was created in 2018 with the aim of being a complement to the CEFR. In this case, this is an update that includes new competencies and new illustrative descriptors that help teachers when assessing and learning students, apart from the inclusion of sign of languages and online communication, among others. In this document, it is recognized that the term

mediation was not fully explored at all in the CEFR, therefore, “the development of descriptors for mediation was, therefore, the longest and most complex part of the project that led to the production of this CEFR Companion Volume” (Companion Volume, 2018, 22).

The Companion Volume immerses in the different areas of the CEFR for which no descriptor scales had been provided before, for instance mediation. It has been divided in 19 scales for activities and 5 for strategies. In the following table, table 1, it is shown the different categories the CEFR created for communicative language activities strategies. In spite of remaining four skills as traditionally were, listening, speaking, reading and writing, now “activities are presented under the four modes of communication: reception, production, interaction and mediation” (Companion Volume, 2018, 30):

	RECEPTION	PRODUCTION	INTERACTION	MEDIATION
Creative, Interpersonal Language Use	e.g. Reading as a leisure activity	e.g. Sustained monologue: Describing experience	e.g. Conversation	Mediating communication
Transactional Language Use	e.g. Reading for information and argument	e.g. Sustained monologue: Giving information	e.g. Obtaining goods and services Information exchange	Mediating a text
Evaluative, Problem-solving Language Use	<i>(Merged with reading for information and argument)</i>	e.g. Sustained monologue: Presenting a case	e.g. Discussion	Mediating concepts

Table 1 Macro functional basis of CEFR categories for communicative language activities

In conclusion, it has been demonstrated that the term mediation is not limited to cross-linguistic mediation, like passing on information in another languages, but it is included to make communication possible between persons who are unable to communicate with each other directly. Mediation acts as an intermediary between speakers who are unable to understand each other, normally speakers of different languages. Nevertheless, this linguistic concept can be addressed in the written or oral form, in L1 and/or L2, so the language does not have to be different.

3. The linguistic concept of mediation and the Companion Volume

3.1. The CEFR Companion Volume

With the aim of understand the importance of this linguistic term after its inclusion and the changes that have taken place, it is going to be analysed in detail the CEFR and the Companion Volume in this section.

As occurring with other aspects mentioned in the CEFR, the concept of mediation are not greatly developed in the text. In that sense, the necessity of an emerging document that explained the term was evident in order to avoid the definition of it as merely interpretation and translation. Therefore, during the years 2014 to 2017, it was designed a plan for setting up the descriptors for mediation, thus developing illustrative descriptors.

That project emphasised a wider view of mediation. As mentioned in discussing the CEFR descriptive scheme above, mediation was introduced to language teaching and learning in the CEFR as one of the four modes of communication (see **Table 1**). Several communicative activities, however, involves more than one mode when we make use of language. Mediation, for instance, combines reception, production and interaction. Moreover, the language is not just used for communicating a message, but rather to develop an idea.

The CEFR does not explain extensively the concept of mediation, but as it is explained in the Companion Volume, it “emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent” (Companion Volume, 2018, 5). Therefore, it is the starting point when discussing some scholars the language learning process.

3.2. The process of inclusion further

The ambitious project that was carried out to complete the first document, CEFR, is thus wider than considering only cross-linguistic mediation. CEFR Companion Volume with New Descriptors makes emphasis on mediation and relates it to communication and learning as well as social and cultural mediation. Nevertheless, other educational entities have also had to include it among their lines.

The Community of Madrid was one of the first in revising the curriculum of the English subject in 2018. Doing that, the concept of linguistic mediation was introduced in the last stage of secondary education in Madrid (Marmol, 2019, 114). Furthermore, the updating of the other curricula in other autonomous communities was imminent. This is the case of the Community of Andalusia, after the introduction of the new LOMLOE at the state level; it highlighted the need to include mediation in its regional law. The new Instructions 1/2022, for the Secondary stage, 1st and 3rd Compulsory Secondary Education, and 13/2022, for Baccalaureate, 1st year, already include this as a specific competence with associated evaluation criteria.

3.3. Mediation scales

The Companion Volume with New Descriptors supplies a general scale for mediation activities. This general scale is portrayed in the following (Table 2) and makes possible to analyse the different descriptors needed for each level of the CEFR.

	Overall mediation
C2	Can mediate effectively and naturally, taking on different roles according to the needs of the people and situation involved, identifying nuances and undercurrents and guiding a sensitive or delicate discussion. Can explain in clear, fluent, well-structured language the way facts and arguments are presented, conveying evaluative aspects and most nuances precisely, and pointing out sociocultural implications (e.g. use of register, understatement, irony and sarcasm).
C1	Can act effectively as a mediator, helping to maintain positive interaction by interpreting different perspectives, managing ambiguity, anticipating misunderstandings and intervening diplomatically in order to redirect the conversation. Can build on different contributions to a discussion, stimulating reasoning with a series of questions. Can convey clearly and fluently in well-structured language the significant ideas in long, complex texts, whether or not they relate to their own fields of interest, including evaluative aspects and most nuances.
B2	Can establish a supportive environment for sharing ideas and facilitate discussion of delicate issues, showing appreciation of different perspectives, encouraging people to explore issues and adjusting sensitively the way they express things. Can build on others' ideas, making suggestions for ways forward. Can convey the main content of well-structured but long and propositionally complex texts on subjects within their fields of professional, academic and personal interest, clarifying the opinions and purposes of speakers/signers.
	Can work collaboratively with people from different backgrounds, creating a positive atmosphere by providing support, asking questions to identify common goals, comparing options for how to achieve them and explaining suggestions for what to do next. Can further develop others' ideas, pose questions that invite reactions from different perspectives and propose a solution or next steps. Can convey detailed information and arguments reliably, e.g. the significant point(s) contained in complex but well-structured texts within their fields of professional, academic and personal interest.
B1	Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided they can check the meaning of certain expressions.
	Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations cause difficulty with formulation at times.
A2	Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language.
	Can use simple words/signs to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language.
A1	Can use simple words/signs and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes.
Pre-A1	No descriptors available

Table 2 Descriptors for overall mediation according to the CEFR levels

This general scale with descriptors for the concept of linguistic mediation, in turn, is subdivided into three different scales, according to the three different activities of mediation. These include **mediating a text**, **mediating a concept**, and **mediating communication**. The CEFR Companion Volume presents both general scales for mediation tasks, as presented in the table above (**Table 2**) and specific scales for each type of mediation activity, which will be developed in the next section.

Those general descriptors are representative examples of what users are able to do at different proficiency levels in general, and they are particularly relevant for the classroom in connection especially with small group and collaborative tasks, which can be organized in such a way that learners must share different input, explaining their information and working together in order to achieve an ultimate goal.

3.3.1 Mediating a text

The first scale is referring to mediating a text. It is needed when it is related a text to a second person that, due to any linguistic or cultural barrier, cannot access to the text in its entirety. Thus, the role of mediator is crucial because he is in charge of transmitting the information in a concise and clear way to another person.

This one is the most debated in the first CEFR document, since it is included how to translate and interpret a text for a second person. Nevertheless, due to the advances is taking place, the way of looking it as interpretation and translating is disappearing. This outlook is being approached from a more distant point of view. It is no longer passing information to another person, but rather “includes mediating a text for oneself, for instance in taking notes during a lecture, or in expressing reactions to texts, particularly creative and literary ones” (Companion Volume, 2018, 91).

In these activities, it is intended that the descriptors include Language A and Language B. In this case, both languages may be totally different, or simply varieties of the same language in terms of register or modality. In this mediation scale, the students are not translators or interpreters; they only limit themselves to making use of their language competence for everyday situations. There are different activities included in this mediation scale, such as relaying specific information, explaining data, processing a text, translating a written text, note-taking, and analysing and criticising literary texts.

When **relaying specific information**, the student focuses on specific details of a given text (in language A) that are essential to the recipient (in language B). This information ranges from dates and times to visit a museum, for instance, to denser data that is relevant to a general understanding of a text. Descriptors are framed from the lowest levels of the CEFR, pre-A1 and A1, to the highest levels, C1 and C2. The lower level descriptors pay attention to simple instructions such as dates and places, while as they advance in level; these descriptors seek more detailed and complex information from longer texts.

Referring to **explaining data**, the mediator is in charge of transforming technical data from a graph or table into a verbal text, narrating and identifying the meanings of each one in order to help the recipient understand them. In this scale, no descriptors are offered for the lowest levels, as students will merely be able to understand simple graphs of topics familiar to them. The higher levels, however, will be able to transform various forms of empirical data related to academic and professional topics in a more advanced point.

If we talk about **processing texts**, this implies understanding the context of a complete text as well as its arguments and ideas, and transferring it to another second text, created by the student/mediator. Here, they have to understand the texts in its entirety in order to reflect all the key ideas and arguments in the second text. In this activity, descriptors from the A1 level to the C2 level are included. The lowest levels deal with understanding shorter texts in a language A, English, for instance, and translating it into a text B, Spanish, written by them, so that the recipient can understand it as a whole. For higher levels, more critical competence and implied part is required. That is, the student has to understand the text perfectly, including in that way implicit language, such as sarcasm and irony.

For **translating a text** activity, the essential information is captured and a rough translation is created. This can be from a speech, although it is more informal and not fairly common, or from a written text. When they are oral, the types of texts are what differentiate from a lower level to a higher level. At intermediate levels, students are already capable of simultaneously translating speeches related to their professional and academic field. If we refer to the translation of a written text to another written text, it is a more basic process. In that point, the use of language is the spotlight since the lower levels will not have to use as specific and technical language as the higher levels of the CEFR would do.

In **note-taking**, it is about choosing the essential information to create our notes in its totality from a seminar or a lecture. In many universities, for instance, students create their own notes/texts based on the readings and conferences offered by their professors in class. In this means, they capture the most essential and specific information for taking the content written. Among the upper levels, these range from “notes precise enough for one use (B1), through accurate notes on meetings in their field (B2), to accurate capture of abstract concepts, relationships between ideas, implications, and allusions” (Companion Volume, 2018, 105). For the bottom levels, it is simply taking notes from presentations with topics more familiar to them.

Finally, for the **analysis and criticism of literary texts**, the student will be able to give an opinion according to them and criticize the literary uses found in them. For the inferior levels of the CEFR, this kind of activity is limited to describing the themes seen in it and the characters. For those levels on the top, it is required to use the critical competence and to be able to compare and contrast one work with another, as well as to differentiate one recording style from another.

3.3.2 Mediating concepts

The second scale comments on “mediating concepts”. It makes reference to the act of transmitting knowledge of concepts. This is the typical of the parents, teachers, mentors, who are in charge of the learning of their children or students. They act as a bridge between knowledge and their students. However, as mentioned in previous sections, this process is also being used for those students who participate following the new methodological trends, such as collaborative work.

As it is explained in the Companion Volume, the whole process includes two complementary aspects. On the one hand, the mediator needs to construct the meaning of this concept for achieving the transmission. Then, on the other hand, he or she is in charge of creating the most optimal atmosphere to be able to make the meaning of the concept known and accessible to his or her students (Companion Volume, 2018, 31).

In this section, four types of mediation activities are included, four subscales, that describe how to deal with mediating concepts. These four ones are focused on the educational field, but they can be developed in any field where “there is a need to more people-s thinking forward” (Companion Volume, 2018, 108). The four subscales are facilitating collaborative interaction with peers, collaborating to construct meaning, managing interaction, and encouraging conceptual talk.

Regarding to **facilitating collaborative interaction with peers**, students are grouped into small groups where they interact with each other for a common purpose. They have no role in the group, but they simply contribute and give ideas to reach together a goal that they have set. After questions and answers, they control the turns of participation and interact. Descriptors are included from level A1 to C1. From the beginning, students gradually participate by asking simple questions, until at more advanced levels, in which they coherently express their points of view until reaching a conclusion.

Collaborating to construct meaning makes reference to the act of developing ideas within a group work. In this context, each participant makes his contribution and idea, and all together they reach a final conclusion after collaborative work. In terms of the CEFR, the scale moves from simple questioning techniques at lower levels, to more advanced ones of developing other people's ideas at intermediate levels, to measure challenges and proposals for the project at C levels.

When **managing interaction**, students learn to connect among a small group by establishing roles for each participant. Thus, the bottom levels are able to give clear instructions and establish an appropriate taking turns, and the upper levels will come to follow that scheme to deal with more abstract topics and develop them in their entirety.

To finish, **encouraging conceptual talk** highlights the importance of the scaffolding technique to help the other person to get the knowledge of a new concept, without having to follow a leader. On this scale, it is vital to unleash logical reasoning, to help students themselves establish their own contributions. This moves from simple questions to generate interest and engage in discussion the group at the lowest levels, to encourage logical reasoning at the highest levels of the CEFR.

3.3.3 Mediating communication

The last, but not least scale, deals with “mediating communication”. The scale is focused on achieving successfully communication and the exchange of speeches between two interlocutors who have linguistic and/or cultural differences. This is the clearest case of mediation, since the mediator needs to positively influence both interlocutors so that they can come to understand each other despite their differences.

This mediation activity includes different skills to develop, as are named in the Companion Volume, “relevant to diplomacy, negotiation, pedagogy and dispute resolution, but also to everyday social and/or workplace interactions” (Companion Volume, 2018, 331). This scale gives special relevance to other aspects that can make two interlocutors unable to communicate with each other, not only the language, but the lack of familiarity with another field, for example. So to communicate, it is not only necessary to understand the language, but to put yourself in the role of the other and think about their perspective. Therefore, two subscales describe it: facilitating pluricultural space, acting as an intermediary in informal situations, and facilitating communication in delicate situations and disagreements.

When **facilitating pluricultural space**, it is approached “the capacity to deal with otherness, to identify similarities and differences, to build on known and unknown cultural features in order to enable communication and collaboration” (Companion Volume, 2018, 114). In this way, there is a positive atmosphere in which the participants can communicate, regardless of their cultural differences. The lower levels make use of simple gestures and questions that encourage communication. As they progress through the levels, students are able to show their understanding of other cultural differences and guide a sensitive conversation despite sociolinguistic and sociocultural variances.

For **acting as an intermediary in informal situations**, this scale occurs between classmates and friends. The student is able to mediate attending to that multiculturalism of language and/or culture in an informal situation, either in family or educational environment. Those students in a low level will be able to report in another language or register personal information and details exposed in a first language or register. Students in the upper levels will also be able to do this, but in more specific conditions and topics, according to the style and register used in this language A.

Last of all, the **facilitating information in delicate situations** scale deals with the mediator’s capacity of managing difficult situations. The student will be able to act as a mediator in situations where there is disagreement. These students belonging to the first levels will be able to detect this disagreement between participants, the more advanced ones will be able to deal with them and show sensitivity to other points of view in order to achieve a positive and tactile atmosphere.

To conclude, and as it can be seen after the analysis of the three scales deeply, the development of descriptors for mediation was, therefore, the most complex and lengthy part that the Companion Volume faced. In 2016, in the CEFR, mediation was

included beyond the four communication skills of reading comprehension, written production, oral comprehension and oral expression. Skills are presented in four types of activities, production, reception, interaction and mediation (Marmol, 2019, 116). It not only details the term mediation and its descriptors from a general approach, but also includes a detailed description of all existing linguistic mediation scales.

4. Linguistic mediation in the teaching of languages

4.1. Importance of the concept in educational setting

The relevance of creating a more united and interrelated world, evidences the use of ‘mediation’ as one of its most demanded axes. Spain has started to include linguistic mediation as a component in EFL curricula, which is the case of the Spanish Official Language Schools, established in **the Real Decree 1041/2017** of 22nd of December, going in line for Secondary Schools, **the Real Decree 217/2022** of 29th March, and **the Real Decree 243/2022** of 5th April for Baccalaureate stage. Thanks to this, a common interest had been generated to see how to integrate mediation activities in the classroom.

Not only mediation is a potential element but has hardly been recognised despite being considered fundamental and included in the Common European Framework in 2001 and its expanded version in 2018. Now, a new reality when it comes to learning a language, everything is more practical and oriented for the students’ future and their lifelong learning. They have to be prepared to develop their competences in an autonomous and meaningful way. Obviously enough, students will boost their lifelong learning, which is essential to face the 21th century challenges. For this reason, teachers will need training in those aspects in order to help students to get the most of them.

The **LOMLOE** extols the value of the linguistic mediation, from a more practical and communicative way, in the language classrooms. Before, a small reference alluded to this term that is now being transformed to the advancement of communicative competence in foreign languages. In essence, mediation is classified as one of the specific skills to be developed by students belonging to the compulsory secondary stage and the post compulsory one. Until before this, only the School of Languages was the one that detailed this competence.

In Andalusia, by the virtue of **Instructions 1/2022** and **13/2022**, of June 23rd, which establish organizational and operational aspects for centres that provide compulsory and post- compulsory education, respectively, for the academic year

2022/23, this competence needs to be acquired through different activities, whether written or oral, in all high schools that teach the English language. After the overthrow of the previous legislation, education follows the **Royal Decree 217/2022**, of 29th March, plus the **Instruction 1/2022**. In the Baccalaureate stage, the **Royal Decree 243/2022**, of April 5th plus the **Instruction 13/2022** are the guidelines. For both levels, mediation is a specific competence with its associated evaluation criteria.

To conclude, in these days, the role of linguistic mediation is vital inside our classrooms, as Guerrero points out, “communication is fostered and reinforced through collaboration and negotiation of meaning” (Guerrero, 2007, 228), between teacher and students and among students themselves. Lastly, as he also clarifies, this mediating capacity must be developed in contemporary society and by training students for it (Guerrero Nieto, 2007, 116). Therefore, it is a skill to work on indistinctly in all classrooms for student’s future.

4.2. Put into practice mediation

Normally, when a person tends to mediate, they resort to certain translation and interpretation techniques. Nonetheless, mediation does not have to be seen as an activity of translating, but of understanding the meaning and transferring it to another person so that they can understand it. Each mediator reproduces a different text, one of its own, which does not need to be translated exactly word by word from the original text or speech.

Mediation does not have to take place between a language A and a language B, which are totally different. Indeed, it can occur in two ways, intralinguistic and interlinguistic mediation. As Bessie Dendrinos points out, “interlinguistic mediation involves two (or more) languages” (Dendrinos, 2006, 13) and takes the example of explaining/relating to your mother some scene seen in the TV, from the News in the CNN. This is the kind of activities that would be required for students. On the other hand, intralinguistic mediation is related not to “relaying information from one language to another but in the same language” (Dendrinos, 2006, 20). Based on what Dendrinos exemplifies, imagine your mother is scant deaf and you go with her to visit the doctor. The doctor, for instance, explains her how the surgery was on, but she cannot hear every detail given by him because of her disease. Your role is to relate what was said by the doctor in order to make your mother capable of understanding the doctor’s speech.

As it can be observed, this skill is in our day to day. Currently, the inclusion of mediation activities has become a necessity, rather than a recommendation, in the education. As Gema concludes in her article, “the specific activities that work on mediation in the classroom are no longer recommended, but rather essential for the comprehensive development of communicative competence” (Marmol, 2019, 113). Therefore, to put linguistic mediation into practice in language teaching, it is also needed to have to take into account the importance of teacher training. As mentioned in the previous article, “all teachers agree that training is needed to carry out the activities, training in linguistic mediation, as reflected in the CEFR” (Marmol, 2019, 126).

The incorporation of mediation has given a twist in the new curriculum for compulsory and post-compulsory education. Teachers now have to reinvent themselves and specialize in this term so that they can thoroughly expand on it during their English lessons. To analyse this turn, a questionnaire will be designed so that Andalusian teachers of these stages of English as a foreign language answer about this new competence. By doing that, we will be able to see how they are dealing with it, to see the degree of specialization that they have as well as the activities and typology of these that they use on a daily basis in their classes. After the questionnaire, an analysis will be carried out to assess the results and thus assess the course of this term, contemplating the deficiencies that may be involved.

5. Curriculum

5.1. General

There is no doubt that the practice of a foreign language should be as meaningful as possible for the student. Inspired by what Ortega (2007) relates, significant learning is vital as the basis for the construction of knowledge. The development of the CEFR has led to “encompass educational values, a clear model of language related competences and language use, and practical tools, (..), to facilitate the development of curricula and orientation of teaching and learning” (Ortega, 2007, 23). This has meant a change in language teaching and learning.

Following the recommendations of the Council of Europe on the promotion of multilingualism, Spain has developed a general decree for reaching this strategic goal. The **Royal Decree 1041/2017**, of 22nd December, contemplates linguistic mediation as one of the outstanding aspects within the new linguistic level certification curricula for intermediate levels B1 and B2, and advanced C1 and C2, in the Official Language Schools, of a special regime regulated by **Organic Law 2/2006**, of 3rd May, on Education. In fact, it has been included mediation as an element to work within the Official Language Schools, but now, it has been recently included in the stage of Primary, Secondary and Post-secondary Education, with the publication of the last modification of the Organic Law of Education (LOMLOE). Now, that promotion will be a reality in Spanish education as a whole.

5.2. Mediation in Official Language Schools

Regarding the new Royal Decrees, **RD 1041/2017** and **RD 1/2019**, the Official Languages School is obligated to include linguistic mediation in their teaching as a language activity. Moreover, they have to evaluate it separately from the other four activities: written and oral comprehension, and written and oral production. As described, mediation becomes a competence to work with in class that then will be evaluated at the end of each trimester.

The **Royal Decree 1041/2017** establishes the minimum contents in Official Languages School teachings for levels B1, B2, C1, and C2, since the regulations of levels A1 and A2 correspond to the autonomous community in the article 6. Thus, educational Administrations may organize the teaching of the Intermediate B1, B2, Advanced C1, and C2 levels in general competence courses, which includes the activities of oral and written text comprehension, production and co-production of oral texts, and writing, and mediation for each level. This Royal Decree echoes the great importance given to intercultural aspects in the Companion Volume and is organized, in addition to objectives and evaluation criteria, in intercultural competencies and content. In the article 7 of the above mentioned law, it is specified that from now the certification tests will consist of five parts.

In the **intermediary levels**, for **B1 level**, this Royal Decree establishes the necessary objectives for mediation activities in the Official Language School. These include orally transmitting to others the general idea of a text as well as its key points related to everyday matters, interpreting ideas and opinions in simple and well-structured exchanges, mediating in everyday situations such as going to the doctor, and taking brief notes for third parties collecting information in an oral presentation. In terms of **B2 level**, the objectives are practically the same as the previous level and also includes synthesizing and orally transmitting to third parties the main and relevant arguments of a more complex text, with an educational or professional nature.

Unlike B1, this competence is promoted here in more formal and more specific fields. The activities of synthesizing and transmitting are crucial to the development of this intermediate level B2. As evaluation criteria, the student “adequately applies to the mediation activity in each case the general and more specific sociocultural and sociolinguistic aspects that characterize the cultures and communities of practice in which the language is spoken” (2017, 36). As you progress through the levels established by the CEFR, higher order thinking skills are required in advanced levels, those employed a deeper analysis. They imply a more cognitive processing, such as analysis, synthesis and evaluation capacities.

The **C1 level** aims to perform consecutive interpretation in talks or seminars, mediate fluently and effectively between speakers of the target language or of different languages on topics of their own specialization, more critical capacity when summarizing information and arguments of a text orally, and translate fragments with topics related to their personal, professional and academic field. At this level, mediation activities will be carried out with ease and efficiency, thus successfully achieving mediation competence.

5.3. Mediation in Primary, Secondary and Baccalaureate stages

For Primary stage, mediation is contemplated as a specific competence. For Secondary education, in the **Instruction 1/2022**, it is a specific competence of the subject foreign language “understood at this stage as the activity aimed at explaining concepts and simplifying messages in order to facilitate mutual understanding and transmit information” (Instruction 1, 2022, 126). In the last stage, the Baccalaureate, it focuses on the role of language “as a tool to solve the challenges that arise from the communicative context, (...) encouraging the participation of others to build and understand new meanings, and transmitting new information (...) from a constructive manner”. As we advance in the stage level, the concept of mediation is also advancing. It is therefore interesting to see what is required at each level and to observe that evolution, from the simplest to the most complex and profound.

Firstly, in Primary Education, the **Royal Decree 157/2022, of 1st March**, which establishes the organization and the minimum teachings, incorporates as a specific competence in the area of Foreign Language the ability to mediate in predictable situations, using strategies and knowledge to process and transmit basic and simple information, in order to facilitate communication. At this level, the student will not have to do a complex analysis or put himself/herself in the speaker’s situation. The term mediation is shown in its extreme simplicity.

In the following level, in the **Secondary School education**, the specific competences of the foreign language subject in Primary will be the starting point for those of the following stage, those of ESO. In this new stage, the specific competencies will be more focused on a “broadening and deepening of the activities and communicative strategies of understanding, production, interaction and mediation, understood at this stage as the activity aimed at explaining concepts and simplifying messages in order to facilitate mutual understanding” (Instruction 1, 2022, 126).

The **Royal Decree 217/2022, of 29th March**, which establishes the organization and minimum teachings of Secondary Education, determines that the student body, at the end of the compulsory secondary stage, must be able to “mediate in situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, to transmit information in an efficient, clear and responsible manner” (Royal Decree, 2022, 123). In this way, students will have to deal with the linguistic term mediation in a broader sense.

ESO is made up of six specific competences. Mediation is the fourth one, and includes “mediate in everyday situations between different languages, both in oral and written language, using efficient strategies and knowledge aimed at explaining concepts and opinions or simplifying messages, to transmit information efficiently” (Royal Decree, 2022, 126), creating an environment that facilitates communication. In that way, they will have to learn to make correct use of the language to adapt to linguistic and cultural diversity while using it as an “instrument to show the artistic and cultural heritage of Andalusia” (Royal Decree, 2022, 127). In short, students are expected to show empathy, respect, a critical spirit and an ethical and democratic sense, as key elements for correct mediation at this level.

In addition, the basic knowledge, the procedure, the knowledge and the attitude, are essential to be able to develop the specific competencies of this stage. These are divided into three interrelated blocks: communication, plurilingualism, and interculturality. The first one, the communication, deals with the necessary knowledge to successfully achieve the correct development of communicative activities: comprehension, production, interaction and mediation. Therefore, the correct development and implementation of this basic knowledge in the classroom is crucial for these students.

Thirdly, in the **Baccalaureate stage**, the **Royal Decree 243/2022, of April 5th**, is the one which establishes the ordinance and minimum teachings, stipulates that, at the end of the Baccalaureate stage, students who study foreign languages must be able to mediate between different languages, varieties, registers or registers of the same language, “using effective strategies and knowledge aimed at explaining concepts and opinions or simplifying messages, to transmit information in an efficient, clear and responsible manner, and create a positive atmosphere that facilitate communication” (Royal Decree 2022, 139). It is the same as ESO but with slight additions for this stage.

The skills acquired during the teaching of the foreign language up to this level, will be the bases on which to settle for the deepening of these. It has been seen that the mediating activity has been carried out during the first stages of compulsory education, both primary and post-compulsory. Now, in Baccalaureate, this will continue to be just as important and will be taken up from a deeper point.

In the **Baccalaureate** stage, mediation focuses on the role of language as a tool to solve the challenges that arise from the communicative context, creating spaces and conditions conducive to communication and learning; encouraging the participation of others to build and understand new meanings; and conveying information appropriately, responsibly, and constructively.. Therefore, students are expected to show empathy, respect, a critical spirit and an ethical sense as key elements for adequate mediation at this level, which is why this language activity favours education for coexistence, respect, conflict prevention, peaceful conflict resolution and non-violence.

According to **Instruction 13/2022**, the mediating skill will be “understood at this stage as the activity aimed at attending to diversity, and collaborating and solving problems of mutual understanding and understanding” (Instruction 13, 2022, 169). Moreover, the specific skill also include a deeper understanding of the knowledge necessary to manage intercultural situations, as well as critical assessment and adaptation to linguistic, artistic and cultural diversity in order to promote mutual understanding and contribute to the development of a shared culture.

In conclusion, after the three educational stages, all students must act as social agent in charge of creating bridges and helping to construct or express messages in a dialogic way, not only between different languages, but also between different modalities or registers within the same language, based on cooperative work and his work as a clarifier of the opinions and positions of others.

6. Research on linguistic mediation in the Community of Andalusia

Considered as a starting point these new curricula in regulated education, the teachers' lack of training in this linguistic term, and the little progress in research on this topic, this study aims to analyse how mediation is currently addressed in high schools by the part of Andalusian teachers and how confident they are with the concept when designing and planning their English language lessons.

For this purpose, a questionnaire will be designed and sent to those secondary school teachers who are working at present in these two stages secondary and baccalaureate, in any public institute in the Community of Andalusia. In this way, it will be possible to observe from the teacher's point of view how he or she is carrying out this legislative change in its classes and how he or she is addressing and implementing it.

6.1. Research

This study focuses on the attitude of the English teacher in a secondary/post-secondary school towards linguistic mediation. Doing this, these will be the research questions included in the questionnaire, object of investigation used for the development of the study:

1. What is teachers' understanding of the linguistic term 'mediation'?
2. To what extent do teachers include mediation in their teaching?
3. What kind of activities teachers makes use of in their lessons?

6.1.1. Method

This research study will follow a quantitative analysis. In this way, one of the best instruments to carry it out is through a questionnaire. The questionnaire will be used as a research instrument and a data collection study will be developed in order to answer the previous research questions. The questionnaire will be online and the participants, who are Secondary and Baccalaureate teachers, will have to limit themselves to answering a few questions, divided into three sections.

Prior to this development and analysis, the research questions of the questionnaire will be previously prepared after the study of the CEFR, the Companion Volume, and the Curriculum of Compulsory and Non-Compulsory Secondary Education in Andalusia in depth and identify common areas. As Roopa and Rani define, the questionnaire will “enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis” (Roopa and Rani, 2012, 273) questionnaire designing for a survey. Therefore, after collecting their answers, they will be carefully analysed to draw conclusions.

6.1.2. Participants

This online questionnaire was disseminated among all those secondary school English teachers, both compulsory and post-compulsory, who are currently working in high schools. The High Schools were in charge of sending it through their English language teachers. Thus, a total of 13 participants answered the questionnaire. All of them were volunteers, and therefore had a very high level of interest and motivation for the study.

6.1.3. Instruments

The instrument employed during the study will be a **questionnaire**, as it has been noted before. Its aim is to examine the attitude shown by the teacher towards linguistic mediation. The questionnaire was subdivided into three different sections, each related to a specific topic.

The **first section** is linked to the origin of the participant, and the teaching experience. This part is focused on aspects such as age, gender, years of teaching experience and material used in the teaching process.

The **second one** is related to the knowledge and use of the linguistic term mediation, composed by two questions. Through open-ended questions and one of yes/no question, participants had to explain the concept and reflect on their teaching practices in order to check if they take in mind it when planning their lessons.

The **third part** is focused on the kind of mediation activities used in the classroom. This part is composed by 13 questions, which range from 1 to 5 the kind of mediation sub activities as they applied to the subject of English. In that way, 1 point would mean that the participants do not make use of it in the lessons, whereas a 5 point will mean the opposite, a must activity in their lessons.

In this last part, it will be taken as a reference, with respect to the sub-activities, those indicated in the CEFR Companion Volume (Council of Europe, 2018): textual mediation activities (6 sub-activities), conceptual mediation activities (4) and communication mediation activities (3).

6.2. Data analysis

The first and second section of the questionnaire is simply questions with open answers related to participants' general information, and one yes/no question. The open-ended questions, which are answered in English, will be analysed in depth to compare them and to draw conclusions.

In the first section, participants are asked to indicate their age, gender, years of teaching experience and what type of material they use in their classes, both the one required by law (course book plus textbook) and the one preferred by the teacher (any extra material). The second one deals with the definition of linguistic mediation from their perceptions and the awareness of this when designing the lesson plan.

In the third section of the online questionnaire, responses were numerically ranged for statistical analysis. The lower numbers, 1 and 2, will be the ones for those participants who do not make use of this kind of sub-activity. From 3, it will be understood as frequent use of the sub-activity and will be taken into account for the total percentage of teachers who do not use that one in particular. In conclusion, the higher scores represent the higher levels of usage in the English lesson.

6.3. Results and discussion

This section presents the results and discussion under each of the research questions that guided the study. Data from the online questionnaire are used to answer the questions and draw conclusions.

General information

In terms of demographics, only three participants were male teachers (23.1%), whereas the majority (76.9%) were female teachers. Moreover, the majority of the participants ranged between 25-30 years (38.46%) and 36-38 years (39.77%), as shown in table3.

AGE	FREQUENCY	PERCENT
-25	0	0
25-30	5	38.46
31-35	1	7.69
36-40	4	30.77
41-45	1	7.69
46-50	2	15.39
+50	0	0
TOTAL	13	100

Table 3 Participants' demographics

In regards to years of teaching experience, there was a narrower range of answers, as stated in the following table, **table 4**. The majority of the participants have

teaching experience that range from 1 to 5 years (61.53%). Only a small percentage of teachers indicate having between 6 to 10 years of teaching experience (15.38%) or between 11 to 15 years (23.09%).

Teaching experience (ages)	FREQUENCY	PERCENT
1-5	8	61.53
6-10	2	15.38
11-15	3	23.09
TOTAL	13	100

Table 4 Participants' years of teaching experience

Regarding to the teaching material used in their classrooms, all participants admit that make use of both obligatory and non-obligatory resources. On the one hand, what it is remarkable is the fact that most of them (84.59%) in terms of obligatory ones have Burlington edition books: *Make the Grade*, *Think Ahead*, *Network* and *Teamwork*, while a small percentage (15.41%) uses *Smart Time* by Express Publishing and *Energize* from Oxford edition.

On the other hand, for non-obligatory resources, the majority of them make use online ones and apps such as Kahoot, Mentimeter, Pictionary or websites such as liveworksheets and British council learn English teens. In addition, just one participant (participant 11) creates their own materials when planning her English lessons. The use of technologies can be of great interest to introduce linguistic mediation in the English language classroom. If used smartly, they can be a real authentic for students to expose themselves to the language in a different way.

Research question 1

In the questionnaire, participants were asked directly ‘What do you understand by linguistic mediation?’ The vast majority of participants (76.9%) refer to this term correctly, although some answers are a bit ambiguous or vague: “adapt the message to make it understandable” (participant 11), “information exchange between two people with different mother tongue” (participant 9). With the exception of the two participants: one of them admits having no idea of the term, despite the fact that this is a mandatory aspect to deal with in a secondary and postsecondary school curricula, and another participant provide an absolute empty response: “speaking” (participant 2).

A common pattern in some response was the idea of helping, adaptation, facilitator as well as supporting, such as in the following ones: “Some kind of facilitator to communicate” (participant 4) and “helping people to understand what they don’t know” (participant 6).

Research question 2

Similar to the first question, this following question can also be answered with data from the open questions in the questionnaire. In that one, teachers were asked the following: ‘Do you have the concept of linguistic in mind when planning activities for your students?’ The responses present almost a 50-50% in the thinking of use of mediation activities for their planning, but a slightly higher percentage (53.8%) indicates that they do NOT think about it. In more exact terms, 6 participants think of mediation when planning their activities whereas 7 do not.

If we compare the responses of each student with the definition provided in the first question of the same section of the questionnaire, we can observe the explanation of this use or disuse for thinking of mediation when planning activities. Most of those who said that they DO think about mediation, they defined the term quite correct and coherent in the previous question. Except for the participant 2, who described linguistic mediation as “culture translation”. Regarding to those participants who DO NOT think of mediation, it is relevant to point out that most of them (5 participants out of 7) did define linguistic mediation correctly, while 2 of them did not.

Research question 3

For analysis this question, sub-activities were grouped in three different categories, according to the types of mediation activities: textual mediation activities, conceptual mediation activities and communication mediation activities. Textual mediation group includes relaying specific information, explaining data, processing texts, translating texts, note-taking, and criticism of literary works. The second one, conceptual activities, advocates to facilitate collaborative interaction as well as to construct meaning, the managing of interaction, and the encouraging of conceptual talk. Finally, the communication mediation activities refer to facilitating pluricultural space, acting as an intermediary in informal situation, and facilitating info in delicate situations.

This research question can be answered with data of the questionnaire, which ranges from 1 to 5 points. The higher the mark, the higher is the use of those sub-activities in participants' English lessons.

Firstly, a more specific analysis will be made of each type of activity. In this way, each activity will be analysed with its respective sub-activities, independently of the other groups of activities. That is, on the one hand the results obtained within the mediating activity 'textual mediation' will be analysed, on the other hand the activities related to 'conceptual mediation', and finally those in relation to 'communication mediation'.

This analysis will focus on each subtype of activity, so if a participant marks option 3, 4, or 5 in the range of the questionnaire, it will be marked as YES used, considering that 3 is a relevant number and means that almost everyone ever uses it in their class. Answers from 1 to 2 will be excluded from the ranking of usage, since it is considered a quite low or almost null in the process.

Secondly, and to give a more general view of which types of activities are the most or least used in the English classroom, each type of the three activities will be compared with the others. Doing that, we will be able to observe more clearly what type of mediating activity is most put in practice in the lessons.

Regarding to the first analysis, within the different activities that make up the ‘textual mediation’ block, it should be noted that most of the participants use them at some point in their language teaching. Within the activity subtypes, the most use are processing texts (85%), together with relaying specific information (77%) as well as explaining data (70%). In the ‘conceptual’ block, practically all the participants aim to use it in their lessons. The most valued and implemented is ‘managing information’ (100%), while the other two have a 90 percentage. In the ‘communication’ block, all the participants use each and every one of the sub-activities included in it, so it gets a 100 percentage.

The following table, **table 5**, will demonstrate the percentage of teachers who make use of each sub-activity in their English lessons.

BLOCKS OF MEDIATION ACITIVITIES	SUB-ACTIVITIES	PERCENTAGE (%)
TEXTUAL	Relaying specific information	10/13 (77%)
	Explaining data	9/13 (70%)
	Processing texts	11/13 (85%)
	Translating texts	7/13 (54%)
	Note-taking	8/13 (62%)
	Criticism of literary works	6/13 (46%)
CONCEPTUAL	Facilitating collaborative interaction with peers	12/13(92%)
	Collaborating to construct meaning	12/13(92%)
	Managing interaction	13/13(100%)
	Encouraging conceptual work	10/13(77%)
COMMUNICATION	Facilitating pluricultural space	13/13(100%)
	Acting as an intermediary in informal situations	13/13(100%)
	Facilitating information in delicate situations	13/13(100%)

Table 5 Teachers’ percentage usage of mediation activities.

Referring to the second analysis, more general analysis, it should be noted that the activities related to communication are the most used, then the conceptual ones and finally the textual ones.

6.4. Conclusions derived from the research study

This research study is an attempt to investigate how English teachers are addressing and implementing the linguistic term in their classrooms after the inclusion of it in the English foreign language curriculum in the Community of Andalusia. The main findings are twofold: on the one hand, the results remarks that teachers are conscious of the linguistic term and know its definition. However, on the other hand, they are not capable of thinking of it when planning ~~the~~ lessons or even implementing mediation activities.

In relation to the former, the results demonstrate that the teachers who participated in the study do know what the term of linguistic mediation is about in the language learning and teaching. However, these need further development since not everyone is able to describe it in a concise and coherent way. Perhaps, in this aspect, more training should be given to them with the curriculum by the Administration, since it is a term that has just been included in the curriculum of Spain. It has been considered as one more specific competence to taken into account when planning their lessons, so it is possible to think that they do not know how to include it in the activities.

Their lack of implementation in the lesson serves as evidence that there is some area for improvement that involves the educational administration. Most of the participants in this study use the same book editorial, something that can be seen as an advantage. This same publishing house could be aligned with the Ministry of Education and add activities that include mediation in its different variants. In this way, teachers would have a guide on how to implement each subtype of mediating activity in their classrooms. This change would serve a dual purpose: to help teachers include these activities, but also to help students develop that competency in a successful way. At the same, editorials can be aligned with teachers- representatives and trade unions for the creation of workshops that deal with the subject in question.

Secondly, as for the concept of linguistic mediation and their concern in terms of the inclusion of mediation in their lessons, some conclusions can be reached. From their responses, it can be deduced that they are already developing activities with their students that are connected to linguistic mediation, but they are doing it in many cases unconsciously. That is the case of those participants who make use of them but do not have idea or provide an ambiguous definition of the linguistic term. In that manner, it is remarkable that all of them make use of mediation activities related to concepts and communication. The reason is evident: all students need to develop communicative competence in the foreign language, and these activities are the most relevant ones to achieve this goal. Not only teachers do not what mediation means, but they implement mediation activities in the lesson without knowing it. A lack of training is evident, so teachers can develop their lessons in a more meaningful and coherent way.

As with any study, this study has some shortcomings and limitations. The first of these is the number of participants, which is limited, so the result must be analysed carefully. In the future, it could be carried out in all the high schools of Spain and thus be able to compare between them how the linguistic term is being addressed and introduced in the classes. In that way, the conclusions and arguments can be more conclusive.

In short, although the scope of this investigation is limited, this research study can be seen as the beginning of a series of studies addressing linguistic mediation from different angles, including teacher training for mediation, use of mediation activities in the classroom, and comparing this process in the community of Andalusia with another different ones, so it could be analysed if this issue is also happened in other communities.

7. Conclusion

As it has been throughout this work, the concept of mediation has been evolving from its most remote antecedents, as related to act as an intermediary in the market and exchange of goods, to the present, a specific competence included in the curriculum of all stages of education, from primary, including secondary, both compulsory and post-compulsory, and in official language schools.

The study of the term through the CEFR, together with the subsequent Companion Volume, has also established common guidelines for the teaching and learning of languages throughout Europe. This expansion is a tipping point to understand how this concept has been included in the regulated education curricula. In this way, the need to study the concept in detail is evident, to know how to direct ourselves there and how to implement it in our day-to-day classes, as language teachers. The increasingly multilingual and multicultural societies in which we live today require us to rethink the issue of communication, since it is common for different cultures to come into contact in the same environment due to work, school or health, which generates a pressing need to understand each other.

Not only mediation is a realistic skill, but also a complex one. As Clara and Francisco explains, it is a “complex activity because the mediator has to grasp the meaning, the sender-s intention and the type of difficulties it generates (linguistic, discursive, pragmatic and cultural), adapt to their interlocutor and negotiate with him” (De Arriba & Cantero, 2004). Doing that, the mediator would guarantee that communication is achieved. The different mediating activities highlight the diversity of activities that can be included when planning foreign language classes. In this way, this complexity also reflects that there are many varieties of perceiving the concept.

From the analysis, it can be seen that teachers are clear that communication is crucial for language development, which is the reason they make use of the mediating activities related to improve this competence. However, by not being so instilled in this new skill, they lose the sense of bridge, that there is something missing that needs to be intermediated, that should be taken into account for the designing of all kind of mediation activities. It is evident the deficiency showed by current English teachers in relation to this current linguistic term.

As Daniel Canalejas Nieto concludes in his article, with this update in the curricula, “the majority of foreign language speakers will repeatedly carry out mediation tasks in contexts both personal and academic and professional. In addition, the integrating nature of mediation makes it a fundamental skill not only for the development of communicative competence in multilingual contexts, but also for learning in general” (Canalejas, 2022, 24). For this reason, the correct and full development of this skill would also a needed path to be followed by all these learners, for their life-long learning.

The incorporation of linguistic mediation in the curricula of regulated education will be a challenge important for English teachers of these stages. For this reason, it will be necessary for educational Administrations to promote plans for training them to carry out the correct implementation of this language activity and multilingual competence in their teaching practice. It is essential to foster teachers' capacity to implement mediation activities to develop students' linguistic mediation skill. In addition, more research would be also a valid point to take into consideration for further information of this topic.

8. Bibliographical references

8.1. Bibliography

Canalejas Nieto, D. (2002). "La mediación lingüística en los nuevos currículos de enseñanza de lenguas extranjeras", *Supervisión* 21, vol. 25 (65): 1-27.

De Arriba García, C.& Cantero Serena, F.J. (2004). "La mediación lingüística en la enseñanza de lenguas". *Didáctica (Lengua y Literatura)*, 16: 9-21

Dendrinós, B. (2006). "Mediation in communication, language teaching and testing". *JAL*, Vol (22): 9-35.

Fernández Álvarez, M. & García Hernandez, S. (2021). "Teachers' perceptions of linguistic mediation in the curriculum for advanced English in Madrid secondary schools". *Language Teaching Research*. 1-24.

Mármol Alcaraz, G. (2019). "Actitudes frente a la mediación lingüística en un contexto de educación secundaria". *Revista Nebrija de Lingüística Aplicada a la Enseñanza de Lenguas (RNAEL)*, vol 13 (27): 112-128.

Null, S. (2009). "Teachers as mediators of instructional texts". In Bazerman, C., Krut, R., Lunsford, K., & et al. (Eds.), *Traditions of writing research*, 212-223. Abingdon: Routledge.

Ortega, L. (2007). "Meaningful L2 practice in FL classrooms: a cognitive interactions SLA perspective". En R. DeKeyser (Ed.), *Practice in a second language: perspectives from applied linguistics*, 180-207. Cambridge: CUP.

Roopa S & Rani M. (2012). "Questionnaire Designing for a Survey". *Journal of Indian Orthodontic Society*, vol. 46 (4): 273-277.

8.2. Legal references

Council of Europe. (2001). Common European framework of reference for language learning, teaching and assessment. Cambridge: Cambridge University Press.

Council of Europe. (2018). Common European framework of reference for languages: Learning, teaching, assessment: Companion volume with new descriptors. Strasbourg: Council of Europe

Royal Decree 217/2022, which establishes the common curriculum for Compulsory Secondary Education in 1st and 3rd of ESO for all communities of Spain

Royal Decree 243/2022 which establishes the common curriculum for Post-Compulsory Secondary Education in 1st of Bachillerato for all communities of Spain

Instruction 1/2022, which alludes to the organizational and operational aspects are established for the centres to provide Compulsory Secondary Education for the 2022/2023 academic year.

Instruction 13/2022, which alludes to the organizational and operational aspects are established for the centres to provide Post-Compulsory Secondary Education for the 2022/2023 academic year.

APPENDIX 1

Questionnaire (adapted from the online version)

***Obligatory**

GENERAL INFORMATION

First of all, general information of the participant is needed for this research.

1. Age *

2. Sex *

☐ Male

☐ Female

3. Years of experience in education *

4. Level of teaching education *

☐ Secondary School

☐ Post-Secondary School/Baccalaureate

5. How many hours/subjects do your students study in English? *

6.To which groups do you teach English and what textbook do you use in your classroom? *

7.Do you make use of any other material, out of the textbook, for teaching English? If so, name them and indicate the purpose of using them.

**PERCEPTION AND
PRACTICE OF MEDIATION**

In this section, questions are asked about mediation and its use in the English classroom.

8.What do you understand by linguistic mediation? *

9.Do you have the concept of linguistic mediation in mind when planning activities for your students?

☐ Yes

☐ No

**MEDIATION
ACTIVITIES**

In this final section, the kind of mediation activities put in practice in the English classroom will be the focus. Using a scale from 1 to 5 (1 = Not too relevant and 5 = Very relevant), please rate the following mediation activities as they apply to the subject of English in your lessons.

1. Relaying specific information in speech/written *

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

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

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

3. Processing texts in speech/writing *

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

4. Translating a text in writing *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

5. Note-taking during lectures or seminars *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

6. Analysis and criticism of literary texts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

7. Facilitating collaborative interaction with peers *

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

8. Collaborating to construct meaning within a group work *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

9. Managing interaction within a small group *

1	2	3	4	5
☐	☐	☐	☐	☐

10. Encouraging conceptual talk (scaffolding technique) *

1	2	3	4	5
☐	☐	☐	☐	☐

11. Facilitating pluricultural space *

☐	☐	☐	☐	☐
1	2	3	4	5

12. Acting as an intermediary in informal situations *

1	2	3	4	5
☐	☐	☐	☐	☐

13. Facilitating information in delicate situations *

1	2	3	4	5
☐	☐	☐	☐	☐