



Mediation in Language Teaching and Learning in Secondary Education

Giulia Ciaramita

María Noelia Ruiz Madrid

Inmaculada Fortanet Gómez

Elisa Corino

November 2023



Doctoral Programme in Applied Languages, Literature and Translation

Universitat Jaume I Doctoral School



Doctoral Programme in Digital Humanities Dipartimento di Lingue e Culture Moderne

Mediation in Language Teaching and Learning in Secondary Education

Report submitted by Giulia Ciaramita in order to be eligible for a doctoral degree awarded by the Universitat Jaume I, Università degli Studi di Genova and Università degli Studi di Torino

Giulia Ciaramita

Giulia Ciaramita

María Noelia Ruiz Madrid

Inmaculada Fortanet Gómez

Elisa Corino

Castelló de la Plana, November 2023

CREATIVE COMMONS (CC) LICENCES FOR THESE

Attribution- Non Commercial-Share Alike (BY-NC-SA)



This research has been supported by the TEMPLATE project
[Erasmus + Program of European Union; grant number 2020-1-IT02-KA201-079553]

Thesis by compendium of publications:

- 1) Ciaramita, G., Fortanet-Gómez, I. (2023). “Teachers' attitude towards the use and teaching of mediation in language classes”, *RILA: Rassegna Italiana di Linguistica Applicata*
RILA [RASSEGNA ITALIANA DI LINGUISTICA APPLICATA] -
Classificazione A ANVUR (AGENZIA NAZIONALE DI VALUTAZIONE DEL SISTEMA
UNIVERSITARIO E DELLA RICERCA): Area 10, Fascia -MIAR 2021: 6,5 - Included
in [FRANCIS](#), [DIALNET](#), [EBSCO Education Source](#), [MLA - Modern Language Association
Database](#)
ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix of this
dissertation)
- 2) Ciaramita, G. (2023). “Multimodality as a mediation strategy in foreign language textbooks”, in
The (inter)cultural dimension in language learning, Peter Lang
Peter Lang, SPI: Q1, ICEE 350
ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix of this
dissertation)
- 3) Ciaramita, G., Ruiz-Madrid M. (2022). “New competences, new proposals: technology-mediated
tasks to foster mediation competence in language learning”
UNPUBLISHED ARTICLE
- 4) Ciaramita, G. (2023). “The integration of mediation, plurilingual and digital competencies in
language learning tasks”, in *Teaching, Translating and Researching LSP during the pandemic*,
Pisa University Press.
Pisa University Press, included in portale MIUR (Ministero dell'Istruzione dell'Università e della
Ricerca) nell'elenco degli Editori che hanno dichiarato la loro disponibilità a collaborare ai fini
dell'Abilitazione Scientifica Nazionale (equivalent to FECYT seal in Spain)
ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix of this
dissertation)
- 5) Ciaramita, G., Ruiz-Madrid, M. (2023). “Mediation and digital competence: a must for pre-
tertiary education teacher training. A comparative case study in Spain and Italy.”
UNPUBLISHED ARTICLE

This thesis has been accepted by the co-authors of the publications listed above that have waved the right to present them as a part of another PhD thesis.

TITLE: MEDIATION IN LANGUAGE TEACHING AND LEARNING IN SECONDARY EDUCATION

ACKNOWLEDGMENTS

This thesis marks the end of an incredible adventure in which two worlds I love have met: the world of education and the world of research. And if this union has been possible, it is thanks to many people whom I want and must thank in this first section.

Regarding the academic world, two universities welcomed me into this co-supervision experience: UNITO and UJI. I therefore thank my Italian supervisor, Professor Elisa Corino, who right from the start helped me find a path to fulfil my wish to take my first steps in research. Her support has been crucial from the beginning in helping me understand this new world. I also thank Professor Cristina Onesti, with whom I had the opportunity to collaborate and share some academic travel experiences and personal growth.

At UJI, I must certainly thank my supervisors, Dr Noelia Ruiz Madrid and Professor Inmaculada Fortanet-Gómez. Their guidance has been meticulous and essential. I felt supported step by step especially during my months at UJI, not only academically but also personally in a truly invaluable way. Thanks to them, I became part of the GRAPE research group, which I thank for providing me with enrichment opportunities in the research world as well as on a personal level.

Of course, I also thank the other PhD students Anita, Carmen, Enzo, Hilal and Sarah who have been fundamental, accompanying me over these three years with their support and constant exchange of ideas.

This thesis is part of the TEMPLATE project. Thus, I thank all the project partners with whom I collaborated from the kick-off meeting to the project's conclusion. The atmosphere created was always serene and welcoming, providing me with precious moments, especially during international in-person meetings.

As mentioned before, in this thesis, the academic world meets the one of education. Thanks to Maux (Liceo Maria Ausiliatrice) for making it possible, but especially to the Principal, Filippo Buzio, who consistently supported and appreciated my choice, making it compatible with my work. I express gratitude for the support, encouragement, assistance, and participation of all the teachers in the language department during these years. In particular, Esther, Jessica, and Sara have been invaluable colleagues, always

ready with practical help and attentive listening. They actively participated in the TEMPLATE research, facilitating data collection for this thesis.

However, the school is primarily made up of students, and they too played their part in this adventure. I thank all my students for their curiosity and for always asking for updates on my life as a doctoral candidate. Particularly, I must thank the students of the current 2B class who took part in the TEMPLATE project by presenting their experience at the final event. I thank Federica and Alessandro, now in 3B, who presented their experience at the TEMPLATE regional seminar.

Last, but certainly, not least, I must thank my family and friends. Many friends deserve gratitude for their support, especially Alessandra, Chiara, and Giovanna, for their daily listening and advice. And finally, thanks to my family, my parents, Silvia, my grandparents, my uncle, and of course Henrique: you accompanied me in this experience with your understanding and support, as well as with small and significant practical help that made this beautiful, but sometimes challenging, experience a bit easier.

ABSTRACT

The present thesis will deal with the topic of mediation, in relation with plurilingual approaches and digital tools. In particular, the employment and teaching of mediation in Secondary Education in Spain and Italy will be analysed, also considering the teaching material teachers are provided with (school textbooks). The data to develop the study were collected through the Erasmus+ project TEMPLATE (using surveys, interviews and task analysis) and they are of both quantitative and qualitative nature. After having described the state of the art, and in particular the existing regulations in European Secondary Education (focusing on the different contexts, Spain and Italy), the compendium of articles that forms the present investigation will be presented, relating each article to specific RQs. Finally, conclusions, pedagogical implications and proposals will be outlined. In particular, a training course about mediation and technology for Italian and Spanish language teachers will be proposed: the aim of the course is to take advantage of the results obtained in order to design training units that could help the teachers improving their theoretical and practical knowledge about mediation and its relationship with plurilingual approaches and technology.

RESUMEN

La tesis doctoral que aquí presento aborda el complejo tema de la mediación y lo relaciona con el enfoque plurilingüe en la E-A (Enseñanza - Aprendizaje) de lenguas, en concreto, el desarrollo de la competencia plurilingüe, así como con el uso de las herramientas digitales por parte de los docentes, es decir, la competencia digital docente. En particular, esta tesis analiza la integración y la enseñanza de la mediación en la educación secundaria en España e Italia, considerando también el material didáctico proporcionado a los docentes (p.ej. libros de texto escolares). Los datos para desarrollar el estudio se han recopilado en el marco del proyecto Erasmus+ TEMPLATE utilizando encuestas, entrevistas y análisis de tareas. Los datos se han analizado utilizando metodologías de carácter cuantitativo y cualitativo que nos permiten obtener resultados no solo descriptivos sino también objetivos. Después de exponer el marco teórico que enmarca esta tesis doctoral, y en particular las regulaciones legislativas existentes en la educación secundaria en los diferentes contextos en los que se centra este trabajo: España e Italia, se presenta el compendio de artículos que conforma la presente investigación, relacionando cada artículo con las preguntas de investigación específicas que sustentan este trabajo. Finalmente, se exponen las conclusiones resultantes del estudio, así como

las implicaciones y propuestas pedagógicas que se derivan del mismo. En particular, se propone un curso de formación sobre mediación y tecnología para docentes de lenguas en secundaria: el objetivo del curso es integrar los resultados obtenidos en este trabajo para diseñar unidades de formación que puedan ayudar a los docentes a mejorar sus conocimientos teóricos y prácticos sobre la mediación y su relación con enfoques plurilingües y tecnología.

TABLE OF CONTENTS

PART 1	15
1. MOTIVATION OF THE RESEARCH	15
2. INTRODUCTION AND OBJECTIVES	16
2.2. Mediation In Language Learning	17
2.2.1 The concept of mediation.....	17
2.2.2 Mediation in the CEFRL and in the CV	18
2.2.3 Mediation and Technology.....	26
2.2.4 Multimodality in mediation.....	29
2.2.5 Teachers' attitudes towards mediation	34
2.2.6 Mediation and teacher training.....	37
2.2.7 Conclusion.....	39
2.3 Language Teaching and Learning in Europe	40
2.3.1. Language Teaching and Learning in Official Education.....	40
2.3.2 Language Curricula in Secondary Education in Spain.....	50
2.3.3 Language Curricula in Secondary Education in Italy	53
2.4. The Template Project	56
2.5. Objectives of the Study	59
2.6. Research Questions	59
PART 2	61
3. COMPENDIUM OF ARTICLES	61
4. FIRST ARTICLE: <i>Teachers' attitude towards the use and teaching of mediation in language classes</i>	67
5. SECOND ARTICLE: <i>Multimodality as a mediation strategy in foreign language textbooks</i>	96
6. THIRD ARTICLE: <i>New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning.</i>	128
7. FOURTH ARTICLE: <i>The integration of mediation, plurilingual and digital competencies in language learning task</i>	153
8. FIFTH ARTICLE: <i>Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy.</i>	174
PART 3	206
9. DISCUSSION AND CONCLUSIONS	206
9.1 Discussion	207

9.1.1 RQ1. Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?	207
9.1.2 RQ2. Are school textbooks a useful tool for teachers to teach mediation?	209
9.1.3 RQ3. Are teachers able to integrate the use of ICTs and multimodality in mediation tasks?	210
9.1.4 RQ4. Which are the similarities and differences between the two contexts, Italy and Spain?	211
9.2 Pedagogical implications	212
9.3 Pedagogical proposal	214
9.4 Conclusions, limitations and further research	238

LIST OF TABLES AND FIGURES

PART 1

<i>Figure 1.</i> Mediation Scales in the CV	20
<i>Figure 2.</i> Processing text descriptors - levels A1-A2.....	21
<i>Figure 3.</i> Leading group work descriptors - levels C1-C2.....	22
<i>Figure 4.</i> Acting as intermediary in informal situation descriptors - levels A1-A2.....	23
<i>Figure 5.</i> Strategies to explain a new concept - levels C1-C2.....	24
<i>Figure 6.</i> Strategies to simplify a text - levels C1-C2.....	25
<i>Figure 7.</i> Rewordified text with Rewordify.....	27
<i>Figure 8.</i> Examples of contextualised examples provided by Ludwig website.....	27
<i>Figure 9.</i> Example of translation in the context provided by Ludwig website.....	28
<i>Figure 10.</i> Writing task.....	38
<i>Figure 11.</i> Online conversation and discussion descriptors (Pre-A1+-A1-A2).....	45
<i>Figure 12.</i> Online conversation and discussion descriptors (C1-C2).....	46
<i>Figure 13.</i> Competences in DigCompEdu.....	47

PART 2

<i>Figure 1.</i> Relationship between RQs and articles.....	66
---	----

PART 3

<i>Table 1.</i> Training course structure	214
<i>Table 2.</i> Description of sessions and activities of the course.....	217
<i>Table 3.</i> Structure of Session 1.....	217
<i>Table 4.</i> Structure of Session 2.....	219
<i>Table 5.</i> Structure of Session 3.....	222
<i>Table 6.</i> Structure of Session 4.....	225
<i>Table 7.</i> Structure of Session 5.....	237
<i>Table 8.</i> Grid to be used to present the teaching units.....	237
<i>Figure 1.</i> Relationship between RQ1 and the articles.....	207
<i>Figure 2.</i> Relationship between RQ2 and the articles.....	209
<i>Figure 3.</i> Relationship between RQ3 and the articles.....	210
<i>Figure 4.</i> Relationship between RQ4 and the articles.....	211
<i>Figure 5.</i> Cross-linguistic mediation exercise.....	218
<i>Figure 6.</i> Extract of TEMPLATE plurilingual unit about Ancient Egypt.....	221
<i>Figure 7.</i> Plurilingual mediation task secondary school.....	224
<i>Figure 8.</i> Slides about mediation.....	226
<i>Figure 9.</i> Slides about plurilingualism.....	227
<i>Figure 10.</i> Slide about technology.....	227

<i>Figure 11.</i> Extracts of a CLIL text.....	228
<i>Figure 12.</i> Slide on mediating through mother tongue.....	229
<i>Figure 13.</i> Slide on mediating through a plurilingual approach.....	230
<i>Figure 14.</i> Slide on mediating through morphology.....	231
<i>Figure 15.</i> Image of the CLIL text.....	232
<i>Figure 16.</i> Extract from the EdPuzzle video - question on similarities with the mother tongue.....	233
<i>Figure 17.</i> Extract from the EdPuzzle video - question on multimodal element.....	233
<i>Figure 18.</i> Extract from the EdPuzzle video - question about plurilingual analysis.....	234
<i>Figure 19.</i> Extract from the EdPuzzle video - question about word structure.....	234
<i>Figure 20.</i> Example of plurilingual mediation task.....	235
<i>Figure 21.</i> Example of poster.....	236

PART 1

1. MOTIVATION OF THE RESEARCH

The topic of this thesis (Mediation in Secondary Education) is mainly motivated by my personal experience as a plurilingual person, as a teacher and as a researcher. Indeed, my mother tongue is Italian, but I also speak fluently French and English, languages that I had the opportunity to study for both bachelor's and master's degrees, with two Erasmus stays, one in the U.K. and one in France. Furthermore, being a student at the Universitat Jaume I, with a joint doctorate with the University of Turin (Italy), I could learn to understand Spanish and partially Catalan. During high school, I also studied Latin for five years. Therefore, the knowledge of different languages led me to decide to focus my thesis on a topic related to plurilingualism: mediation.

As stated before, also my job experience contributed to the choice of the topic. Indeed, as far as my profession is concerned, at the moment I am a French teacher, but I also teach Italian as a foreign language in a secondary school in Italy. In the past, I also taught English in Secondary and Primary Education. Furthermore, I took part, as a pre-service teacher, in a project called "Noi e le nostre lingue¹" for Primary Education. The project aimed to raise plurilingual awareness among pupils, working with non-romance languages such as Chinese and Arabic, with the collaboration of mother tongue teachers. This experience, together with the languages I know, is reflected in my daily working life as a language teacher since I use plurilingual approaches and therefore I deal with incomprehension and mediation. As a teacher, I could also notice that the inclusion of mediation in teachers' materials and in the teacher training I received could be improved. Moreover, I had observed that students are not familiar with the topic, and therefore research on how to include it in class is needed.

This conclusion about the need for research was reached thanks to my experience as a researcher as well. I am part of a research project, the TEMPLATE project (described in detail in section 2.4). It deals with teachers' education and the implementation of official European recommendations about the inclusion of plurilingualism and the use of technology. This context, dealing with plurilingual approaches, was adequate for a study mediation, which is also an element that should be included in class according to the

¹ https://www.studium.unito.it/do/progetti.pl/Show?_id=6223

European recommendations about the learning and teaching of foreign languages. The participation in this project gave me the opportunity not only to investigate teacher education but also to become a teacher trainer in my school, and to observe the difficulty teachers have to include the use of both ICTs (Information and Communications Technologies) and mediation in class. Indeed, the TEMPLATE project was for me an occasion to see how digital tools can enhance the plurilingual competence, and therefore I realised how also mediation could be enhanced through technology.

In conclusion, my experiences as a plurilingual person and as a teacher, researcher and teacher trainer paved the way to focus my research on mediation, paying attention to some specific other aspects related to it: teacher education, the employment of ICTs and the analysis of teaching material available. The next section (section 2) will provide an in-depth introduction to these topics, referring to the existing research. Furthermore, the objectives of the investigation will be presented.

2. INTRODUCTION AND OBJECTIVES

This thesis will deal with the topic of mediation. In particular, the use and teaching of mediation in Secondary Education in Spain and Italy will be analysed, focusing on the tools used to teach it in class (textbooks and ICTs). Even though the main focus of the thesis is on Secondary Education, some observations can be found concerning Primary Education, since the questionnaires used and distributed for data collection in the present thesis were also addressed to primary teachers. The information obtained from these questionnaires has not been disregarded since it provides useful information about the Pre-Secondary Education context and can help when analysing some of the data obtained in the Secondary Education context in order to provide a general view of the situation, considering also how mediation is approached in the educational context that precedes the one analysed and the consequences that it may have. In the following paragraph, the structure of the thesis will be described.

Sections 2.2 and 2.3 of the thesis will introduce the topics of mediation and technology in schools through the analysis of the existing regulations, European recommendations, and academic literature. Section 2.4 will describe the broader context in which this thesis is included: the Erasmus+ project TEMPLATE. The TEMPLATE project involves pre-tertiary teachers (Primary and Secondary teachers) and for this reason, as stated before, the present thesis also includes elements concerning Primary

Education. Section 2.5 and section 2.6 will describe the objectives of the research, focusing on four RQs (Research Questions). The answers to the RQs are described in five academic articles. A general introduction to the compendium of articles can be found in Part 2, while the articles are reported in sections 4-8. These latter sections present therefore the research results and their discussion which answer the RQs. Finally, in the last section, section 9 conclusions, pedagogical implications and proposals are outlined: starting from pedagogical implications a training course about mediation and technology for Italian and Spanish language teachers will be proposed, presenting activities that, considering the result of the investigation obtained, could help the participants to improve their theoretical and practical knowledge.

2.2. Mediation In Language Learning

This section focuses on the role of mediation in language teaching and learning, analysing various aspects: its presence in the CEFRL (Common European Framework of Reference for Languages) and in the CV (Companion Volume), its multimodal nature, and its relationship with technology.

2.2.1 The concept of mediation

Mediation can be considered as “a social practice which occurs in order to facilitate communication between parties not sharing the same language” (Stathopoulou 2015, 351) Indeed, the Council of Europe (2020, 34) states that mediation makes “communication possible between persons who are unable, for whatever reason, to communicate with each other directly”. Nowadays, mediation is a fundamental element in the field of learning and teaching languages. Indeed, it is essential to be an able mediator in order to be an active citizen and worker (Council of Europe 2020). In the past, socio-cultural experts, such as Vygotsky (1978), have highlighted that mediation is fundamental since it is involved in higher forms of human mental activity. Moreover, Piccardo (2012) underlines the fact that mediation can create a link between the social dimension and the individual one. Mediation is indeed present in the social interaction of a classroom, since a classroom is composed of mediating tools, mediation objects and

mediators (Behroozizad et al. 2014). Moreover, mediation not only improves communication in class, but it also favours the learning process (Hoven 1999). Therefore, mediation is becoming more and more important in society and the schools, since both of them are characterised by migration flows and globalisation and this presupposes the necessity to mediate in order to communicate among people with different linguistic and cultural backgrounds (Piccardo 2020). Mediation therefore includes different sub-competences (linguistic, intercultural, interpersonal, and intercultural competences) (Howell 2017). Indeed, when mediating, language is considered a tool to use for different purposes: creating pluricultural spaces, reducing affective blocks and tensions due to the risks of misunderstanding, building bridges towards the new/the other and allowing the language users to understand each other (Piccardo 2020). In order to guide students to use language as a tool to mediate, Howell (2017) states that teachers should include this topic in class. He suggests, before presenting to students a mediation task, the teaching of some linguistic elements (e.g., opposites and hypernyms) that can be useful for the reformulation of a source text and therefore for its mediation. While the post-task phase can be devoted to the “reflection on the different mediation solutions produced by different groups of learners, with feedback being offered on various lexical, grammatical, or pragmatic issues in these solutions” (Howell 2017, 150).

After having defined mediation and described its characteristics and importance, the next session will focus on the inclusion of mediation in language teaching and learning.

2.2.2 Mediation in the CEFRL and in the CV

In 2001 the Council of Europe published the CEFRL. This document provides six Reference Levels (from A1 to C2) described through illustrative descriptor scales, in order to provide a guide for teachers, educators and evaluators for language teaching and assessment. Moreover, the CEFRL aims at developing and implementing the curricula for plurilingual and intercultural education. In 2018/2020 the CEFRL was complemented with the publication of the CV, in order to adapt the guidelines of the CEFRL in accordance with the new characteristics of nowadays societies that are plurilingual and pluricultural. An in-depth description of the CEFRL and CV will be provided in section

2.3. In the next paragraph, the presence of mediation on the CEFRL and in the CV will be analysed.

In the CV, mediation is included and for this reason, we can understand that it has been gaining increasing importance in the field of learning and teaching foreign languages. Indeed, in the last 25 years, it has been gradually included in official recommendations for language teaching and learning. This evolution can be retraced in the development of the CEFRL. In the first drafts of the CEFRL (1996), mediation was already present, but scarcely since it was only described as a communicative language activity. In 2001 the official CEFRL was published, and mediation was included and described as an act of language to allow communication among people not able to communicate with each other directly. Therefore, the language user is described as an intermediary. Nevertheless, there were only two mediation strategies listed: interpretation and translation (Piccardo 2020). On the other hand, in the course of time, globalisation has changed our societies, and now they are composed of different cultures and languages. Consequently, it is now more and more necessary to be able to mediate to be an active citizen. The Council of Europe, indeed, states

[i]n modern democracies, political participation presupposes a capacity for verbal mediation. [...] [F]or societies as complex as those of the present day [...] cultural and linguistic diversity is no longer a matter of separate compartments (Council of Europe 2015, 63).

This is one of the main reasons why the CV was published in 2018. Therefore, mediation was included in the CV and moreover, it was the longest and most complex part of the CV (Council of Europe 2018).

In the CV, mediation is defined as an act of language that makes communication possible among people who are unable to communicate with each other (Council of Europe 2020). Mediation can for example consist of the reformulation of a source text so that it can become intelligible to those who do not have the ability to understand it (Companion Volume 2018). Mediation in the CV is not only mentioned or defined but it is also included in two categories: “communicative language activities” and “communicative language strategies”. 19 scales are introduced in the ‘communicative language activities’ category. The scales are divided into three sub-categories: mediating a text, mediating concepts (collaborating in a group or leading group work), and

mediating communication. The scales for “mediating a text” are relying on specific information, explaining data, processing text, translating a written text, note-taking, expressing a personal response to creative texts, analysis, and criticism of creative text. For mediating concepts, four scales are listed: facilitating collaborative interaction with peers, collaborating to construct meaning, managing interaction, and encouraging conceptual talk. Three scales are listed for the category “mediating communication”: facilitating pluricultural space, acting as an intermediary, and facilitating communication in delicate situations and disagreements. Regarding mediation strategies, five scales are introduced, divided into two subcategories: strategies to explain new concepts (linking to previous knowledge, adapting language, breaking down complicated information) and strategies to simplify a text (amplifying a dense text and streamlining a text). In Figure 1 (Council of Europe 2020, 90), mediation scales are illustrated.

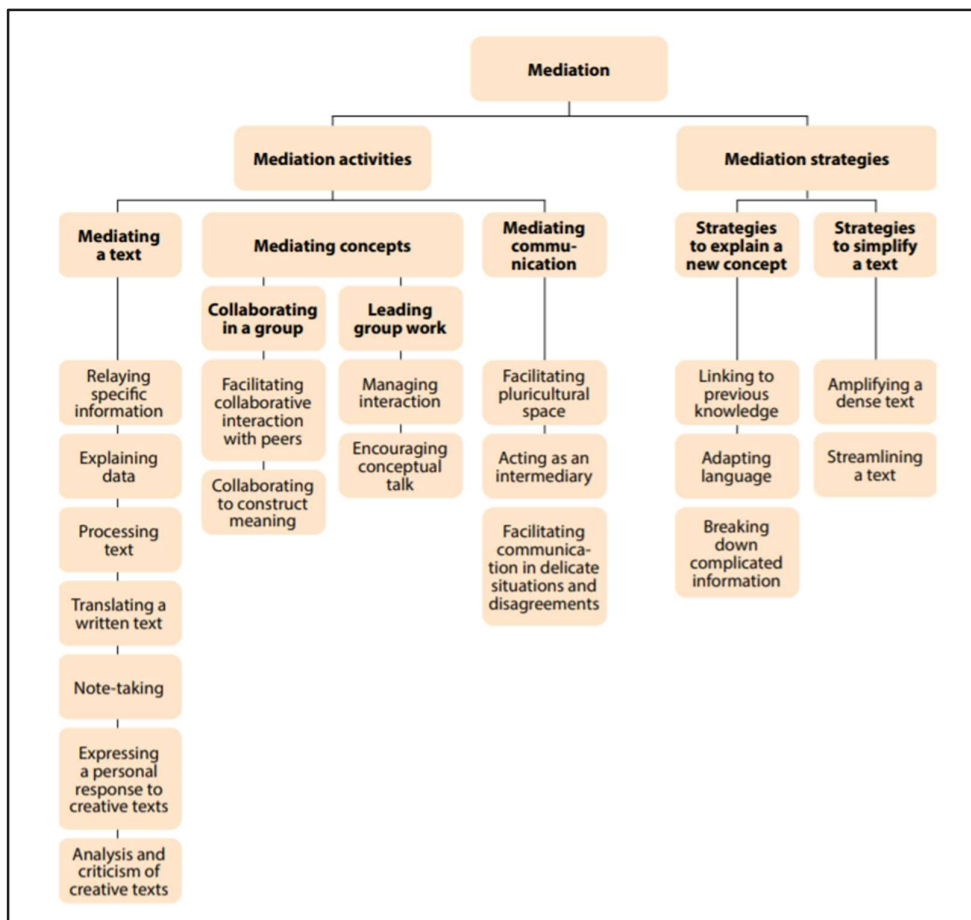


Figure 1. Mediation Scales in the CV (Council of Europe 2020, 90)

The CV provides an in-depth description of each category of mediation. It also generally describes it affirming that while mediating, the mediator is less concerned with his/her own needs but more with the ones of the person s/he is mediating from (Council of Europe 2020, 101). Furthermore, in general, in order to mediate, the language user “needs to have a well-developed emotional intelligence, or an openness to develop it, in order to have sufficient empathy for the viewpoints and emotional states of other participants in the communicative situation” (Council of Europe 2020, 91), since the word “mediation” can be used to define the process of creating conditions for communication and cooperation. In order to create these conditions, social and cultural competence, and therefore plurilingual competence, must be involved (Council of Europe 2020). As far as mediation activities are concerned, the CV provides a definition for each macro-category. For example, about the category “mediating a text” it states that it “involves passing on to another person the content of a text to which they do not have access, often because of linguistic, cultural, semantic or technical barriers” (Council of Europe 2020, 91). Moreover, it adds that the set of descriptor scales for mediation offered is increasingly being included in language curricula (for example in Austria, Switzerland, Germany, Italy, Spain, and Greece) (Council of Europe 2020). However, the CV also includes the descriptors for mediation of a text oneself (and not mediating for a third), such as in taking notes during a lecture. In Figure 2, an example of a descriptor for mediating text (“processing text”- Levels A1-A2) is provided.

Processing text		
	Processing text in speech or sign	Processing text in writing
A2	Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided the topics concerned are familiar and the delivery is slow and clear. Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (in Language A) that have illustrations or tables.	Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided the texts concern concrete, familiar subjects and contain only simple everyday language. Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.
	Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.	Can use simple language to convey (in Language B) the main point(s) contained in very short texts (in Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible. Can copy out short texts in printed or clearly handwritten format.
A1	Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (in Language A).	Can, with the help of a dictionary, convey (in Language B) the meaning of simple phrases (in Language A) on familiar and everyday themes. Can copy out single words and short texts presented in standard printed format.

Figure 2. Processing text descriptors - levels A1-A2 (Council of Europe 2020, 101)

As presented in the above figure, the act of processing a text can be divided into two subcategories: “processing a text in speech or sign” and “processing text in writing”. Both categories refer to cross-linguistic mediation since the language user mediates from language A into language B. It is possible to notice that language knowledge is a tool used to mediate, and that it cooperates with other tools such as the use of the dictionary and non-verbal language (e.g., gestures, visuals).

As far as the category “mediating concepts” is concerned, the CV states that “it refers to the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own” (Council of Europe 2020, 91). It is therefore a fundamental activity and ability in teaching, training, and collaborating (Council of Europe 2020). This activity also involves two other aspects:

- 1) constructing and elaborating meaning
- 2) facilitating and stimulating conditions for conceptual exchange and development. (Council of Europe 2020, 91).

Given the aspects reported just above, the CV also underlines that “mediating concepts” is, therefore, a fundamental tool in collaborative work and leading group work, and it concerns establishing the conditions for effective work (i.e., relational mediation) and development and elaboration of ideas (i.e., cognitive mediation) (Council of Europe 2020). In Figure 3, an example of descriptors for mediating concepts (“leading group work”- levels C1 and C2) is provided. In this figure, it is possible to notice that the language user can use mediation strategies to manage balanced interaction, supporting the participants and controlling their interventions. The strategies can also be used to encourage the development of ideas by stimulating logical reasoning.

Leading group work		
	Managing interaction	Encouraging conceptual talk
C2	<p>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</p> <p>Can recognise undercurrents in interaction and take appropriate steps to guide the direction of discussion.</p>	<p>Can effectively lead the development of ideas in a discussion of complex abstract topics, giving direction by targeting questions and encouraging others to elaborate on their reasoning.</p>
C1	<p>Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases.</p> <p>Can intervene diplomatically in order to redirect discussion, prevent one person dominating or confront disruptive behaviour.</p>	<p>Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying and predicting).</p>

Figure 3. Leading group work descriptors – levels C1-C2 (Council of Europe 2020, 113)

Finally, the third mediation activity category is “mediating communication”, and it has the aim of facilitating successful communication. The skills that are involved are diplomacy, negotiation, pedagogy and dispute resolution, and management of social and workplace interactions (Council of Europe 2020). The descriptors listed in the CV for mediating communication are relevant for teachers and educators in particular when intercultural elements are involved in the mediation process (Council of Europe 2020).

In Figure 4, an example of a descriptor for mediating communication (“acting as intermediary in informal situation”- levels A1-A2) is presented. As it is possible to read, cross-linguistic mediation can be used to be an intermediary in informal situations. In this activity, it is important to take into account cultural conventions.

Acting as an intermediary in informal situations (with friends and colleagues)	
A2	Can communicate (in Language B) the overall sense of what is said (in Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided this is articulated clearly and they can ask for repetition and clarification.
	Can communicate (in Language B) the main point of what is said (in Language A) in predictable everyday situations, conveying back and forth information about personal wants and needs, provided other people help with formulation.
A1	Can communicate (in Language B) other people’s personal details and very simple, predictable information (in Language A), provided other people help with formulation.

Figure 4. Acting as intermediary in informal situation descriptors - levels A1-A2

(Council of Europe 2020, 116)

After having described mediation activities, the CV describes mediation strategies, focusing on the fact that they must be appropriate in relation to the conventions, conditions, and constraints of the communicative context (Council of Europe 2020). Mediation strategies are techniques used to clarify and facilitate communication (Council of Europe 2020). These strategies concern the way the source text is mediated. Mediation can be accomplished through elaboration, condensation of information, paraphrasing, and simplification (Council of Europe 2020).

The first category of mediation strategies is “strategies to explain a new concept”. They include the strategy of linking to previous knowledge, i.e., relating to acquired knowledge, to facilitate the comprehension for the recipients. “Links may be made to other texts, relating new information and concepts to previous material, and to background knowledge of the world” (Council of Europe 2020, 118).

The second category is adapting language. The mediator can shift in the use of language, style, and register with the aim of mediating a text. It can be done through the use of synonyms, similes, simplification, or paraphrases (Council of Europe 2020).

Finally, the third category is breaking down complicated information into smaller parts to mediate the whole text. The descriptors of these three categories of mediation strategies are reported in Figure 5 (levels C1-C2).

Analysing the can-do descriptors and looking at Figure 5, it is possible to notice that fundamental strategies to mediate complex text and concepts are:

- linking to prior knowledge;
- adapting language in accordance with the audience;
- breaking down information in order to explain relationships and highlight key aspects.

Strategies to explain a new concept			
	Linking to previous knowledge	Adapting language	Breaking down complicated information
C2	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.	Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.
C1	Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained.	<p>Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their own field of specialisation.</p> <p>Can adapt their language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.</p> <p>Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.</p>	Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.

Figure 5. Strategies to explain a new concept - levels C1-C2
(Council of Europe 2020, 120)

The CV also describes strategies to simplify a text. They involve the strategies of amplifying a dense text and streamlining a text. The amplification of a dense text can avoid obstacles to understanding through the addition of examples, details, and explanatory comments. On the other hand, streamlining a text means reducing the text to its essential message, and eliminating digressions that can increase the difficulty of the text (Council of Europe 2020). Figure 6 presents an example of a descriptor for strategies to mediate a text (strategies to simplify a text, levels C1-C2). Reading the can-do statements presented in the figure below, it is possible to undertake that it is significant

to underline the fact of adding information and examples, and the strategies to reorganise information in order to simplify a text and mediate it.

Strategies to simplify a text		
	Amplifying a dense text	Streamlining a text
C2	Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.
C1	Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.	Can reorganise a complex source text in order to focus on the points of most relevance to the target audience.
	Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining, and modifying style and register.	

Figure 6. Strategies to simplify a text - levels C1-C2 (Council of Europe 2020, 122)

The CV does not only provide the scales for mediation, but it also underlines that mediation can involve one or more languages, and these latter are tools the language user can employ in order to construct or convey new meaning (Council of Europe 2020). Furthermore, the CV provides a definition of language user updating the one provided in the 2001 CEFRL: while meditating, the language user becomes a social agent who collaborates in the construction and communication of a new meaning, also encouraging others to do the same, utilising mediation strategies appropriate for the communicative context (Council of Europe 2020). The context can be of different natures social, pedagogic, cultural, linguistic, or professional.

In conclusion, the concept of mediation has been recently developed in the Companion Volume, and it has been indeed defined and described through 24 scales. Given the importance of the European Recommendations, they are influencing the development of language curricula (Nadales & Valderrama 2020) and mediation is now not only included in language classes but also in official language certifications (Goodier 2020; see section 2.2.6). Nevertheless, mediation is still not at the centre of academic research, in particular there is a lack of research on the inclusion of mediation in class (Piccardo 2012; 2020). These topics will be further analysed in the following sections of the thesis. In particular, in the next sections, the relationship between mediation and technology/multimodality will be described.

2.2.3 Mediation and Technology

After having described the concept of mediation, in this short section, some digital tools to teach mediation using ICTs will be described. These tools are particularly relevant because they represent digital instruments that teachers can use in order to teach and use mediation in class. This thesis, indeed, focuses also on the ability of Italian and Spanish teachers to use technology for including mediation in their classes. To my knowledge, there is no academic research on this topic.

Nevertheless, there are training courses focusing on the use of mediation. An example is the online webinar held for Pearson by Cinganotto (2020) entitled *How to teach mediation online*. In this event, Cinganotto trains teachers on mediation by describing its inclusion in the CV. Furthermore, she provides teachers with examples of tools that can be used in class to mediate and to teach how to mediate. These tools are online, and therefore they have multimodal components. In the following lines, some tools are described:

- Rewordify²

It is a website that provides users with suggestions for easier words. It allows therefore to mediate a written text through simplification. On the official website, we can read its description:

Rewordify.com is a free and online software that improves reading, learning, and teaching. This site can:

- Intelligently simplify difficult English, for faster comprehension.
- Effectively teach words, for building a better vocabulary.
- Help teachers save time and produce engaging lessons.
- Help improve learning outcomes.

² <https://rewordify.com/>

In Figure 7 an example of re-written/mediated text by Rewordify is presented.

Rewordify.com
Understand what you read.

Home Help Read Settings Contact

Rewordified text: [Print text](#) | Speak hard words on click (?)

Joseph Raymond "Joe" McCarthy (November 14, 1908 - May 2, 1957) was an American politician who served as a Republican U.S. Senator from the state of Wisconsin from 1947 until his death in 1957. Beginning in 1950, McCarthy became the most visible public face of a period in which Cold War tensions fueled fears of widespread Communist **subversion** [disobedience].[1] He was noted for making claims that there were large numbers of Communists and Soviet spies and **sympathizers** [kind people] inside the United States federal government **and elsewhere** [and in other places]. Ultimately, [In the end,] his **tactics** [strategies] and inability to **substantiate** [prove] his claims led him to be **censured** [criticized] by the United States Senate.

The term McCarthyism, **coined** [created] in 1950 in reference to McCarthy's practices, was soon applied to similar anti-communist activities. Today the term is used more generally in reference to demagogic, **reckless** [dangerous], and **unsubstantiated** [unsupported] **accusations** [statements (that someone has done something bad)], as well as public attacks on the character or **patriotism** [country-loving] of political opponents.[2]

Text information and options

Original text	select	Words to learn	READ level
Word count: 142	Maximum	12	11 - C 1290
Sentences: 4	Level 1	12	11 - C 1390

Figure 7. Rewordified text with Rewordify³

- Ludwig.guru (<https://ludwig.guru/>) is a corpus-based resource that provides users with suggestions for rewording and contextualized examples for the sentences searched.

Gmail

ludwig.guru

will be founded with

It will be funded with a grant from the Department of Education. [Science Magazine](#)

Most of the changes will be funded with federal money. [The New York Times](#)

It will be funded in part with a £26m loan from the Treasury. [The Guardian](#)

Figure 8. Examples of contextualised examples provided by Ludwig website⁴

³ <https://historytech.wordpress.com/2013/12/19/rewordify-levels-text-demystifies-primary-docs-and-makes-your-life-easier/>

⁴ <https://ludwig.guru/>



Figure 9. Example of translation in the context provided by Ludwig website⁵

- Evernote⁶, Google documents⁷ and Etherpads⁸. These programme are used for note-taking (mediation activity) and include the possibility to add non-verbal text (images and sounds). Furthermore, they allow collaboration (and therefore mediation) since they are accessible online and by different users at the same time.
- Etwinning⁹, the European School Education Platform, allows participation in collaborative projects, by giving the possibility to mediate within experiences of cooperative learning.
- Nowcomment¹⁰ is a tool that can be used for mediating an oral or written text. This tool indeed allows the user to interact with the text, also by selecting some portions of it and commenting on it or rephrasing it (i.e adapting language, a mediation strategy). The user can also mediate some literary texts and therefore create a personal response to creative texts (mediation activity).
- Comment bubble¹¹ and Edpuzzle¹² allow interaction with videos. It is indeed possible to select some portions and add comments and questions, and therefore

⁵ <https://ludwig.guru/>

⁶ <https://evernote.com/>

⁷ <https://docs.google.com/>

⁸ <https://etherpad.org/>

⁹ <https://school-education.ec.europa.eu/en/etwinning>

¹⁰ <https://nowcomment.com/>

¹¹ <https://www.commentbubble.com/>

¹² <https://edpuzzle.com/>

to mediate in a multimodal way, for example by rephrasing or expanding condensed information (mediation strategies)

2.2.4 Multimodality in mediation

After having defined and described mediation and its relationship with technology, in this section multimodality will be described, being an important element that can help the mediational process.

Multimodality can be defined as a set of “approaches that understand communication and representation to be more than language and attend to the full range of communicational forms people use” (Jewitt 2011, 14). Communication, indeed, is characterised by the use of different semiotic resources that combine to create meaning (Kress 2010). Currently, in the digital era, multimodality is extremely present in communication and literacy involves the ability of understanding and of using multimodal elements (Lim et al. 2022). For example, written language is increasingly being substituted by images since the screen is becoming one of the main tools for communication (Kress 2003). In recent years, multimodality is becoming significant in language teaching, which is increasingly focusing on the importance of non-verbal elements (i.e., visuals and gestures). In education, multimodality is present through the inclusion of multimodal communicative practices and therefore teachers design learning experiences using different multimodal resources (Lim et al. 2022). Indeed, these resources can be a useful tool to help students understand and produce texts, and they can also improve the awareness of the target culture, in particular concerning differences in non-verbal communication (Crawford Camiciottoli & Campoy-Cubillo 2018). Moreover, non-verbal elements can indeed reinforce verbal expressions, and therefore they can contribute to helping comprehension. Indeed, the meaning is characterised by and transmitted through various communication resources (Magnusson & Godhe 2019). The non-verbal elements present in multimodal communication can therefore help in mediating a text (oral or written). Consequently, now images are gaining space in the communicative environment replacing text, also in the educational context, especially thanks to the use of online applications for language learning (Fernández Benavides 2019).

In addition, the presence of multimodality in the classes can improve students' motivation and their multimodal awareness (Crawford Camiciottoli & Campoy-Cubillo 2018; Fortanet Gómez & Edo-Marzá 2022). For these reasons, it is required to increase the implementation of good new practices for the inclusion of multimodality in language learning and teaching, also by increasing awareness of its role in communication. This increase can be implemented through the exploitation of multimodal but also multimedia resources during teacher-student interaction in the classroom (Crawford Camiciottoli & Campoy-Cubillo 2018) since they can facilitate the understanding of language (Girón-García & Fortanet-Gómez 2023): multimodality is therefore a tool that should be used in class since it favours the development of interactional competence (Querol-Julián & Beltrán-Palanques 2021). Furthermore, the presence of multimodal elements (e.g., images/gestures) can improve some language abilities such as listening comprehension, speaking and writing (Lim et al. 2022; Gonzalez Romero 2012). That is why, as stated before, the new version of the CEFRL (CV) also includes multimodal literacy. Indeed, the CV states that nowadays multimodality is present in communication, since there is no rigid separation between oral and written communication (Council of Europe 2020). This inclusion of multimodality is a novelty since the 2001 CEFRL document did not even mention "multimodality", a term included in the CV, but only referred to digital multimodality. The fact that two of the new scales "online conversation and discussion" and "goal-oriented online transactions and collaboration" are included in the CV is extremely relevant in relation to multimodality since

[b]oth categories recognize the importance of the typical multimodal activity that is intrinsic to the use of the Web, with different degrees of synchronous or asynchronous computer mediated interaction (Crawford Camiciottoli & Campoy-Cubillo 2018, 2).

The inclusion of these two categories reflects the significance of the multimodal nature of digital communication, since they include in their scales concepts such as "the ability to include symbols, images and other codes to make the message convey tone, stress and prosody, but also the affective/emotional side, irony, etc." (Council of Europe 2020, 84).

Multimodality can be involved in all the four linguistic abilities mentioned in the CEFRL, i.e., speaking, listening, writing, and reading. As far as reading is concerned, most of the reading experiences are nowadays in computer-mediated environments. One of the characteristics of digital and multimodal texts is the fact that they interact through hypertextuality, and therefore more reading paths are possible. Consequently, e-reading involves possessing the ability for interpreting information and selecting one reading path. Regarding writing, multimodal composition involves the integration of words, images, and sound thanks to technology. As far as listening abilities are concerned, in the CV multimodal listening is included since these listening events are present: understanding communication between other speakers and listening as a member of a live audience. Moreover, a scale for audiovisual skills is also included, and it deals with watching TV, film, and video as receptive activities (Crawford Camiciottoli & Campoy-Cubillo 2018). Finally, as regards speaking skills, it is important to underline that oral communication also involves paralinguistic elements (such as intonation and stress), extra-linguistic elements (gestures, gaze, facial expression, body language) but also elements specific to the multimodal setting (such as images accompanying a presentation).

After the publication of the CV, some academic studies have focused on multimodality. For instance, Salvador-García and Ruiz-Madrid (forthcoming) conducted a multimodal analysis of PE (Physical Education) teachers in Secondary Education in Spain, in CLIL (Content and Language Integrated Learning) lessons. In particular, they focused on non-verbal communication (mainly gestures and paralinguistic) that were successfully used to facilitate student understanding of activities and games performed in PE lessons. Using the data collected, they could frame a pedagogical proposal for training teachers on the use of multimodality in CLIL lessons.

Another example of study about multimodality, is Liang and Lim's research (2020). They proposed and implemented a framework in order to teach and support students in their digital multimodal composing practices (Liang & Lim 2020) in an English classroom at a Secondary school in Singapore. The conclusion of their study is the following: a pedagogical framework is needed in order to help students in developing digital multimodal composing skills. Moreover, Fernández Benavides (2019) in his study investigated the language learning website Livemocha¹³, a website closed in 2016, but

¹³ <https://www.livemochas.com/>

that reopened later. This latter included 35 language courses, aiming at improving the experience of online language learning. It was the first site to include several language courses, activities, and a virtual community of users. The courses were organized into levels and lessons with various activities and multimedia material. Livemocha, at the time of Fernández Benavides' study, had three sections:

- 1) language lessons
- 2) help others (a space for collaborating with other learners)
- 3) language learners (a website section that allowed users to meet)

Each language lesson had eight sections: introduction, vocabulary, usage, practice, and four sections of communicative tasks.

Fernández Benavides had the objective to study the semiotic structure of one lesson of the Livemocha, and therefore the presence of verbal and non-verbal elements (i.e., multimodality). The research pointed out that the multimodal nature of the website facilitated the teaching of intercultural elements and intercultural communicative competence thanks to the presence of various modes of communication. Fernández Benavides, indeed, states that the website is composed of three main modes of communication: visual, linguistic, and spatial (Fernández Benavides 2019). The website is therefore multimodal, and the presence of multimodality helps in the mediation of cultural differences.

Other than in learning websites, mediation, and multimodality are also present in the books used in Secondary Education. Nowadays, textbooks play a significant role in language teaching and learning. For this reason, they have been the object of academic research. Specifically, the role of both mediation and multimodality in language textbooks has been already analysed, but mainly considering these two aspects separately. However, the research on the combination of the two is still scarce, therefore this aspect will be the object of research in the present thesis. In the following paragraphs, the existing academic research on mediation and multimodality in schoolbooks will be analysed.

Ajayi (2012) investigated two textbooks used by two English as a foreign language teacher in California. This study was conducted in EFL courses for Hispanic students. The students participated in courses according to their proficiency level (beginners and advanced). Even though this study is not specific for Secondary Education, it is relevant in order to analyse the presence of multimodal elements in textbooks. Ajayi pointed out that nowadays textbooks are richer and richer in multimodal elements (i.e., videos, audio

and images, digital and hyperlinked texts) because these elements can support learners in their learning process and can increase students' motivation (Ajayi 2012). Through interviews and classroom observation, Ajayi investigated how the two participant teachers dealt with multimodal elements included in school textbooks. Ajayi could conclude that teachers could take advantage of multimodal tools included in the book (i.e., CD-ROMs and images), though they rarely fully integrated those elements into their teaching. For example, they used the CD-ROMs mainly to model pronunciation. The conclusion was that teachers are not sufficiently trained to effectively integrate multimodal materials in their teaching.

Liu and Qu (2014) also studied the presence of multimodality in language textbooks. In particular, they analysed two textbook series for Chinese college students. The books were *Experiencing English* and *New Century College English*, both published in 2007. Thanks to an in-depth analysis of the presence of multimodal elements and the interaction with the written text, it was possible to conclude that the two books include multimodal visual elements that complement the verbal language. This research mainly focuses on the study of the presence and use of images, however, as described in the research conducted by Ajayi (2012), nowadays, books are also complemented with audio and videos.

Moreover, Cremona's study (2012) also investigated the presence of multimodality in German as a Foreign Language textbooks. The study led to the following conclusion: multimodality is present in textbooks through images, photos, colours, and layout. Other academic studies focused on the identity and multimodality of cultural content in textbooks. Stec (2019) investigated this aspect in English books for young learners, while Karadayı Ünlü (2022) studied it in English books for 9th grade in Turkey. They both concluded that the multimodal elements of the books are not fully representative of society, since minorities (such as black people) and disabilities are not present enough. Even though the present thesis does not focus on cultural representations, both these studies were good examples of analysis of multimodality, an aspect considered in the present study.

As regards mediation and schoolbooks, in 2006 Moss investigated the relationship between multimodality and mediation in four textbooks used in Colombia for Natural and Social Science courses, through classroom observation during a long-term research programme that lasted ten years. It was therefore possible to conclude that at first teachers were not able to mediate difficult concepts. Nevertheless, after being provided with

specific training, they could develop mediation strategies in order to facilitate the study of the textbooks.

After having analysed the existing research on multimodality and mediation in textbooks, it is important to underline their limitations. Firstly, it is all conducted some years ago and these studies could be outdated. After the publication of the CV and the academic research conducted on technology and mediation, school textbooks seem to be increasingly inserting mediation and technology/multimodality in their activities. One of the aims of this thesis is indeed to study how schoolbooks integrate mediation and multimodality. Furthermore, some of the reviewed publications deal with materials that are no longer used. For example, Ajayi's (2012) research focuses on CD-ROMs which are less and less used at school, in favour of digital books complemented with online extensions with videos and audio. Moreover, Liu and Qu's study (2014) is about college books and not Secondary Education books (the category on which this thesis will focus). Finally, Stec's and Karadayı Ünlü's studies (2019 and 2022) are more recent, but they focused more on cultural identity and representation and not on the specific topic of mediation. Nevertheless, to my knowledge, equivalent and recent research in Secondary Education is scarce, and these examples are the most relevant to support the study conducted in this thesis.

In conclusion, one of the aims of the present thesis is to fill the existing research gap, through the investigation of the presence in language textbooks of multimodal elements that can be useful for teaching and using mediation in class.

2.2.5 Teachers' attitudes towards mediation

As mentioned in the previous sections, mediation, technology, and multimodality play a significant role in language teaching and learning. One of the aims of this thesis is to study pre-service and in-service teachers' attitudes toward technology and mediation, combining these two elements. The study and analysis of teachers' attitudes is a significant field of research. Attitudes towards different topics have been investigated in academic research in order to define teachers' profiles, as for example, Izquierdo et al. (2017) and Mitits (2018). However, the publications on teachers' attitudes and about the implementation of the recommendations of the CEFRL/CV do not focus on attitudes towards mediation and technology combined. Nevertheless, the studies already

conducted on teachers' attitudes are particularly relevant in order to justify the methodology used in this thesis aims to study attitudes toward the teaching and use of mediation.

Language teachers' attitudes have been studied through a combined qualitative and quantitative research methodology. For instance, teachers' attitudes towards the use of ICTs have been investigated in the analysis conducted by Izquierdo et al. (2017). In particular, this study investigated the situation in Mexico, based on the collaboration of 28 English teachers in Secondary Schools. The teachers were native speakers of Mexican Spanish. All of them answered a questionnaire contributing to the collection of quantitative data. Six of them also participated in case studies, accepted classroom observation and contributed to the collection of qualitative data. The conclusion of the research is that teachers' attitude toward the use of ICTs is generally positive. Indeed, they are willing to use ICTs in class to enhance their teaching. Nevertheless, they generally do not use the available technologies at school, instead they prefer to use their personal devices. This is due to the fact that they encounter limitations in accessing the facilities, technical support, and training. Furthermore, there are some limitations to the use of ICTs in school policies and regulations.

Another study about teachers' attitudes is the one conducted by Mitits (2018). This piece of research investigated Primary and Secondary School teachers' attitudes toward multilingualism in Greece. The investigation was conducted through a quantitative methodology in which a questionnaire was administered to 60 teachers in Thrace, Greece. The aim of the study is to analyse teachers' attitudes towards the presence of multilingualism in class. The reasons why Mitits conducted this investigation are linked to the fact that the opinion about multilingualism has recently changed: at first multilingualism was considered a disadvantage, but eventually it has become an advantage since it can help in the development of new skills (e.g., metacognitive strategies, metalinguistic, and literacy skills). Due to the importance of mediation underlined in the previous sections, some academic research has already been conducted on the topic of mediation. This recent research focuses more on teachers' ability to mediate than on their attitude towards it. Nevertheless, the results obtained are significant as a starting point for the present thesis, which tries to further develop them. For example, Cheng and Cheng (2012) investigated the role of mediation in secondary schools in China, analysing in particular the ability of EFL teachers to mediate learning. The importance of studying teachers' abilities as mediators is fundamental for students since

“once students receive high-quality mediated learning in the school setting, they will have some grasp on how to learn for the future, at least tacitly and imperceptibly” (Cheng & Cheng 2012, 809). The participants of the research were three EFL teachers. Their lessons were observed through an observation worksheet, and were video-recorded and transcribed. Moreover, the three participants were interviewed through a set of open-ended questions. The material collected through this methodology was useful in order to conclude that the majority of the teachers were not able to mediate students’ learning because of the situational constraints of the education system and because most Chinese EFL learners are weak in English (Cheng & Cheng 2012).

Other interesting and relatively recent pieces of academic research have focused on mediation, in particular on the ability of teachers to use a mediational approach during dynamic assessment (DA) (i.e., a kind of assessment in which the instructor does not correct the learner but interact with him/her through a mediational approach aiming at assessing but also promoting learning and development). In other words, corrective feedback is replaced by a mediated process whose aim is to guide students during the performance and consider the way in which they respond to this support (Poehner & Leontjev 2020). Similarly, Davin, Herazo and Sagre (2017) studied the ability to mediate in the DA of teachers. The participants were two in-service language teachers from Colombia and two pre-service teachers from the USA. The study was conducted through some direct observations in assessment situations. Each teacher selected one of his/her classes for the observations, the classes had from 20 to 45 students. The observation took place both before and after some workshops about DA proposed to the participant teachers. The data analysed consisted of video recording of the lessons and participants reflections. Through this methodology, it was possible to conclude that teachers encountered some difficulties in mediating when assessing, especially before receiving the DA training, on the other hand after it, their ability improved. These studies are relevant for the present thesis since they analyse teachers’ ability to mediate in assessment. Nevertheless, this thesis does not focus on assessment but on the ability to use and teach mediation in class, elements still scarce in research.

This thesis, following the existing examples present in the academic literature, will study both pre-service and in-service teachers’ attitudes through a combined methodology, quantitative and qualitative. This methodology was selected since there is evidence of its efficiency in previous research about teachers’ attitudes (Izquierdo et al. 2017). Quantitative data allowed a general outline of teachers’ attitudes and their

knowledge of mediation. These data were also considered useful in order to objectively compare the Italian and Spanish situations. On the other hand, qualitative data were necessary for a better understanding of the situation, in order to propose a concrete pedagogical proposal (section 9) in line with the teachers' needs.

2.2.6 Mediation and teacher training

Given the importance of mediation underlined in the studies previously presented, researchers decided to analyse its definition and to provide materials (articles, simultaneous training, explanatory videos) to train teachers and encourage the use and teaching of mediation.

As stated before, mediation was also included in some teacher training presentations and workshops. The analysis of the workshops is relevant for the present thesis since they help us to further analyse the concept of mediation, but also to understand which kind of training about mediation is provided to teachers. For example, Bailini (2019) provided various mediation tasks, these tasks were presented during a workshop for teachers at the Università Cattolica Sacro Cuore (Milan). The description of the tasks involved the instructions for the tasks and suggestions for their development. The real context of implementation and results of the task performed are not provided in the publication. As an example, in one of these tasks students have to prepare an oral presentation in English about a conference (held in Spanish) about a Spanish writer for two kinds of audience: people who did not attend the conference and people who do not understand Spanish. Therefore, the learner had to focus on mediation strategies to convey a text produced in a foreign language and also to explain a presentation his/her interlocutor did not attend (Bailini 2019). Similarly, Fanara (2019) presented other examples during seminars for teachers, focusing on cross-linguistic mediation and suggesting strategies (such as language adaptation) in order to successfully mediate a text.

Goodier (2020) also provided resources for teacher training about mediation collaborating with the publishing house Pearson, through videos. He focuses on the crucial role of this skill in our lives. Indeed, the job market has recently been giving increasing importance to mediation skills. Nowadays, the labour market requires workers to possess transferable communication skills, and also to be able to collaborate and adapt.

Indeed, “the skilled work is becoming more communicative and team-oriented” and it values “flexible communication, collaboration, creativity and critical thinking” (Goodier 2020, 1:20). These requirements are included in mediation can-do statements of the CV since they involve collaboration, teamwork, and the ability to adapt communication to context (Goodier 2020). A consequence of the transformation of the labour market and of the requirement to be able to mediate is observable, for example, in the structure of some language certifications, especially of the ones conceived to access to some jobs. For example, IELTS (International English Language Testing System), an English language certificate of the British Council, includes a mediation task in the written test part. The candidate must mediate between written text and a visual input. An example can be found in Figure 10. This example is significant to reinforce Goodier’s opinion and underline that since mediation is present in official language certifications, it is a fundamental element in education and the job market and therefore teachers should focus on it.

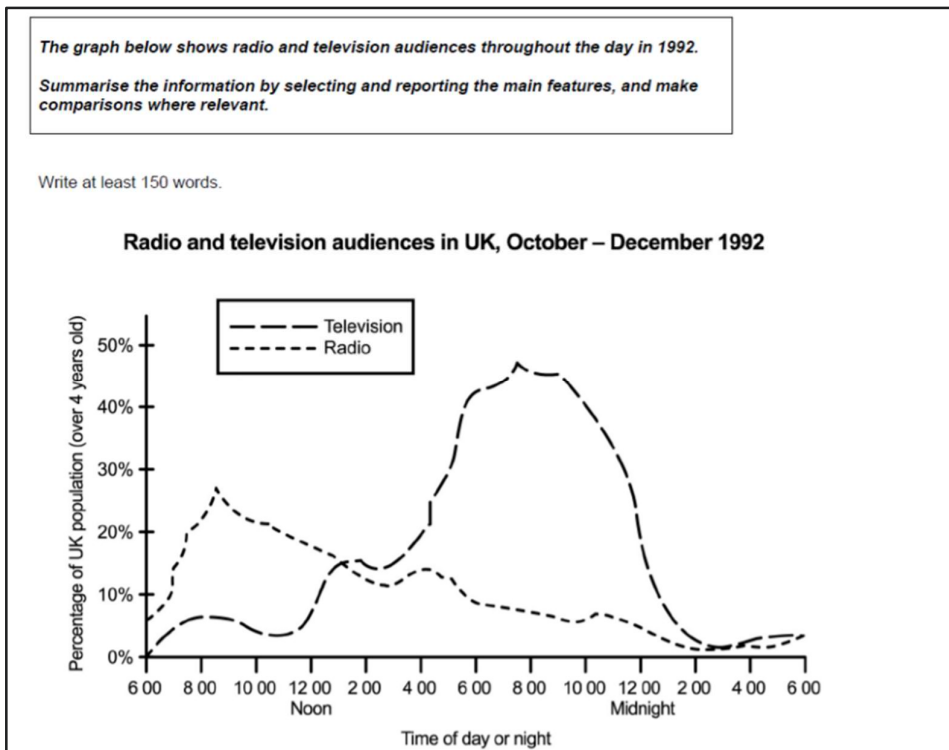


Figure 10. Writing task (IELTS 2015)

To conclude, given the crucial importance of being able to mediate at school, in society and in the job market, some training, but still relatively scarce, has been provided to teachers. This thesis will investigate, considering the training provided to them, the actual attitudes and ability of pre-service and in-service Secondary Education teachers to mediate in class.

2.2.7 Conclusion

In the above sections, mediation was defined in relation to technology and multimodality. Furthermore, the existing mediation training for teachers has been described. After reviewing previous publications, the limitations of the existing research have been pointed out, underlining its scarcity in number. The methodology used in academic research about teachers' attitudes and the CEFRL is considered significant in order to justify the methods utilised in the present thesis with the aim of studying teachers' attitudes towards the use and teaching of mediation in class. In the next paragraph, the theoretical concepts previously described will be linked to the two macro-categories just mentioned: using mediation and teaching mediation.

First of all, it is important to underline that both the use and teaching are significant in class since the classrooms are characterised by cultural gaps, linguistic gaps and content gaps to be filled through the use of mediation strategies.

Concerning the reasons why the teacher should teach mediation, they are linked with the definitions provided by Piccardo (2020): in mediation, the language is a tool for creating pluricultural place and for reducing affective blocks. These elements are fundamental in class since students have different cultural backgrounds, and they may have affective blocks in class because of language or cultural difficulties. Moreover, the three categories of mediation activities (see Figure 1) are relevant in class since students often mediate texts (e.g., when taking notes), they also mediate concepts when working in groups and they mediate communication when they interact in class facilitating communication among students. In order to perform these activities, some technological tools can be employed, as for example tools to rephrase/adapt language (e.g., Rewordify) and tools to collaborate (e.g., Google Doc).

Concerning the use of mediation by the teacher in class, the teacher can use the mediation strategies described in the CV (i.e., strategies to explain a new concept and

strategies to simplify a text) in order to facilitate students learning for example through the adaptation of language. The teacher can mediate with the help of ICTs, as for example EdPuzzle which allows the rephrasing of audio/video input.

In conclusion, the classroom is a favourable context for mediation, since it is necessary to mediate culture, language, and learning. The teachers can use the description of mediation in the CV in order to include mediation in class, both using and teaching it as a mediator of the subject taught. However, mediation needs to be adapted to the language teaching and learning contexts. In order to provide an in-depth description of the context in which the current research has taken place, next paragraph will describe language teaching and learning in Europe, mainly focusing on the European recommendations, but also the specific situation in Italy and Spain.

2.3 Language Teaching and Learning in Europe

2.3.1. Language Teaching and Learning in Official Education

In this section, the role of language learning in education in Europe will be presented, as well as some academic research about the implementation of European recommendations. This section is particularly important, because it allows to understand the general situation in Europe, and therefore the broader context in which the research is included. In the next two sections, the Italian and Spanish situations will be described, since the specific context of this research is indeed the Italian and Spanish one. The study of the implementation of European recommendations is particularly relevant since the thesis will focus particularly on the use of mediation and technology (elements included in the recommendations) in Secondary Education.

Concerning the general situation in Europe, the Council of Europe was founded in 1949. It is one of the oldest European organisations, which was created in order to avoid the replication of the tragic events of the two World Wars and to assure the respect of human rights and fundamental freedoms. Only later on, in 1992 with the Maastricht Treaty, the same aims were consolidated with the creation of the European Union. One of the aims of the latter is to create European citizenship to fortify European identity, and in order to reach this objective, the study of foreign languages and the development of plurilingual and pluricultural competences is very significant.

For this reason, the Common European Framework of Reference for Languages (CEFRL) was developed by the Council of Europe. Indeed, since the 1970s and the 1980s this institution has been dealing with the teaching and learning of languages. The first provisional versions of this document were produced in 1996 and 1998, and in 2001 the official CEFRL was published in English by the Cambridge University Press. The extensive title of the CEFRL is Common European Framework of Reference for Languages: Learning, teaching, assessment. It provides a set of six Reference Levels (from A1 to C2) defined in illustrative descriptor scales. The aim of the presentation of the descriptors is to provide guidelines for teachers, educators and evaluators for language teaching and assessment. Another aim of the CEFRL is to develop and implement the curricula for plurilingual and intercultural education. In accordance with the CEFRL, language is a tool for opportunity and success in social life, education, and in the job market. Indeed, the Council of Europe's Committee of Ministers affirmed that the CEFRL is a tool for plurilingual education and for promoting democratic citizenship and intercultural dialogue (Council of Europe 2020).

Moreover, the approach of the CEFRL is action-oriented. This approach "takes task-based learning to a level where the class and the outside world are integrated in genuine communicative practices. In addition, the approach emphasizes learner agency".¹⁴ In 2018, the CEFRL was complemented with the Companion Volume (the CV). The main aim of the CV is to update the 2001 set of descriptors and scales (Council of Europe 2018), in order to provide new descriptors more consistent with the features of current societies. In 2020, a new and more user-friendly version of the CV was also published.

Since mediation is included in the Companion Volume published by the Council of Europe, it is relevant to investigate the role of the recommendations of the Council of Europe in academic research. In many European countries, this topic has been investigated. For example, in the Netherlands the CEFRL has been playing a relevant role in education, also thanks to the national project launched by the Dutch Ministry of Education: the CEFRL Master Plan (2008–2011) aiming at fostering the implementation of the CEFRL in Dutch Secondary Education. For example, Moonen et al. (2013) investigated the implementation of the CEFRL in Secondary Education. This

¹⁴ <https://www.coe.int/en/web/common-european-framework-reference-languages/the-action-oriented-approach>

investigation was conducted through qualitative and quantitative methodology based on the analysis of surveys and interviews. The conclusions reached are the following: the majority of the teachers have good attitudes towards the inclusion of the CEFRL in class, nevertheless they find it difficult to implement its use, and therefore, they need more training and explicative material (i.e., good practices) for the inclusion of the CEFRL in their teaching and assessment. This research is also particularly relevant since it is an example of a quantitative and qualitative methodology that can be partially replicated in the present thesis. Moreover, it also deals with the inclusion of some CEFRL elements in curricula and textbooks, similar to what will be described in the present research concerning mediation.

Furthermore, outside Europe the CEFRL has also been an element of academic research: for example, Faez et al. (2011) investigated French teachers' perceptions of using the CEFRL action-oriented approach in primary and Secondary Education in Ontario (Canada). The approach used is mixed: quantitative (through the analysis of questionnaires) and qualitative (analysing focus groups). The data were collected before and after a course about the CEFRL in which the participants took part. This procedure is relevant since in this thesis as well the data were collected before and after some training provided to some participants. Faez et al. (2012) reached the following conclusions: after the inclusion of elements of the CEFRL in class, teachers' perceptions about their students' confidence and ability to perform tasks have improved, as well as their autonomy, motivation, and capability of assessing their own performance. Nevertheless, also in this case, teachers encounter difficulties implementing the CEFRL in class, mainly because of time constraints.

Other than the realisation of the CEFRL and the CV, in Europe the teaching of languages has been boosted also thanks to the concept of CLIL. The authorities of the member states have the responsibility of implementing CLIL, and therefore the situation in Europe is heterogeneous. For this reason, in 2006, Eurydice¹⁵ published an official survey providing an overview of CLIL at School in Europe (Custodio Espinar 2019). The CLIL context is particularly relevant for this thesis since it is a perfect context to use and learn mediation. In a CLIL lesson new concepts of a non-linguistic subject are taught and learned and there are therefore gaps linked to the subject itself to be filled through mediation. In addition to these gaps, language gaps are present since the lesson is held in

¹⁵ <https://eurydice.eacea.ec.europa.eu/>

a foreign language. Linguistic and non-linguistic gaps are therefore to be filled and, in order to do so, teachers and students are involved in mediation activities using various mediation strategies.

Other than the presence of plurilingualism, our societies are also characterized by the presence of technology. The digitalization of our life and society have also modified teachers' professional activity. This latter requires the skill to be able to use ICTs effectively in the educational context, both synchronously and asynchronously (Shimichev & Rotanova 2021). Indeed, the advances in the development of technology have enhanced the quality of language teaching and learning, since ICTs are considered useful tools in order to improve quality of the teaching and learning process (Budiman et al. 2018). Language classrooms are nowadays more and more focused on blended and active learning, with particular attention to cooperative approaches and to the use of authentic materials (Kumar & Tammelin 2008). Furthermore, through technology, teachers can help students in designing pedagogical environments suitable for improving learner autonomy, through the design of language learning digital tasks (Luzón & Ruiz-Madrid 2008). In particular, teachers can use some ICTs (e.g., interactive whiteboards) in order to facilitate the presentation of new content and language elements (Sailer et al. 2014), while the use of mobile technologies can increase students' autonomy in learning but also increase opportunities for cooperative learning (Pellerin 2014).

For these reasons, in recent years, European institutions not only have underlined the need for teaching mediation, but also the necessity to include digital competences in education, by using technology in class and by teaching how to use them, as we can see in official documents and institutions such as the CV, the Italian *Piano Nazionale Scuola Digitale*¹⁶, the Spanish *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF)¹⁷, a unit of the *Ministerio de Educación y Formación Profesional*, and the European Framework for the Digital Competence of Educators (DigCompEdu¹⁸). Indeed, the increasing presence of technology forced the European Commission to help member states to promote digital competence and include innovation in education (Boggio-López & Ruiz-Madrid forthcoming), and therefore the above-

¹⁶ <https://www.miur.gov.it/documents/20182/50615/Piano+nazionale+scuola+digitale.pdf/5b1a7e34-b678-40c5-8d26-e7b646708d70?version=1.1&t=1496170125686>

¹⁷ <https://intef.es/>

¹⁸ https://joint-research-centre.ec.europa.eu/digcompedu_en#:~:text=The%20European%20Framework%20for%20the,specific%20digital%20competences%20in%20Europe.

mentioned documents were produced. In particular, one of the most recent documents is the CV. It not only includes technology but also the concept of interaction, in particular online interaction. Indeed, in the CV, it is stated that it is important to include specific descriptors for online interaction since online communication, being mediated through a machine, is different from face-to-face interaction. In online communication, for example, there is a need for more redundancy, a need for checking the correct comprehension of the message, and the need for handling emotional reactions (Council of Europe 2020).

In the CV the category “interaction”, is divided into two categories “interaction strategies” and “interaction activities”. The latter contains a subcategory “online interaction” which is described through two descriptor scales: “online conversation and discussion” and “goal-oriented online transactions and collaboration”.

The scale “online conversation and discussion” focuses on

how interlocutors communicate online to handle both serious issues and social exchanges in an open-ended way. Key concepts operationalised in the scale include the following:

- instances of simultaneous (real-time) and consecutive interaction, the latter allowing time to prepare a
- draft and/or consult aids;
- participation in sustained interaction with one or more interlocutors;
- composing posts and contributions for others to respond to;
- comments (for example, evaluative) on the posts, comments and contributions of others;
- reactions to embedded media;
- the ability to include symbols, images and other codes to make the message convey tone, stress and prosody, but also the affective/emotional side, irony, etc. (Council of Europe 2020, 84).

The descriptors for this category are reported in Figure 11 (levels pre-A1-A1-A2) and Figure 12 (levels C1-C2).

Online conversation and discussion	
A2	Can engage in basic social communication online (e.g. a simple message on a virtual card for special occasions, sharing news and making/confirming arrangements to meet). Can make brief positive or negative comments online about embedded links and media using a repertoire of basic language, though they will generally have to refer to an online translation tool and other resources.
A1	Can formulate very simple messages and personal online postings as a series of very short sentences about hobbies, likes/dislikes, etc., relying on the aid of a translation tool. Can use formulaic expressions and combinations of simple words/signs to post short positive and negative reactions to simple online postings and their embedded links and media, and can respond to further comments with standard expressions of thanks and apology.
Pre-A1	Can post simple online greetings, using basic formulaic expressions and emoticons. Can post online short simple statements about themselves (e.g. relationship status, nationality, occupation), provided they can select them from a menu and/or refer to an online translation tool.

Figure 11. Online conversation and discussion descriptors (Pre-A1+-A1-A2)
(Council of Europe 2020, 86)

As we can see in Figure 11, the fact of using non-verbal elements (e.g., emoticons) to replace emotions expressed in face-to-face interaction is fundamental (already present in pre-A1 level). The help of online tools (e.g., translators) is also considered as a useful tool to interact online (level A2).

The other category related to multimodality and technology is “goal-oriented online transactions and collaboration”.

This scale focuses on the potentially collaborative nature of online interaction and transactions that have specific goals, as a regular feature of contemporary life. [...] [O]nline transactions, where multimodality is increasingly a key feature and resource, and the descriptors therefore assume the exploitation of different online media and tools according to context. Key concepts operationalised in the scale include the following:

- purchasing goods and services online;
- engaging in transactions requiring negotiation of conditions, in a service as well as client role;
- participation in collaborative project work;
- dealing with communication problems. (Council of Europe 2020, 86)

The descriptors for this category are reported in Figure 12.

Goal-oriented online transactions and collaboration	
C2	<p>Can resolve misunderstandings and deal effectively with frictions that arise during the collaborative process.</p> <p>Can provide guidance and add precision to the work of a group at the redrafting and editing stages of collaborative work.</p>
C1	<p>Can co-ordinate a group that is working on a project online, formulating and revising detailed instructions, evaluating proposals from team members, and providing clarifications in order to accomplish the shared tasks.</p> <p>Can deal with complex online transactions in a service role (e.g. applications with complicated requirements), adjusting language flexibly to manage discussions and negotiations.</p> <p>Can participate in complex projects requiring collaborative writing and redrafting as well as other forms of online collaboration, following and relaying instructions with precision in order to reach the goal.</p> <p>Can deal effectively with communication problems and cultural issues that arise in an online collaborative or transactional exchange by reformulating, clarifying and providing examples through media (visual, audio, graphic).</p>

Figure 12. Online conversation and discussion descriptors (C1-C2)
(Council of Europe 2020, 86)

As can be noticed in Figure 12 above, in goal-oriented online transactions and collaboration, the user should be able to use media to make examples and clarify. Furthermore, the ability to collaborate online (e.g., collaborating writing) is also taken into account.

Other than the CV, the European Commission has also produced an official and specific document related to technology and education: the European Framework for the Digital Competence of Educators (DigCompEdu). This document is particularly relevant since, as explained in section 2.2.3, technology can be a tool to favour and facilitate mediation, and therefore the improvement of educators' ability to include technology can help in improving the inclusion of mediation as well. In the next paragraph an in-depth description of the document will be provided.

DigCompEdu was published in 2017 with the aim "to help Member States in their efforts to promote the digital competence of their citizens and boost innovation in education" and to respond to the need for educators of digital competences specific to their profession (Redecker & Punie 2017, 7-8).

This document was produced in particular because technologies are now ubiquitous, and so they have radically changed many aspects of our lives, such as communication, leisure, but also job market and private life. Generally, technology has modified our daily way of thinking and behaving. However, students still do not possess the skills to use technologies in a complete, conscientious, and effective way (Redecker & Punie 2017; Boggio-López & Ruiz-Madrid forthcoming). For these reasons, this

document was produced: there are various national, regional, and European initiatives that offer guidelines for including in education the development of digital competence (Redecker & Punie 2017).

Like the CEFRL, The DigCompEdu has defined six levels of competencies, from A1 to C2 - being A1 (newcomer), A2 (explorer), B1 (integrator), B2 (expert), C1 (leader), C2 (pioneer). The educator-specific digital competences taken into account for each level are 22, and they are divided into three categories. Figure 13 describes the competences and their categories as well.

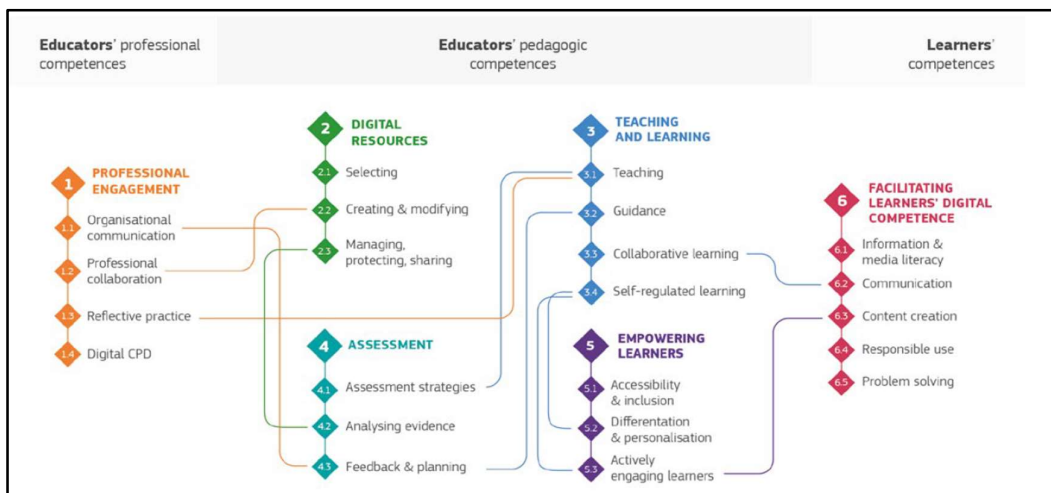


Figure 13. Competences in DigCompEdu (Redecker & Punie 2017, 16)

This document is fundamental for teachers and educators, who need to possess digital competences for their work and in particular they need to possess specific educator digital competences when teaching (Redecker & Punie 2017). Nevertheless, nowadays, educators still need to learn how to identify the most suitable resources for their learning objectives (and one objective can be the ability to mediate) and their classes (Redecker & Punie 2017). Furthermore, educators also need to facilitate learners' digital competence by teaching students to use ICTs for communication, information well-being, and problem-solving, and of course for mediating as well. Indeed, the sixth area of the DigCompEdu, called "Facilitating Learners' Digital Competence", is devoted to this aspect (Redecker & Punie, 2017).

Thanks to the description of the actions taken by European institutions, it is possible to understand that technology has to be included in teaching curricula. Nevertheless, teachers are still encountering difficulties in integrating technology into

their lessons. That is why academic research has started focusing on the role of ICTs in class. For example, an Erasmus+ funded project was implemented about teaching education and digital competence. The name of the project is ‘Digital Competence in Teacher Education’ (DiCTE), and its coordinator was the Oslo Metropolitan University. This latter collaborated with other four partners: the University of Limerick, the University of Malta, the University of Oslo, and the University of Valencia. The project focuses “on the need to enhance ICT in teaching and learning in teacher training programs”¹⁹. The inclusion of this project in this thesis is particularly relevant since it is an Erasmus+ project as the TEMPLATE project, the broader project in which this research is included that will be described in the next section. Furthermore, the literature review provided by the project is an important academic tool in order to study teachers’ digital competence: a competence studied in this thesis in relation to teachers’ ability to teach and use mediation.

One of the aims of the DiCTE project was to study the level of digital competence among teachers. The result is that this competence is still scarce and one of the main causes is the existing gap between the scarce pedagogical and digital training provided for pre-service and in-service teachers and the concrete reality of schools (McGarr & McDonagh 2019). Following this line, as stated above, chapter 2.4 in this thesis describes another Erasmus+ project, the TEMPLATE project, whose aim is also to train teachers on the use of ICTs at school to include plurilingualism in language teaching.

After having described some Erasmus projects about ICTs, in the next two paragraphs some information about the use of technology in education in Spain and Italy will be provided.

Technology as well plays an important role in Spanish education. Indeed, even before the publication of the DigCompEdu, the Spanish government focused on the importance of using technologies in education. Indeed, already in 1985, the national Atena and Mercurio projects were sponsored.²⁰ The aim of these two projects was to include ICTs in Spanish education. Even though the projects are national, due to the political structure of Spain, each region was autonomous in implementing them. Therefore, their implementation and success were heterogeneous (McGarr et al. 2021). Ten years later, in 1995, the Ministry of Education progressed in the process of ICT

¹⁹ <https://dicte.oslomet.no/about-the-dicte-project/>

²⁰ https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=18286

inclusion in Spanish education by offering Internet connection, webspace and institutional accounts in Spanish schools. Moreover, because of the scarce training on ICTs for pre-service teachers, in 2012, the Digital Culture Plan in School was initiated with the aim of introducing the concept of digital competence for educators and improving educators' digital competences (McGarr et al. 2021). Already one year later, in 2013, Spain was the country offering the highest number of digital competence training hours per teacher. Still, teachers felt they were not sufficiently trained for integrating ICTs in their lessons (McGarr et al. 2021). Furthermore, nowadays in Spain the *Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado* (INTEF) is responsible for integrating digital tools and methodology in teacher training.

On the other hand, similarly to what happened in Spain, the Italian government also acted in order to increase the inclusion of ICTs in Italian Education. For this reason, indeed, in 2015 the Ministry of Education Stefania Giannini presented *Il Piano Nazionale per la Scuola Digitale (PNSD)* - The National Plan for Digital School - a document produced in order to guide schools in their innovation and digital process (Ministero dell'Istruzione, dell'Università e della Ricerca 2015). The aim of the PNSD is to introduce new ICTs to teachers, but also to transform the schools into virtual learning spaces. The PNSD includes 35 actions, divided into three areas:

- Tools;
- Competences and Contents;
- Training and Support.

The section devoted to tools has the aim of supplying the school system with the right tools for digital administration, teaching, and learners. For example, action 6 is called BYOD (bring your own device) and allows students to bring their own digital devices to school. On the other hand, the section about competences and contents has the aim of defining which competences students must possess, supporting teachers in their facilitator role, involving students with innovative formats of lessons and innovating curricula. For example, action 23 aims at classifying and promoting Open Educational Resources (OER). Finally, the section devoted to training and support aims at training teachers about ICTs and innovation and supporting schools in implementing the plan. For example, action 28 is about the presence of an *animatore digitale*, i.e., a teacher in each school with the task of spreading innovation at school, following the guidelines of the PNSD itself.

To conclude, in accordance with the European recommendations and with the Erasmus+ projects carried out, mediation and technology play a fundamental role in language teaching and learning. In the next sections, the implementation of the recommendation in Spain and Italy will be described.

2.3.2 Language Curricula in Secondary Education in Spain

In this section, Spanish education will be described. In particular, the structure of Secondary Education will be provided, focusing on the implementation of the recommendation of Europe, outlined through the existing academic research.

In Spain, Primary Education is compulsory, and it is regulated by Organic Law 2/2006 on Education. It is organised into six grades, between the ages of 6 and 12. The aims of Primary Education are included in Article 7 of Royal Decree 157/2022²¹ and they generally deal with the following topics: empathy and citizenship, creativity, autonomy, respect for different cultures, languages, mathematics and science, health, affectivity, technology. Concerning languages, it is compulsory to study the Castilian language, the co-official language in the Autonomous Community, and at least one foreign language (12% of the teaching hours are devoted to second language teaching). Furthermore, Primary Education gives importance to linguistic communication skills, and multilingual skills.²² That is why, even if not compulsory, in the last two decades CLIL is more and more employed in Primary Education, supported by European policies in favour of plurilingualism (Alcaraz-Mármol 2018; Campillo, Sánchez & Miralles 2019).

Secondary Education, which is the main focus of the present investigation, is articulated in two stages: compulsory Secondary and post-compulsory Secondary Education. Compulsory Secondary Education is divided into four grade levels aiming at providing students with the basic elements of culture (i.e., humanistic, artistic, scientific, and technological). Compulsory Secondary Education has the aim of making students conscientious citizens and allowing them to study or to enter the job market. Furthermore, one of the characteristics of Secondary Education is to take into account student diversity

²¹ <https://www.boe.es/buscar/act.php?id=BOE-A-2022-3296#a7>

²² <https://eurydice.eacea.ec.europa.eu/national-education-systems/spain/primary-education>

in the implementation of the curriculum in class, without discrimination (Reynolds et al. 2021).

Concerning languages, Secondary Education offers the study of Spanish and of a foreign language. A second foreign language can be compulsory or optative in accordance with the educational offer proposed by the administration.²³ Furthermore, bilingual education is also present in Secondary Education in Spain. In the last two decades, indeed, the Autonomous Communities of Spain have regulated bilingual education through the use of CLIL. In particular, Spain was a pioneer in CLIL, nevertheless, the employment of it is not homogeneous since the education system is decentralised (i.e., ministries and departments of the autonomous communities can organize differently their education systems, but following the national policy framework)²⁴. Finally, it is important to underline that Spain is one of the leaders in the European Union concerning bilingual and multilingual education based on CLIL (Custodio Espinar 2019), as can be seen in some academic studies such as Madrid's one (2021) in which it is stated that in Secondary Education, CLIL students assign "high motivational potential to the importance of bilingualism in contemporary society" (Madrid 2021, 204). Furthermore, academic research demonstrated that CLIL can contribute to favour equity and access to quality education (Llinares & Cross 2022) and it can also be a tool to employ a collaborative and multidisciplinary approach in education (Dalton-Puffer, Hüttner & Llinares 2022).

After having described the role of foreign languages in Spanish education, in the next paragraphs, academic research on the implementation of European and national recommendations will be described.

Firstly, it is significant to underline that Spanish academic research has investigated the implementation of the recommendations of the CEFRL. An important study is the one produced by Mur-Dueñas, Plo and Hornero (2013). They studied Spanish Secondary School students' oral competence in EFL through the analysis of their self-assessment, teacher assessment and tasks. This analysis was conducted through two questionnaires (one for teachers and one for students) distributed in 15 secondary schools, involving in total 2,010 students and 63 of their teachers of English. Mur-Dueñas, Plo and Hornero (2013) state that the overall result of the analysis is that there is still a significant need to

²³ <https://educagob.educacionyfp.gob.es/ca/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria.html>

²⁴ <https://www.oecd.org/education/Education-Policy-Outlook-Country-Profile-Spain-2018.pdf>

plan assessment and methods to teach, learn and practice English oral skills in class, in order to fulfil one of the requirements of the curricula: successfully communicate in the target language (Mur-Dueñas, Plo & Hornero 2013). This piece of research is particularly relevant since the CEFRL and the European recommendations are considered. Indeed, it highlights the fact that the students pass their exams receiving good marks, even though their teachers think that they do not reach the CEFRL level required. Therefore, teachers should reconsider the type of assessment to align it with the characteristics of the CEFRL level.

Similarly, Pavón and Pérez (2018) have investigated the implementation in Spain of the recommendations of the European policy on the inclusion of multilingualism at school. This research was developed since the European language policy focusing on the development of the languages of schooling is aiming to fit the necessities of students. Therefore, bilingual education is increasing. In this way, it is possible to consolidate linguistic competence in the languages in the curriculum (Pavón & Pérez 2018). According to the authors, nowadays language teachers should know the recommendations of the Council of Europe and have an in-depth knowledge of the CEFRL. Moreover, in order to follow the above-mentioned recommendations and therefore to educate plurilingual citizens and help them in the development of communicative competence, in Spain, many school projects have been organised since they can help in guaranteeing the achievement of real competence in foreign languages. Pavón and Pérez (2018) have therefore analysed plurilingual projects existing in Spain, concluding that there are some school language projects aiming at promoting/emphasising plurilingualism and pluriculturalism. However, the focus on the inclusion of plurilingualism in the curriculum is not homogeneous in Spain. This is due to the fact that educational authorities do not mandate schools to create plurilingual whole-school projects, except for bilingual regions; they are therefore projects developed on a voluntary basis.

Concerning mediation, teachers in Spain are encountering difficulties to include it in language courses, as stated by Nadales and Valderrama's study (2020), which investigates how mediation is implemented in Spain in the *Escuelas Oficiales de Idiomas* (EOI—Official Language Schools). EOI are a network of official centres dedicated to the specialised teaching of languages. In their article, they argue that academic studies about mediation are still scarce, and therefore this topic needs further investigation. Furthermore, Nadales and Valderrama (2020) studied the implementation in schools and

concluded teachers seem to still need to be trained since they encounter various obstacles in teaching and evaluating mediation. Some of these obstacles are the lack of clear evaluation criteria and the difficulty in creating teaching materials.

Another interesting Spanish study is the one conducted by Diez-Bedmar and Byram (2019). In this research, in-service teachers' beliefs about and perceptions of the CEFR are investigated through the analysis of a questionnaire. The study led to the following conclusions: the majority of teachers know the CEFRL. Nevertheless, they generally do not link the CEFRL with the concepts of mediation and plurilingualism, probably because these topics were only recently included in the CV. Furthermore, most of the teachers think that the CEFRL strongly influences the syllabus and only some of them think that it influences assessment. After having described the Spanish education system and academic research concerning this specific context, the Italian situation will be presented in the next section.

2.3.3 Language Curricula in Secondary Education in Italy

In this section, the Italian education system will be described, focusing in particular on the structure of Italian Secondary Education, and the implementation of the recommendations of Europe, outlined through the existing academic research.

In Italy, Primary Education is compulsory and lasts 5 years. Pupils can start Primary Education at 5 years old, or more commonly at 6. Generally, they learn their own language and English, which is one of the compulsory subjects. Students need to reach the level A1 in English. Even though, each class has generally one or two teachers for all the subjects, a specialized teacher for English can be present.²⁵ According to the law 53/2003,²⁶ English should be taught from the first grade of Primary Education. Furthermore, in order to favour plurilingual and pluricultural education, awareness-raising activities in favour of the languages present in the linguistic repertoire of the class are recommended (Ministero dell'Istruzione, dell'Università e della Ricerca 2012).

Secondary Education is divided into two stages: *Scuola Secondaria di Primo Grado* (Lower-Secondary School) and *Scuola Secondaria di Secondo Grado* (Upper-

²⁵ <https://eurydice.eacea.ec.europa.eu/it/national-education-systems/italy/organizzazione-dellistruzione-primaria>

²⁶ https://archivio.pubblica.istruzione.it/mpi/progettoscuola/allegati/legge53_03.pdf

Secondary School). *Scuola Secondaria di Primo Grado* lasts three years and is generally attended by students between 11 and 14 years old. It has the aim of training students and improving their abilities and competences, according to their professional or artistic vocations. During Lower-Secondary School, students pursue the study of the first foreign language, generally English, for three hours a week. Moreover, students start to study a second foreign language for two hours a week (even though some schools can decide to devote the hours for the study of a second foreign language to augment the hours of English)²⁷.

Regarding *Scuola Secondaria di Secondaria di Secondo Grado*, it represents the second cycle of education, in accordance with the 2003 Reform of Italy's second cycle of education, implemented through Ministerial Decrees 87, 88, and 89 in 2010. These decrees also define the curricula of Upper-Secondary Schools. There are three kinds of schools: *licei*, *istituti tecnici*, and *istituti professionali*. *Licei* aim at providing the students with an in-depth comprehension of reality and with knowledge, competences, and abilities for an efficient inclusion in society, in the job market, and in higher education. *Istituti tecnici* provide the students with more practical abilities linked with the economic and production development of the country. Finally, *Istituti professionali* aim at training the students to enter the job market, focusing especially on professional and practical abilities. Concerning the study of languages, Upper-Secondary Education is characterised by the study of Italian and at least one second language (usually English). In accordance with the type of high school, they could also provide the study of a second and third language²⁸ (Cinganotto 2016).

The study of languages is also reinforced by the use of CLIL, especially in Upper-Secondary Education, since it is mandatory only in this phase of official education. CLIL was introduced in the Italian school with the above-mentioned 2003 Reform Law. Since then, CLIL has been mandatory in *licei* and *istituti tecnici*: in accordance with the type of school, CLIL is offered in one or two foreign languages for one or two years (Cinganotto 2016).

After having described the role of foreign languages in Italian education, in the next paragraphs, academic research on the implementation of European or national recommendations will be described.

²⁷ <https://www.miur.gov.it/scuola-secondaria-di-primo-grado>

²⁸ <https://www.miur.gov.it/scuola-secondaria-di-secondo-grado>

Concerning the implementation of the CEFRL in Italy, Ferrari and Nuzzo (2010) investigated the reliability of the criteria for the evaluation of oral skills (production, comprehension, and interaction) suggested in the CEFRL. In order to complete this investigation, the research involved 10 teachers of Italian as a foreign language: five expert teachers and five non-expert teachers. These latter have to evaluate the oral tasks performed by three students (one native and two non-native). The 10 evaluators had to use three evaluation grids containing the CEFRL descriptors. The compiled grids were analysed qualitatively and quantitatively. Thanks to this analysis it was possible to conclude that, even though the evaluators were not always in agreement among them with their evaluation, generally the grids were reliable and offered a good tool for an equal and correct evaluation.

Unfortunately, to my knowledge, there are no relevant pieces of research on the use and teaching of mediation in the Italian context. Nevertheless, the topics of plurilingualism (i.e., favourable conditions for mediation) have been already analysed in the context of Secondary Education. In particular, Solís García and Pepe's study (2022) analyses the point of view of Lower-Secondary School teachers on multilingual and intercultural classes. The main tool for the study was a questionnaire distributed among 32 professors in the district of Salerno, in the Campania region. The results are the following: the use of L1 different from Italian is usually not encouraged, mainly because teachers do not feel sufficiently trained for the use of a plurilingual approach and because of the lack of adequate tools and spaces; on the other hand, didactic approaches to promote the comprehension of foreign cultures are implemented in class (Solís García & Pepe 2022).

Other than the implementation of the CEFRL, the use of technology in Secondary Education has also been investigated in Italian academic research. For example, Pecoraro Scanio (2018) analysed the use of ICTs and multimedia resources in EFL courses in Upper- Secondary Education in the region Lombardia, through a qualitative and quantitative survey. The findings of the research are the following: digital tools are generally used in order to expand the material present in paper textbooks. Nevertheless, teachers point out that the lack of adequate digital tools and the limited ability of students to use the tools negatively affect the possibility to integrate technology in class. The training received by teachers about technology is also scarce and economic disadvantage is present among some students: these are other obstacles to the use of technology in class (Pecoraro Scanio 2018).

Another research on the use of ICTs in class is the one conducted by D'Agostino et al. (2022). In this study, teachers' readiness to use ICT in Italy is analysed by studying the data collected by the National Institute for the evaluation of education and training system (INVALSI) through a survey for teachers and principals of Secondary Education (grade 10) administered in 2018–2019. The results are the following: generally, teachers with permanent contracts use ICT for both teaching and assessment, while younger teachers and teachers of Italian language tend to incorporate ICT mainly for teaching. Moreover, teachers participating in specific training on ICTs and included in development projects have a more positive attitude to using ICT (D'Agostino et al. 2022).

After describing the Italian and Spanish education contexts, the next section will deal with the broader context in which this thesis is included, the TEMPLATE project, in which partner universities from five European countries participated.

2.4. The Template Project

The study described in this thesis was conducted within the framework of the European Erasmus+ K201 project, TEMPLATE²⁹. The code K201 indicates a strategic partnership aiming at mutual learning and sharing experiences at an international level, with the goal of the creation of collaborative environments to increase transnational capacities³⁰.

The TEMPLATE project was coordinated by the Univeristà degli Studi di Torino (Italy) and developed with four other universities: the Université Catholique de Louvain (Belgium), Universitat Jaume I de Castelló (Spain), the Pädagogische Hochschule Schwäbisch Gmünd (Germany) and the Vilnius Universitetas (Lithuania). The acronym TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>). It started in September 2020 and ended in August 2023.

The project was based on researcher-teacher collaboration which allows the integration of a theoretical framework developed through the review of literature, and the study and analysis of specific situations of learning/teaching in plurilingual contexts in CLIL and language classes (i.e., case studies implemented by the teachers involved). In

²⁹ TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>)

³⁰ <https://www.erasmuspartnership.com/>

particular, the topics addressed were CLIL in the plurilingual classroom, project-based education with telecollaboration, and digital tools for teaching in plurilingual contexts (Corino 2021). The present research integrates the TEMPLATE project, since this thesis deals with the integration of technology (digital tools) in order to use and teach mediation in plurilingual contexts.

The main phases of the project were:

- Phase 1: administration of a survey on teachers' attitudes towards technology and plural approaches.
- Phases 2: teacher training based on the results of the projects. The training was organised through workshops and teachers were supported by researchers and pre-service teachers.
- Phase 3: realisation of webinars based on the results obtained in the previous two phases. (Corino 2021)

As anticipated above, in the first phase of the project, a survey was distributed to primary and Secondary Education language and CLIL teachers in the partner countries of the project. The survey was created through the website QUALTRICS³¹ and disseminated through social media. For this reason, some answers were also received from the Netherlands, Bolivia, Colombia, Ecuador, the USA and the UK. The questions of the survey were about teachers' use, knowledge and attitudes toward ICTs and plurilingualism in language and CLIL classes. Furthermore, a focus group interview was organised, and it involved teachers from Spain, Germany, Belgium and Lithuania. In addition, the five countries organised local focus groups about ICTs and plurilingual approaches.

The survey and the interviews were significant elements to investigate teachers' attitudes toward mediation since some questions about it were included. Generally, the answers received indicate that teachers have a good attitude towards mediation but their use and teaching of mediation in class is limited and not systematic (Ciaramita & Fortanet-Gómez 2021). After having studied the results of the survey, it was decided to continue the research focusing especially on the Italian and Spanish situation, not only because the topic still need to be explored in these countries, but also because these partners of the project would provide important and significant occasions for the

³¹ <https://www.qualtrics.com/>

collection of qualitative and quantitative data (i.e. the first multiplier event at UJI – Universitat Jaume I- and a workshop at UNITO – Università degli Studi di Torino), as explained in the following paragraphs.

As far as the integration of ICTs and mediation is concerned, a workshop about this topic was conducted by the author of this thesis at UJI on the 30th of November 2021 (see Appendix) as part of the first of several multiplier events of the project (Ciaramita 2021). A multiplier event is a national or transnational event (conference or seminar) aiming at disseminating the results of an Erasmus project. The first multiplier event of TEMPLATE included a one-hour workshop about mediation, its title was “Linguistic Mediation: how to include it in our classes” and 52 teachers took part in it. The workshop was divided into three sections:

- a survey about mediation
- training on mediation
- a group work in which the teacher had to perform a task about the integration of ICTs in mediation exercises.

It was an occasion to collect data to study the Spanish situation, and generally, it was possible to conclude that teachers know the definition of mediation and the importance of including it in their classes, nevertheless, they are not always able to recognize mediation exercises and to include technology in their lessons in order to facilitate mediation tasks (Ciaramita & Ruiz-Madrid 2022).

As far as the Italian situation is concerned, data about the integration of technology were obtained during a workshop on mediation conducted by the author of this thesis at the Università degli Studi di Torino. It was included in the university course “Approaches to Language Teaching”, which is part of the second and last years of the degree in Foreign Languages and Literature. The course involved 23 pre-service teachers. The average age of the students is 22 years old. The general topics of the course are: the main teaching methodologies in language teaching research, the development of language teaching activities and the use of ICT in language teaching³². The structure of the workshop was very similar to the one held at Universitat Jaume I. The results were very similar as well, nevertheless, pre-service teachers in Italy demonstrated to be less aware of the definition and importance of mediation but more able to identify mediation exercises. Furthermore,

³² https://www.lingue.unito.it/do/storicocorsi.pl/Show?_id=xnbj_2122

they proved to be able to include ICTs in mediation tasks, but not with the aim of teaching mediation (Ciaramita 2022b).

The comparison of the data collected allowed me to conclude that in Italy and Spain teachers still need to be trained about mediation, ICTs, and the integration of these two elements (Ciaramita 2022a).

In conclusion, the participation in the TEMPLATE project was significant for this thesis and the results of the investigation conducted within this context will be described in detail in the next sections.

2.5. Objectives of the Study

This research has the general objective of investigating teachers' attitudes towards the use of ICTs and mediation in a combined way, and towards the teaching of mediation (sections 4-6-7) in Secondary Education in both the Italian and the Spanish contexts. Furthermore, the present study analyses the tools teachers can use in class to teach mediation, i.e., language textbooks (section 5) and technology (sections 6-7). Finally, the study investigates similarities and differences in Italy and Spain (section 8).

2.6. Research Questions

In order to reach the above-mentioned objectives, the present research aims at answering the four following research questions:

RQ1. Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?

RQ2. Are school textbooks a useful tool to teach mediation?

RQ3. Are teachers able to integrate the use of ICTs and multimodality in mediation tasks?

RQ4. Which are the similarities and differences between the two contexts, Italy and Spain?

The answers to these RQs are described in five articles that will be included in sections 4-8 and in section 9 devoted to the discussion of the four RQs. In the next section,

a general introduction to the compendium of articles being part of this thesis will be provided.

PART 2

3. COMPENDIUM OF ARTICLES³³

As anticipated before, in accordance with the current regulations for the presentation and defense of the doctoral thesis of the Doctoral Program in Education at Universitat Jaume I (approved by the *Comité de Dirección de la Escuela de Doctorado* 3-2018, on April 27, 2018), this doctoral thesis is presented under the modality of thesis by compendium of publications. Each of the five articles contributes, through the use of both qualitative and quantitative procedures, to answer to the four RQs listed in the previous section. The five articles of the compendium are:

- 1) Ciaramita, G., Fortanet-Gómez, I. (2023). “Teachers' attitude towards the use and teaching of mediation in language classes”, *RILA: Rassegna Italiana di Linguistica Applicata*

RILA [RASSEGNA ITALIANA DI LINGUISTICA APPLICATA] -
Classificazione A ANVUR (AGENZIA NAZIONALE DI VALUTAZIONE
DEL SISTEMA UNIVERSITARIO E DELLA RICERCA): Area 10, Fascia -
MIAR 2021: 6,5 - Included in [FRANCIS](#), [DIALNET](#), [EBSCO Education Source](#), [MLA - Modern Language Association Database](#)

ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix
of this dissertation)

- 2) Ciaramita, G., (2023). “Multimodality as a mediation strategy in foreign language textbooks”, in *The (inter)cultural dimension in language learning*, Peter Lang
Peter Lang

SPI: Q1, ICEE 350

ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix
of this dissertation)

³³ The articles included in the compendium are included as a pre-print version. There could be slight differences between this version and the published one. Each article is written in accordance with the layout and editing guidelines of the journal they have been/will be published in. The unpublished articles are written following the layout and reference style of the rest of the thesis (i.e., Part 1 and Part 3 of the thesis).

3) Ciaramita, G., Ruiz-Madrid, M. (2022). “New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”
UNPUBLISHED ARTICLE

4) Ciaramita, G. (2023). “The integration of mediation, plurilingual and digital competencies in language learning tasks”, in *Teaching, Translating and Researching LSP during the pandemic*, Pisa University Press.

Pisa University Press

included in portale MIUR (Ministero dell'Istruzione dell'Università e della Ricerca) nell'elenco degli Editori che hanno dichiarato la loro disponibilità a collaborare ai fini dell'Abilitazione Scientifica Nazionale (equivalent to FECYT seal in Spain)

ACCEPTED FOR PUBLICATION (See acceptance document in the Appendix of this dissertation)

5) Ciaramita, G., Ruiz-Madrid, M. (2023). “Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy.”

UNPUBLISHED ARTICLE

In the following paragraph, a short description of each article in relation to the RQs it is related to will be provided.

The **first article** being part of this thesis is the one entitled “Teachers’ attitude towards the use and teaching of mediation in language classes”. This article was written together with one of the supervisors of the thesis, Inmaculada Fortanet-Gómez, and it has been accepted for publication in the academic journal RILA (*Rassegna Italiana di Linguistica Applicata*). The content of this article was also presented at the Enrich (*English as a Lingua Franca Practices for Inclusive Multilingual Classrooms*) conference³⁴ (5/12/2021) by both authors. The aim of the article is to outline the teachers’

³⁴ ENRICH 2021 - 1st International Conference on ELF-Aware Practices for Inclusive Multilingual Classrooms - 3rd to 5th December 2021, online.
Link to conference: <http://enrichproject.eu/news/146-welcome-to-enrich-2021>

attitudes toward the use of mediation in the Spanish context. In order to reach this aim, surveys and interviews administrated and organized within the TEMPLATE project (in phase 1, see paragraph 2.4) were analysed. The results of their analysis allowed us to outline Spanish teachers' attitudes towards the use of mediation: they are generally aware of its meaning and importance, but the inclusion of mediation in the curriculum is not systematic. Furthermore, teachers do not take into account all the activities and strategies listed in the CV. These results contributed to partially answering RQ1 (Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?), focusing only on the Spanish situation.

Once obtained and analysed the results contained in the first article, it was decided to understand the reasons why teachers are having difficulties in including mediation in their lessons through the analysis of language textbooks. The aim of this investigation was to analyse the elements present in textbooks that can guide teachers in the use and teaching of mediation. Therefore, an analysis of two English textbooks used in Spain and Italy were carried out in order to analyse the multimodal mediation elements. The results of the investigation were presented at AESLA³⁵ (*Asociación Española de Lingüística Aplicada*) conference 2022 (28/4/2022) by the author of this thesis and one of the supervisors, Inmaculada Fortanet-Gómez. The research outlined the presence of multimodal mediation in both books, in particular in the digital complementary materials, even though the most recent book provides easier and more practical access to them.

These results presented in the first article were a starting point for the elaboration of the **second article** of this thesis, "Multimodality as a mediation strategy in foreign language textbooks". The article has been accepted to be published in the Peter Lang volume "The (inter)cultural dimension in language learning". In this second article, in addition to the two English books, other two books were analysed and compared: they are two French books for Secondary Education, one book used in Italy, and one used in Spanish schools. The article analyses the four books, and the results confirm the previous investigation: textbooks in Italy and Spain contain multimodal mediation, especially in the complementary materials, which are more accessible in recent books. This second article answered RQ2 (Are school textbooks a useful tool for them to teach mediation?)

³⁵ AESLA 2022 - Las variedades lingüísticas desde el enfoque intercultural
27th to 29th April 2022, Las Palmas de Gran Canaria

Link to conference: <https://www.aesla.org.es/es/actualidad/congresoconferencia-aesla-2022>

and RQ4 (Which are the similarities and differences between the two contexts, Italy and Spain?), since the article indeed provides elements to compare Spanish and Italian textbooks.

In order to better analyse the Spanish situation, a workshop on mediation for pre-service and in-service teachers during the first multiplier event of the TEMPLATE project (Castelló 30/11/2021) was organized within phase 2 of the project (see section 2.4). The workshop was an occasion to get data about Italian pre-service teachers' attitudes toward mediation and technology and to analyse their ability to integrate mediation and technology in plurilingual exercises through the study of a task performed by the participants. Two tasks were proposed for the adaptation of a mediation exercise (for Primary or Secondary Education) to a digital context. The analysis of the task pointed out that even though the teachers have a positive attitude towards technology, they do not always use ICT tools to facilitate mediation. The results were presented by the author of this thesis and of one of the supervisors (María Noelia Ruiz-Madrid) at the TISLID22 (*Technological Innovation for Specialised Linguistic Domains*) conference³⁶ (28/5/2022) with the presentation “New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”.

These new proposals are described in this thesis, in the homonymous, **third**, and unpublished **article**. These results reveal that Spanish teachers have a positive attitude towards the use of mediation and technology, nevertheless, they do not always use ICT tools to facilitate mediation. The third article partially answers RQ1 (Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?), focusing on Spain. Furthermore, the third article also contributes to partially answering RQ3 (Are teachers able to integrate the use of ICTs/multimodality in mediation tasks?) since it describes Spanish teachers' abilities to develop plurilingual tasks combining digital tools and mediation.

The same methodology was followed to examine the Italian context. The procedure is similar to the one followed to study the Spanish situation in order to gather qualitative and quantitative data that can be comparable with the Spanish ones. In order to do so, a workshop on mediation for pre-service teachers organised by the University of Turin

³⁶ TISLID 2022 - Positive impacts of language technology
27th to 28th May 2022, online

Link to conference: <https://eventos.ucm.es/69015/detail/positive-impacts-of-language-technology-tislid-22.html>

(23/02/2022) within the context of the TEMPLATE project, during phase 2 of the project (see section 2.4). This workshop allowed the collection of additional data. This time, Italian pre-service teachers' attitudes toward mediation and technology were analysed. In addition, their ability to integrate mediation and ICTs in plurilingual exercises was studied through task analysis. In this workshop, only one task was proposed: the adaptation of a mediation exercise for secondary school to a digital context. The results of the analysis of the data collected were presented at the AELFE (*Asociación Europea de Lenguas para Fines Específicos*) conference³⁷ (15/09/2022) and are also described in the **fourth paper** of this thesis “The integration of mediation, plurilingual and digital competencies in language learning task”. The article has been accepted for publication in the volume “Teaching, Translating and Researching LSP during the pandemic times” published by the Pisa University Press. The results included in the paper revealed similar results to the ones described in the third article: even though Italian pre-service teachers have a positive attitude towards technology, they do not always use ICT tools to facilitate mediation. These results contribute to partially answering RQ1 (Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?) since they allow outlining the Italian situation. Furthermore, the fourth article contributes to partially answering RQ3 (Are teachers able to integrate the use of ICTs/multimodality in mediation tasks?) since it describes Italian pre-service teachers' abilities to develop plurilingual tasks combining digital tools and mediation.

The final and **fifth article** (“Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy.”) is unpublished, nevertheless, its content was presented during the last EUROCALL (*European Association of Computer Assisted Language Learning*) conference³⁸ (19/8/2022). This article compares the results already described in the third and fourth ones. It allows, therefore, a comparison between the Italian and Spanish context: results reveal that both in Italy and Spain, teachers are able to use technology in class and they

³⁷ 20th International AELFE Conference. Communication in the academic, professional, and political spheres during pandemic times.
14th and 15th, September 2022, Pisa (Italy)
Link to conference: <https://20aelfe.sp.unipi.it/>

³⁸ EUROCALL 2022 - Intelligent CALL, granular systems and learner data
16th to 19th August 2022, online
Link to conference: <https://vigdis.hi.is/en/events/eurocall-2022/>

are aware of the definition of mediation, even though Spanish teachers are more acquainted with the topic than those in Italy, while Italian teachers are more able to recognize mediation exercises (they possess more practical than theoretical knowledge). This final article, therefore, allows answering RQ4 (Which are the similarities and differences between the two contexts, Italy and Spain?). Indeed, it provides a comparison between both contexts on the theoretical and practical knowledge about mediation but also about the use of ICTs in relation to mediation.

In order to summarise the existing relationship between the four RQs and the articles, a scheme is proposed below (Figure 1).

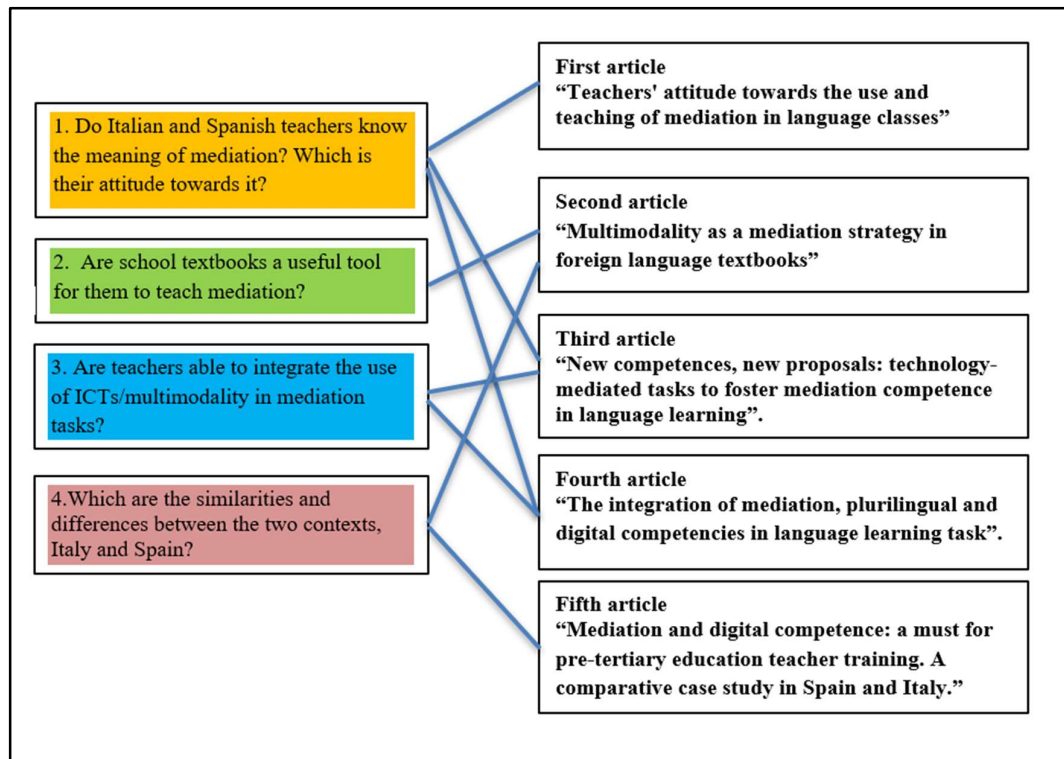


Figure 1. Relationship between RQs and articles

After briefly describing the articles and their relation to the RQs of the thesis, in the following sections the articles are reproduced integrally, preceded by a short introduction.

4. FIRST ARTICLE: *Teachers' attitude towards the use and teaching of mediation in language classes*

The first article of this thesis (“Teachers’ attitude towards the use and teaching of mediation in language classes”) was written with Inmaculada Fortanet-Gómez and accepted for publication in the academic journal RILA (See acceptance document in the Appendix to this dissertation). As described in the previous section, the article allows the investigation of Spanish teachers’ knowledge and awareness about mediation, and their attitude towards the use and teaching of it (RQ1). The following article indeed will describe, through quantitative and qualitative methodology, the theoretical knowledge of mediation but also its employment and teaching in class in Spain.

Teachers’ attitude towards the use and teaching of mediation in language classes

AUTHORS:

GIULIA CIARAMITA, *Università degli Studi di Torino (Italy), Universitat Jaume I (Spain)*
INMACULADA FORTANET-GOMEZ, *Universitat Jaume I (Spain)*

Abstract^[1]

In 2018 the Companion Volume of Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFRLCV) introduced the concept of mediation and defined it as an act of language that makes communication possible among people who are unable to communicate with each other. This paper investigates Secondary and Primary school language teachers’ attitudes towards the concept of mediation. The analysis takes into account qualitative and quantitative data collected within the European project TEMPLATE —TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>). The aim of the project is to strengthen the competences of pre- and in-service language or CLIL teachers who want to implement the recommendations of the Council of Europe for the use of plurilingual approaches.

1. Introduction

The next paragraph will present the State of the Art about mediation and academic research about teacher attitudes. Moreover, the aims of the present research will be described.

1.1 State of the Art

The main aim of this paper is to describe Spanish language teachers' attitudes toward mediation. The study and analysis of teachers' attitudes is an important field of research. Indeed, many studies about it have been conducted. Attitudes towards different topics have been analysed in order to define teachers' profiles. For example, Mitits (2018) investigated Primary and Secondary School teachers' attitudes towards multilingualism in Greece. The study was conducted through a quantitative methodology in which a questionnaire was administered to 60 teachers. The analysis of the survey led to some interesting conclusions: even though teachers recognize the importance of multilingualism, in Greek schools' multilingual practices rarely include references to the first language of the multilingual students present in class.

More generally, teachers' attitudes about their own performance have also been analysed. A comparative study about Chinese Native Speakers (NS) Teachers and Chinese Non-Native Speakers (NNS) Teachers in the UK has been conducted by Yang (2019). Thanks to a qualitative methodology based on semi-structured interviews, Yang could conclude that NS found some difficulties in adapting to the English teaching approaches. On the other hand, NNS teachers do not encounter this difficulty, having been educated in that context. However, they feel the need to constantly examine their 'accuracy of knowledge' before teaching some specific topic to students.

Language teachers' attitudes have also been investigated in research that combines qualitative and quantitative results. For example, teachers' attitudes towards the use of ICTs have also been investigated in academic research following a mixed-based methodology, in the study conducted by Izquierdo et al. (2017). In particular, they analysed the situation in Mexico and concluded that teachers' attitude towards the use of ICTs is positive, since they are willing to use technology to enhance their teaching. Nevertheless, they usually do not use the available institutional technologies, but they prefer to use their personal devices. They behave in this way because they encounter

some limitations in accessing the facilities, technical support and training. They also feel limited by the school policies and regulations. The present paper will describe a similar methodology. Teachers' attitudes will be indeed studied from both a qualitative and quantitative perspective.

The paper will also analyse pre-service teachers' attitudes. In literature, pre-service teachers' attitudes have been already studied as well. For example, Saavedra Jeldres and Campos Espinoza (2019) studied pre-service teachers' attitudes towards the benefits and challenges of EFL writing portfolios in Chile. Through a mixed methodology composed of a questionnaire and a focus group, they could conclude that despite the initial scepticism, after having compiled a portfolio, pre-service teacher-students consider this practice a positive one that allows many benefits in relation to the learning of vocabulary and grammar, and more generally in relation to academic writing.

Even though this is frequently the object of study of academic research, there is still very scarce literature about teachers' attitudes towards mediation. The main reason for this lack of research can be related to the recent inclusion of this topic in the Companion Volume. Only in 2018, indeed, mediation was fully included in this document. The CV is a complement to the CEFRL (2001), and its aim is mainly to update the 2001 set of descriptors and scales (Council of Europe 2018: 23), in order to make the document more consistent with the characteristics of current societies. Since mediation is included in this document published by the Council of Europe, it is relevant to study the use and teaching of it in class. Indeed, Spanish academic research has always focused on the implementation of the recommendations of the CEFRL. For example, Mur-Dueñas, Plo and Hornero (2013) studied Spanish Secondary School Students' oral competence in EFL by analysing their self-assessment, teacher assessment and tasks. In this study, the CEFRL and the European recommendation are frequently taken into account. In particular, the study highlights the fact that the students pass their exams and receive good marks, even though their teachers do not think that they reach the CEFRL level required. Therefore, the type of assessment should be reconsidered in order to align it with the characteristics of the CEFRL level. Similarly, Pavón and Pérez (2018) analysed how the recommendations of the European policy on the inclusion of multilingualism at school are implemented in Spain. The main finding of the research is the following: in Spain there are some school language projects that aim at

promoting/emphasizing plurilingualism and pluriculturalism, nevertheless in Spain the attention on the inclusion of multilingualism in the curriculum is not homogeneous. Educational authorities, indeed, do not mandate schools to create plurilingual whole-school projects, except for bilingual regions.

After having analysed the importance of studying teachers' attitudes and the implementation of the CEFRL recommendation in schools, in the following paragraphs a definition of mediation will be provided together with a description of its role and importance.

Mediation can be defined as the act of communication that allows possible communication between two people who are not able to communicate with each other. For example, thanks to the reformulation of a source text, it becomes intelligible to those who do not have the ability, for whatever reason, to understand it (Companion Volume 2018).

In the last few years, mediation has become increasingly important in the field of learning and teaching foreign languages, after 25 years in which it has gradually been included in the language curriculum. This evolution can be retraced in the development of the CEFRL (Common European Framework of Reference for Languages), an official document produced by the Council of Europe, which provides some guidelines for the elaboration of language syllabuses and the establishment of assessing criteria. One of its main contributions has been a six-point scale to assess the mediation competence (from A1 to C2) (CEFRL 2018).

<https://www.coe.int/en/web/common-european-framework-reference-languages>)

In the first drafts of the CEFRL, dated 1996, mediation was already present and described as a communicative language activity. In the official CEFRL, published in 2001, mediation was already included. Nevertheless, the information related to it was relatively scarce. The language user was considered as an intermediary; however, the only strategies listed as part of mediation were interpretation and translation (Piccardo 2020).

In the course of time, societies have become increasingly globalized, which involves the necessity for citizens to be able to mediate. The Council of Europe (2015), indeed, states

“[i]n modern democracies, political participation presupposes a capacity for verbal mediation. [...] [F]or societies as complex as those of the present day [...] cultural and linguistic diversity is no longer a matter of separate compartments” (Council of Europe 2015: 63).

This is one of the reasons why they published the Companion Volume (CV) in 2018. Therefore, not only was mediation included in the CV, but it was also “the longest and most complex part of the project that led to the production of this CEFRL Companion Volume” (Council of Europe 2018: 22).

Mediation is included both in the category of “communicative language activities” and in that of “communicative language strategies”. As far as the first category is concerned, 19 scales are introduced. As for the second category, 5 scales are introduced. In Figure 1 (Council of Europe 2020: 90), mediation scales are illustrated.

Furthermore, the CV introduces a new definition of language user. When mediating, s/he becomes a social agent who collaborates in the construction and communication of a new meaning, using mediation strategies appropriate “in relation to the conventions, conditions and constraints of the communicative context” (Council of Europe 2018: 26).

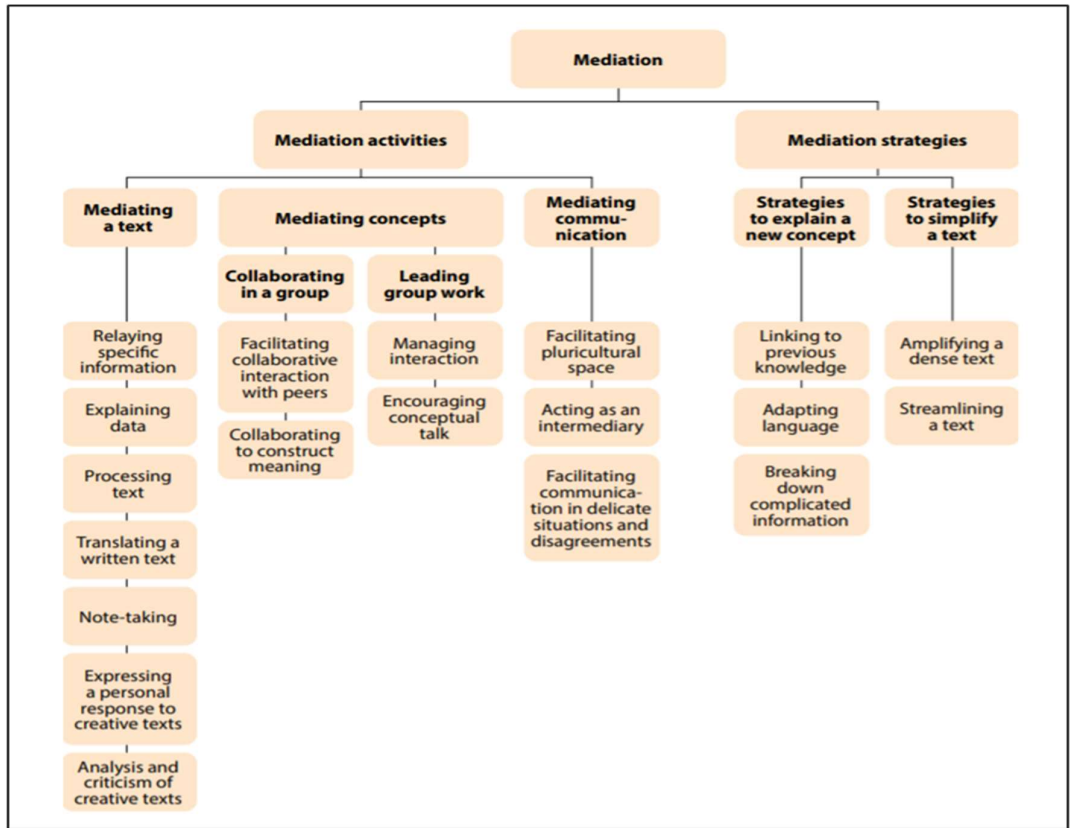


Figure 1 Mediation Scales in the CV (Council of Europe 2020, 90)

Other than in the CV, the increasing importance of mediation can be noticed in literature. Piccardo (2012: 287) claims that mediation creates a link between the social dimension and the individual one. Mediation can be considered as “a social practice which occurs in order to facilitate communication between parties not sharing the same language” (Stathopoulou 2015: 351)

Therefore, mediation allows the user to use language as a tool useful for: creating pluricultural spaces; reducing affective blocks and tensions due to the risks of misunderstanding; building bridges towards the new/the other, allowing the language users to understand each other (Piccardo 2020).

Moreover, the job market has been giving increasing importance to mediation as well. Nowadays the labour market requires people to possess transferable communication skills, to be able to collaborate and to adapt to change, since “the skilled work is

becoming more communicative and team-oriented” and it values “flexible communication, collaboration, creativity and critical thinking” (Goodier 2020 1:20). Mediation can-do statements included in the CV describe these requirements since they involve collaboration, teamwork, and the ability to adapt communication to context (Goodier 2020). A consequence of this can be observed, for example, in the structure of some language certifications. For example, the English language certificate IELTS provided by the British Council includes a mediation task in the written test section. The candidate must summarize in a written text a visual input. An example can be found in Figure 2.

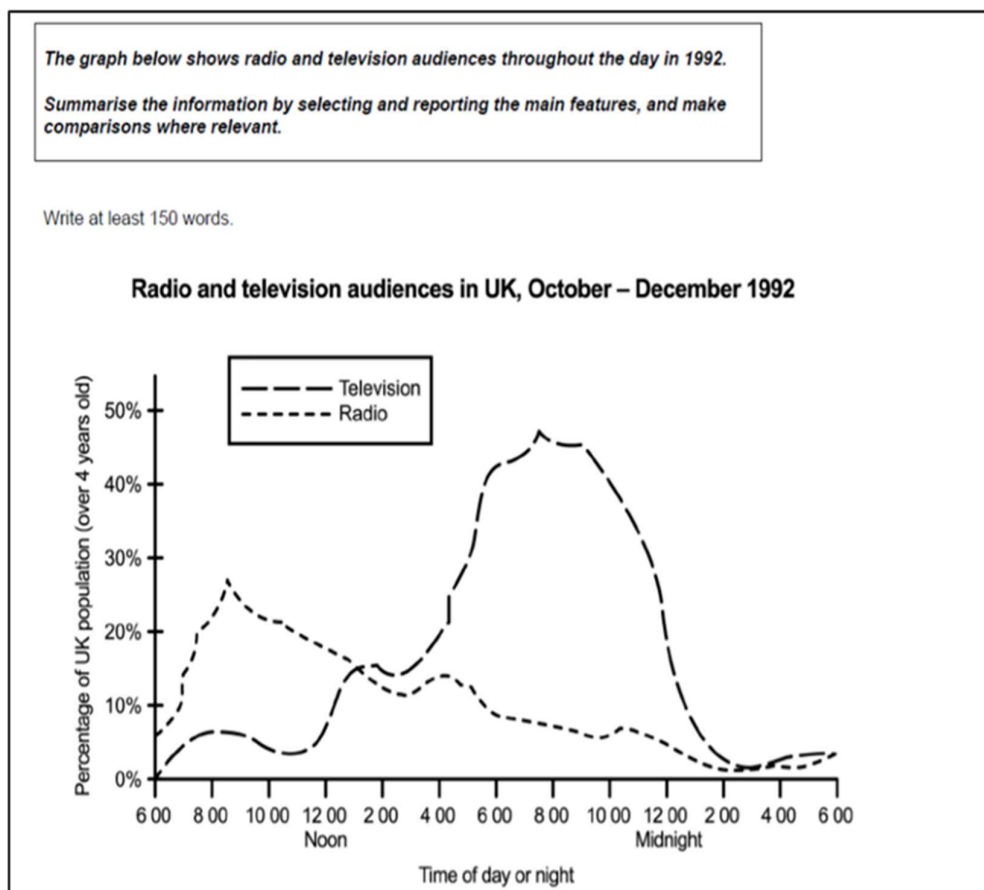


Figure 2 Writing task (IELTS 2015)

The Council of Europe and the literature seem to suggest that mediation is now fundamental in the field of learning and teaching languages. Hence, it is essential to be able to mediate in order to be an active citizen and worker. For this reason, some research

has been conducted on mediation. For example, Cheng and Cheng (2012) investigate the role of mediation in secondary schools in China, focusing on the ability of EFL teachers to mediate learning. Through some observation in class and some interviews, it was possible to conclude that most of the teachers were unable to mediate students' learning because of Chinese EFL learners' weakness in English language communication competence.

Another interesting and recent study is the one conducted by Poehner and Leontjev (2020) who examined how a mediational approach during dynamic assessment (DA), instead of a corrective one, can help in identifying learners' difficulties and in supporting their learning. In the study, they report and analyse some data collected through two studies already analysed in Leontjev (2016), focusing on the mediational process. Thus, the analysed studies are about DA conducted in Estonia with English students attending Secondary School. This analysis led to the following conclusion: a mediational approach in DA allows the learners to progress towards a successful and independent understanding of the L2. Similarly, Davin, Herazo and Sagre (2017) studied the ability to mediate in DA of two in-service language teachers from Colombia and of two pre-service teachers from the USA. The study was conducted through some direct observations in assessment situations before and after some workshops about DA that were proposed to the teachers. Before the training teachers encountered some difficulties in mediating when assessing, while after it, their ability improved.

Even though mediation is present in the CV, and it is the objective of some academic studies, it is not yet fully included in the language curriculum in language courses in Spain. Nadales and Valderrama's study (2020) explores how mediation is implemented in Spain in the *Escuelas Oficiales de Idiomas* (EOI—Official Language Schools). In their article, they argue that the studies about mediation are still scarce in number, and the topic needs further investigation. Regarding the implementation in schools, teachers seem to need training. They encounter various difficulties in teaching and evaluating mediation, as for example the lack of clear evaluation criteria and the difficulty in creating teaching materials.

To conclude, in accordance with the CV, mediation has an important role in language teaching and learning. Nevertheless, among all the studies about teachers' attitudes and about the implementation of the recommendations of the CEFRL/CV, the

existing literature about mediation is scarce. The aim of this paper is to provide qualitative and quantitative data to investigate teachers' attitude towards mediation and to analyse the use and teaching of it in class.

1.2 Objective and Research Questions

The present research has the objective of investigating teachers' attitude towards mediation in the English language classes in Spain. In order to accomplish the main objective of the study three research questions were formulated:

RQ1. Do Spanish teachers know what mediation means? And what is their attitude?

RQ2. Are they aware of using mediation strategies when teaching?

RQ3. Do they teach students to use these strategies? Through which practices is mediation taught or used in class and to which extent?

2. Method

In the next sections the *TEMPLATE* project will be presented. This research was indeed included in this Erasmus project. Furthermore, the methodology will be described.

2.1 The TEMPLATE Project

The present study was conducted within a European Erasmus+ K201 project, *TEMPLATE*, which involves five partners: the Università degli Studi di Torino (Italy), the Université Catholique de Louvain (Belgium), the Universitat Jaume I de Castellon (Spain), the Pädagogische Hochschule Schwäbisch Gmünd (Germany) and the Vilniaus Universitetas (Lithuania). The acronym *TEMPLATE* stands for *TE*chnology-Mediated *PL*urilingual *A*ctivities for (language) *T*eacher Education (<https://templateplurilingualism.eu/>). The main aim of the project is to strengthen the professional competences of pre- and in-service language or CLIL teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education.

As one of the first steps in the project, a survey was distributed to primary and Secondary Education foreign language and CLIL teachers in the five countries. However,

as social media were used to disseminate it, there were a few respondents also from the Netherlands, Bolivia, Colombia, Ecuador, the USA, and the UK. The survey asked about the teachers' use, knowledge, and attitude toward the use of technology and plurilingualism in the language classes. As a complement, a focus group interview was organised in which four teachers from Spain, Germany, Belgium, and Lithuania participated together with the interviewer. They were asked about their use of technologies and the effect of COVID-19 on this use. In addition, they were also asked about their plurilingual practices. Furthermore, the five countries organised local focus group meetings in order to delve into these matters.

In this wider context, it was possible to extract some useful data for investigating teachers' attitude towards mediation in the English language classes in Spain. This investigation takes into account some quantitative data collected by means of the analysis of the survey produced within the TEMPLATE project, while qualitative data have been collected through the analysis of teachers' focus groups interviews, organised by the TEMPLATE project as well. Both the survey and the interviews were originally designed to examine teachers' attitude towards the use of technology and plurilingualism in class, nevertheless some questions were related to mediation.

2.2 Participants

In the next session, the profile of the participants will be described. The first section is dedicated to the description of the participants in the survey. The second one will be devoted to the description of the teachers who took part in the interview.

2.2.1 Participants in the survey

The total pool of participants in the survey consisted of 216 people. Almost all of them were in-service language or CLIL teachers from different countries, mainly from the five country partners of the project. 73 teachers were from Spain and 31 of them were teaching English. In the next paragraph, the profile of the Spanish teachers will be described.

Figure 3 shows a graph about the age of the participants. Almost half of the teachers (48%) were between 41 and 50 years old. As a consequence, the majority of them were experienced teachers who had already had the opportunity to be in service for many years. 22% of the participants were between 31 and 40 years old. The remaining 30% was

composed of young people (15% aged from 21 and 25 years old; 15% from 26 to 30), who represent very young and inexperienced teachers or pre-service teachers.

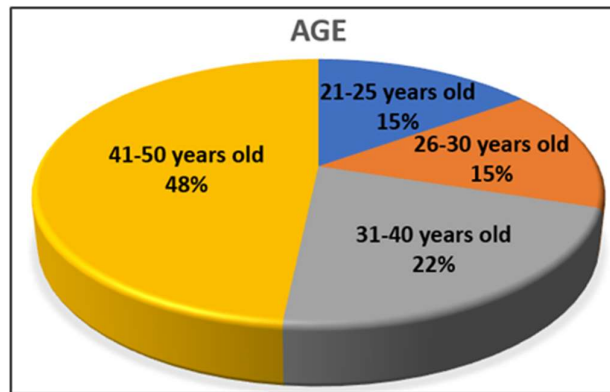


Figure 3 Age of the participants

A more in-depth study about the level of experience of the teachers can be conducted by observing the chart in Figure 4. The pie chart shows that 23% of participants were pre-service teachers, namely students training to become teachers. The majority of the participants (61%) were in-service teachers. They were almost equally divided into CLIL teachers (29%) and language teachers (32%). These data reflect the importance given by the Spanish education system to the CLIL context. The minority of the participants (16%) classified themselves as 'other': PhD students, teachers who would like to teach their subject using a foreign language (CLIL) or teachers for students with Special Needs.

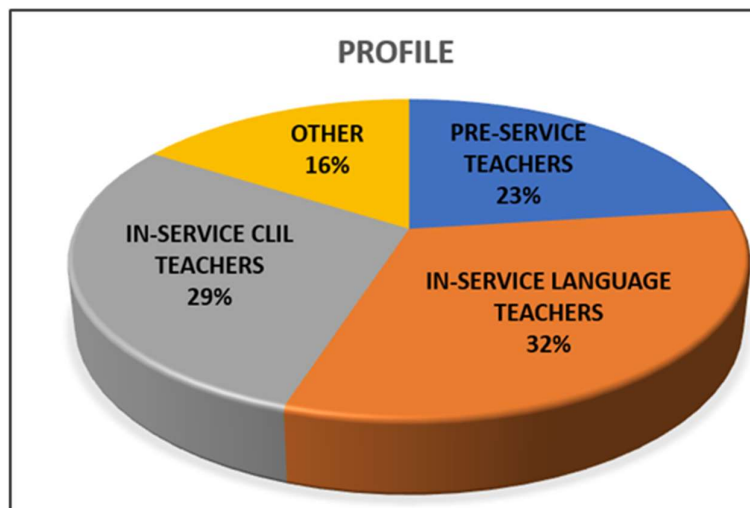


Figure 4 Profile of the participants

The pie chart in Figure 5 shows the target student population of the in-service teachers who participated in the survey. The large majority of them (55%) were Secondary School teachers; 33% taught in Lower-Secondary while 22% in Upper-Secondary. Only 26% of the teachers worked in Primary School, while a minority (19%) worked in Tertiary Education.

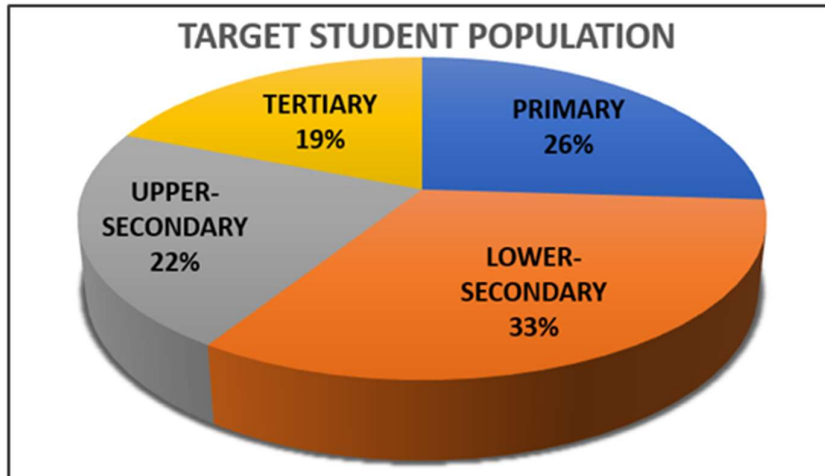


Figure 5 Target student population

2.2.2 Participants in the Interview

The pool of participants that took part in the interview (Focus Group) was significantly lower in comparison with the participants in the survey: only three teachers, all of them women, were interviewed. One (C.) worked in Primary Education, while the other two (M. and G.) worked in Secondary School.

2.3 Materials and Procedure

As stated before, the data used for the present study were collected through a survey and some interviews (focus groups). In the next sections, the questionnaire and the focus group will be described together with the procedure used for the administration of the survey and for conducting the interview.

2.3.1 The survey

The survey was designed by the TEMPLATE team, i.e., professors, PhD students and researchers of the five universities that are partners in the project. In particular, l'Université Catholique de Louvain (Belgium) was in charge of the survey creation with the collaboration of the partners. The survey was firstly written in English, and then translated into French, German, Italian, Lithuanian, and Spanish. The survey was distributed through various channels and was officially accessible for 10 days. After that time, it was possible to analyse the results. A post on the official Facebook page (<https://www.facebook.com/template.eu>) was created with the aim of inviting people to take part in it. Furthermore, during the Meet and Greet event, the survey was announced and later the members of the team spread the link among teachers and students that could be interested. The digital tool used for the creation and translation of the questionnaire was Qualtrics, a software designed for the creation of surveys.

The survey consisted of 68 questions. 9 questions had the aim to outline the profile of the teachers previously described in section 2.2. 21 questions were about the attitude of teachers towards the use of technology in class, while 32 questions were related to the attitude towards the use/teaching of plurilingual/pluricultural competences. Among this latter group of questions, 16 questions were related to mediation, even though mediation was not explicitly named. The questionnaire was adapted to the profile of the respondents, and statements were used in order to raise their awareness and to help them self-report their reactions. An extract from the survey with the most interesting statements on mediation is reported below.

For the following statements, please choose one answer (strongly agree, somewhat agree, somewhat disagree, strongly disagree).

- A. People from other cultural backgrounds should behave (e.g. physical proximity, greeting habits, turn taking, ...) like me so we can communicate more easily.

- B. When talking to someone who knows the same languages as I do, we should communicate in one language only.

- C. When communicating with people from other cultural backgrounds, I find it difficult to (re)explain something when people misunderstand what I mean(t).
- D. I find it difficult to make adjustments in my communication (e.g. avoidance of certain topics, of humour, changes in the level of formality, ...) if the person I am talking to comes from a different cultural background.
- E. I don't mind adjusting my behaviour to avoid misinterpretation.
- F. I can understand some words and expressions in languages that I don't know.
- G. When teaching in one language, I may use words of another language in the same sentence to make it easier to communicate.
- H. When teaching learners from different cultural backgrounds, I make adjustments in my communication (if necessary) when talking to them.
- I. I encourage my learners to identify common behaviours from their cultural background and explain them to someone from another cultural background.

The statements included in the questionnaire do not make reference to mediation explicitly. Nevertheless, they can all be related to it. Indeed, it is possible to notice the relation between them and the activities and strategies listed in the CV (Figure 1). Statements A, C, D, H and I are all related to communication in pluricultural contexts. Facilitating pluricultural space is one of the mediation activities that are labelled in the CV as “mediating communication”. Statement E can be related to this category as well. Indeed, “adjusting behaviour in order to avoid misinterpretation” can be considered an ability for “facilitating communication in difficult situations” (Figure 1). Statements B, C and G are about language. The fact of using language as a tool to mediate can be considered one example of mediation strategy. The CV indeed considers “adapting language” a “strategy to explain a new concept”.

2.3.2 The Focus Group

Focus group refers to small group meetings for interviews that were organised within the TEMPLATE project. The aim of the focus groups is to further investigate the topic already present in the survey and in particular to collect some qualitative data. The participants in the survey were asked to inform the team of their availability to participate in the interviews. There was an international focus group and some national focus groups were also organised in the following months. The Spanish focus group involved three teachers and lasted one hour. The interview contained six questions related to technology and five about plurilingual competences. A specific section was explicitly devoted to mediation. This section mainly consists of the following three questions:

- A. What is mediation for you?
- B. Do you explicitly teach mediation in class?
- C. Do you plan activities to teach mediation?

The results of the survey and of the Spanish focus groups will be described in the following section.

3. Results

The objective of the present research was to investigate the teachers' attitudes towards mediation in the language classes in Spain. The overall results of the questionnaire and of the focus groups will be described in the next sections.

3.1 Research Question 1

In this section, the findings that were collected in order to answer RQ1 will be described. In the following subsections, both quantitative data (collected through the survey) and qualitative data (collected during the interview) will be presented.

3.1.1 Survey Results

In this section, the results related to RQ1 will be analysed from both a quantitative point of view and from a qualitative one. RQ1 is: Do Spanish teachers know what mediation means? And what is their attitude?

As previously explained, this study consists of a survey and an interview. The survey provided quantitative data to investigate the teachers' attitudes towards mediation. Table 1 shows the answers to some questions included in the questionnaire.

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
A. People from other cultural backgrounds should behave (e.g., physical proximity, greeting habits, turn taking, ...) like me so we can communicate more easily.	4.11%	8.22%	31.51%	56.16%
B. When talking to someone who knows the same languages as I do, we should communicate in one language only.	13.70%	13.70%	32.88%	39.73%
C. When communicating with people from other cultural backgrounds, I find it difficult to (re)explain something when people misunderstand what I mean(t).	6.85%	20.55%	41.10%	31.51%

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
D. I find it difficult to make adjustments in my communication (e.g., avoidance of certain topics, of humour, changes in the level of formality, ...) if the person I am talking to comes from a different cultural background.	6.85%	20.55%	17.81%	54.79%
E. I don't mind adjusting my behaviour to avoid misinterpretations	56.16%	34.25%	2.74%	6.85%
F. I can understand some words and expressions in languages that I don't know	41.10%	46.58%	9.59%	2.74%

Table 1 Results of some questions included in the questionnaire

Sentences A, C, D and E are particularly significant to analyse the attitude of teachers towards cultural mediation. Question A reveals that the large majority of teachers (56.16%) accept the fact that someone with a different cultural background behaves differently, while only 4.11% of them prefer the presence of homogeneous behaviours. Sentence E is similar to sentence A. The answers as well are very similar. The majority of the teachers (56.16%) do not mind changing their behaviour to avoid misinterpretations, while only a small percentage (6.85%) avoid these kinds of modifications.

Sentence C is about the ability to use mediation strategies in order to (re)explain a particular concept to avoid misinterpretations. The highest rate of response is 41.10%

and it corresponds to the option “somewhat disagree”. Therefore, the majority of the participants are generally able to use the strategy of rephrasing (or similar ones) in order to explain something to someone with a different cultural background. 20.55% of the teachers chose the option “somewhat agree”. That means that they sometimes successfully use this strategy. On the other hand, 31.51% use it always or almost always and they succeed in it. Only a small minority (6.85%) find it difficult to use these kinds of strategies.

Sentence D is about the ability to adjust communication when talking with someone from a different cultural background. Similarly, in question A, the large majority (54.79%) is able to make these kinds of adjustments, while only the small minority (6.85%) is not.

The remaining two sentences (B and F) are more focused on the use of the language. In accordance with the answers given to question B, the majority of the participants (39.73%) accept the usage of more languages in a conversation, while a small minority (13.70%) do not. It is relevant to underline that a considerable number of teachers opted for the options “somewhat agree” (13.70%) and “somewhat disagree” (32.88%). Consequently, many teachers do not have a net position about the use of code-switching and translanguaging.

Sentence F is about the ability to understand words and expressions of an unknown language. The majority of the teachers (46.58%) answered with “somewhat agree” meaning that usually they possess this ability. 41.10% of the participants are always able to put this skill into practice, while only 2.74% are rarely or never capable of it.

3.1.2 Focus Group Results

After having analysed the answers given to the survey, in this section the data collected through the interview will be described. As explained in the method section, the focus group was particularly relevant for the collection of qualitative data. As far as RQ1 is concerned, the following answers will be considered to underline the teachers’ definition of mediation.

(1) “Mediation is the act of teaching in another way or using accessible words. It is a way to help the students to communicate the information they are not able to transmit”.^[2]
(G.)

According to quotation (1), mediation is a set of strategies used by the teachers to be easily understood or to help the student to communicate some difficult information. In addition, as can be seen in (2), the Primary Education teacher claimed as follows:

(2) “If necessary, I use other languages. [...] Sometimes I plan the comparison of languages. I plan this because I think this is a way to teach students and to give a different perspective”. (C.)

Her answer reveals the kinds of strategies that sometimes she uses in class. For example, she uses translanguaging, and she also plans to include the comparison of languages in her explanations in order to facilitate the learning process using a comparative perspective.

3.2 Research Question 2

The present section will describe the data collected in order to answer RQ2: Are they (the teachers) aware of using mediation strategies when teaching? In order to answer this question, only the answers given during the interview have been taken into account. In the following paragraphs, one sentence from each teacher interviewed will be analysed.

(3) “I have just planned the comparison of languages and say “there is this connection” or “see how different the languages you know are” (...) “in Castilian or Valencian this happens; in English it is different or it is similar (...)””. (C.)

In (3), C., the Primary Education teacher, states that she actually plans the inclusion of contrastive or comparative elements in her explanations. However, as can be seen in (4), G. does not plan to use mediation strategies. Indeed, she claims to use visual elements, such as a video.

(4) “I do not plan. When students do not understand I use another strategy (mediation strategy). For example, I look for a video”. (G.)

It is also important to highlight the fact that she mentions the use of visual elements (i.e. videos) as a mediation tool. While C. focuses more on verbal elements in order to facilitate the understanding of her lessons, G. uses non-verbal elements only when necessary. It is interesting to examine a third point of view, the one expressed in (5).

(5) “I think we improvise. In interactive exercises (dialogues), when the students have difficulties, I help them to find a way to make the conversation work”. (M.)

Similarly, in G., M. does not plan the use of mediation strategies in her lessons. She does not use them during the explanations, only in order to facilitate peer-to-peer communication.

In conclusion, the statements given by the three teachers reveal that they are aware of using mediation strategies in class when teaching, though they acknowledge they do not plan them in advance.

3.3 Research Question 3

In this section, we will describe the findings that were collected in order to answer RQ3, which in turn consists of two questions: Do they (the teachers) teach students to use these strategies? Through which practices is mediation taught or used in class and to which extent? In the following subsections both quantitative data (collected through the survey) and qualitative data (collected during the interview) will be analysed.

3.3.1 The survey

The TEMPLATE questionnaire contained three statements that were useful to examine the use and teaching of mediation. Table 2 displays these sentences.

	STRONGLY AGREE	SOMEWHAT AGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE
G. When teaching in one language, I may use words of another language in the same sentence to make it easier to communicate.	69.23%	23.08%	6.15%	1.54%
H. When teaching learners from different cultural backgrounds, I make adjustments in my communication (if necessary) when talking to them	66.15%	30.77%	1.54%	1.54%
I. I encourage my learners to identify common behaviours from their cultural background and explain them to someone from another cultural background.	60%	35.38%	4.62%	0%

Table 2 Results of the statements included in the questionnaire

Sentences G and H are particularly significant to investigate the use of mediation in class. The large majority of teachers often facilitate communication in class by using other languages (69.23%), while a very small minority (1.54%, only one participant) tend to avoid the usage of translanguaging. Similarly, 66.15% of the teachers make adjustments in communication when teaching to students with another cultural background. Again, only one participant (1.54%) never uses this kind of strategy.

Sentence I is about multiculturalism strategies. This practice can be very useful to train students to dialogue with people from other cultures, by learning first the differences with their own culture. The large majority of the participants (60%) encourage students to do so. It is relevant to underline that no participant (0%) selected the option “strongly disagree”. Therefore no one completely avoids teaching how to identify behaviours in different cultures.

3.3.2 The Focus Group

In this section, two answers given during the interview will be analysed. They are particularly relevant in order to investigate to which extent mediation strategies are taught in class. One secondary school teacher claims that in class she teaches this kind of strategy. For example, she encourages students to use hypernyms when they do not know the specific hyponym.

(6) “We teach these strategies, for example, if they do not know the name of a specific fruit, they can say the general name”. (G.)

G. also explains the contexts in which this kind of mediation strategy is used in class. They mainly practise the use of hypernyms in oral lessons, in particular for role-play activities.

(7) “We do it in role-play activities: for example, there was an exercise in which one student was the patient and the other the nurse or the doctor. They did not know the vocabulary (*measure the temperature; vaccinate*) so they could use more general vocabulary”. (G.)

To sum up, in accordance with the answers given in the interview, teachers explain the use of some mediation strategies in class, particularly in relation to vocabulary (use of general hypernyms instead of specific hyponyms), though they do not do it regularly and with a pre-established purpose.

4. Discussion

The present paper aimed at investigating teachers' attitude towards mediation in language classes in Spain. In particular, various elements were studied: teachers' definitions of mediation; their awareness about the use of mediation strategies in class; and their use or teaching of mediation.

The methodology used was quite effective and allowed the investigation of the elements listed above. The questionnaire and the focus group were indeed useful to collect relevant data, both of qualitative and quantitative nature. These data are particularly significant in order to analyse the ability of teachers to use and teach mediation. This aspect indeed is not sufficiently analysed in literature. Nadales and Valderrama's study (2020) analysed this aspect, but only in the EOIs' context. In the current paper a broader context was taken into account.

As far as the attitude towards mediation is concerned, the survey was a useful instrument to prove that teachers' attitude is generally positive. They accept the fact that people with different backgrounds have different behaviours, and they try to modify their own behaviour and communication in order to avoid misinterpretation. As far as language is concerned, they are able to understand some words in the languages they do not know and, as a consequence, they accept the practice of translanguaging when speaking with someone who speaks a different language.

The focus group was useful to collect data to answer RQ1 and RQ2, in particular to outline teachers' definition of mediation: for them, mediation is the language act that facilitates communication. Mediation is also a teaching practice that involves the comparison of languages in order to learn/teach a foreign language. This kind of definition is particularly relevant because it highlights the fact that teachers use mediation strategies while teaching some aspects of the language (RQ2). As previously analysed, they also use non-verbal elements in order to facilitate communication in class. One of the teachers interviewed, for example, uses videos when her students are not able to understand some explanations. Thanks to the interviews, it was also possible to understand that not only is mediation used to facilitate teacher-student communication, but also to facilitate peer-to-peer one. It is important to highlight the fact that although teachers use mediation strategies, they generally do not plan it in advance, but they use

it only when necessary. They only plan the comparison of languages to teach the foreign language from a different perspective.

The survey was a useful tool to collect data about the use and teaching of mediation. As described in the Results section, teachers use translanguaging to facilitate communication. They also make adjustments in their communication while communicating in class when learners from different cultural backgrounds are present in class. Regarding cultural mediation, they encourage the students to work on the identification of common elements in different cultures. The learners are encouraged to explain cultural elements to someone from a different culture.

Regarding the teaching of language mediation strategy, some teachers teach them even if mediation is rarely included in the curriculum. Indeed, only one of the teachers interviewed shared her/his experience in teaching mediation. According to her/him, time is sometimes too scarce to include mediation strategies in the class program. Usually, it is included in speaking classes, in particular for role-play activities. The teacher helps the students with difficulties in the use of vocabulary. For example, the substitution of specific words with hypernyms and the practice of paraphrasing are introduced to the learners in order to help them to explain a concept for which they do not know the exact equivalent in their language.

It is worth noticing that mediation strategies are rarely taught and not always included in the curriculum. This reflects the consideration made in Nadales and Valderrama's study (2020), namely that teachers do not feel confident and sufficiently trained to fully include mediation in the language curriculum. Indeed, in the current research, teachers proved to rarely use and teach some mediation strategies and in a very limited variety. Indeed, they only teach the students how to adapt language. This strategy is labelled in the CV as a strategy to mediate communication (Figure 1). Nevertheless, the other four strategies listed in the CV (i.e., linking to previous knowledge; breaking down complicated information; amplifying a dense text and streamlining a text) are not taught in class. Furthermore, they only consider a specific kind of activity (role-plays), that, in accordance with the three macro categories of activities listed in the CV, can be considered as a “mediating a text” activity. The importance of mediation in team working and in pluricultural contexts is not taken into account by teachers. These aspects are quite relevant, since the CV focuses on it, by listing various mediation activities related to

group collaboration (i.e. collaborating in a group; facilitating collaborative interaction with peers; collaborating to construct meaning; leading group work; managing interaction; encouraging conceptual talk) and to pluricultural space (i.e. facilitating pluricultural space; acting as intermediary in informal situations; facilitating communication in delicate situations and disagreements) as can be noticed in Figure 1.

5. Conclusion

The present paper aimed to investigate teachers' attitude towards mediation in language classes in Spain and to study the usage/teaching of mediation in class. The study was conducted through the analysis of quantitative and qualitative data. The results of this analysis lead to the following conclusions: teachers generally have a positive attitude towards mediation, they use it in class (through the use of translanguaging and visual supports), but they rarely include the teaching of mediation strategies in the curriculum.

Firstly, the analysis of the survey results reveals that teachers' attitude towards mediation is generally positive and that they sometimes use mediation strategies in class. Considering the answers given during the interviews, it is possible to find out that teachers often do not plan the use of them. Nevertheless, when necessary, they use some of them—namely non-verbal support, translanguaging, and comparison of languages—in order to facilitate teacher-student communication and student-student communication.

Additionally, the analysis of the interview confirms that teachers do not fully include the teaching of mediation strategies in their lessons, probably because of the scarce training received, as already studied by Nadales and Valderrama (2020). Even though they use some of these strategies, they explicitly teach how to use them (paraphrasing and the use of hypernyms) only on some rare occasions and in some specific kinds of courses (speaking courses). As previously stated, teachers focus only on adapting language in role-plays, and do not include in their classes other mediation activities and strategies listed in the CV. In particular, they do not consider group working and pluricultural space, important elements related to mediation.

The results of the present study can find pedagogical applications in teacher training. The main aim of the TEMPLATE project is to provide effective training on plurilingualism and technology in language teaching, and mediation strategies and activities are an essential part of it, as it is meant to help teachers to implement European

recommendations about language teaching and learning. Since mediation is a significant element present in the CV (2018), it can be included in the training modules of TEMPLATE. The results obtained through the analysis of the questionnaire and of the Spanish focus group can be taken into account for the definition of these modules.

As with all empirical research, the present study has some limitations and provides suggestions for research to be undertaken in the future. As far as limitations are concerned, the number of participants is limited, and only the answers to the Spanish focus group were considered. Moreover, the teachers took part in the questionnaire and in the interview on a voluntary basis. Therefore, they represent a small, biased group of participants, keen to learn and to improve and update their teaching methods. In addition, the participants were mainly experienced teachers. Indeed, almost 50% were between 41 and 50 years old and most of them were in-service language teachers.

Furthermore, since this research could be one of the few studies investigating teachers' attitude towards mediation, several further studies can be carried out to complement it. For instance, broader research can be conducted, by generally considering the overall results obtained in the survey and interviews and comparing them with the Spanish situation. Besides, it would be also interesting to compare these results with those obtained when asking younger in-service and pre-service teachers, in order to investigate the teachers' attitudes considering the differences between experienced teachers and inexperienced ones. Moreover, it could be possible to study the teaching of mediation in a plurilingual context, namely a specific context in which the use of mediation is particularly relevant. Finally, as previously stated, the realisation of some teacher training about mediation can be carried out.

In conclusion, despite the limitations, the findings of the study reported in the present paper are relevant to outline teachers' attitudes about mediation, and they provide significant elements for further research as well.

Bibliography

Cheng X., Cheng H., 2012, “Review of Mediation from the Social Constructivist Perspective and Its Implications for Secondary School EFL Classrooms in China”, *Theory And Practice In Language Studies*, 2(4), 808-819, <https://doi.org/10.4304/tpls.2.4.808-819>, retrieved on November 23rd, 2021

Council of Europe, 2001, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, <https://rm.coe.int/16802fc1bf>, retrieved on June 25th, 2021

Council of Europe, 2015, *Education, mobility, otherness The mediation functions of schools*, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367e>, retrieved on June 25th, 2021

Council of Europe, 2018, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>, retrieved on June 25th, 2021

Council of Europe, 2020, *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>, retrieved on June 25th, 2021

Davin K., Herazo J., Sagre A., 2017, “Learning to mediate: Teacher appropriation of dynamic assessment”, *Language Teaching Research*, 21(5), 632-651, <https://doi.org/10.1177/1362168816654309>, retrieved on November 25th, 2021

Goodier T., 2020, *How mediation can support academic and career skills*, <https://youtu.be/AOW8Xrv9Wk0>, retrieved on June 27th, 2021

Izquierdo J. *et al.*, 2017, “Teachers’ use of ICTs in public language education: Evidence

from second language Secondary-School classrooms”, *Comunicar*, 25(50), 33-41, <https://doi.org/10.3916/C50-2017-03>, retrieved on November 27th, 2021

Leontjev D., 2016, *Icandoit: The impact of computerized adaptive corrective feedback on L2 English learners*, [PhD dissertation], Jyväskylä: University of Jyväskylä], retrieved from <http://urn.fi/URN:ISBN:978-951-39-6586-0> on October 25th, 2021

Mitits L., 2018, “Multilingual Students in Greek Schools: Teachers’ Views and Teaching Practices”, *Journal of Education and e-Learning Research*, 5 (1), 28-36, <https://doi.org/10.20448/journal.509.2018.51.28.36>, retrieved on November 25th, 2021

Mur-Dueñas P., Plo R., Hornero A., 2013, “Spanish Secondary School Students' Oral Competence in Efl: Self-Assessment, Teacher Assessment and Tasks”, *Miscelánea*, 47, 103-124, <https://www.proquest.com/scholarly-journals/spanish-secondary-school-students-oral-competence/docview/1496629126/se-2>, retrieved on October 25th, 2021

Nadales Bonilla R., Valderrama Molina M., 2020, “La mediación y su impacto en las aulas de las escuelas oficiales de idiomas”. *eco. Revista Digital de Educación y Formación del profesorado*, 17, <http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Nadales2.pdf>, retrieved on November 25th, 2021

Pavón V., Pérez A., 2018, “Enhancing disciplinary literacies: languages of schooling and whole-school language projects in Spain, European”, *Journal Of Applied Linguistics*, 6(1), 109-130, <https://doi.org/10.1515/eujal-2017-0023>, retrieved on October 24th, 2020

Piccardo E., 2012, “Médiation et apprentissage des langues: Pourquoi est-il temps de réfléchir à cette notion?”, *Études de Linguistique Appliquée*, 167, 285-297, <https://doi.org/10.3917/ela.167.0285>, retrieved on February 25th, 2021

Piccardo E., 2020, “La mediazione al cuore dell’apprendimento linguistico per una didattica 3.0”, *Italiano LinguaDue*, 1, 561-585 <https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>, retrieved on January 15th, 2021

Poehner M. E., Leontjev D., 2020, “To correct or to cooperate: Mediation processes and L2 development, *Language Teaching Research*”, 24(3), 295-316, <https://doi.org/10.1177/1362168818783212>, retrieved on November 25th, 2021

Saavedra Jeldres P. A., Campos Espinoza, M, 2019, “Chilean Pre-Service Teachers’ Perceptions Towards Benefits and Challenges of EFL Writing Portfolios”, *Profile: Issues In Teachers’ Professional Development*, 21(2), 79-96, <https://doi.org/10.15446/profile.v21n2.73116>, retrieved on November 15th, 2021

Uleanya M. *et al.*, 2020, “Impact of non-verbal communication skills on learning outcomes in English language among senior secondary school students, *African Journal Of Gender, Society And Development*”, *Formerly Journal Of Gender, Information And Development In Africa*, 9(2), 33-58, <https://doi.org/10.31920/2634-3622/2020/9n2a>, retrieved on October 25th, 2021

Yang J., 2019, “Understanding Chinese language teachers’ beliefs about themselves and their students in an English context”, *System*, 80, 73-82, <https://doi.org/10.1016/j.system.2018.10.014>, retrieved on October 25th, 2021

Online pages and tools

IELTS academic writing-2015, <https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-.pdf>, retrieved on February 25th, 2021

QUALTRICS, <https://www.qualtrics.com/it/>, retrieved on January 25th, 2020

TEMPLATE Facebook Page, <https://www.facebook.com/template.eu>, retrieved on January 25th, 2021

TEMPLATE Webpage, <https://templateplurilinguism.eu/>, retrieved on January 25th, 2021

[1] All the paragraphs were written collaboratively by both authors.

[2] The interview was held in Spanish and Valencian (a variety of Catalan) and the quotations have been translated by the authors of this article.

5. SECOND ARTICLE: *Multimodality as a mediation strategy in foreign language textbooks*

The second article of this thesis (“Multimodality as a mediation strategy in foreign language textbooks”) has been accepted to be published in the Peter Lang volume “The (inter)cultural dimension in language learning” (See document of acceptance as an Appendix to the dissertation). As described in section 2, this article allows the analysis of the multimodal mediation elements present in language textbooks in Spain and Italy in order to relate teachers’ attitudes towards the employment and teaching of mediation with the tools that are provided with – i.e., school textbooks – (RQ2). The following article indeed will describe, through quantitative and qualitative methodology, the multimodal elements that can guide teachers in the use and teaching of mediation in four textbooks: two English textbooks used in Spain and Italy, and two French ones used in Spain and Italy. Furthermore, the article allows a comparison between books used in Italy and in Spain, and it contributes therefore to answer RQ4.

Multimodality as a mediation strategy in foreign language textbooks

AUTHOR:

GIULIA CIARAMITA, *Università degli Studi di Torino (Italy), Universitat Jaume I (Spain)*

Abstract

Mediation is understood as the strategies and activities that help communication (CEFRL Companion Volume 2018). It can be achieved by means of translation, paraphrasing, summarizing, adapting language, or reformulating a written or oral piece of discourse. In a language classroom, mediation can be used by the teacher when explaining a difficult text, and it can also be taught to students in order for them to learn strategies for their own communication in a foreign language. Nowadays, it is important to include the teaching of mediation, since societies are globalized, and citizens need to possess the capacity for verbal mediation (Council of Europe 2015: 63). In addition, the presence of multimodal elements can play a role in mediating texts (Council of Europe 2018), and especially in language teaching materials. Furthermore, in the job market mediation has been gaining a central role as a fundamental soft skill (Goodier 2020, 1:20).

Concerning teachers’ ability to teach mediation, Nadales and Valderrama’s study (2020) points out that teachers still need training on the inclusion of mediation in their

classes, despite the many multimodal elements present in textbooks that can help in mediating (Bezemer and Kress 2008). These elements are not only multimodal, but also intercultural (Fernández Benavides 2019), and this is very relevant since it is consistent with the recommendation of the CEFRL-Companion Volume (CV) about the integration of plurilingual and pluricultural elements in language teaching and learning.

To my knowledge, no research has been conducted about multimodal mediation in foreign language textbooks. The objective of this study is to unveil whether there are multimodal activities and strategies used with a mediating function in these textbooks and how they are introduced in the classroom.

In this research, four textbooks used in Italian and Spanish Secondary Education schools to learn foreign languages (English and French) are analysed. Mediation activities will be identified and classified according to their multimodal nature. They will be also divided into two categories: multimodal elements that help the teacher to mediate and multimodal elements that can teach students how to mediate.

Finally, some recommendations will be put forward in order to take the maximum advantage of multimodal semiotic resources as mediation tools.

KEYWORDS: mediation, multimodality, textbooks, Secondary Education, language learning

1. Introduction

The main aim of this paper is to analyse language textbooks used in Secondary Education, investigating the presence of multimodal mediation. According to the Companion Volume - CV - (Council of Europe 2018) both mediation and multimodality are now important elements to be included in language courses and therefore in language textbooks. In the following paragraphs of this section, these two elements will be analysed.

Multimodality can be defined as a set of ‘approaches that understand communication and representation to be more than language and attend to the full range of communicational forms people use’ (Jewitt 2011: 14). Nowadays, in the digital era, literacy does not simply consist in the ability to use language, but it involves the ability of understanding and using the multimodal elements present in the current communication landscape (Lim et al. 2022). The written language, indeed, will be

increasingly substituted by images since the screen is becoming one of the main tools for communication (Kress 2003). Consequently, multimodality is becoming significant in language teaching as well, since it is increasing the awareness that non-verbal elements (i.e., visuals and gestures) can help in understanding and producing texts (Crawford Camiciottoli & Campoy-Cubillo 2018: 1). Moreover, mediation can facilitate language learning, allowing students to improve their proficiency (Jewitt 2003). For these reasons, multimodality has been recently included in the Companion Volume. The CV is a complement to the Common European Framework of Reference for Languages, CEFRL (2001) and it aims at updating the 2001 set of descriptors and scales, in order to make the document more consistent with the characteristics of current societies (Council of Europe 2018: 23). Indeed, as pointed out by Crawford Camiciottoli and Campoy-Cubillo (2018), in the 2001 CEFRL multimodality was not mentioned, while the 2018 CV provides two scales for online communication: ‘online conversation and discussion’ and ‘goal-oriented online transactions and collaboration’. These two categories reflect the importance of the multimodal nature of digital communication, since they include, for example, scales such as ‘the ability to include symbols, images, and other codes to make the message convey tone, stress and prosody, but also the affective/emotional side, irony, etc.’ (Council of Europe 2020: 84). Since the publication of the CV, some academic studies have focused on multimodality. For example, Liang and Lim (2020) proposed and implemented a framework in order to teach and support students in their digital multimodal composing practices (Liang & Lim 2020) in an English classroom at a Secondary school in Singapore. They concluded that students need a pedagogical framework to be helped in developing digital multimodal composing skills. In addition, Fernández Benavides (2019) analysed the language learning website Livemocha stating that the multimodal nature of the website facilitated the teaching of intercultural elements by means of learning tools which considered several modes of communication, as we can read in the following quote:

[...] Livemocha’s semiotic design relies on three main modes of communication: visual, linguistic, and spatial, embodying the work of semiotic resources such as pictures, icons, color, oral and written texts, and spatial distribution. These modes of communication interacted among themselves generating an intersemiotic relationship of coherence within the lesson in terms of thematic cohesion (Fernández Benavides 2019: 72).

The study also states that these elements can help the teaching of intercultural communicative competence. This is therefore relatable to the present research since he focuses on the relation between multimodality and the teaching of mediation, as the teaching of intercultural communicative competence is also linked to the ability to mediate culture.

Indeed, in addition to multimodality, another important element was included in the CV: mediation. Mediation is understood as the strategies and activities that help communication among people who are not able to understand each other directly (CEFRL Companion Volume 2018: 32). Mediation was already present in the first drafts of the documents (1996) and described as a communicative language activity. In the first official version of CEFRL, mediation was included as well, but in a superficial way: the only mediation strategies present were interpretation and translation (Piccardo 2020). One of the reasons that led the Council of Europe to include mediation in a more complete form is the fact that:

[i]n modern democracies, political participation presupposes a capacity for verbal mediation. [...] [F]or societies as complex as those of the present day [...] cultural and linguistic diversity is no longer a matter of separate compartments (Council of Europe 2015: 63).

Indeed, the concept of mediation is described in a more in-depth way in the CV. It is included in the categories of ‘communicative language activities’ and of ‘communicative language strategies’. For the first category, there are 19 scales, while for the second category, there are 5 scales. In Figure 1 (Council of Europe 2020: 90), mediation scales are illustrated.

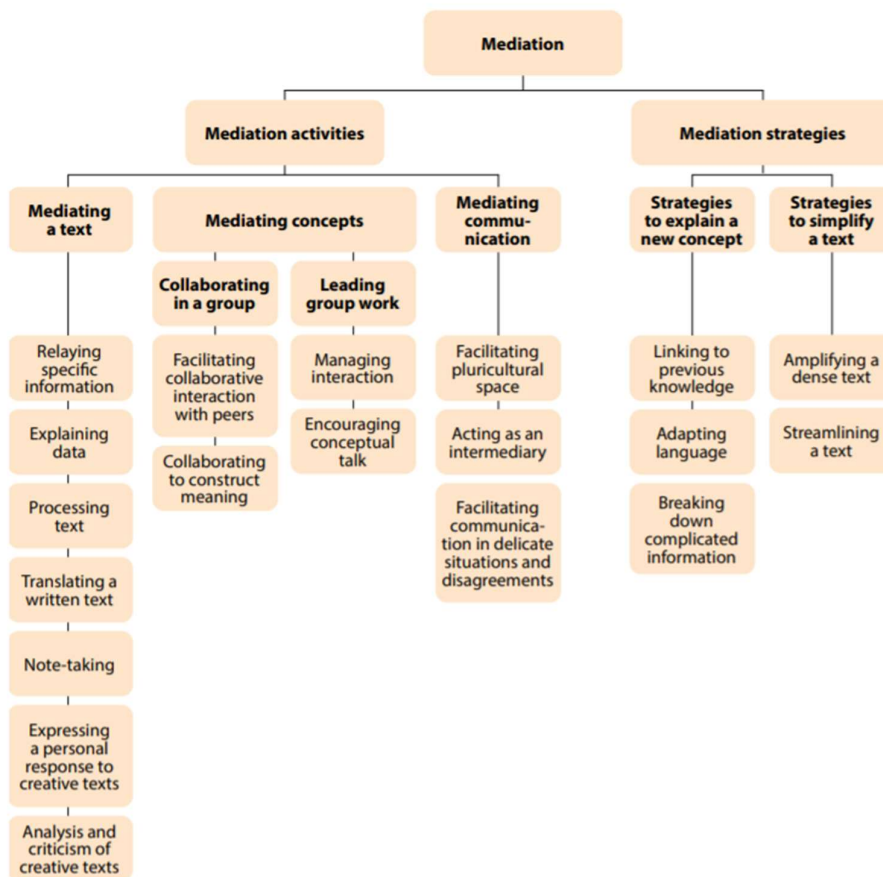


Figure 1 Mediation Scales in the CV (Council of Europe 2020: 90)

Likewise, multimodality, mediation has been the object of academic research after its inclusion in the CV. For example, Nadales and Valderrama (2020) investigated how mediation is implemented in Spain in the *Escuelas Oficiales de Idiomas* (EOI—Official Language Schools). In particular, they investigated the reason why teachers encounter difficulties in including mediation in their classes. In their epistemological study, they state that this topic needs to be further investigated since academic studies about it are still scarce. Concerning the implementation in schools, Nadales and Valderrama concluded that teachers’ training is needed. Indeed, they reported that teachers find it difficult to teach and evaluate mediation, because of the lack of clear evaluation criteria and of the difficulty in preparing teaching materials.

Textbooks play a fundamental role in language teaching. That is why they have been frequently objects of academic research. In particular, the role of both mediation and multimodality in language textbooks has been analysed separately, nevertheless, the

research on the combination of the two is still scarce. For example, as far as multimodality is concerned, a study conducted by Ajayi (2012) analysed two textbooks used by four English teachers in California. Through interviews and classroom observation Ajayi concluded that teachers could take advantage of multimodal tools such as CD-ROMs and images included in the book, although teachers rarely seemed to use the images of the book as part of their teaching, and they used the CD-ROMs mainly to model pronunciation. It was, therefore, possible to conclude that teachers may not know how to effectively use these materials and that there may be a need for training in using multimodal features in textbooks. Liu and Qu (2014) also investigated the presence of multimodality in language textbooks. In particular, two textbook series for Chinese college students were analysed. In this case, the conclusion was that they both include multimodal visual elements that are complementary to the language. This research mostly focuses on images, nevertheless, nowadays books are also complemented with audios and videos. Therefore, research more focused on the new dynamic and multimodal elements is needed. Moreover, Cremona (2012) investigated the presence of multimodality in German as a Foreign Language textbooks concluding that multimodality is present through images, photos, colours, and layout. Some other academic studies focused on the identity and multimodality of cultural content in textbooks. For example, Stec (2019) studied this aspect in English books for young learners, while Karadayı Ünlü (2022) focused on English books for 9th grade in Turkey. They both concluded that the multimodal elements of the books are not fully representative of society, since minorities (such as Black people) and disabilities are not enough present.

As regards mediation, to my knowledge, research about its presence in language textbooks is very scarce. One of the rare studies considering mediation and textbook is the one conducted by Moss (2006). The study is not generally about the presence of mediation in textbooks, but more specifically about the relationship between multimodality and mediation in four textbooks used in Colombia. Through classroom observation, it was possible to notice that teachers were not able to mediate difficult concepts, but after receiving specific training, they could develop mediation strategies to facilitate the study of the textbooks. Nevertheless, this research is not recent enough since it was conducted in 2006 and therefore before the publication of the CV. The present research can indeed relate the multimodal and mediation elements relating them to the CV, considering both inter and intra-language mediation. Furthermore, recent textbooks

have more multimodal elements, in particular videos, and this increase needs to be taken into account.

In conclusion, the present research aims to fill the research gap above described, by conducting an investigation on the presence in language textbooks of multimodal elements that can be used to employ and/or teach mediation in class.

1.2 Objective and Research Questions

The present research has the objective of investigating the presence in language textbooks of multimodal elements that can be considered as mediation activities or as elements to learn mediation strategies. Two research questions have been formulated:

RQ1. Do language textbooks used in Spain and Italy contain multimodal elements to facilitate teachers' mediation of content and language?

RQ2. Do language textbooks used in Spain and Italy contain multimodal elements to teach students to use mediation strategies?

RQ3. Which are the similarities and differences between the two contexts, Italy and Spain?

2. Method

2.1 The TEMPLATE Project

The present research was conducted within the TEMPLATE project, a European Erasmus+ K201 project. This project is coordinated by the Università degli Studi di Torino (Italy). Four other partners are part of TEMPLATE: the Université Catholique de Louvain (Belgium), the Universitat Jaume I de Castellon (Spain), the Pädagogische Hochschule Schwäbisch Gmünd (Germany) and the Vilniaus Universitetas (Lithuania). The acronym TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>). The main objective of TEMPLATE is to strengthen the professional competences of pre- and in-service language or CLIL teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education.

One of the first steps in the project was to study teachers' attitudes toward the use of plurilingual and pluricultural approaches and towards the use of technology in class. In order to investigate these elements, a survey was distributed to primary and Secondary Education foreign language and CLIL teachers in the five countries. The survey was

created through the website QUALTRICS (<https://www.qualtrics.com/it/>) and it was administered through social media. In order to complement the data collected, a focus group interview was organized in which teachers from Spain, Germany, Belgium and Lithuania participated. The questions asked to the teachers were about their use of technologies and the effect of COVID-19 on this use. Moreover, the five countries organized local focus group meetings in order to study the situations of the different countries.

Both the survey and the interviews were useful to study the teachers' attitudes towards mediation. Indeed, some questions about this topic were included, and the answers indicate that, although teachers have a good attitude towards mediation, their use and teaching of it in class is very limited and unsystematic (Ciaramita & Fortanet-Gómez 2021). Furthermore, as far as the Spanish situation is concerned, the first multiplier event of the TEMPLATE project (30/11/2021, UJI, Castellon De Plana, Spain) provided an opportunity to collect other data. During the event, a workshop about the integration of ICTs and mediation was held. The workshop, which was entitled 'Linguistic Mediation: how to include it in our classes', lasted one hour and counted on the participation of 52 Spanish pre-service and in-service teachers. The workshop was divided into three phases:

- a survey about mediation
- a short lesson about mediation (definition, inclusion of mediation in the CV, importance of mediation in society, at school and in language certifications)
- a task to be performed in groups about the integration of ICTs in mediation exercises.

By analysing the data collected through the survey and the task, it was possible to conclude that, even though teachers are aware of the definition of mediation and of the importance of including it in their lessons, they are not always able to recognize mediation exercises and to include ICTs in order to facilitate mediation tasks (Ciaramita & Ruiz-Madrid 2022).

As far as the Italian situation is concerned, data were obtained through a workshop on mediation held at the Università degli Studi di Torino. The workshop was included in the university course 'Approaches to Language Teaching' and 23 pre-service teachers took part in it. The structure of the workshop was the same as the one held at UJI. Although the results were very similar, the pre-service teachers in Italy seem to be less aware of the definition and importance of mediation but more able to identify mediation exercises. Regarding the use of technology, Italian participants demonstrated to be able

to include it in mediation tasks, but not with the aim of teaching mediation (Ciaramita 2022b).

Comparing the data collected, it is possible to conclude that in both Italy and Spain there is still a need for training about mediation, technology, and the integration of these two elements (Ciaramita 2022a).

After having analysed the Italian and Spanish situations, it was decided to analyse the language textbooks used at school in order to investigate the tools that teachers and students possess and find out if mediation is included in them.

2.3 Materials and Procedure

As stated before, the data used for the present study were collected through an analysis of language textbooks used in class. In the next sections, the books will be described together with the procedure used for the book analysis.

2.3.1 Books analysed

The present study focuses on the analysis of four textbooks for teaching foreign languages (FL) together with their teacher's guides, one for teaching French as FL and the other one, English as FL, in each country. All the books were the main materials used in these language subjects in secondary school courses by some FL teachers participating in TEMPLATE. The two books used in Spain were the following:

- *Spectrum 1*. This book was published in 2015 by Oxford University Press and written by Helena Gomm and Dan Morris and it is used in the first year of Obligatory Secondary School (ESO- *Educación Secundaria Obligatoria*) in Spain as a support for English courses. It is composed of 10 units and has a student book and a workbook. The teachers' guide includes the same content as the student's book together with the solutions of the exercises and suggestions for explanations and activities. Furthermore, there are sections about methodology, CLIL, Special Education Needs and evaluation. The page numbering of the teacher's guide in the book is indicated with the letter T followed by a number (in the present paper as well the pages will be indicated TN).

The book is also complemented with digital material:

- a CD-ROM with listening material,
- the iPack with the digital version of the book integrated with audios, videos and interactive exercises

- the VocApp
(<https://play.google.com/store/apps/details?id=com.myoxygen.spectrum1and2&hl=en&gl=US>) with wordlists (with audio, definitions and translations in Spanish, Catalan, Galician and Basque) and quizzes.

Unfortunately, we did not have access to the iPack and the VocApp, as they were not used by the teacher. Nevertheless, it was possible to partially analyse them thanks to the references made in the teacher's guide.

- *Promenade 1*. This book was published in 2015 by Hachette and written by Céline Himber and Marie-Laure Poletti and it is used in the first year of Obligatory Secondary School in Spain as a support for French courses. It is composed of 8 units, and it has a student's book (*livre de l'élève*) and a book of exercises (*cahier d'activités*). For the teacher there are two books: the teacher's guide and the *Ressources pour le professeur*. They include all the answers of the exercises and suggestions for explanations and activities, lesson plans and unit plans. The book is also complemented with digital material:
 - 2 CD-ROMs with audios,
 - a DVD with videos and a pen-drive with digital and interactive resources, but also printable resources,
 - online guides about cooperative learning, multiple intelligences, and 'learn how to think',
 - material for evaluation.

The digital material for this book was not available either, again because the teacher did not consider its use in class. Nevertheless, also in this case, it was possible to partially analyse it through the references made in the teacher's material.

Similarly, in Italy two books used in secondary school were analysed:

- *And you? 1*. This book was published in 2020 by Deascuola and written by Alison Greenwood, Daniela Guglielmino, Pamela Linwood, Robert Sved and Nicholas Tims. It is used in the first year of Secondary School of First Degree (*Scuola Secondaria di Primo Grado*) in Italy as a support for English courses. It is composed of 9 units, and it has a student's book and a workbook with exercises. The teacher's guide includes all the transcripts of the audios and all the answers to the exercises and suggestions for explanations and activities. Moreover, there are special sections about: competences, technology, flipped classroom and

Special Education Needs. The book is also complemented with digital material available on an online eBook (on Deascuola website), on the easy eBook (DVD) and on the app DeALink. All these tools contain:

- audios and karaoke,
 - videos with transcripts and subtitles,
 - conceptual maps of grammar explanations,
 - interactive activities,
 - texts and activities written with a high readability font,
 - bilingual dictionary,
 - flashcards,
 - ‘choose your story’ (interactive and adaptive stories).
- *InstaFrance 1*. This book was published in 2021 by Rizzoli Education and written by Atrizia Mauri, Marie Therese Barletta, Marie-Christine Grange and it is used in the first year of Secondary School of First Degree in Italy as a support for French courses. It is composed of 9 units, and it has a student’s book, a workbook with exercises and a grammar booklet. The teacher’s guide is composed of two books: a book with all the answers and transcripts, and a second book with lesson plans, tests and answers and there are special sections about civic education and integrated digital education. The book is also complemented with digital material available online on HubScuola website³⁹, through the Hub-kit and the digital book. The digital material includes:
 - audios,
 - videos with transcripts,
 - conceptual maps of grammar explanations,
 - Kahoot quizzes on vocabulary.

Fortunately, regarding the Italian books, it was possible to access all the material.

2.3.2 Procedure for book analysis

In order to analyse the presence of multimodal mediation, qualitative and quantitative analyses have been conducted. The books were analysed by the author of the present paper through a system of classification that will be described in the present paragraph. First of all, the multimodal activities and resources present in the student’s book, the

³⁹ <https://www.hubscuola.it/>

teacher’s guide and complementary material have been classified according to different categories, depending on whether they aim at helping the teachers to mediate concepts (for teachers) or teaching students how to mediate (for students). Secondly, the activities/resources have been classified according to their multimodal nature (images/videos/grammar tables) and according to the mediation strategies/activity present (translation, cooperation). The classification is presented in Table 1.

First classification	Second classification
1) Multimodal elements to be used by the teachers to mediate concepts (for teachers)	A) Exercises explicitly on mediation
2) Multimodal elements to teach mediation (for students)	B) Instances of activities that could teach mediation
	C) Videos (used to mediate by the teachers)
	D) Images (used to mediate by the teachers)
	E) Gestures/mimics
	F) Complementary grammar maps/tables to help teacher to mediate
	G) Presence of translations
	H) Collaborative exercises (that include multimodality)

Table 1 Classifications used for the study

3. Results

The objective of the present research was to investigate the presence in language textbooks of multimodal mediation. First the quantitative analysis of the presence of multimodal mediating resources and activities is presented. After that, the overall results of the book analysis will be described in the next sections.

In Table 2, the results of the quantitative analysis are presented. In addition, line G refers to the presence of translations, which is very difficult to quantify. G was added to

the table since it is significant in order to relate the results to the mediation scales of the CV.

	<i>And You? (It)</i>	<i>Instafrance (It)</i>	<i>Spectrum (Sp)</i>	<i>Promenade (Sp)</i>
A) Exercises explicitly on mediation	0	6	0	0
B) Instances of activities that could teach mediation	22	4	9	7
C) Videos (used to mediate by the teachers)	58	59	37	7
D) Images (used to mediate by the teachers)	8 packs of flashcards 14 exercises/activities	0	8	4 pages (Dico Visuel)
E) Gestures/mimics	0	1	1	3
F) Complementary grammar maps/tables to help teacher to mediate	44	28	0	0
G) Presence of translations	Yes	Yes	Only in the IPack (not used by the teacher)	No
H) Collaborative exercises (that include multimodality)	0	0	10 Unit posters 1 Group task	1

Table 2 Quantitative analysis

As we can see in the table presented above, generally the most multimodal element is videos. In Italian school books complementary grammar maps/tables are also very

present. Moreover, the Italian language is present and used as a mediation strategy. Regarding the teaching of mediation, it is scarcely represented in almost all the books, except *Instafrance*. Furthermore, only in *Instafrance* there are exercises explicitly about mediation.

3.1 Multimodal elements to facilitate teachers' mediation of content and language in language textbooks used in Spain and Italy

3.1.1 Spanish Books

First of all, the French and English language textbooks used in Spain have been studied. As described before, they are both books used in the first year of Secondary School. *Spectrum* is used in English classes, while *Promenade* is used in French courses. They were both published in 2015, therefore before the publication of the CV. Even though these books were not recently published, they are still used in language classes.

3.1.1.1 Spectrum

The English book *Spectrum* contains various elements that can help teachers to mediate concepts related to their subject. The most present multimodal element is videos. Indeed, there are 37 of them and they can be accessed through the digital complementary material:

- 9 warm-up videos at the beginning of the units, aiming at introducing the topic of the units,
- 9 culture videos with the aim of introducing cultural elements of British culture,
- 9 interactive videos in the section 'your turn'
- 10 grammar videos in which grammar is presented in a visual form.

Each video contains images and sometimes they contain words that can be read on screen (in particular, grammar videos). Nevertheless, every video can be watched with the support of verbal elements since the teacher's guide contains the transcripts.

As far as the presence of oral elements is concerned, the VocApp contains for each word the audio and the translation in Spanish, Catalan, Galician and Basque, probably because of the particular attention in Spain to the use and teaching in schools of the co-official languages of the Autonomous Communities (Council of Europe 2021).

Regarding the use of images, in the student's book there are eight instances of images that can be used by the teachers as tools to facilitate the mediation of new concepts. Two of them are used to teach new grammar elements, as we can see in Figure

2, while the remaining six are included in the CLIL section and they have the aim to mediate some content elements (an example is presented in Figure 3). In Figure 2, it is possible to notice that the percentages and the graphs are helpful to mediate the concept of frequency, while in Figure 3 the images and the arrows are useful to mediate the movements of the Earth in relation to the Sun, therefore the scientific content is mediated.

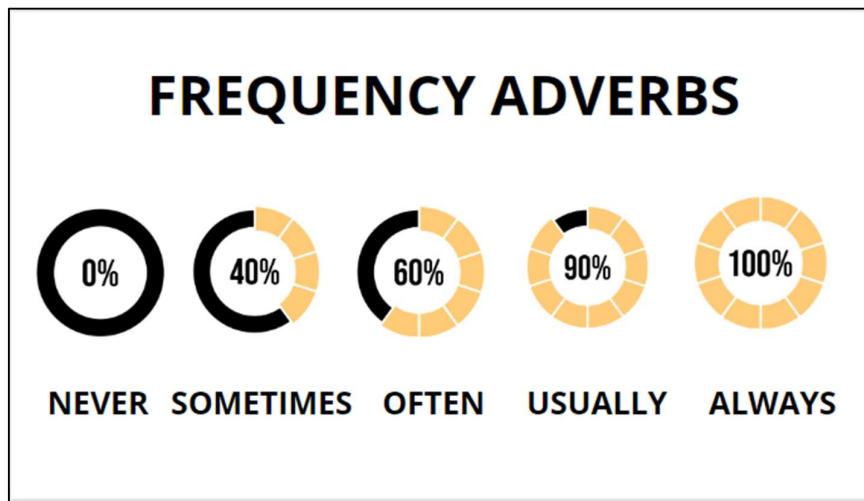


Figure 2 Explanation of adverbs of frequency
(Adapted from ⁴⁰Morris & Gomm 2015: 36)

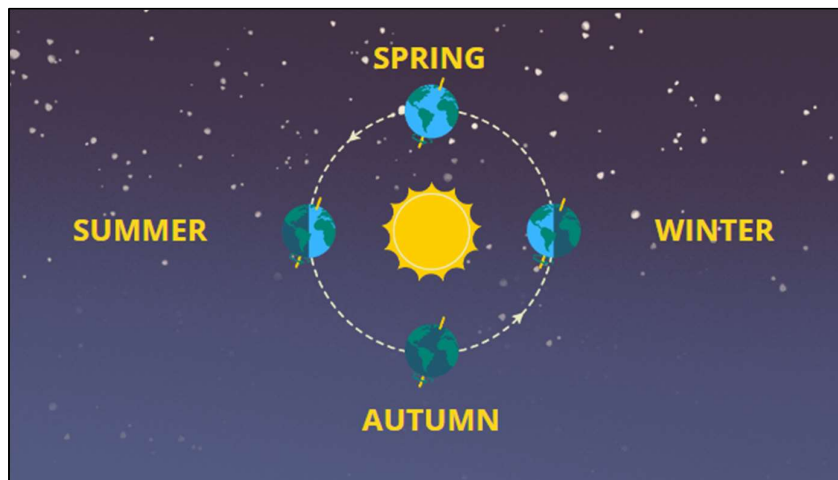


Figure 3 CLIL explanation on the seasons (Adapted from Morris & Gomm 2015: 125)

⁴⁰ From now on, only adaptations of the actual images of the books are included for copyright reasons

In addition to text, images and videos, gestures are also included as mediation strategies. Indeed, in the Teacher's Guide (Morris & Gomm 2015: 7) there are some teaching suggestions about the use of gestures (pointing objects, indicating the distance) in order to explain the demonstrative pronouns.

Even though it does not make explicit reference to mediation, the teacher's guide includes some recommendations to use multimodal elements to teach the subject through mediation, facilitating the comprehension, especially for students with dyslexia.

Multi-sensory and multi-channel formats such as reading with audio in the Student's Books, grammar animations as an alternative way to present grammar and games on the iPack, as well as the interactive activities on the Digital Book, are well suited to students with dyslexia. (Morris & Gomm 2015: 22).

3.1.1.2 Promenade

The French book *Promenade* also includes different elements to help teachers in their mediator role. In particular, images are used to teach vocabulary. Indeed, at the end of the book there are 4 pages dedicated to the *Dico Visuel* in which images and words present the vocabulary of each unit. Furthermore, the vocabulary of the unit is also explained through digital visual maps that the teachers can use to mediate.

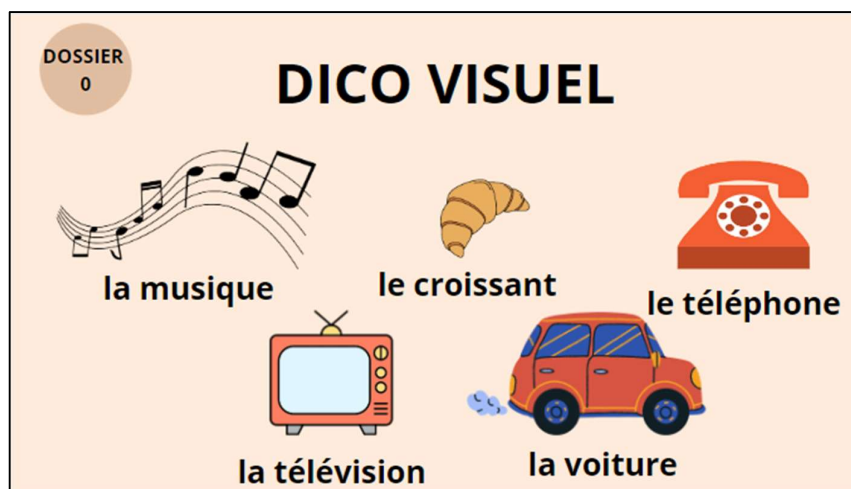


Figure 4 *Dico Visuel - Livre de l'élève* (Adapted from Himber & Poletti 2015: 77)

There are also various videos, though less present than in *Spectrum*. There are only seven and they are about French culture. The teacher has access not only to the transcription of

the video, but also to some didactic notes and printable resources. Furthermore, the teacher can use written language to mediate audios and videos since in the teacher's guide all these elements are transcribed.

Moreover, in the Teacher's Guide (Himber & Poletti 2015) they also suggest using intonation and mimics to mediate the meaning of some verbs.

3.1.2 Italian Books

In order to study the presence of multimodal mediation in language books used in Italy, both textbooks, *And You?* and *Instafrance*, were analysed. The first one is used during the first year of Secondary School of Second Degree for French classes, while the second is used at the beginning of Secondary School of First Degree in English courses. They were respectively published in 2020 and 2021, therefore after the publication of the CV. It is also important to highlight the fact that both books make sometimes use of Italian (both in the books themselves and in the digital complements). The use of this language can be considered a mediation strategy.

3.1.2.1 And You?

The English book *And You?* contains numerous elements that can help teachers to mediate. As in *Spectrum*, the most present multimodal element is video. Indeed, there are 58 of them and they can be accessed through the digital complementary material with transcripts and subtitles:

- 9 videos about the life of teenagers, 8 of them as suggested material for flipped classes,
- 8 are used to teach communication,
- 8 are contained in the section 'language live',
- 8 vocabulary videos in which vocabulary is presented with the help of images,
- 25 grammar videos in which grammar is presented with the help of examples and the use of the Italian language.

In order to mediate grammar concepts, the teachers can also use the 36 grammar tables (Figure 5) and the 8 grammar maps (Figure 6). The use of the latter combined with videos is also recommended in the Teacher's Guide.

I AM	IO SONO
YOU ARE	TU SEI
HE SHE IS IT	LUI È LEI È ESSO/ESSA È
WE YOU ARE THEY	NOI SIAMO VOI SIETE LORO SONO

Figure 5 Online Grammar Table (Adapted from Greenwood et al. 2020)

In Figure 5, for example, it is possible to notice that the explanation is in the Italian language and that the information is organized in some geometric elements that can help mediate the grammar concept. Furthermore, the use of colours is employed in order to help the students recognize the verbs.



Figure 6 Grammar Map (Adapted from Greenwood et al. 2020: 33)

In this Grammar map, rectangles, and colours, together with Italian explanations, are also used to mediate the explanation.

Concerning the mediation of vocabulary elements, the teacher can use the 8 packs of vocabulary flashcards available, in which images are used.



Figure 7 Online Flashcard (Adapted from Greenwood et al. 2020)

In this flashcard, for example, the verbal element is complemented with various visuals, useful to understand the word: the map, the flag, and a monument.

3.1.2.2 InstaFrance

The very recent French book *InstaFrance* also includes various elements to help teachers in mediating. In particular, videos are extremely numerous. Indeed, there are 59 videos:

- 17 videos are about grammar, and they use images and the Italian language to mediate the grammar explanations,
- 8 videos belong to the series ‘*suivez-moi*’, in which some teenagers show their life, these videos are subtitled,
- 10 videos with transcripts are part of the series ‘*la série*’ in which the life of teenagers is described,
- 6 videos about culture (one with images, one with keywords appearing, two without subtitles or images, one with images and keywords, one video with subtitles),
- another 18 videos about culture are contained in the culture dossier (three contain images and keywords, 11 can be watched with the help of the transcript available only for teachers, one contains subtitles and three with key words appearing).

In addition to videos, the teacher can also use the 28 grammar tables contained in the *Aide-Memoire* to mediate. For example, the use of a graph together with the Italian language are used in Figure 8 to mediate the explanation.

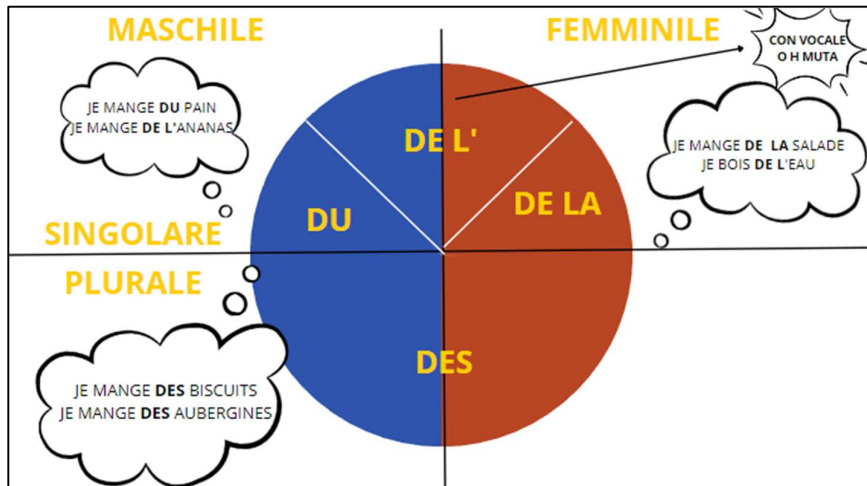


Figure 8 Online Grammar Table (Adapted from Barletta et al. 2021)

3.2 Multimodal elements to teach students to use mediation strategies in language textbooks used in Spain and Italy

3.2.1 Spanish Books

In order to answer RQ2, the Spanish situation has been analysed in the two language textbooks used in Secondary Education in this country. As stated before, they were both published in 2015, before the publication of the CV in which mediation was included and described.

3.2.1.1 Spectrum

The English book *Spectrum* does not contain exercises explicitly related to mediation. Nevertheless, some multimodal exercises can be instances of mediation, even if they are not explicitly presented as mediation exercises. Three of them are included only in the Teacher's Guide, but the majority (6) are present in different units of the Student's book. Below a list and description of these activities is provided:

- group creation of unit posters (one for each of the 10 units) in which the students have to visually represent various elements of the unit (only in the Teacher's Guide),
- creation of mind maps for writing in which students have to visually organize topics and subtopics in order to organize their writing (only in the Teacher's Guide),

- creation of mind maps with the visual representation of vocabulary (only in the Teacher's Guide),
- drawing the family tree and making/answering questions about it,
- two writing tasks/projects, one group project, and one speaking project in which the students also have to visually organize elements of the writing/speaking,
- CLIL activity about ICT and in a particular digital presentation.

For example, in this CLIL lesson students are taught how to organize a presentation visually, and the visual elements can help in mediating the message (Figure 9).


FOR A GOOD PPT PRESENTATION	
✓	✗
USE BULLET POINTS	DON'T USE DIFFERENT COLOURS FOR EACH POINT
USE ANIMATIONS	DON'T USE TOO MANY ANIMATIONS
 USE CHARTS	DON'T READ FROM SLIDES

Figure 9 CLIL lesson (Adapted from Morris & Gomm 2015: T126)

3.2.1.2 Promenade

Neither does the French book *Promenade* contain exercises that are explicitly related to mediation. Nevertheless, seven multimodal exercises can be instances of mediation or useful to learn mediation strategies, such as the use of non-verbal elements to convey/mediate meaning. They are contained in the *Livre de l'élève* and commented on in the teacher's book. Here follows the list of the activities.

- miming some expressions to communicate in class,
- analysis of the relationship between gestures and expressions and language through the description (that can be done also in Spanish) of a comic strip in French,
- finding information in a picture through observation,
- preparation and description of a poster,

- drawing following oral instructions,
- making movements following oral instructions,
- creating a tourist leaflet.

3.2.2 Italian Books

In order to study the presence of multimodal elements to teach mediation in English and French books used in Italy, the two textbooks, *And You?* and *Instafrance*, were analysed. As previously stated, they were both published after the publication of the CV, in which the teaching of mediation was recommended.

3.2.2.1 And You?

The English book *And You?* is used during the first year of the Secondary School of First Degree. Even though the book is very recent, there are no exercises conceived as mediation ones. Indeed, no category of exercises is labelled as ‘mediation’ (contrary to what happens in *InstaFrance*). However, in the Teacher’s Guide we can read that ‘Gli studenti comunicano per interagire, produrre, ricevere o mediare messaggi’ (Greenwood et al. 2020: 36) [Students communicate to interact, produce, receive, or mediate messages].

Nevertheless, there are exercises that can teach students how to use visuals and videos to mediate. Indeed, for each of the main 8 units, in the section related to civilization, there are exercises belonging to the category ‘my channel’ in which students have to record videos, using, therefore, images and gestures to convey their messages. For example, in Unit 2, there is an exercise in which students have to record a video describing their family and interviewing a member of it.

Concerning vocabulary, students are encouraged to learn by graphically organizing it or by linking it to images, in nine exercises/examples. Making students work on the link between image and word is a good methodology to teach them this kind of mediation strategy. For example, in Figure 10 a strategy to study vocabulary is presented: the student can use images and arrows to represent vocabulary. This can be further explained by the teachers, who could suggest using this strategy also to mediate.



Figure 10 Example of how to integrate images, graphs and vocabulary
(Adapted from Greenwood et al. 2020: 205)

Furthermore, there are three other multimodal exercises in which images are included as a complement to verbal language. The first one is the creation of a digital presentation about the ideal bedroom, in which the student can learn how to digitally present a bedroom integrating verbal elements and images. In the second activity as well, the creation of a lapbook on a festivity, the students learn how to integrate words and images. Finally, the creation of a poster about Halloween is proposed and, in this case, both images and words are used.

3.2.2.2 InstaFrance

The French book *InstaFrance* is used during the first year of the Secondary School of Second Degree. There are six exercises labeled as mediation ones, nevertheless, none of them is multimodal, therefore they were not studied in-depth. However, other multimodal exercises can teach students some mediation strategies, since they focus on nonverbal elements, in particular gestures, mimics, and images. In particular, there are two examples:

- an exercise about the use of images and gestures to communicate (Figure 11) in which students are encouraged to recognize nonverbal discourse;
- one in which students have to associate images of actions to the various greetings (Figure 12) focusing on gestures.

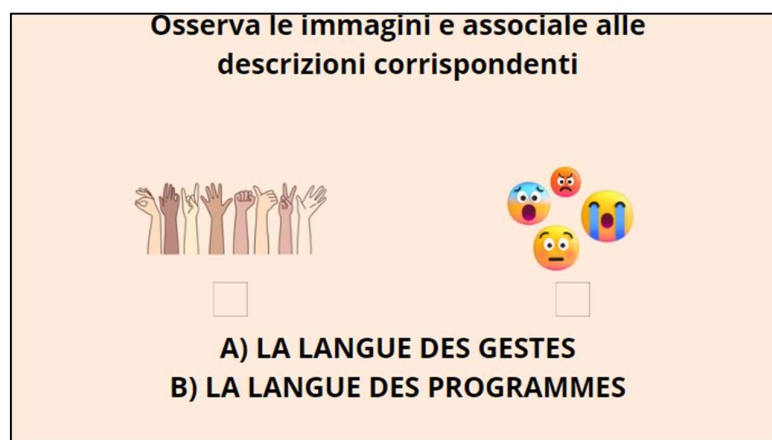


Figure 11 Exercises on nonverbal discourse (Adapted from Barletta et al. 2021: 26)



Figure 12 Exercises on greetings (Adapted from Barletta et al. 2021: 40)

4. DISCUSSION

The present paper aimed at investigating the presence of multimodal mediation in language books in Spain and Italy. In particular, two elements were studied: the presence of elements that can help teachers to mediate and, on the other hand, the presence of exercises and explanations that can teach students how to mediate. The methodology used was quite effective and allowed the investigation of the elements listed above. The analysis of four books allowed the collection of relevant data, i.e., instances of multimodal mediation. It was possible to classify them into two categories: elements for the teacher to mediate and elements to teach how to mediate. This classification allowed us to analyse if the reasons for the scarce use and teaching of mediation previously analysed (Ciaramita 2021) are linked to the limited availability of suitable resources in

textbooks. Indeed, analysing Table 2, it is possible to notice that, even though multimodal elements are present in language textbooks (images, videos), they are never explicitly related to mediation. Furthermore, as we can notice in the table, multimodality mediating tasks are more present in the language textbooks used in Italy.

Regarding the teaching of mediation, it was possible to notice that in both language books used in Italy and Spain, there are multimodal elements that can help the teachers to mediate. In particular, the use of digital videos and images is used to convey messages. They are more used in the most recent books, probably because the use of technology in class was boosted by the COVID situation. It is, therefore, possible to answer RQ1 and state that, even though teachers do not declare that they use mediation in class (Ciaramita 2021), multimodal elements that can be used to mediate are present in language textbooks. Furthermore, the Italian language was used as a mediation strategy in Italian books, while in Spanish books Spanish is rarely present. On the other hand, as far as RQ2 is concerned, the analysis of the books allowed me to answer this question. In general, there are multimodal elements that can be used to teach mediation in all four books studied. Nevertheless, these elements are scarce in number in both the Italian and Spanish books and, often, these are only mentioned in the teacher's guide, therefore they are not fully integrated into the materials for the students. It is also important to notice that even if the CV recently included mediation, in the most recent books instances of multimodal mediation are still rare.

As far as the relationship between the material contained in the books and the categories of mediation included in the CV, it is important to notice that the instances of multimodal mediation present in the books are more representative of the category 'mediation activities' than of the one called 'mediation strategies' (Figure 1). As a consequence, there is more material that the teacher can use to mediate, than which can be utilized for teaching mediation. Analysing Table 2, indeed, it is possible to notice that mediation is almost never explicitly included in the books. Nevertheless, instances of multimodal activities that can teach mediation are present, in particular in the Italian books. Some sub-categories of the mediation activities of the CV are well represented such as:

- explaining data, thanks to the presence of visual support that can help in explanatory activities, (represented in the table by lines C, D),
- translating a text, thanks to the presence of translations (line G),
- facilitating collaboration with peers (line H),

- collaborating to construct new meaning (line H),
- managing interaction (line H),
- encouraging conceptual talk, thanks to the presence of group work (line H).

To sum up, only 6 categories out of the 19 presented in the CV are included in the books analysed, therefore language textbooks still need to improve the level of inclusion of multimodal mediation in their activities.

5. CONCLUSION AND PEDAGOGICAL IMPLICATIONS

This study aimed to investigate the presence of multimodal elements in French and English language textbooks in Italy and Spain that teachers could use to mediate and to teach mediation in class. The investigation was conducted through the qualitative and quantitative classification and analysis of multimodal mediation instances in the books. This analysis resulted in the following conclusions: language textbooks in Italy and Spain contain a good number of multimodal elements that can help teachers to mediate, while they tend not to contain a sufficient number of multimodal elements that can help students to learn how to mediate.

Firstly, the instances of multimodal elements used to mediate language and content by the teachers were analysed. It was possible to notice that all the books contained nonverbal elements (images, videos, gestures) that could be used to mediate. Because of their recent publication (after the publication of the CV and after the COVID pandemic), the books used in Italy were richer in non-verbal elements, especially videos.

Secondly, the presence of multimodal elements used to teach mediation was investigated. In this case, the recent publication of the two Italian books did not result in a greater number of resources. Indeed, they are quite scarce even though there is a greater attention to mediation, but not to multimodality. Regarding the Spanish situation, the books contain some multimodal elements that can teach the use of mediation, but they are not always included in the student's material, even though multimodality is a valuable element in mediation activities. Therefore, the link between multimodality and mediation is not made explicit to students. Teachers could help students to understand this link, but as described above, they still need training about mediation and multimodality.

The results of this study complement previous research that showed how teachers have difficulties in applying mediation in their classes. This can find pedagogical applications in teacher training. This training could be developed through the

TEMPLATE project, whose aim is to train teachers on plurilingualism and technology, and therefore on mediation and multimodality. The instances of multimodal mediation found in the books could be a starting point to train on the use of teaching materials to use/teach mediation, in order to respond to the necessity of training already pointed out by Nadales and Valderrama (2020). Furthermore, within the project some teaching materials including mediation and multimodality could be created, since one of the objectives of TEMPLATE is to produce materials to be used in class.

Considering the results obtained, it is possible to outline also some pedagogical implications. There are implications for coursebook designers and trainers. Material producers, for example, should focus more on the inclusion of mediation elements in the textbooks. Even though these elements are actually present, there is a need for guiding the teachers to identify them and to use them. Some possibilities to fulfill this aim could be the explicit reference to mediation in both the student's book and the teacher's guide. Furthermore, some sections in the teacher's guide about the teaching of mediation should be included in order to help teachers using and teaching mediation. It is also important to facilitate the access to multimodal mediation material for both teachers and students. For example, books could include QR codes and not the almost obsolete and not practical CD-ROM (many computers and interactive whiteboards do not possess a CD-ROM player). As far as teachers' training is concerned, it should focus on the topics of multimodality and mediation, helping teachers finding, identifying and creating multimodal mediation materials. Some theoretical and practical training events such as the one described previously in this article (Ciaramita & Ruiz-Madrid 2022) should be organized, in both the Italian and Spanish context.

As with all empirical research, the present study has its limitations and provides suggestions for future research. Regarding limitations, the number of books is reduced and involves just two languages and only two countries were taken into account. Therefore, future research could involve a greater number of books and languages and a wider range of countries. Additionally, it could also be interesting to develop a diachronic analysis and therefore to study the evolution of multimodal mediation in language textbooks.

To conclude, despite the limitations described, the findings of the investigation presented in the present paper are significant to investigate the presence and nature of multimodal mediation language textbooks used in Italy and Spain.

Acknowledgements

The present research has been funded by the European Erasmus+ K201 project TEMPLATE. (<https://templateplurilinguism.eu/>).

References

Ajayi, L. (2012) 'How Teachers Deploy Multimodal Textbooks to Enhance English Language Learning', *TESOL Journal*, 6, 16-35

Barletta, M.T., Grange, M.; and Mauri, P. (2021) *Instafrance 1* (Student's and Teachers' book). Rizzoli

Bezemer, J., and Kress, G. (2008) 'Writing in Multimodal Texts: A Social Semiotic Account of Designs for Learning'. *Written Communication - WRIT COMMUN*. 25. 166-195, <https://doi.org/10.1177/0741088307313177>, accessed 2 July 2021

Ciaramita, G., and Fortanet-Gómez I. (2021, December 4–5) *Teachers' attitude towards the use and teaching of mediation in language classes* [Paper presentation]. ENRICH 2021: ELF-Aware Practices for Inclusive Multilingual Classrooms. Athens, Greece

Ciaramita, G., and Ruiz-Madrid M. (2022, May 27–28) *New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning* [Paper presentation]. TISLID 2022: Positive impacts of language technology. Madrid, Spain.

Ciaramita, G. (2022a, August 16–19) *Pre-service Teacher Education and the Integration of Mediation, Technology and Plurilingualism*. [Paper presentation]. EUROCALL 2022: Communicating in the academic, professional and political spheres during pandemic times. Reykjavík, Iceland

— (2022b, September 14–15) *The integration of mediation, plurilingual and digital competencies in language learning tasks*. [Paper presentation]. AELFE 2022: Communicating in the academic, professional and political spheres during pandemic times. Pisa, Italy

Council of Europe (2015) *Education, mobility, otherness The mediation functions of schools*, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367ee>, accessed 24 February 2021

— (2018) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*. <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>, accessed 23 January 2021

— (2020) *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*, <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>, accessed 23 January 2021

— (2021) *Information Document on the implementation of the Recommendations for Immediate Action based on the 5th monitoring cycle*, <https://rm.coe.int/sloveniaria5-en/1680a2436b>, accessed 19 June 2023

Crawford Camiciottoli, B., and Campoy-Cubillo, M. (2018). ‘Introduction: The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings’, *System*, 77, 1-9

Cremona, G. (2012) ‘Adopting a multimodal German as a foreign language (GFL) coursebook approach’ *ELT Research*, 27, 7-9, <https://www.um.edu.mt/library/oar/handle/123456789/98010>, accessed 19 June 2023

Fernández Benavides, A. (2019) ‘Intercultural Components in the Multimodal Structure of a Language Learning Website’, *Profile: Issues in Teachers’ Professional Development*, 21(1), <http://dx.doi.org/10.15446/profile.v21n1.69951>, accessed 3 July 2021

Goodier, T. (2020) *How mediation can support academic and career skills*, <https://youtu.be/AOW8Xrv9Wk0>, accessed 23 January 2021

Greenwood, A., Guglielmino, D., Linwood, P.; Sved, R., and Tims, N. (2020) *And you? I* (Student's and Teachers' book). Petrini

Himber, C., and Poletti, M. (2015) *Promenade I* (Student's and Teachers' book). Hachette

Jewitt, C. (2003) 'Re-thinking assessment: Multimodality, literacy and computer mediated learning', *Assessment in education: Principles, policy & practice*, 10(1), 83-102.

Jewitt, C. (2011) *The Routledge handbook of multimodal analysis*. Milton Park: Routledge/Taylor & Francis Group.

Karadayı Ünlü, H. (2022) *A Multimodal Analysis of Pictures in an ELT Coursebook: Teenwise 9th Grade Student's Book*, [Master's thesis, Maltepe University Graduate School],

https://www.researchgate.net/publication/359039406_A_Multimodal_Analysis_of_Pictures_in_an_ELT_Coursebook_Teenwise_9th_Grade_Student's_Book, accessed 21 June 2023

Kress, G. (2003) *Literacy in the New Media Age*. Routledge. <https://doi.org/10.4324/9780203299234>, accessed 21 June 2023

Kress, G. (2010) *Multimodality: A social semiotic approach to contemporary communication*. London: Routledge.

Liang, W.J., and Lim, F.V (2020). 'A pedagogical framework for digital multimodal composing in the English Language classroom', *Innovation in Language Learning and Teaching*, <https://doi.org/10.1080/17501229.2020.1800709>, accessed 21 June 2023

Lim, F. V., Toh, W., and Nguyen, T. T. (2022) 'Multimodality in the English language classroom: A systematic review of literature', *Linguistics and Education*, 69, <https://doi.org/10.1016/j.linged.2022.101048>, accessed 19 June 2023

Liu, X., and Qu, D. (2014) 'Exploring the Multimodality of EFL Textbooks for Chinese College Students: A Comparative Study', *RELC Journal*, 45(2), 135–150. <https://doi.org/10.1177/0033688214533865>, accessed 2 July 2022

Morris, D., and Gomm, H. (2015) *Spectrum 1* (Student's and Teachers' book). Oxford University Press

Moss, G. (2006), 'Textbook language, teacher mediation, classroom interaction and learning processes: the case of Natural and Social Science textbooks in Barranquilla, Colombia', *Proceedings of the 33rd International Systemic Functional Congress*, 879-894, https://www.pucsp.br/isfc/proceedings/list_of_all_articles.htm, accessed 23 July 2022

Nadales Bonilla, R., and Valderrama Molina, M. (2020) 'La mediación y su impacto en las aulas de las escuelas oficiales de idiomas', *eco. Revista Digital de Educación y Formación del profesorado*, 17, <http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Nadales2.pdf>, accessed 23 March 2021

Piccardo, E. (2012) 'Médiation et apprentissage des langues: Pourquoi est-il temps de réfléchir à cette notion?', *Études de Linguistique Appliquée*, 167, 285-297, <https://www.cairn.info/journal-ela-2012-3-page-285.htm>, accessed 20 April 2021

Piccardo, E. (2020) 'La mediazione al cuore dell'apprendimento linguistico per una didattica 3.0', *Italiano LinguaDue*, 1, 561-585, <https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>, accessed on 15 January 2021

QUALTRICS, <https://www.qualtrics.com/it/>, accessed 23 January 2021

Stec, M. (2019) 'Identity And Multimodality Of Cultural Content In Elt Coursebooks For Yls', *The European Proceedings of Social & Behavioural Sciences*, 72, https://www.academia.edu/53622761/Identity_And_Multimodality_Of_Cultural_Content_In_Elt_Coursebooks_For_Yls, accessed 19 June 2023

VocApp,

<https://play.google.com/store/apps/details?id=com.myoxygen.spectrum1and2&hl=en&gl=US>, accessed 3 July 2022

6. THIRD ARTICLE: *New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning.*

The third article of the thesis (“New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”) is one of the two unpublished articles. Nevertheless, it describes the results presented by the author of this thesis and one of the supervisors (María Noelia Ruiz Madrid) at the TISLID22 conference (28/5/2022) with the homonymous presentation. This article deals with Spanish pre-service teachers’ attitudes toward mediation and technology and their ability to integrate mediation and technology in plurilingual exercises. The data were collected through the study of a survey and of a task performed by the participants. It contributes therefore to answering to RQ1 (Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?), and RQ3 (Are teachers able to integrate the use of ICTs/multimodality in mediation tasks?).

**New competences, new proposals:
technology-mediated tasks to foster mediation competence in language learning**

AUTHORS:

GIULIA CIARAMITA, *Università degli Studi di Torino (Italy), Universitat Jaume I (Spain)*
NOELIA RUIZ-MADRID, *Universitat Jaume I (Spain)*

ABSTRACT

Mediation is the act of language that allows communication among people unable to communicate with each other and it has close relationship with the plurilingual and pluricultural competences (Council of Europe, 2020). Research has been conducted about the use of mediation in class (Dendrinis 2006; Scarino 2016; González-Davies 2020). Nevertheless, to our knowledge, there is scarce research about the integration of technology, mediation and plurilingualism.

The objective of the paper is to answer three research questions:

RQ1. Do pre-service and in-service teachers know what mediation means? Are they aware of its importance?

RQ2. What are their attitudes towards the use of technology?

RQ3. Are they able to integrate the use of ICTs in mediation plurilingual tasks?

To answer our RQs, a survey and some tasks performed by teachers have been analysed from a quantitative and qualitative point of view. The data were collected within the TEMPLATE project. (<https://templateplurilingualism.eu/>).

Key words: mediation, technology, plurilingualism, TEMPLATE project

1. INTRODUCTION

1.1 State of the art

The main aim of this paper is to analyse Spanish language pre-service and in-service teachers' ability to integrate mediation and ICTs. These two topics, mediation and ICTs, have been recently examined in the literature separately, while, to our knowledge, there is no academic study about the combination of both of them.

The concept of mediation has been included recently in the Companion Volume (CV) of the Common European Framework of Reference for Languages (CEFRL). In 2018, indeed, the CV was published in its first version, and its aim is to update the 2001 CEFRL in order to make it more in line with the features of nowadays societies. In order to do so, new scales and descriptors were added, including some for describing activities and strategies for mediation. Since the publication of the CV is very recent, the literature about the use of mediation in class is still scarce. Nevertheless, since this topic is included in this complement to the CEFRL, it is significant to study the use of mediation in class. Indeed, in literature, we can find some instances of Spanish academic research on the implementation of the recommendations of the CEFRL. One example is Mur-Dueñas, Plo and Hornero's study (2013) about Spanish Secondary School Students' oral

competence in EFL. In their article, they analyse teacher assessments, student self-assessments, and tasks, taking into account the CEFRL and the European recommendations. In particular, they point out that there is the need to align students' examinations with the CEFRL levels, since, according to the teachers, even though the students pass the examinations, sometimes the CEFRL level required is not acquired yet. Another important study about the implementation of the CEFRL is the one conducted by Pavón and Pérez (2018) which analyses how the recommendations of the European policy on the inclusion of multilingualism are implemented in Spain. Thanks to their analysis they could conclude that the inclusion of multilingualism in Spain is not homogeneous: even though there are some school language projects promoting plurilingualism and pluriculturalism, educational authorities make schools create plurilingual whole-school projects only in bilingual regions.

After having described the importance of analyzing the implementation of the CEFRL recommendations in schools, in the following paragraphs, the definition of mediation will be described as well as its role and importance.

Mediation is the act of communication that allows communication between people who are not able to communicate with each other. For example, the reformulation of a source text can allow its intelligibility for those who, for whatever reason, cannot understand it (Companion Volume 2018, 32). As previously stated, mediation was recently included in the CV. However, it already appeared in the first drafts of the CEFRL (1996) as a communicative language activity. Later on, in the official CEFRL (2001) mediation was included as well, but with scarce information about it. In fact, the strategies considered as part of mediation were only interpretation and translation (Piccardo 2020).

Nowadays, our societies are becoming increasingly globalized, and that results in the essential need for citizens to be able to mediate (Council of Europe 2015). Speakers not only need to mediate among them but also with the different types of discourse. For this reason, the Council of Europe decided to include mediation in the CV, in the category “communicative language activities” with 19 scales and in the subcategory “mediation activities” and with 5 scales for “mediation strategies”. Figure 1 illustrates the mediation scales of the CV.

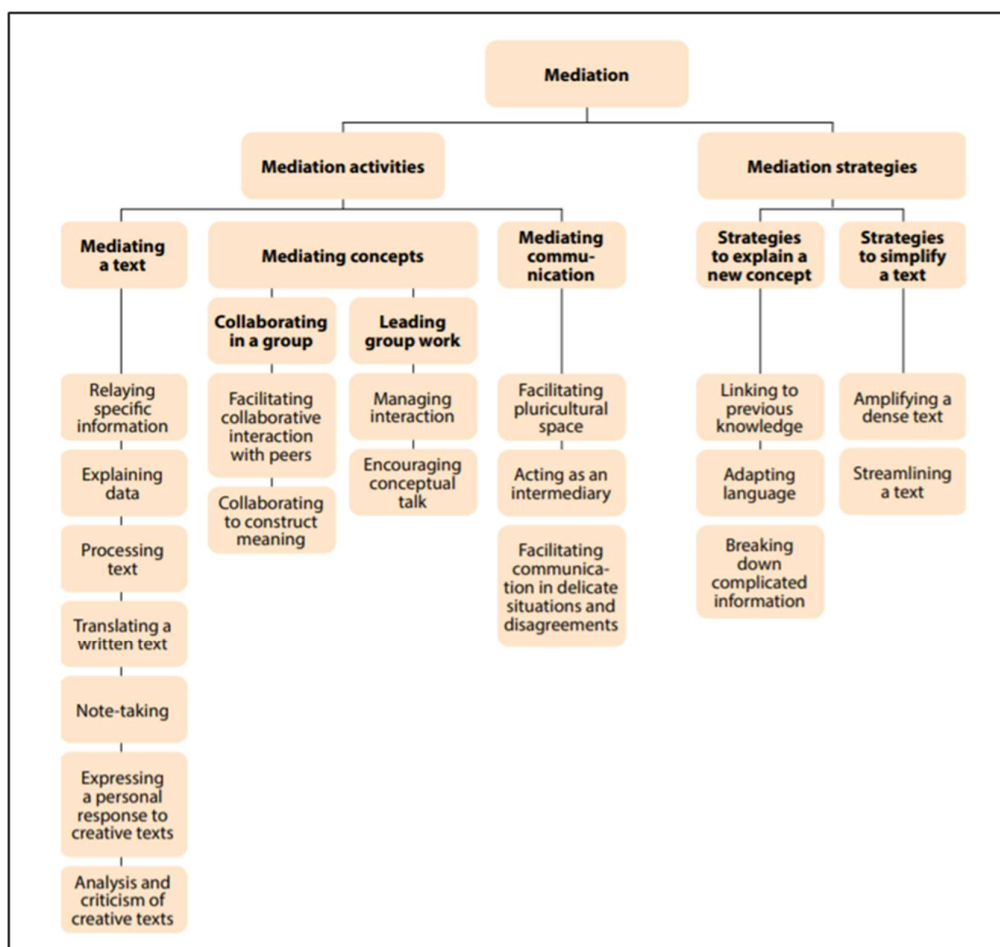


Figure 1. Mediation Scales in the CV (Council of Europe, 2020: 90)

Despite the presence of mediation in the CV, it still needs to be fully and systematically included in language courses, as it is the case in Spain. Concerning this aspect, Nadales and Valderrama (2020) analyse the implementation of mediation in the Escuelas Oficiales de Idiomas (EOI—Official Language Schools). The main conclusion of their study is that teachers need training on mediation, since they consider it difficult to teach and assess it, because of the scarce availability of materials and evaluation criteria.

In the last years, European institutions have not only focused their attention on the need for teaching mediation, but also on the necessity to include the use and teaching of technologies in class (i.e, digital competence). That is the reason why the CV also included the concept of interaction, and in particular online interaction. Indeed, in the document, we can read

The focus in that project was to update the CEFRL's illustrative descriptors by [...] responding to demands [...] descriptors for other communicative activities such as online interaction, using telecommunications, and expressing reactions to creative texts (including literature) (Council of Europe 2018, 22).

In the CV the category “interaction”, is divided into “interaction strategies” and “interaction activities”. The last one contains a subcategory “online interaction” which has two descriptor scales: “online conversation and discussion” and “goal-oriented online transactions and collaboration”. Below some of the descriptors are listed:

C1 (online conversation and discussion):

- Can engage in real-time online exchanges with several participants, understanding the communicative intentions and cultural implications of the various contributions (Council of Europe 2020, 85).

B2 (goal-oriented online transactions and collaboration):

- Can take a lead role in online collaborative work within their area(s) of expertise, keeping the group on task by reminding it of roles, responsibilities and deadlines in order to achieve established goals (Council of Europe 2020, 87).

In addition to the CV, the European Commission also provided a document specifically related to technology and education: the European Framework for the Digital Competence of Educators (DigCompEdu⁴¹). This document was published in 2017 with the aim “to help Member States in their efforts to promote the digital competence of their citizens and boost innovation in education” and to respond to the need for educators of digital competences specific to their profession (Redecker & Punie 2017, 7-8).

The main reason for the creation of this document is that technologies are now ubiquitous, and therefore, they have changed in a radical way most of the aspects of our lives such as communication, job market, leisure, private life, and the way of thinking and behaving. Nevertheless, students and children do not possess the adequate skills to

⁴¹ https://joint-research-centre.ec.europa.eu/digcompedu_en

use technologies in a conscientious and effective way (Redecker & Punie 2017). The DigCompEdu, similarly to CEFRL, has included six levels of competencies, from A1 to C2, being A1 (newcomer), A2 (explorer), B1 (integrator), B2 (expert), C1 (leader), C2 (pioneer).

The educator-specific digital competencies taken into account for each level are 22, and they are divided into three categories. Figure 2 describes the competences and their categories as well.

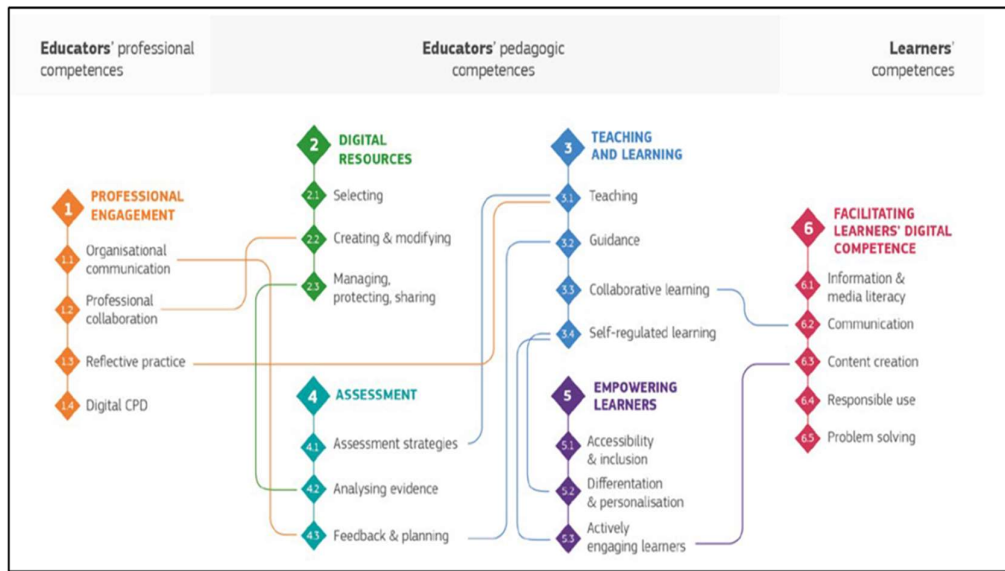


Figure 2. Competences in DigCompEdu (Redecker & Punie 2017, 16)

This document is fundamental for teachers since they need to possess digital competences for their work and in particular specific educator digital competences when teaching (Redecker & Punie 2017). Currently, educators still need to learn how to identify the most suitable resources for their learning objectives and their classes (Redecker & Punie 2017). Furthermore, they need to be able to facilitate learners' digital competence by enabling students to use ICTs for communication, information well-being and problem-solving. Indeed, the sixth area is completely devoted to this aspect and called "Facilitating Learners' Digital Competence" (Redecker & Punie 2017)

Already before the publication of the DigCompEdu the Spanish government gave importance to the use of technologies in education. Indeed, already in 1985, the Atena

and Mercurio projects⁴² were nationally sponsored: their aim was to include ICT in education. The projects are national, nevertheless, because of the political structure of Spain each region was autonomous in implementing the inclusion of ICTs, and therefore the implementation and success of both projects was heterogeneous. Afterwards, in 1995, the Ministry of Education went a step forward in the inclusion of ICTs in education by offering Internet connection, web spaces and institutional accounts in Spanish schools. Moreover, in 2012, the Digital Culture Plan in School⁴³ was initiated: the aim was to introduce the concept of digital competence for teachers and eventually to improve teachers' digital competences. This Plan was a response to the poor training pre-service teachers receive in their pre-service training courses about digital practices (McGarr, et al. 2021, 8-9). Some years later, in 2013, Spain was ranked as the country offering the highest number of digital competence training hours per teacher, but yet teachers considered they were not sufficiently prepared for integrating these tools in education (McGarr & McDonagh 2019: 20).

Because of teachers' difficulty to integrate technology into their courses and because of the publication of the DigCompEdu, the academic research started focusing more on the role of technology in class. Indeed, also an Erasmus+ funded project was carried out about this topic: "Digital Competence in Teacher Education" (DiCTE). The project coordinator was the Oslo Metropolitan University and there were also other four partners: the University of Limerick, the University of Malta, the University of Oslo and the University of Valencia. The project focuses "on the need to enhance ICT in teaching and learning in teacher training programs"⁴⁴.

The DiCTE project also carried out an in-depth analysis of the literature review about educator professional digital competences, providing some definitions such as:

Professional digital competence (PDC) entails a double challenge for teachers: While they, like other professionals such as engineers, lawyers, or nurses, need to be proficient in using digital technologies (ICT) for certain professional tasks,

⁴² https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=18286

⁴³ <https://intef.es/Noticias/plan-de-cultura-digital-en-la-escuela/#:~:text=Generar%20un%20espacio%20que%20sirva,el%20Ministerio%20para%20trabajar%20conjuntamente.&text=Evolucionar%20hacia%20la%20I%20C3%B3gica%20de,interacci%C3%B3n%20con%20la%20comunidad%20educativa>

⁴⁴ <https://dicte.oslomet.no/about-the-dicte-project/>

their main challenge is to foster productive and relevant use of ICT among their pupils (Lund & Erikson 2016, 66, cited in McGarr & McDonagh 2019, 3)

The project also investigated the reasons for a poor level of digital competence among teachers, due to the existing gap between the poor pedagogical training pre-service teachers were provided with, the reality of schools together with, and the lack of digital competence training in the pre-service and in-service training courses (McGarr & McDonagh 2019, 20).

To conclude, in accordance with the CV and the DigCompEdu, mediation and technology have a significant role in language teaching and learning. Nevertheless, and to my knowledge, there is no academic literature about the integration of ICTs and mediation. The aim of this paper is to analyse through a combined methodology, with qualitative and quantitative methods, teachers' ability to integrate technology and mediation.

1.2 Objective and Research Questions

The aim of the present study is to look into firstly the language teachers' knowledge of the concept of mediation and secondly their awareness of the importance of including it in their courses. Thirdly, we analyse their ability to integrate the use of technology in mediation tasks. Therefore, three research questions guide this study:

RQ1. Do pre-service and in-service teachers know what mediation means? Are they aware of its importance?

RQ2. What are their attitudes towards the use of technology?

RQ3. Are they able to integrate the use of ICTs in mediation plurilingual tasks?

2. METHOD

2.1 The TEMPLATE Project

The present research was conducted within the project TEMPLATE, a European Erasmus+ K201 project, coordinated by Università degli Studi di Torino (Italy). Four more universities are involved as partners: Université Catholique de Louvain (Belgium), Universitat Jaume I de Castellon (Spain), Pädagogische Hochschule Schwäbisch Gmünd

(Germany) and Vilniaus Universitetas (Lithuania). The acronym TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education. Its main objective is “strengthening the professional competence of pre- and in-service teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education”⁴⁵. Since the teaching of mediation has also been recommended by the Council of Europe and since it is a language activity particularly relevant in plurilingual contexts, the project is also dealing with this topic and combining it with the technology-mediated approaches.

As far as this aspect is concerned, a workshop about the integration of ICTs and mediation took place in UJI on the 30th of November 2021. The workshop lasted one hour, and it was entitled “Linguistic Mediation: how to include it in our classes”. The workshop was divided into three parts:

- a survey about mediation
- training on mediation
- a group work in which the teacher had to perform a task about the integration of ICTs in mediation exercises.

2.2 Participants

The total pool of participants in the workshop consisted of 52 people. Almost all of them (75%) were pre-service language teachers. The others were mostly in-service teachers or university teachers. Figure 3 shows a graph about the profile of the participants.

⁴⁵ <https://templateplurilingualism.eu/>

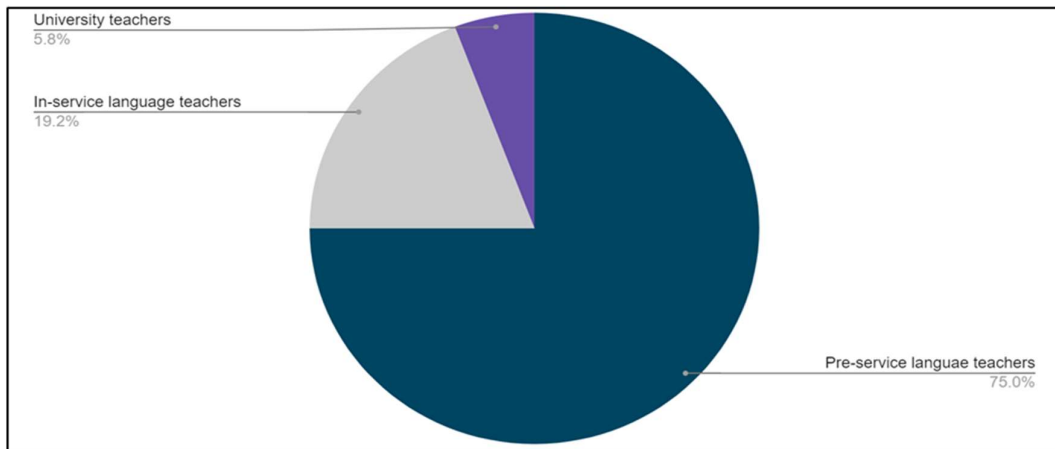


Figure 3. Profile of the participants

Figure 4 shows a graph about the profile of the participants. The majority of the participants (59,6%) were between 21 and 25 years old. 23,1% of the participants were between 20 and 30 years old, while 11,5% of them were between 31 and 40. 3,8% were between 41-50 and only one person was more than 50.

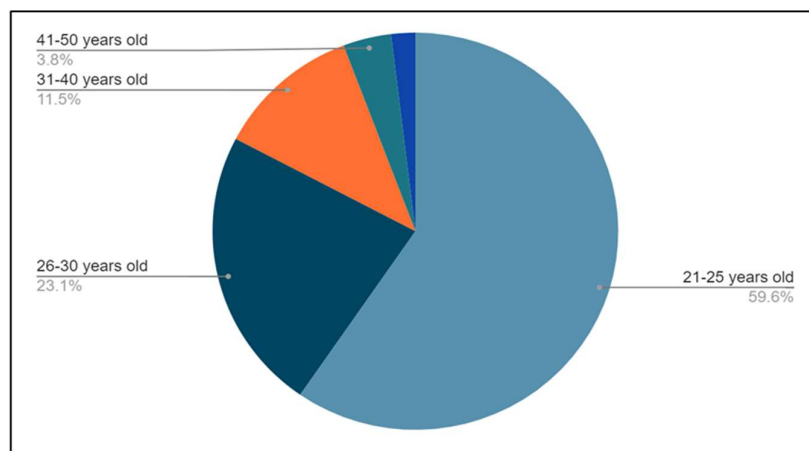


Figure 4 Age of the participants

Concerning the in-service language teachers, half of them worked in Secondary Education and half in tertiary education. Most of them had less than 6 years of experience. Indeed, 50% of them had from 0 to 3 years of experience, while 20% of them had between

4 and 6. One of them had from 7 to 9 years, one from 10 to 15 and finally one from 16 to 20. The pie chart in Figure 5 describes the years of experience.

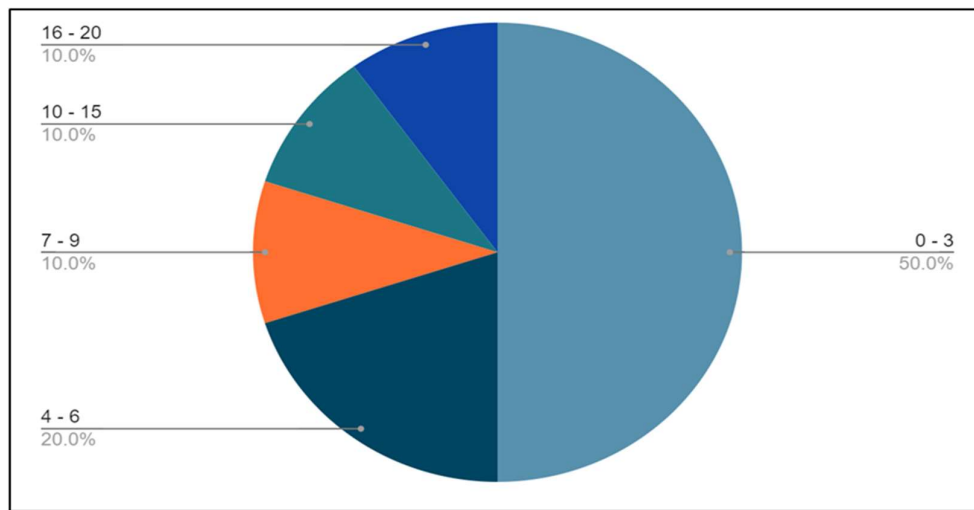


Figure 5. Years of teaching experience

2.3 The survey

The survey was administered at the beginning of the workshop. It was designed and distributed using Google Forms. The survey contained 11 questions. 5 questions had the objective to outline the profile of the participants, as described in section 2.2. One question was about the definition of mediation (“Give a definition of mediation”) and another one was about the importance of including it in the lessons (“According to you, why is it important to include mediation in the curriculum?”). The remaining four questions were about the recognition of mediation exercises. Four exercises were indeed proposed and, for each of them, the teachers had to select the correct answer among the options provided:

- This exercise is not about mediation
- This exercise is about cross-language mediation (mediation among different languages)
- This exercise is about intra-language mediation (mediation using one language)

Figures 6, 7, 8 and 9 show the exercises selected for the study.

The graph below shows radio and television audiences throughout the day in 1992.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Radio and television audiences in UK, October – December 1992

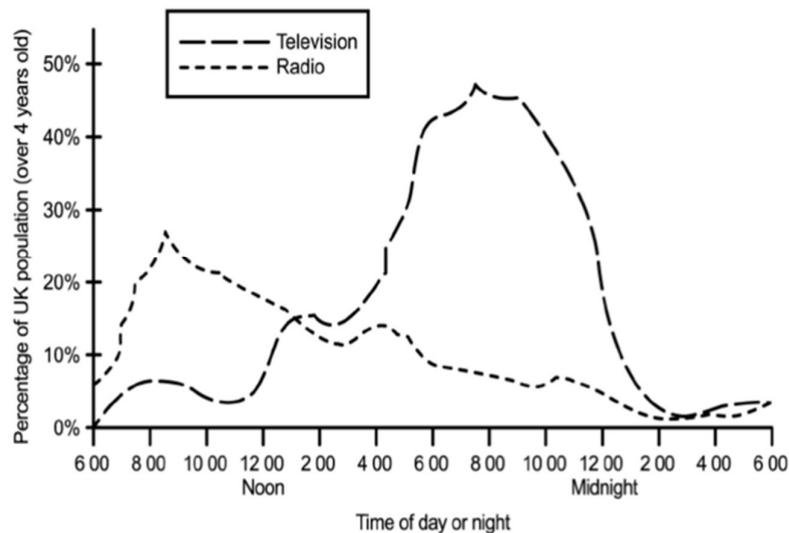


Figure 6. Intra-linguistic mediation exercise, IELTS writing exercise⁴⁶

Your friend, Chris, has invited you to a special party which he is organising for your college teacher.

Write an email to Chris. In your email, you should

- accept the invitation
- suggest how you could help Chris prepare for the party
- ask Chris for some ideas for a present for your teacher.

Figure 7. PET (Preliminary English Test) writing exercise⁴⁷

⁴⁶ <https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-pdf>

⁴⁷ <https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

Just after a night spent at the disco, you and your friends decide to take a breath test before driving. The instructions of the test are in French. You have to explain how to take the test to an Italian friend

Figure 8. Cross-linguistic mediation exercise (Adapted from Fanara 2019, 20)

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** hope **B** decide **C** want **D** expect

Answer:

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------	-------------------------------------	--------------------------	--------------------------	--------------------------

San Francisco

Whatever you **(0)** for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no **(26)** then that the city is among the world's **(27)** tourist destinations. **(28)** many people live there, San Francisco **(29)** more like a small town than a city of more than 4 million people. Its **(30)** on the water, its parks, and its hills all **(31)** that you can never see further than a few blocks.

Figure 9. PET reading⁴⁸

⁴⁸ https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

2.4 The task

Once having answered the survey and followed the explanation about mediation, the participants had to perform a task in groups. Participants were distributed in 11 groups. The aim of the task was to evaluate teachers' attitudes towards the use of technology and their ability to integrate its use in some practical exercises in their teaching. Two different mediation exercises were proposed: one for primary level and another one for secondary school level. Participants/Groups had to work only on one of them. Both of them were exercises of cross-linguistic mediation. The first one was from English to Spanish, and the students had to transform a written and visual input into an oral text (see Figure 10), and the second one for secondary school asked participants to transform a visual and written text in Catalan into a written text in English. Both tasks are presented below in Figure 10 and 11.

Alex and Lara will soon be two new English students in your class. You read their description (in English) and you orally describe them to your class using Spanish.


ALEX has got SHORT , straight hair and dark skin. His eyes are SMALL and he has got a big smile .	
LARA 's hair is BLOND and curly . Her skin is pale . Her eyes are SMALL and she has got a big smile .	

Figure 10. Task primary school

The task designed for primary school involves two languages: English and Spanish. The students receive the written description of new classmates in English, and they have to describe them orally in Spanish. It is therefore a case of cross-linguistic mediation, in which the students have to mediate the informal description written in English using

Spanish. Therefore, the input is written but the output will be oral. Furthermore, the students are also provided with some non-verbal information (the drawings).

Estàs participant a un intercanvi ERASMUS i l'estudiant que ha d'anar a tu casa t'ha preguntat sobre les normes d'ús de la mascareta a l'institut.

Mira la infografia següent i escriu un correu electrònic en anglès informant al teu amic de tot allò que consideres important:

MASCARETES EN L'ETAPA ESCOLAR NO UNIVERSITÀRIA

GENERALITAT VALENCIANA | TOI A L'UR VET

	INFANTIL	PRIMÀRIA	ESO / BATXILLER / FP
AULA	No és obligatòria Es recomana si la incidència epidemiològica és alta	Obligatòria encara que siguin Grups de Convivència Estable (GCE) o hi haja distància de 1,5m	Obligatòria
TRANSPORT ESCOLAR	Recomanable	Obligatòria	Obligatòria
MENJADOR		Obligatòria en l'entrada i eixida Només es llevarà durant el menjar mantenint distància de 1,5m	
SESSIONS D'ACTIVITAT FÍSICA	No és necessari portar-la en GCE Sessions sempre a l'aire lliure i amb distància		
PATI		Obligatòria	Obligatòria

Professorat sempre ús obligatori de mascareta

HIGIÈNIQUES REUTILITZABLES O DE TELA

- Recomanades per a l'etapa escolar: protegeixen, milloren la respirabilitat i són més sostenibles.
- Han de complir les especificacions UNE 0064, UNE 0065 o UNE-CWA 17553:2020 en l'etiquetatge.

QUIRÚRGIQUES

- El marcatge CE assegura que compleix la legislació.
- La referència a la norma UNE EN 14683 assegura que compleix l'estàndard de qualitat.

Figure 11. Task secondary school

Regarding the task for secondary school, it also involves two languages (both in their written form): Catalan and English. In this case as well visual information is included. It is a case of cross-linguistic mediation in which the students have to mediate the input in Catalan, an infographic about the use of masks at school, by writing an email in English for an incoming Erasmus student.

The aim of the group work was to integrate the given task with the use of technology, adapting them to a digital context. In order to do so and make them reflect on the process of the task elaboration, two questions were included in the exercises:

- 1) Which ICT tools can be used to perform the task?
- 2) What is the benefit of using these tools in such task?

3. RESULTS

The aim of the present research was to investigate teachers' knowledge of the definition of mediation, their awareness of its importance, and the ability to integrate technology

and mediation. In the next section, qualitative and quantitative results derived from the questionnaire distributed among participants and the tasks performed by them will be analysed.

3.1 Research Question 1

RQ1 is Do pre-service and in-service teachers know what mediation means? Are they aware of its importance?

In order to answer this question, the qualitative and quantitative results of the survey have been taken into account. As far as the definition of mediation is concerned, the majority of them demonstrated to know it. Indeed 48 definitions out of 52 were considered correct when compared to that of the CV. Among them, 20 were related to conflicts and (dis)agreements as shown in one of the answers provided by one participant:

«Discipline that is responsible for carrying out strategies in personal relationships to reach agreements» (P1)

15 definitions were related to communication and six to language, as for example:

«Facilitation of communication, transmission of information between two people» (P2) or

«If we talk in terms of linguistics, mediation would be the tool used to interact between two or more people that don't speak the same language (they can't communicate with each other)» (P3)

Finally, three definitions were linked to the concept of bridge and three to the one of text:

«Guia y puente entre dos partes» (P4)

«La mediación lingüística es, a partir de un texto complejo, resumirlo seleccionando la información más importante y parafraseando determinados puntos, aclarando las partes complejas y adaptándolo al interlocutor.» (P5)

Since the participants knew the definition of mediation, 48 of them were also able to motivate the importance of including it in the curriculum. Most of them (22) affirmed

that mediation should be taught in order to facilitate the learning of languages. A participant for example stated that:

«Es una manera de asegurarse que el aprendiz ha consolidado los conocimientos aprendidos y fijados en el currículo.» (P5)

Others (19 participants) focused more on the importance of mediation in current societies and in social life. Indeed, one of them affirmed that

«[...] we live in a world of emigration and immigration and wherever we live there will be languages in contact which also includes cultures in contact, therefore it is necessary to learn how to mediate in order to communicate successfully.» (P6)

Finally, nine participants motivated the teaching of mediation as a strategy to help citizens to solve conflicts:

« Because it is important to know how to resolve certain situations». (P7)

Even though teachers demonstrated knowing what mediation means and being aware of its importance, they were not able to recognize all the mediation exercises present in the questionnaire. Indeed 63% (n= 33) of them did not recognize that the exercise in Figure 6 was about mediation, but 90% of them recognized the one in Figure 8. Almost 60% of them wrongly describe the exercise in Figure 7 as a mediation exercise, but 71% of them recognized that the one presented in Figure 9 was not a mediation exercise.

3.2 Research Question 2

RQ2 looked into teachers' attitudes towards the use of technology (i.e., What are their attitudes towards the use of technology?). In order to answer RQ2, it was significant to study the participants' answer to the question "What is the benefit of using these ICT tools?". This question was part of their group task: they had to explain the reason why they selected those specific ICTs in order to adapt the mediation task to a digital context. The participants were all able to motivate the choice of the technological tools employed using pertinent justifications. The motivations they gave were often related to the motivating effect of ICTs in school (e.g., «These tools will increase the students'

motivation, as ICTs are more appealing to them than writing the email on a sheet of paper. Thus, they will be more engaged in the activity» (G1)), while others focused on the importance of using technology to afford students specific training on digital skills and be prepared for academic or professional life («Students will be able to acquire digital skills and competence» (G2); «Learning to use new ICT platforms and devices [...] can be useful for their future academic and professional career» G3). Furthermore, the possibility of being able to participate in a Virtual Exchange experience was also a reason given by a group «The main benefit of using these tools is that it allows you to be in touch with people from different places with only one click (G4)». However, only one group gave an answer that can be related to the mediation concept «La información será más clara. Al ser más visual será más fácil de entender (G5)».

3.3 Research Question 3

RQ3 focused on teachers' capacity of integrating the use of ICTs in mediation plurilingual tasks (i.e., Are they able to integrate the use of ICTs in mediation plurilingual tasks?). In order to investigate this aspect, the tasks performed by teachers were taken into account, in particular the answers to the question «Which ICT tools can be used to perform the task?». Results showed that teachers employed different ICTs for the different phases of the task. Some of them (four groups) decided to focus on the pre/post task phases and to propose tools to learn or revise vocabulary (interactive games, online worksheets) or to perform a brainstorming activity (Padlet). One group, instead, selected ICTs that are adequate for collaborative learning and peer evaluation. Below we reproduce Group 6 answer to this exercise:

«Step one: Students create a shared text processor document (possible platforms: Google Docs, OneDrive)
Step two: Students discuss how to carry out the task via video conference
Step three: Students carry out peer evaluation by revising each other's contributions and adding notes in different colours» (G6).

Eight groups decided to select tools for the task itself. Various ICTs were proposed such as for example:

- Canva to prepare a new infographic
- Filmora to prepare a video
- Pixton to create comics
- Twitter to summarize the text
- Online dictionaries for lexical appropriateness
- Grammarly to produce a text grammatically correct

3.4 Four examples of the task performed by students

In order to analyse teachers' abilities to integrate ICTs and mediation tasks, we analysed four final products realized for the task proposed for secondary schools (Figure 11). The task was actually performed in class, at a secondary school in Spain. Results from the analyses of the implementation show how students proposed different solutions. Indeed, students were divided into four groups. Two of them utilized a visual but static solution, creating some comic strips (using tools such as Powtoon) to mediate the text. Nevertheless, the students did not always use the digital tools to facilitate mediation. In the comic strips, images are used to help to understand the setting (public transportation, class) which was one of the key concepts in the original text.

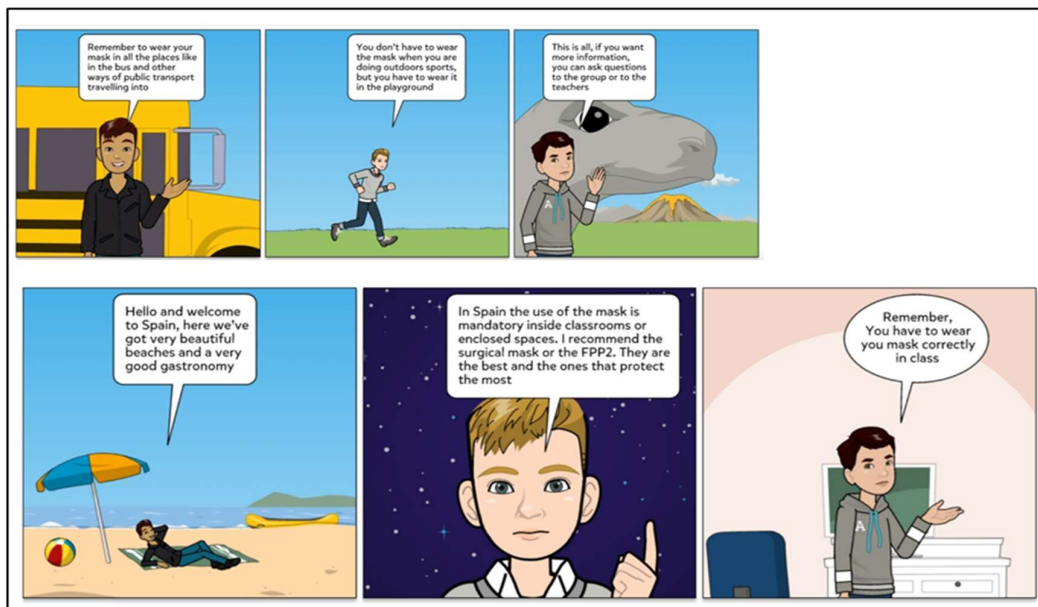


Figure 12. Comic strips prepared by students

The other two groups used visual and dynamic support. They indeed prepared some videos to mediate the text. In the first video they used some images to convey some rules (e.g. the obligation to wear a mask during P.E. - Physical Education - classes). In the second video (Figure 14) we can notice a more accurate use of images and symbols. The first are used to describe the setting (e.g., the canteen) while the seconds are used to convey the obligation (or the "not-obligation") to wear masks.

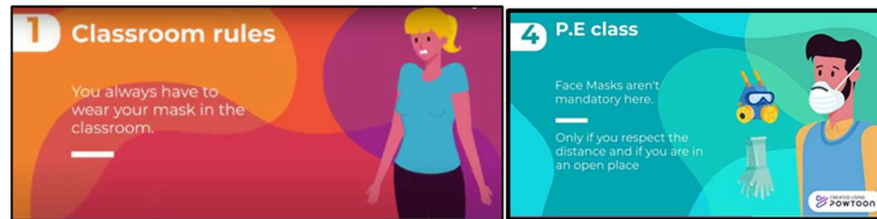


Figure 13. Screenshots of the first video prepared by students

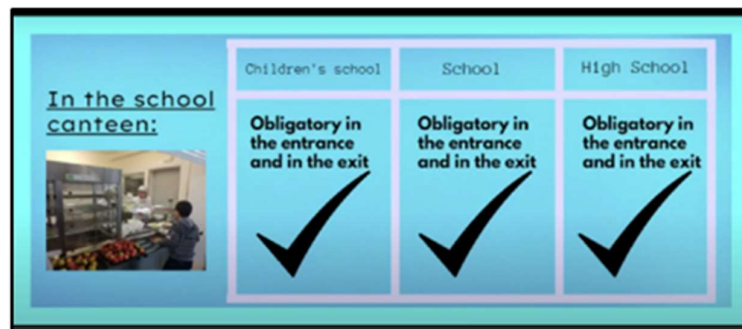


Figure 14. Screenshots of the second video prepared by students

4. DISCUSSION

The present paper aimed at analysing teachers' attitude towards the use of technology, and their knowledge of mediation and awareness of the significance of including the use and the teaching of it in their lessons.

The combined qualitative and quantitative methodology was effective in order to understand and process the results obtained. As stated in section 1, the existing literature points out that teachers are not always able to integrate technology in their classes even if they theoretically know how to use it, because of a significant gap between their training and the concrete reality of schools (McGarr & McDonagh, 2019: 20). Nevertheless, the participants in the workshop generally demonstrated to be able to use technology in class and they proposed useful tools for the various phases of a task (pre-

task, task itself, post-task) and even in some cases to facilitate remote collaboration. Furthermore, they motivated the integration of technology with significant reasons, for example motivating students, favouring the acquisition of digital skills and preparing them for academic or professional life. The reason for the teachers' ability to use ICTs in class can be related to the young age of the participants who are now being trained to be future teachers and to integrate technology. Results show that at least in the context where the study was carried out, Spain, pre-service teachers show to have some digital competence for teaching. Besides, at least in one case, the technology-based task on mediation designed by the participants was successfully performed in real context, that is, an EFL classroom in secondary school. This leads us to think that the significant gap identified by McGarr and McDonagh (2019, 20) is not so significant in the Spanish context. Concerning the study of teachers' knowledge of the definition of mediation and their awareness of its importance, the questionnaire was an important source of data. Results showed that the majority of the participants (92%, n= 50) knew the meaning of mediation and its importance. Nevertheless, most of them (63%, n= 33) were not able to recognize exercises about mediation in all the cases. This could be related to the difficulties in receiving adequate training about it and in the scarce availability of teaching materials on mediation, as stated by Nadales and Valderrama's study (2020).

Finally, regarding teachers' ability to integrate mediation and technology, most of the participants (8 groups out of 11) demonstrated to select the right tools to allow students to develop mediation strategies. Nevertheless, only one group motivated the choice focusing on the facilitating role of ICTs for the mediation aim. Therefore, even though they selected adequate tools, they were not able to relate them to mediation. This could be related to the difficulty of teachers to identify suitable resources for their learning objectives (Redecker & Punie 2017: 20).

5. CONCLUSION

The present study aimed to investigate Spanish teachers' knowledge of mediation and their ability to integrate mediation and technology. The quantitative and qualitative results of our investigation lead to the following conclusions: teachers generally know the definition of mediation and they are aware of the significance of including it in their curriculum, but they are not always able to recognize mediation exercises. Another objective of the study was to investigate the participants' attitudes towards technology

and the ability to integrate it with mediation. The analysis conducted revealed that they have a good attitude towards technology, but they are not always able to include it in order to teach mediation strategies.

Considering the results obtained, it is possible to state that teachers still need training about technology, mediation and the combination of the two. An adequate context to provide it could be the TEMPLATE project since its aim is to provide effective training on plurilingual competence considering mediation and technology as key concepts for an effective pedagogical training proposal for language learning.

As with all empirical research, the present research has some limitations and presents some suggestions for future research. Regarding limitations, the number of participants is limited, and it analyses only the Spanish situation. Moreover, the participants were mainly pre-service young teachers (75%). Therefore, future research could focus on more experienced in-service teachers and/or on comparing Spanish results with the situation of the four other countries partners of the project TEMPLATE.

In conclusion, despite the limitations listed above, the findings of the present analysis are significant to outline teachers' knowledge of mediation and technology, and their ability to integrate them. Furthermore, the study provides relevant elements for further research as well as replicable methodology that paves the way for future studies in different contexts.

Bibliography

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, <https://rm.coe.int/16802fc1bf>, retrieved on June 25th, 2021

Council of Europe. (2015). *Education, mobility, otherness The mediation functions of schools*, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367e>, retrieved on June 25th, 2021

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. Companion Volume with New Descriptors, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>.
retrieved on June 25th, 2021

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*, *Companion Volume with New Descriptors*. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>, retrieved on June 25th, 2021

Fanara, A. (2019). *La médiation en classe de langue, Quelques réflexions et propositions à partir des nouveaux descripteurs du CECRL*. <https://www.istitutogreppi.edu.it/sites/default/files/page/2019/2%20LINGUA%20FRANCESE%20prof.ssa%20Fanara%20%281%29.pdf>, retrieved on February 22nd, 2021

Lund, A., Erikson, T. M. (2016). Teacher Education as Transformation: Some Lessons Learned from a Center for Excellence in Education. *Acta Didactica Norge*, 10 (2), 53-72. <https://www.journals.uio.no/index.php/adno/article/view/2483/2458>, retrieved on July 14th, 2022

McGarr, O., Mifsud, L., Rubio Colomer, J. C. (2021). Digital competence in teacher education: comparing national policies in Norway, Ireland and Spain. *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2021.1913182>, retrieved on July 5th, 2022

McGarr, O., McDonagh, A. (2019). *Digital Competence in Teacher Education, Output 1 of the Erasmus+ funded Developing Student Teachers' Digital Competence (DICTE) project*. <https://dicte.oslomet.no/>, retrieved on July 5th, 2022

Ministerio de Educación y Ciencia (1988). *Proyectos Atena y Mercurio, Programa de Nuevas Tecnologías de la información y de la Comunicación (P.N.T.I.C.)*. https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=18286, retrieved on July 18th, 2022

Mur-Dueñas, P., Plo, R., Hornero, A. (2013). Spanish Secondary School Students' Oral Competence in Efl: Self-Assessment, Teacher Assessment and Tasks. *Miscelánea*, 4, 103-124". <https://www.proquest.com/scholarly-journals/spanish-secondary-school-students-oral-competence/docview/1496629126/se-2>, retrieved on July 14th, 2022

Nadales Bonilla, R., Valderrama Molina, M. (2020). La mediación y su impacto en las aulas de las escuelas oficiales de idiomas. *eco. Revista Digital de Educación y Formación del profesorado*, 17. <http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Nadales2.pdf>, retrieved on November 25th, 2021

Pavón, V., Pérez, A. (2018). Enhancing disciplinary literacies: languages of schooling and whole-school language projects in Spain, European. *Journal Of Applied Linguistics*, 6(1), 109-130. <https://doi.org/10.1515/eujal-2017-0023>, retrieved on October 24th, 2020

Piccardo, E. (2020). La mediazione al cuore dell'apprendimento linguistico per una didattica 3.0. *Italiano LinguaDue*, 1, 561-585. <https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>, retrieved on January 15th, 2021

Punie, Y., editor; Redecker, C. (2017). European Framework for the Digital Competence of Educators: DigCompEdu.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>, retrieved on July 25th, 2022

Online pages and tools

Cambridge Exams. https://www.cambridge-exams.ch/sites/default/files/pet_reading_and_writing.pdf

DiCTE Webpage. <https://dicte.oslomet.no/about-the-dicte-project/>

Google Forms. <https://docs.google.com/forms>

IELTS academic writing-2015. <https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-.pdf>

KSE Academy. <https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

TEMPLATE Facebook Page. <https://www.facebook.com/template.eu>

TEMPLATE Webpage. <https://templateplurilingualism.eu/>

7. FOURTH ARTICLE: *The integration of mediation, plurilingual and digital competencies in language learning task*

The fourth article of the present thesis (“The integration of mediation, plurilingual and digital competencies in language learning task”) has been accepted for publication in the volume “Teaching, Translating and Researching LSP during the pandemic times” published by the Pisa University Press (see acceptance document in the Appendix of this dissertation). This article is similar to the third one since it describes the Italian situation about the knowledge, employment, and teaching of mediation through ICTs using the same methodology. Therefore, on the Italian side, it contributes to answering RQ1 (Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?), and RQ3 (Are teachers able to integrate the use of ICTs/multimodality in mediation tasks?).

The integration of mediation, plurilingual and digital competences in language learning tasks

AUTHOR:

GIULIA CIARAMITA, *Università degli Studi di Torino (Italy), Universitat Jaume I (Spain)*

ABSTRACT

The Companion Volume (CV) introduced the concept of mediation and defined the role of the language user as follows: “In mediation, the user/learner acts as a social agent who creates bridges and helps to construct or convey meaning [...]” (Council of Europe 2018, 90). Furthermore, the CV (2020) has highlighted the relationship of mediation with the plurilingual and pluricultural competences. The use of mediation in class has already been investigated through research (Dendrinos 2006; Scarino 2016; González-Davies 2020) and some ICT tools for teaching mediation have been identified (Cinganotto 2020). Nevertheless, the research about the integration of technology, mediation, and plurilingualism in task-based language learning, to my knowledge, is still scarce. The aim of this paper is to investigate teachers’ knowledge of mediation and their ability to integrate mediation and ICTs in plurilingual tasks. In order to do so, a quantitative and qualitative methodology will be followed. The research instruments employed are:

- 1) a survey to investigate teachers’ awareness of the definition and importance of mediation
- 2) a semi-guided task in which participants were asked to integrate mediation, plurilingualism, and technology.

Keywords: mediation, ICTs, language learning, TEMPLATE project, plurilingualism, task-based learning

1. INTRODUCTION

1.1. State of the art

This study aims to investigate Italian language pre-service teachers' ability to integrate mediation and ICTs in plurilingual tasks. Both these two topics, mediation and ICTs, have been already examined in the academic literature. Nevertheless, researchers have been dealing with them separately. To my knowledge, indeed, there is no academic study about the combination of mediation and technology.

Since 2001, an important reference for the teaching, learning, and assessing of languages is the Common European Framework of Reference for Languages (CEFR). Mediation was present already in the first drafts of the CEFR (1996) and it was described as a communicative language activity. Five years later, in the official CEFR (2001) it was still present but with a limited description. Indeed, the only strategies presented as part of mediation were interpretation and translation (Piccardo 2020).

Recently, this document has been updated with the publication of the Companion Volume (CV) with the aim of making the framework more in line with the characteristics of current societies. In the CV, the topics of mediation and technology are included. In 2018 the CV was already published in its first version, and two years later it was published in its final version. In the CV, mediation was included since nowadays modern democracies are composed of different cultures and languages and therefore citizens need the ability to mediate (Council of Europe 2015, 63).

For this reason, the Council of Europe includes mediation in the CV and also provides the definition of mediation, i.e., the act of communication that allows communication between people who are not able to communicate with each other. Indeed, an example of mediation activity is the reformulation of a source text to allow its intelligibility for those who, for some reason, cannot understand it (Companion Volume 2018, 32). In particular, the document includes 24 scales for describing activities (19 scales) and strategies for mediation (5 scales). Figure 1 illustrates the mediation scales.

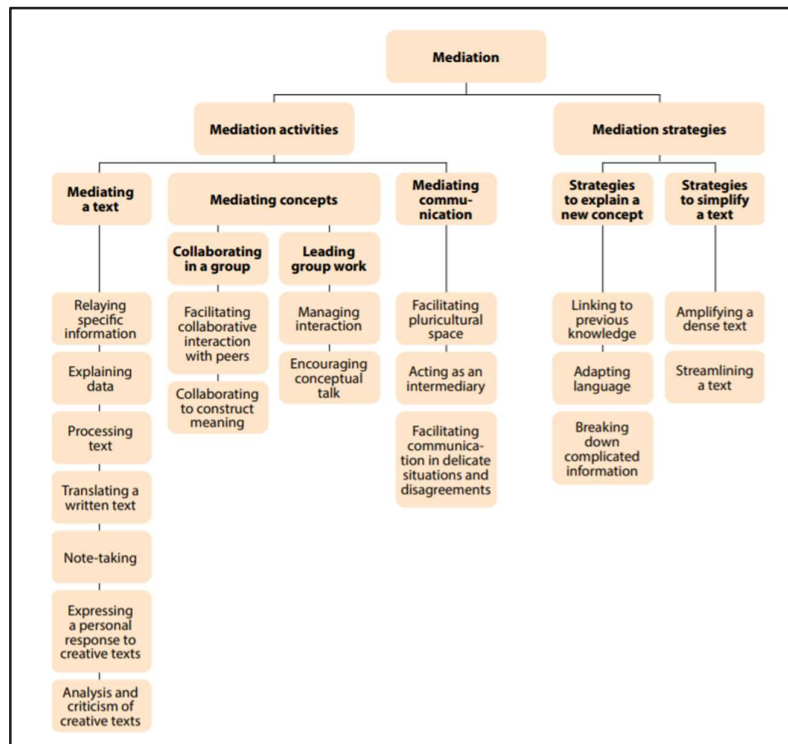


Figure 1 Mediation Scales in the CV (Council of Europe 2020, 90)

After the publication of the CV, academic research has focused on the role of mediation in language teaching and learning. As far as Italy is concerned, Piccardo (2020) contributed to analyzing the central role of mediation in language classes. In particular, she points out that nowadays societies are plurilingual, pluricultural, and globalized (Piccardo 2020). For Piccardo, mediation is an ability that allows the user to use language as a tool useful for:

- creating pluricultural spaces;
- reducing affective blocks and tensions due to the risks of misunderstanding
- building bridges towards the new/the other and allowing the language users to understand each other. (Piccardo 2020)

Piccardo's analysis of the role of mediation allows us to understand the importance of including it in class, nevertheless, there is still a need for research studies about teachers' ability to implement the recommendations of the CV.

In the last years, European institutions have not only highlighted the need for including mediation in language teaching, but also the necessity to include ICTs in language lessons (i.e., digital competence). The CV as well focuses on the role of technology, by including online interaction. The category “online interaction” includes two descriptor scales: “online conversation and discussion” and “goal-oriented online transactions and collaboration”.

Furthermore, before publishing the CV, the European Commission already produced a document dealing with technology and education: the European Framework for the Digital Competence of Educators (DigCompEdu). It was published in 2017 with this objective: "to help Member States in their efforts to promote the digital competence of their citizens and boost innovation in education" and to fulfill the need for educators of digital competences specific to their profession (Redecker & Punie 2017, 7-8). The document was produced because technologies are nowadays ubiquitous, and for this reason, they have radically changed many aspects of our lives such as communication, the job market, leisure, private life, and the way of thinking and behaving. Nevertheless, students still do not possess the right skills to use technologies in a conscientious and effective way (Redecker & Punie 2017, 12). Therefore, the DigCompEdu was needed, and similarly to CEFRL, it included six levels of competences, from A1 to C2: A1 (newcomer), A2 (explorer), B1 (integrator), B2 (expert), C1 (leader), C2 (pioneer).

The educator-specific digital competences are 22 and are divided into three categories (i.e., educators’ professional competences, educators’ pedagogic competences and learners’ competences) and six subcategories (professional engagement, digital resources, teaching and learning, assessment, empowering learners, facilitating learners’ digital competence).

This document is particularly significant for teachers since they need to possess specific educator digital competences when teaching (Redecker & Punie 2017, 15). Furthermore, nowadays they still need to learn how to identify the most suitable resources for their specific classes and for their learning objectives (Redecker & Punie 2017, 20).

Concerning the Italian situation, in 2015 the Ministry of Education Stefania Giannini presented *il Piano Nazionale per la Scuola Digitale (PNSD)* - The National Plan for Digital School. This document aims at guiding schools in their innovation and digital process, by introducing new ICTs to teachers and transforming the schools into virtual learning spaces. This transformation is implemented through the 35 actions included in the PNSD. They are divided into three areas:

- Tools;
- Competences and Contents;
- Training and Support.

The aim of the section devoted to tools is to supply schools with digital tools for administration, teaching, and learners. Instead, the section about competences and contents aims at defining the competences students must possess, by helping teachers in their facilitator role and involving students with innovative formats of classes. Finally, the section devoted to training and support has the aim of training teachers about ICTs and innovation and aims also at supporting schools in implementing the actions of the PNSD.

As stated in the previous paragraph, there are official frameworks and plans for the digitalization of schools, which has led researchers to focus on the inclusion of ICTs in schools. An example is the Erasmus+ funded project: ‘Digital Competence in Teacher Education’ (DiCTE). The project's coordinator was the Oslo Metropolitan University with four other partners: the University of Limerick, the University of Malta, the University of Oslo, and the University of Valencia. The focus of the project is “the need to enhance ICT in teaching and learning in teacher training programs” (<https://dicte.oslomet.no/about-the-dicte-project/>). The DiCTE project provides an in-depth analysis of the literature review about educator professional digital competences. It also provides examples of these competences, explaining that, for example, teachers need to be proficient in the use of ICTs. The project also investigates the reasons for a poor level of digital competence among teachers, which seem to be the existing gap between the poor pedagogical training pre-service teachers were provided with, the reality of schools, and the lack of digital competence training in the pre-service and in-service training courses (McGarr & McDonagh 2019, 20).

As stated before, this research focuses on ICTs and mediation. Moreover, this research will deal with plurilingual tasks. It is important to take into account plurilingualism since our societies are more and more multilingual. Indeed “current multilingualism is suffusive, being part and parcel of most human activities” (Aronin 2019, 8). The notion of plurilingualism was created by the Council of Europe and firstly appeared in the first drafts of the Common European Framework of Reference for Languages (1996). The Council of Europe provides a specific definition of this term, i.e., “the dynamic and developing linguistic repertoire of an individual user/learner” (Council of Europe 2020, 30). Furthermore, the CV also focuses on the importance of including

Plurilingual and Pluricultural Competences in language teaching and learning. Plurilingual and pluricultural competence is the ability to use languages in order to communicate and to participate in intercultural interactions, where the language user is proficient in several languages and knows several cultures (Coste et al. 2009). In didactics, there is a useful tool the Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) structured according to these three areas: knowledge (K), attitudes (A), and skills (S) promoted through a plurilingual approach (<https://carap.ecml.at/>). Similar to the CV and the QCER, descriptors are provided.

As stated before, this research will deal with plurilingual tasks. It is therefore fundamental to analyse the importance of Task-Based Language Teaching (TBLT).

A plurilingual task is understood here as a language learning activity that a) requires (or allows) the use of multiple languages and diverse cultural knowledge and creates opportunities for learners' use of their plurilingual resources to engage in meaningful and personally relevant communication (Cutrim Schmid 2021, 41).

In the existing academic research, it has been proved that plurilingualism has positive effects since “task, when used in the context of language education, refer to activities that qualify as tasks only if they have the potential to involve learners in meaningful language use” (Müller-Hartmann & Schocker-von Ditfurth 2011, 22).

Furthermore, there is also an important Erasmus+ funded project: the TEMPLATE project (<https://templateplurilingualism.eu/>). This project aims to train teachers who want to implement the plurilingual approach in their classes. The TEMPLATE project is indeed the broader context in which this research is included. Further information about TEMPLATE can be found in section 2.1.

In conclusion, mediation, technology and plurilingualism play a central role in language teaching and learning. Nevertheless, and to my knowledge, there is no academic literature about the integration of mediation and the use of technology to facilitate the use and learning of languages in Italy. Therefore, this study aims to study the ability to integrate technology, mediation, and plurilingualism in task-based learning among foreign language pre-service teachers in Italy.

1.2 Research questions

The aim of the present paper is first to investigate language pre-service teachers' knowledge of mediation and technology and, secondly, their awareness of the significance of including the use and teaching of mediation through technology in their courses. Finally, this study will analyse pre-service teachers' ability to integrate the use of ICTs in mediation plurilingual tasks. The three research questions asked to guide this study are the following:

- 1) Do pre-service teachers in Italy know what mediation means? Are they aware of its importance?
- 2) What are their attitudes toward the use of technology?
- 3) Are they able to integrate the use of technology in mediation plurilingual tasks?

2. METHOD

2.1 The TEMPLATE Project

The present study was conducted within a wider project: the TEMPLATE project. This latter is a European Erasmus+ K201 project and it is coordinated by Università degli Studi di Torino (Italy). Four other universities are involved as partners: Université Catholique de Louvain (Belgium), Universitat Jaume I de Castellon (Spain), Pädagogische Hochschule Schwäbisch Gmünd (Germany), and Vilniaus Universitetas (Lithuania). The acronym TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education. The aim of TEMPLATE is “strengthening the professional competence of pre- and in-service teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education” (<https://templateplurilingualism.eu/>). As stated before, the use and teaching of mediation in class are some of the elements recommended by the Council of Europe in the CV other than being a language activity particularly important in plurilingual classes. For this reason, TEMPLATE also deals with the topic of mediation, combining it with the use of ICTs in class. The first output of the project was the results of a survey on the pre- and in-service teachers' attitudes towards the use of plurilingual and pluricultural approaches and towards the use of technology in class. In order to collect data to analyse these elements, a questionnaire was distributed to primary and Secondary Education foreign language and CLIL pre- and in-service teachers. Moreover,

a focus group was organized and teachers from Spain, Germany, Belgium, and Lithuania participated. The questions included in the survey and in the interview were about the use of ICTs in class and the effect of COVID-19 on this use. The survey and the interviews were also useful to analyse the teachers' attitudes toward mediation. The answer to these questions showed that teachers have a good attitude toward mediation but their use and teaching of it in class are still limited and unsystematic (Ciaramita & Fortanet-Gómez 2021). Once having analysed these results, it was decided to investigate the material teachers use in their classes (Ciaramita & Fortanet-Gómez 2022). Four English and French language school books for Secondary Education were analysed, with the aim of studying the presence of multimodal mediation in these teaching tools. The analysis led to the following conclusion: language textbooks and their teacher guides contain significant multimodal elements useful to use and teach mediation in class, nevertheless, mediation is rarely explicitly named in the books, and therefore teachers and students are not guided in the teaching and use of it.

Furthermore, a workshop on mediation was organized at the Università degli Studi di Torino. This workshop was part of the university master's degree "Approaches to Language Teaching". The course involved 23 pre-service teachers. The workshop lasted about one hour and a half and it was divided into three parts:

- a survey about mediation
- training on mediation
- a group work in which the pre-teacher had to perform a task about the integration of ICTs in an already provided mediation exercise.

The present research takes advantage of this event to collect data and investigate pre-service teachers' knowledge of mediation and their ability to integrate this latter and technology in their lessons.

A very similar workshop was held in Spain at UJI, Universitat Jaume I. The aim of these similar workshops was to collect qualitative and quantitative data to describe the situation in Italy and Spain but also to compare the two countries. The results of the Spanish investigation were described in Ciaramita and Ruiz Madrid (2022), while the comparison of the two countries is described in Ciaramita (2022).

2.2 Participants

As anticipated before, the total pool of participants in the workshop consisted of 23 pre-service teacher students in the second and last year of their degree in Foreign Languages and Literature. The average age of the students is 22 years old. The general topic of the course are: the main teaching methodologies in language teaching research, the development of language teaching activities and the use of ICT in language teaching. (https://www.lingue.unito.it/do/storicocorsi.pl/Show?id=xnbj_2122).

In this paper, the participants will be indicated with PN (e.g., P1, P2, P3, etc.). Since the participants also worked in groups, the groups will be indicated with GN (e.g., G1, G2, G3, etc.).

2.3 The survey

The survey was designed and distributed using Google Forms. It was administered at the beginning of the workshop. It contained six main questions. One question was about the definition of mediation (“Give a definition of mediation”) and another one was about the importance of including it in the language courses (“According to you, why is it important to include mediation in the curriculum?”). The last four questions were about the recognition of mediation exercises, for which they had to select one of the three options provided:

- This exercise is not about mediation
- This exercise is about cross-language mediation (mediation among different languages)
- This exercise is about intra-language mediation (mediation using one language)

Figures 2, 3, 4 and 5 represent the exercises selected for the study.

The graph below shows radio and television audiences throughout the day in 1992.
Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Radio and television audiences in UK, October – December 1992

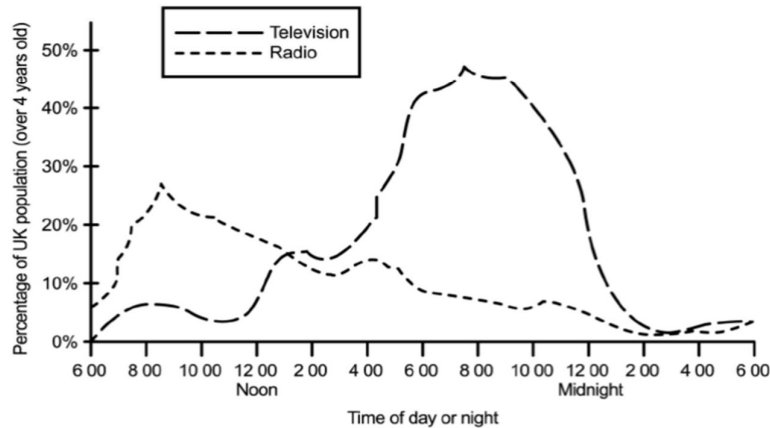


Figure 2 Intra-linguistic mediation exercise, IELTS writing exercise

<https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-.pdf>

The exercise in Figure 2 is an intra-linguistic mediation activity since the student should mediate some information given in English and in visual form into a written text in the same language.

Your friend, Chris, has invited you to a special party which he is organising for your college teacher.

Write an email to Chris. In your email, you should

- accept the invitation
- suggest how you could help Chris prepare for the party
- ask Chris for some ideas for a present for your teacher.

Figure 3 Exercise not about mediation - PET writing exercise

<https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

The exercise illustrated above is not about mediation, since the students should answer to an email providing new information and not mediating given information.

Just after a night spent at the disco, you and your friends decide to take a breath test before driving. The instructions of the test are in French. You have to explain how to take the test to an Italian friend

Figure 4 Cross-linguistic mediation exercise (Adapted from Fanara 2019, 20)

This task is a cross-linguistic mediation exercise since students must mediate information received in French, using another language (i.e., Italian).

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** hope **B** decide **C** want **D** expect

Answer:

0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------	-------------------------------------	--------------------------	--------------------------	--------------------------

San Francisco

Whatever you **(0)** for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no **(26)** then that the city is among the world's **(27)** tourist destinations. **(28)** many people live there, San Francisco **(29)** more like a small town than a city of more than 4 million people. Its **(30)** on the water, its parks, and its hills all **(31)** that you can never see further than a few blocks.

Figure 5 Exercise not about mediation - PET reading

<https://bemasteracademy.com/psicotecnico/pet-reading-part-5/>

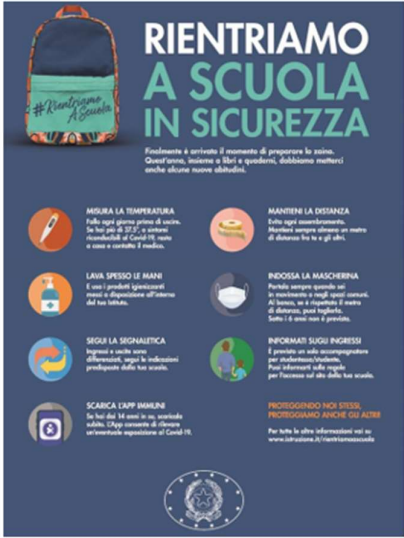
Finally, this last exercise is not a mediation activity, since students should complete the cloze using the options provided.

2.4 The task

After having completed the survey and attended the lesson about mediation, the participants were divided into 11 groups of two or three people and had to perform a task in groups.

The aim of this activity was to find out pre-service teachers' attitudes toward the use of ICTs and their ability to integrate them into some mediation tasks in their teaching. They had to work on a pre-prepared mediation task for secondary school. The exercise was a cross-linguistic mediation task involving both Italian and English. The students had to elaborate a written and visual Italian input into a written English text (see Figure 6).

*Stai partecipando a uno scambio Erasmus e lo studente che sarà ospitato a casa tua ti ha chiesto quali sono le regole anti-Covid da rispettare all'interno dell'istituto.
Guarda la seguente infografica e scrivi una email in inglese in cui informi lo studente sulle regole.
[You are part of an Erasmus exchange. The student who will be staying at your home asked you about the anti-covid rules of your school.
Have a look at the infographic and write an email in English to inform him about these rules]*



The infographic is titled "RIENTRIAMO A SCUOLA IN SICUREZZA" (We return to school safely). It features a blue background with white and yellow text and icons. At the top left is a backpack with "#Rientriamo A Scuola" written on it. The main title is in large, bold, white and yellow letters. Below the title, there is a short paragraph: "Finalmente è arrivato il momento di preparare le zaino. Quando torni, insieme ai libri e quaderni, dobbiamo metterci anche alcune nuove abitudini." (Finally, it's time to pack the backpack. When you return, along with books and notebooks, we also have to put in some new habits.)

The infographic lists several safety rules, each with a corresponding icon:

- MISURA LA TEMPERATURA** (Measure temperature): Fatti ogni giorno prima di uscire. Se hai più di 37,5°C, o sintomi respiratori di Covid-19, resta a casa e consulta il medico.
- LAVA SPESSO LE MANI** (Wash hands often): È uno dei principali comportamenti capaci di diminuire il rischio del tuo infetto.
- SEGUI LA SEGNALETICA** (Follow signage): Ingressi e uscite sono differenziati, segui le indicazioni predisposte dalla tua scuola.
- SCARICA L'APP IBM/INI** (Download the app): Se hai dai 14 anni in su, scaricala subito. Ti dà un sistema di rilevare un'eventuale esposizione al Covid-19.
- MANTIENI LA DISTANZA** (Keep distance): Evita ogni sovraffollamento. Mantieni sempre almeno un metro di distanza tra te e gli altri.
- INDOSSA LA MASCHERINA** (Wear a mask): Portala sempre quando sei in movimento in luoghi spazi chiusi. Al fermo, se è rispettato il metro di distanza, puoi toglierla. Sottile: ti è così non è proibita.
- INFORMATI SUGLI INGRESSI** (Get informed about entrances): È presente un solo accompagnatore per destinazione/direzione. Puoi informarti sulle regole per l'accesso sul sito della tua scuola.
- PROTEGGIAMO NOI STESSI, PROTEGGIAMO ANCHE GLI ALTRI** (Protect ourselves and others): Per tutte le altre informazioni vai su www.istruzione.it/covid19

At the bottom of the infographic is the logo of the Italian Ministry of Education, University and Research.

Figure 6 Task

The aim of the group work was to integrate the task with the use of ICTs, in order to adapt the exercise to a digital context. In their task the groups had to answer the following questions:

- 1) Which ICT tools can be used to perform the task?
- 2) What is the benefit of using these tools in such a task?

3. RESULTS

The objective of the present study was to analyse Italian pre-service teachers' knowledge of the definition of mediation, their awareness of the importance of including the use and teaching of it in class, and the ability to integrate ICTs and mediation in their curricula, in particular in plurilingual tasks. In the present section, qualitative and quantitative results derived both from the questionnaire and the tasks performed will be analysed.

3.1 Research Question 1

In this section, RQ1 (Do pre-service and in-service teachers know what mediation means? Are they aware of its importance?) will be answered. In order to do so, the qualitative and quantitative results of the survey have been analysed. Regarding the definition of mediation, the majority of the participants demonstrated to be able to provide a correct definition. Indeed 17 definitions out of 23 can be considered correct and consistent with the one provided in the CV. These answers have been classified according to the several aspects they are related with. An example is provided about each aspect. Three answers were related to conflicts and (dis)agreements (example 1), eight definitions were related to communication (example 2), four answers were related to the concept of language (example 3), and two definitions were about the concept of bridge (example 4)

- (1) «Mediation is a process in which two parts have to come to an agreement»
(P1)

- (2) «Facilitating problematic communication between two or more parties unable/unwilling to communicate» (P2)

(3) «Mediation is when we use the language to explain something to someone who does not speak the same language» (P3)

(4) «Mediation is the process of building a cultural bridge between two parts (individuals, or one person and an audience) in order to make a piece of information, an idea, a meaning comprehensible» (P4)

Therefore, the majority of the pre-service participants were aware of the definition of mediation, consequently, 15 of them were able to justify the importance of including the use and teaching of mediation in the school lessons. Six of them stated that mediation should be included in the class in order to facilitate education in general or, more in particular, the learning of languages (example 5), seven participants, instead, related the teaching of mediation with the importance of being a mediator in nowadays societies and everyday life (example 6).

(5) «It is important because nowadays groups of students at school are more and more heterogeneous, so there may be some situations in which it is necessary to mediate.» (P1)

(6) «In my opinion, in the real world, an occasion may arise that we need to explain, translate or interpret sth for someone.» (P3)

However, even though 17 pre-service teachers demonstrated to know the definition of mediation and 15 of them were also aware of its importance, they were not all able to recognize all the mediation exercises of the survey. Indeed, 43,5% (n=10) of the participants did not recognize that the exercise in Figure 2 was a mediation activity. On the other hand, all of them were able to recognize the mediation exercise in Figure 4. Furthermore, the large majority 82,6% (n=19) of the participants wrongly described the exercise represented in Figure 3 as a mediation exercise, and the same number of participants (82,6%; n=19) were able to recognize that the activity in Figure 5 was not a mediation exercise.

Table 1 describes the results described in this section.

Participants knowing the definition of mediation	Participants aware of the importance of mediation	Participants that did not recognize mediation activity in Figure 2	Participants that did not recognize mediation activity in Figure 4	Participants who wrongly identified as mediation activity the one in Figure 3	Participants who wrongly identified as mediation activity the one in Figure 5
73,9% (n=17)	65,2% (n=15)	43,5% (n=10)	0%	82,6% (n=19)	82,6% (n=19)

Table 1 Quantitative results

Observing the table above it is possible to analyse the fact that the theoretical knowledge about mediation is generally positive. On the other hand, when it comes to practice, the participants were often not able to recognize mediation activities.

3.2 Research Question 2

RQ2 aims to investigate teachers' attitudes towards the use of technology (i.e., What are their (teachers') attitudes towards the use of technology?). In order to answer it, the question of the group task "What is the benefit of using these ICT tools?" was very significant. In order to answer this question, the participants had to explain the reason why they selected their ICTs in order to adapt the mediation task to a digital context. All 23 pre-service teachers motivated in a consistent way their selection of ICTs. The justifications given were sometimes related to the fact that technology is easy to access (e.g., «Instagram is a wide-spread social media and easy to access for everyone.» (G1) or also «Images are immediate and at-hand whenever and wherever you want» (G1)). Furthermore, some of the pre-service teachers focused on the increase of motivation and involvement that can derive from using ICTs (e.g., «Reels and short videos can be a fun activity [and] [...] a better way to communicate with younger audiences» (G2); «PREZI to create something interactive, amusing, and appealing» (G3). On the other hand, some of the participants gave some very pragmatic reasons focusing on the possibility to cooperate or to have more correct final products (e.g. «Google Drive can be useful to

share documents» (G4) and «[...] in order to produce a text that is grammatically correct and coherent (G3)»).

3.3 Research Question 3

RQ3 aims at investigating teachers' ability to integrate the use of ICTs in mediation plurilingual tasks. RQ3 indeed is "Are they (the pre-service teachers) able to integrate the use of technology in mediation plurilingual tasks?". In order to answer this question, the tasks performed by teachers were analysed, focusing on the answers to the question "Which ICT tools can be used to perform the task?". The answers collected demonstrated that the generally pre-service teachers were able to select adequate tools. Only one group was not successful in the choice of the ICTs, or at least was not able to adequately motivate its employment. The other 10 groups selected different ICTs in the different phases of the task provided. The majority of the groups (nine groups) focused only on the task itself and proposed tools to make a text more visual (e.g., Instagram/Prezi) or to employ tools to improve the effectiveness and correctness of the email (e.g. Grammarly). four groups selected programs for the pre-/post-task activities such as Mentimeter to elicit vocabulary, YouTube, Quizlet, Kahoot, and the British Council website to present the vocabulary, collocations, and the rules for sentence structure. Finally, one group also decided to select tools that can facilitate collaborative learning such as video conference programs, shared documents, Google Drive, and Google Classroom.

4. DISCUSSION

The present research investigated pre-service teachers' attitudes towards the use of ICTs, their knowledge of mediation, and their awareness of the importance of including the use and the teaching of it in their lessons, especially in plurilingual tasks.

The qualitative and quantitative methodology employed was successful in processing the results obtained. As stated in section 1, the existing research has highlighted that teachers know in theory how to use ICTs. Nevertheless, according to the existing academic literature, when it comes to practice they are not capable of integrating technology into their lessons. This fact is due to the existing gap between the training received and the actual reality of schools (McGarr & McDonagh 2019, 20). However,

the pre-service teachers involved in this investigation generally demonstrated the ability to use technology in class. They proved indeed to be aware that technology can be an added value to plurilingual tasks, proposing digital tools for various phases of the task proposed to them (pre-task, task itself, post-task) and for facilitating remote cooperative learning. They were also able to correctly motivate the choice of ICTs, indeed they motivated the integration of technology with significant reasons focusing on elements such as the increase of motivation, the possibility to use instruments more adequate for young ages, and the large availability of technology in every moment and place. These results can contribute to concluding that the gap identified by McGarr and McDonagh (2019) described above is nowadays not so significant for pre-service teachers in Italy, probably because of an improvement in teacher training in recent years, concerning the use of ICTs in language teaching and learning.

Regarding the study of pre-service teachers' knowledge of the definition of mediation and their awareness of its importance, the survey was significant to collect data. The answers, indeed, showed that the majority of the participants (73,9%, n= 17) knew the meaning of the concept of mediation and 65,2% (n= 15) were also able to motivate why it is important to include mediation in class. Nevertheless, some of them (43,5%, n= 10) were not always able to recognize exercises about mediation. These results could be related to the ones of previous research about teachers' attitudes toward mediation (Ciaramita & Fortanet-Gómez 2021): teachers have positive attitudes towards mediation but they do not actually use it and teach it, possibly because their actual ability to recognize mediation is still lacking. This is also connected to the fact that they do not have adequate material (i.e., language textbooks and teacher's guides) to teach and use mediation in class (Ciaramita & Fortanet-Gómez 2022).

Finally, concerning teachers' ability to integrate mediation and ICTs, generally, the participants selected adequate tools to facilitate the tasks, nevertheless, the tools were not selected explicitly with the aim of facilitating mediation, even though some of them can indeed help in mediating (i.e., the use of visuals or dictionaries). This result can be related as well to the conclusion of the research about language textbooks conducted by Ciaramita and Fortanet-Gómez (2022) described above.

5. CONCLUSION

The present paper had the aim of investigating pre-service Italian teachers' knowledge of mediation and their ability to integrate mediation and ICTs. The quantitative and qualitative results of the analysis conducted lead to the following conclusions: pre-service teachers in Italy generally know the definition of mediation and they are also aware of the importance of including it in their classes, nevertheless, they are not always able to recognize mediation exercises. Another objective of the study was to investigate the participants' attitudes towards ICTs and their ability to integrate them in mediation tasks. The present study revealed that the future teachers' attitude towards technology is positive but they are not always able to include ICTs in order to teach mediation strategies.

Considering the results obtained, it is possible to conclude that teachers still need training about technology, mediation, and in particular the combination of both. The TEMPLATE project can represent an adequate context to train teachers about these topics since one of its objectives is to provide effective training on plurilingual competence considering mediation and technology as key concepts for an effective pedagogical training proposal for language learning.

As with all empirical research, the present research has some limitations and presents some suggestions for future research. Regarding limitations, the number of participants is limited (23), and the research analyses only the Italian situation. Furthermore, the participants were only pre-service teachers. Therefore, future research could focus on in-service teachers and/or on compare Italian results with the situation in the countries of the other partners of the project TEMPLATE.

In conclusion, despite the limitations described above, the findings of the present research are significant to describe pre-service teachers' knowledge of mediation and technology, and their ability to integrate these two aspects. Moreover, this investigation provides relevant elements for further research and the methodology could be replicated to reproduce the study in different contexts.

BIBLIOGRAPHY

Aronin, L. (2019). What is multilingualism? In Singleton D., Aronin L. (Eds.), *Twelve lectures on multilingualism*, 3-34. Multilingual Matters.

Ciaramita, G.; Ruiz-Madrid M. (2022, May 27–28). *New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning* [Paper presentation]. TISLID 2022: Positive impacts of language technology. Madrid, Spain.

Ciaramita, G. (2022). Pre-service teacher education and the integration of mediation, technology, and plurilingualism. In Arnbjörnsdóttir, Birna; Bédi, Branislav; Bradley, Linda; Friðriksdóttir, Kolbrún; Garðarsdóttir, Hólmfríður; Thouésny, Sylvie; Whelpton, Matthew James (Eds), *Intelligent CALL, granular systems and learner data: short papers from EUROCALL 2022*, 77-82

Ciaramita, G.; Fortanet-Gómez I. (2021, December 4–5). *Teachers' attitude towards the use and teaching of mediation in language classes* [Paper presentation]. ENRICH 2021: ELF-Aware Practices for Inclusive Multilingual Classrooms. Athens, Greece.

Ciaramita, G.; Fortanet-Gómez I. (2022, April 27–29). *Multimodality as a mediation strategy in foreign language textbooks* [Paper presentation]. 39º Congreso Internacional de la Sociedad Española de Lingüística Aplicada (AESLA). University of Las Palmas de Gran Canaria, Spain

Cinganotto, L. (2020, November). How to teach mediation online,
<https://youtu.be/yI6Jqpas6pk>

Coste, D., Moore, D., Zarate, G. (2009). Plurilingual and pluricultural competence. *Studies towards a common European framework of reference for language learning and teaching*.

Council of Europe. (1997). *Plurilingual And Pluricultural Competence*,
<https://rm.coe.int/168069d29b>

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), <https://rm.coe.int/16802fc1bf>

Council of Europe. (2015). Education, mobility, otherness The mediation functions of schools, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367e>

Council of Europe. (2018). Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>

Council of Europe (2020). Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>

Cutrim Schmid, E. (2021) 'I think it's boring if you now only speak English': enhancing learner investment in EFL learning through the use of plurilingual tasks. *Innovation in Language Learning and Teaching*. <https://www.tandfonline.com/doi/full/10.1080/17501229.2020.1868476>

Dendrinos, B. (2006). Mediation in Communication, language teaching and testing. *Journal of Applied Linguistics*, 22, 9-35

Fanara, A. 2019. *La médiation en classe de langue, Quelques réflexions et propositions à partir des nouveaux descripteurs du CECRL*. [PowerPoint slides]. Retrieved from <https://www.istitutogreppi.edu.it/sites/default/files/page/2019/2%20LINGUA%20FRANCA%20NCESE%20prof.ssa%20Fanara%20%281%29.pdf>

González-Davies, M. (2020). Developing Mediation Competence Through Translation. In Laviosa and Gonzalez-Davies (eds). *The Routledge Handbook of translation and education*. Routledge. 434-454

Lund, A.; Erikson, T. (2016) Teacher Education as Transformation: Some Lessons Learned from a Center for Excellence in Education, *Acta Didactica Norge*, 10 (2), 53-72. <https://www.journals.uio.no/index.php/adno/article/view/2483/2458>

McGarr, O.; McDonagh, A. (2019). Digital Competence in Teacher Education, Output 1 of the Erasmus+ funded Developing Student Teachers' Digital Competence (DICTE) project. <https://dicte.oslomet.no/>

Piccardo, E. (2020). La mediazione al cuore dell'apprendimento linguistico per una didattica 3.0. Italiano LinguaDue, 1, 561-585

<https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>

Scarino, A. (2016). Reconceptualising translation as intercultural mediation: A renewed place in language learning. Perspectives, 24, 470-485

Stathopoulou, M. (2015). Cross-Language Mediation in Foreign Language Teaching and Testing. Multilingual Matters

Online pages and tools

Approaches to language teaching.

https://www.lingue.unito.it/do/storicocorsi.pl/Show?_id=xnbj_2122

BeMaster Academy. <https://bemasteracademy.com/psicotecnico/pet-reading-part-5/>

Carap. <https://carap.ecml.at/>

DiCTE Webpage. <https://dicte.oslomet.no/about-the-dicte-project/>

KSE Academy. <https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

IELTS academic writing-2015.

<https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-.pdf>

TEMPLATE project. <https://templateplurilinguism.eu/>

8. FIFTH ARTICLE: *Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy.*

The last article of the present thesis (“Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy”) is unpublished. Nevertheless, the results were presented during the Eurocall conference (19/8/2022). As stated before, this article compares the results described in the third and fourth ones. Therefore, it contributes answering RQ4 (Which are the similarities and differences between the two contexts, Italy and Spain?) taking advantage of the qualitative and quantitative data collected in both countries.

Mediation and digital competence: a must for pre-tertiary education teacher training.

A comparative case study in Spain and Italy.

AUTHOR:

GIULIA CIARAMITA, *Università degli Studi di Torino (Italy), Universitat Jaume I (Spain)*
NOELIA RUIZ-MADRID, *Universitat Jaume I (Spain)*

Abstract

Mediation can be defined as an act of language allowing the communication among people not able to communicate with each other (Council of Europe 2020). In particular, mediation has a close relationship with the plurilingual and pluricultural competences (Council of Europe, 2020). In the academic literature, investigation has been already conducted about the use of mediation in class (Dendrinis 2006; Scarino 2016; González-Davies 2020). Nevertheless, to our knowledge, research about the integration of technology and mediation in plurilingual tasks is still scarce in number. The objective of the paper is to answer three research questions: i) Do pre-tertiary education teachers in Italy and Spain know what mediation means? Are they aware of its importance?; ii) What are their attitudes towards the use of technology?; iii) Are they able to integrate the use of ICTs in mediation plurilingual tasks? In order to answer our RQs, we designed specific tasks to be performed by teachers of the Italian and Spanish contexts and a survey to be

completed by all participants about the task performance process and result. Both, the results from participants' task performance and the survey responses, have been analysed from a quantitative and qualitative point of view. All the data were collected within the TEMPLATE project⁴⁹.

Keywords: teacher education, mediation, ICTs, language learning, TEMPLATE project

1. INTRODUCTION

The main aim of the present article is to analyse the ability to integrate mediation and ICTs of Spanish and Italian pre-tertiary education teachers who are studying to become language teachers or content teachers in the CLIL context. The topics of mediation and ICTs have been already studied in the academic literature, but mainly separately. Indeed, to our knowledge, there is no academic investigation about the combination of both of them and more specifically when approaching plurilingual task design.

Mediation is an important factor in language learning. Indeed, in order to acquire knowledge, this knowledge should be mediated (Daftarifard & Birjandi 2017). Recently, mediation has been defined in the Companion Volume (CV) of the Common European Framework of Reference for Languages (CEFRL). The first version of the CV was indeed published in 2018, with the aim of updating the 2001 CEFRL by taking into account the new characteristics of current societies. In order to reach this aim, new scales and descriptors were added in the updated version of the CV. Some of them are related to mediation, since they describe various mediation activities and strategies. Mediation is defined in the CV as the act of communication that allows communication between people who are not able to communicate with each other (Companion Volume 2018). Actually, mediation was already present in the first drafts of the CEFRL (1996) as a communicative language activity. In the official CEFRL (2001) mediation was also present but considering as mediation strategies only interpretation and translation (Piccardo 2020). Later on, since our societies are increasingly globalised, and therefore the ability to mediate is fundamental for a citizen (Council of Europe 2015), the Council of Europe decided to include the concept of mediation in the CV, in the category

⁴⁹ European Project (Erasmus+ K201) Template - TEchnology-Mediated PLurilingual Activities for (language) Teacher Education (<https://templateplurilingualism.eu/>) Ref. 2020-1-IT02-KA201-079553

“communicative language activities” with 14 scales in the category “mediation activities” and with five scales for “mediation strategies”. Figure 1 below illustrates the mediation scales of the CV.

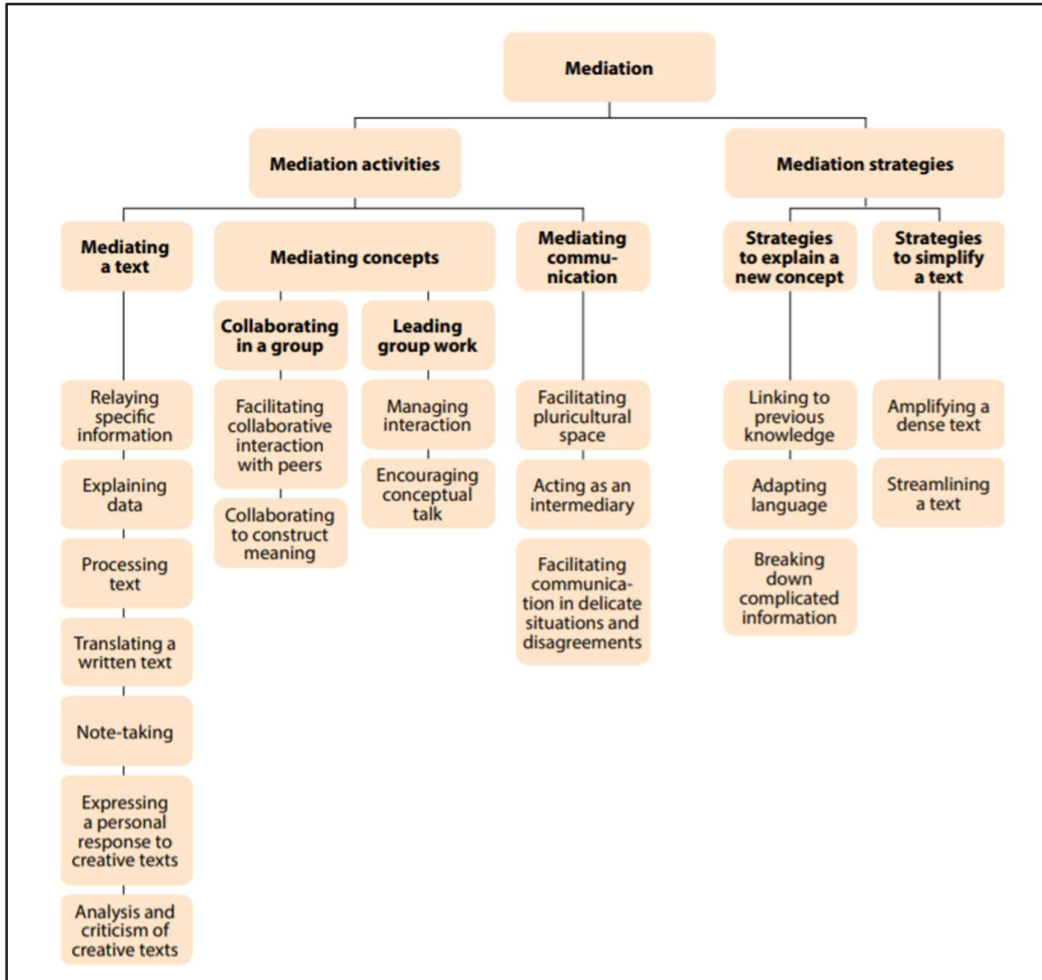


Figure 1. Mediation Scales in the CV (Council of Europe 2020, 90)

Another aspect on which European institutions have recently been focused is the digital competence, i.e., the necessity to be able to use digital technologies to communicate. Indeed, nowadays there is an increasing tendency for example to include distance learning (Nurieva & Garaeva 2020) and mobile learning (Jalilifar & Mashhadi 2013) in the educational process. Accordingly, the CV also includes the concept of online interaction, with two descriptor scales: “online conversation and discussion” and “goal-

oriented online transactions and collaboration”. These scales focus on the ability to communicate in an online context.

In addition to the CV, the European Commission provided a document specifically focused on technology and education: the European Framework for the Digital Competence of Educators (DigCompEdu⁵⁰). It was published in 2017 with the objective of helping “Member States in their efforts to promote the digital competence of their citizens and boost innovation in education” and to respond to the need for educators of digital competences specific to their profession (Redecker & Punie 2017, 7-8).

The document was created because technologies are nowadays ubiquitous and have changed most aspects of our lives (e.g., communication, job market, leisure, private life, and the way of thinking and behaving). Nevertheless, teachers and students still do not possess the adequate skills to use technologies in a conscientious and effective way (Redecker & Punie 2017). The DigCompEdu has a similar structure to CEFRL since it includes six levels of competencies, from A1 to C2, being A1 (newcomer), A2 (explorer), B1 (integrator), B2 (expert), C1 (leader), C2 (pioneer). There are 22 educator-specific digital competences, divided into three categories. Figure 2 describes the competences and their categories as well.

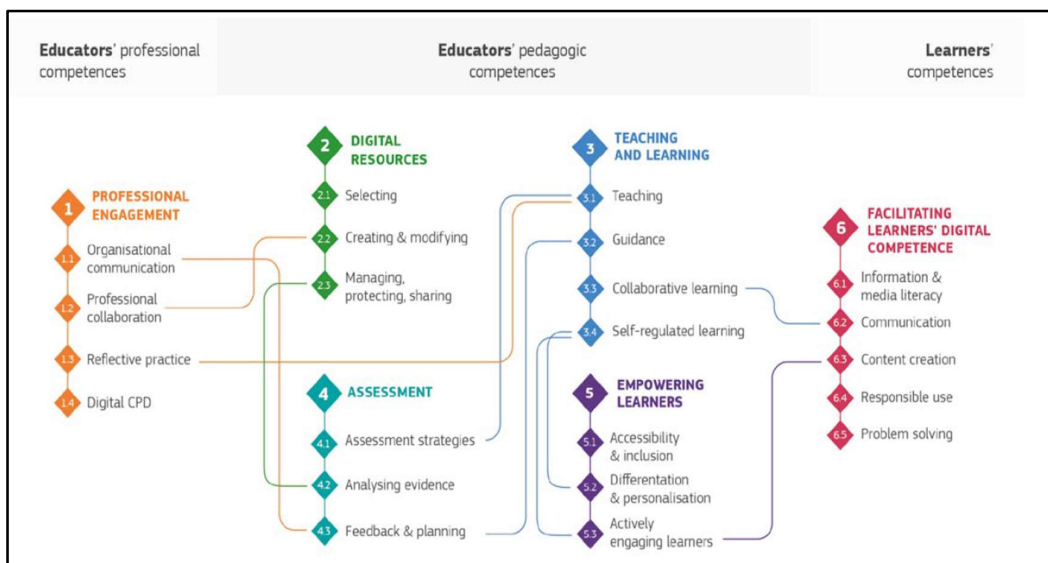


Figure 2. Competences in DigCompEdu (Redecker & Punie 2017, 16)

⁵⁰ https://joint-research-centre.ec.europa.eu/digcompedu_en

This is a fundamental document for teachers and educators since they need specific educator digital competences when teaching (Redecker & Punie 2017). Nowadays, they still need to learn how to select the most suitable resources for their learning objectives and their classes (Redecker & Punie 2017). In addition, they also need to facilitate learners' digital competence by enabling them to use ICTs for communication, information well-being and problem-solving. For this reason, the DigCompEdu also includes the area "Facilitating Learners' Digital Competence" (Redecker & Punie 2017).

Because of teachers' difficulty to include ICTs in their courses and after the publication of the DigCompEdu, the academic research increased the investigation on the role of technology in class. For example, an Erasmus+ funded project was carried out about this topic: "Digital Competence in Teacher Education" (DiCTE). The project was coordinated by the Oslo Metropolitan University, and it involved other four partners: the University of Limerick, the University of Malta, the University of Oslo and the University of Valencia. The project focuses "on the need to enhance ICT in teaching and learning in teacher training programs"⁵¹. The DiCTE project developed an in-depth analysis of the literature review about educator professional digital competence, defining it as:

Professional digital competence (PDC) entails a double challenge for teachers: While they, like other professionals such as engineers, lawyers, or nurses, need to be proficient in using digital technologies (ICT) for certain professional tasks, their main challenge is to foster productive and relevant use of ICT among their pupils (McGarr & McDonagh 2019, 3)

Another objective of the project was the investigation of the reasons for a poor level of digital competence among teachers. The conclusion was that it is caused by the existing gap between the poor pedagogical training of pre-service teachers, the reality of schools together with the lack of digital competence training in the pre-service and in-service training courses (McGarr & McDonagh 2019).

To conclude, in accordance with the CV and the DigCompEdu, mediation and technology have an important role in language teaching and learning. Nevertheless, and to our knowledge, the academic literature about the integration of ICTs and mediation is

⁵¹ <https://dicte.oslomet.no/about-the-dicte-project/>

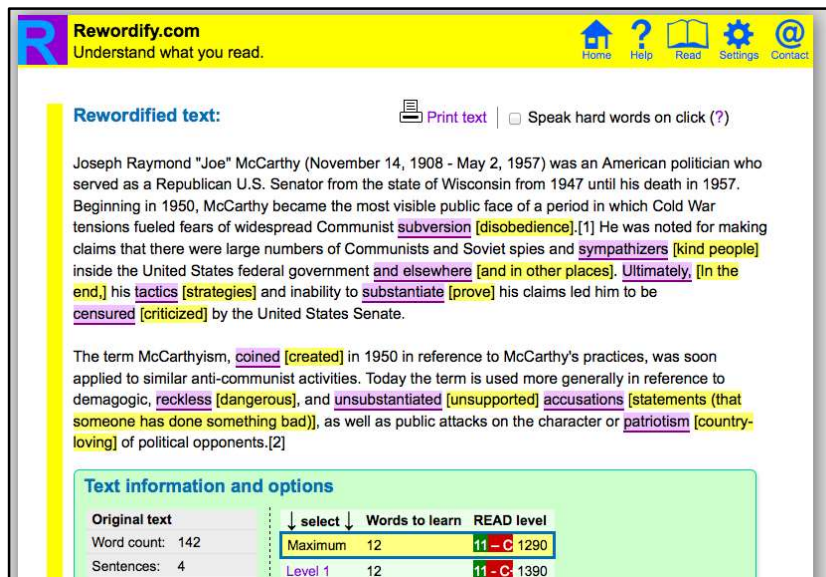
still very scarce. In the next section, some tools that can be used to mediate in class or to teach mediation will be presented.

1.2 Mediation and technology

In this section, some digital tools to teach mediation will be described. As already said and to our knowledge, there is no academic research on the integration of mediation and ICTs. Nevertheless, some teacher training focused on this topic has been provided. For example, there is the online webinar held for Pearson by Cinganotto (2020) entitled *How to teach mediation online*. In this event, Cinganotto trains teachers on mediation also providing teachers with examples of digital tools to be used in class to mediate and to teach how to mediate. Some of them are:

- Rewordify

It is a website that provides users with suggestions for easier rephrasing, allowing to mediate a written text through simplification. In Figure 3 an example of re-written/mediated text is presented.



Rewordify.com
Understand what you read.

Home Help Read Settings Contact

Rewordified text: [Print text](#) | Speak hard words on click (?)

Joseph Raymond "Joe" McCarthy (November 14, 1908 - May 2, 1957) was an American politician who served as a Republican U.S. Senator from the state of Wisconsin from 1947 until his death in 1957. Beginning in 1950, McCarthy became the most visible public face of a period in which Cold War tensions fueled fears of widespread Communist subversion [disobedience].[1] He was noted for making claims that there were large numbers of Communists and Soviet spies and sympathizers [kind people] inside the United States federal government and elsewhere [and in other places]. Ultimately, [In the end,] his tactics [strategies] and inability to substantiate [prove] his claims led him to be censured [criticized] by the United States Senate.

The term McCarthyism, coined [created] in 1950 in reference to McCarthy's practices, was soon applied to similar anti-communist activities. Today the term is used more generally in reference to demagogic, reckless [dangerous], and unsubstantiated [unsupported] accusations [statements (that someone has done something bad)], as well as public attacks on the character or patriotism [country-loving] of political opponents.[2]

Text information and options

Original text	↓ select ↓	Words to learn	READ level
Word count: 142	Maximum	12	11 - C 1290
Sentences: 4	Level 1	12	11 - C 1390

Figure 3. Rewordified text with Rewordify (hystorytech website)⁵²

⁵² <https://historytech.wordpress.com/2013/12/19/rewordify-levels-text-demystifies-primary-docs-and-makes-your-life-easier/>

- Ludwig.guru⁵³ is a corpus-based resource. It provides users with suggestions for rewording and with contextualized examples for the sentences searched.

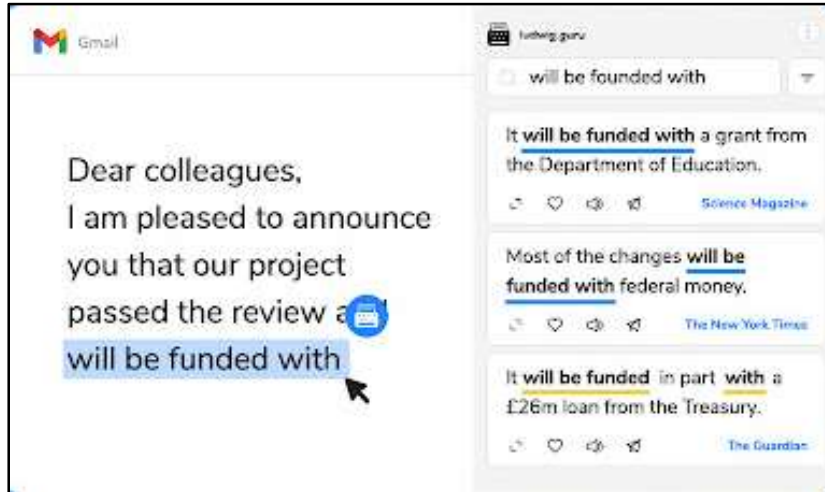


Figure 4. Examples of contextualised examples provided by Ludwig website



Figure 5. Example of translation in context provided by Ludwig website

- Evernote⁵⁴, Google documents⁵⁵ and Etherpads⁵⁶. These are programs used for note-taking (i.e. a mediation activity) and they also give the possibility to add non-verbal text (such as images and sounds). In addition, collaborative work is also possible since they are accessible by different users at the same time online.

⁵³ <https://ludwig.guru/>

⁵⁴ <https://evernote.com/>

⁵⁵ <https://docs.google.com/>

⁵⁶ <https://etherpad.org/>

- Etwinning, the European School Education Platform,⁵⁷ is a platform that allows participants to join in collaborative projects, affording mediation in experiences of cooperative learning.

1.3 Spain

In the previous sections, the European recommendation, documents, projects and resources about mediation and technology have been described. In the present section, we will focus on the Spanish context concerning mediation and technology, and we will present the research carried out with Spanish teachers. Concerning mediation, this topic still needs to be completely included in schools. Along this line, Nadales and Valderrama (2020) investigated the implementation of mediation in the *Escuelas Oficiales de Idiomas* (EOI—Official Language Schools). They concluded that teachers still need to be trained on mediation. Indeed, teachers find it difficult to teach and assess mediation, mainly because of the scarce availability of materials and evaluation criteria. The scarce availability of material in Spain (but also in Italy) was described in Ciaramita and Fortanet-Gómez's study (2022). In this study, four English and French language schoolbooks for Secondary Education were studied, focusing on the presence of multimodal mediation. The study demonstrated that language textbooks contain significant multimodal elements that can help teachers to use and teach mediation, however, mediation is rarely explicitly mentioned. They concluded that coursebooks do not offer sufficient and effective guidance on mediation teaching.

Regarding technology in schools, it is important to underline that many years before the publication of the DigCompEdu the Spanish government focused on the use of technologies in education. Indeed, in 1985, the Atena and Mercurio projects⁵⁸ were nationally sponsored: the aim of the projects was to include digital tools in education. Despite the national nature of the projects, because of the political structure of Spain, each region was autonomous in the implementation of the inclusion of ICTs, and this resulted in a heterogenous implementation and success of these two projects. Ten years later, the Ministry of Education progressed in the inclusion of ICTs in education by offering Internet connection, web spaces and institutional accounts in Spanish schools.

⁵⁷ <https://school-education.ec.europa.eu/en/etwinning>

⁵⁸ https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=18286

Later on, in 2012, the Digital Culture Plan in School was initiated. Its aim was to introduce the concept of digital competence for teachers and to improve it. The Plan was created as a response to the poor pre-service teachers training about digital practices (McGarr, Mifsud & Rubio 2021). Afterwards, in 2013, Spain was classified as the country offering the highest number of digital competence training hours per teacher. Nevertheless, teachers still felt not sufficiently prepared for integrating these tools in education (McGarr & McDonagh 2019).

After having described the Spanish situation, in the next section the Italian one will be described.

1.4 Italy

Alike Spain, academic research about mediation in Italy is still scarce. Nevertheless, important research is the one conducted by Piccardo (2020) in which she underlines the importance of mediation offering an analysis of its presence in European official documents (i.e., CEFRL, CV). Furthermore, she also describes the role of language while mediating. Language is used as a tool for creating pluricultural space, reducing affective blocks, and building bridges towards the other. In addition, Ciaramita and Fortanet-Gómez (2022) also studied the scarce availability of efficient and explicit material to teach and use mediation in class in Italy and Spain, as described in section 1.3.

Concerning technology, again similarly to what happened in Spain, the Italian government also focused on the increase of the inclusion of ICTs in Italian Education. In 2015, indeed, the Ministry of Education Stefania Giannini presented *Il Piano Nazionale per la Scuola Digitale (PNSD)* - The National Plan for Digital School. This document was produced with the objective of guiding schools in their innovation and digital process (Ministero dell'Istruzione, dell'Università e della Ricerca 2015). The main aim of the PNSD is to introduce new digital tools to teachers, but also to transform the schools into virtual learning spaces. The PNSD includes 35 actions, divided into three areas:

- Tools;
- Competences and Contents;
- Training and Support.

The section devoted to tools aims at supplying the school system with efficient tools for digital administration, teaching and learning. On the other hand, the section

about competences and contents has the objectives of defining the competences students have to possess, supporting teachers, and involving students. Finally, the section devoted to training and support aims at training teachers about ICTs and at giving support to schools for the implementation of the plan.

Due to the importance given by the Italian government to technology, much academic research on ICTs has been carried out. For example, D'Agostino et al. (2022) studied teachers' readiness to use ICT in Italy through the analysis of the data collected by the National Institute for the evaluation of education and training system (INVALSI). The data were collected using a survey for teachers and principals of Secondary Education (grade 10). Thanks to this study, it was possible to conclude that generally teachers with permanent contracts use ICT for teaching and assessment. In addition, younger teachers and teachers of Italian as well tend to incorporate ICT into teaching. Furthermore, teachers involved in specific training on ICTs and included in development projects possess a more positive attitude through the use of ICT (D'Agostino et al. 2022).

After having described the Italian and Spanish context about mediation and technology, in the following section the research questions guiding our paper will be put forward.

2. RESEARCH QUESTIONS

This paper aims at investigating and comparing the ability of teachers in Italy and Spain to integrate plurilingualism, mediation and technology. In order to do so, three research questions have been formulated:

1. Do pre-tertiary education teachers in Italy and Spain know what mediation means? Are they aware of its importance?
2. What are their attitudes towards the use of technology?
3. Are they able to integrate the use of ICTs in mediation plurilingual tasks?

3. METHOD

3.1 The TEMPLATE Project

The present investigation was conducted within a broader project: the project TEMPLATE, a European Erasmus+ K201 project, coordinated by Università degli Studi

di Torino (Italy). Four other universities are involved as partners: Université Catholique de Louvain (Belgium), Universitat Jaume I de Castellon (Spain), Pädagogische Hochschule Schwäbisch Gmünd (Germany) and Vilniaus Universitetas (Lithuania). The acronym TEMPLATE stands for TEchnology-Mediated PLurilingual Activities for (language) Teacher Education. The main aim of the project is “strengthening the professional competence of pre- and in-service teachers who want to fully implement the recommendations of the Council of Europe for the use of plurilingual approaches in language education”.⁵⁹

Mediation is particularly relevant for the project, since the teaching of it is part of the recommendation of the Council of Europe. In addition, mediation is a language activity related to plurilingual contexts. Furthermore, this research also deals with technology as the TEMPLATE project also does.

In particular, the data for this research was collected during two training events organized within the TEMPLATE project. The first one was the first multiplier event of TEMPLATE, that took place in UJI (Universitat Jaime I, Spain) on the 30th of November 2021. During this event, a workshop about the integration of ICTs and mediation was held. The workshop lasted one hour and was entitled “Linguistic Mediation: how to include it in our classes”.

The second event consisted of a workshop on mediation conducted at UNITO (Università degli Studi di Torino, Italy). It took place in February 2022 and lasted 1,5 hours. It was part of the university course “Approaches to Language Teaching”, which is part of the second and last year of their degree in Foreign Languages and Literature.

Both workshops were addressed to teachers, and they followed a similar structure with three differentiated parts:

- a survey about mediation
- training on mediation
- a group work in which teachers had to perform a task about the integration of ICTs in mediation exercises.

⁵⁹ <https://templateplurilingualism.eu/>

3.2 Participants

The total pool of participants in the Spanish event consisted of 52 people. 75% (n=39) of them were pre-service language teachers. The others were in-service teachers or university teachers. Figure 6 presents a graph about the profile of the participants.

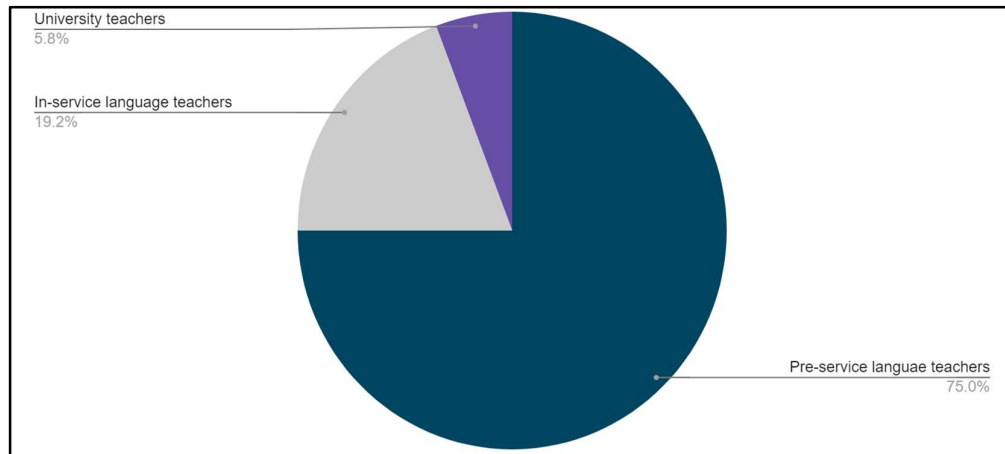


Figure 6. Profile of Spanish participants

Figure 7 shows a graph about the age of the participants. The majority of them (59,6%) were between 21 and 25 years old. 23,1% were between 26 and 30 years old, while 11,5% were between 31 and 40. 3,8% were between 41-50 and only one person was more than 50.

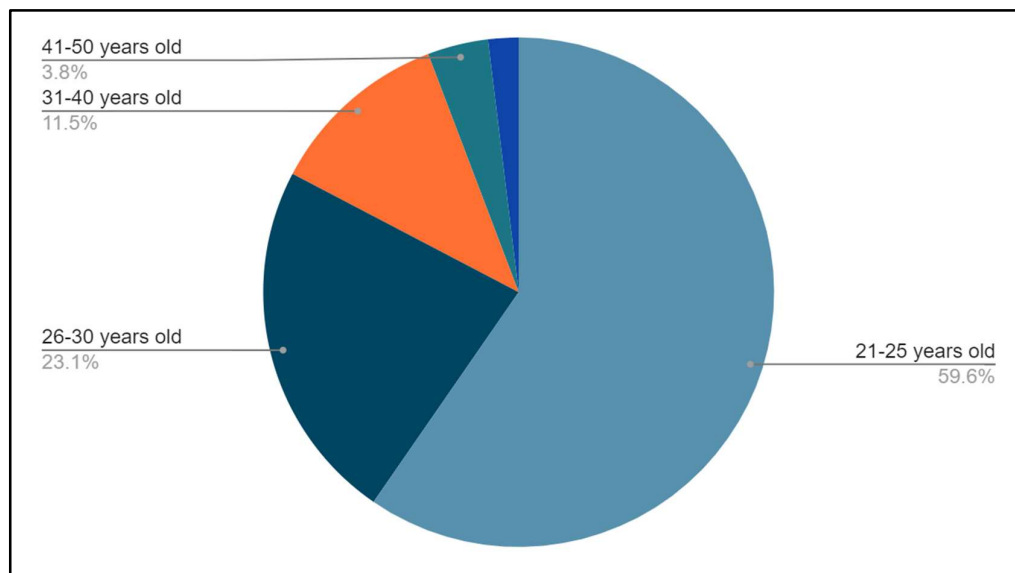


Figure 7. Age of Spanish participants

Concerning the Italian workshop, the total pool of participants consisted of 23 pre-service teacher students attending the second and last year of their degree in Foreign Languages and Literature. The average age of the students is 22 years old.

In this paper, the participants will be indicated with PSN for Spanish participants (e.g., PS1, PS2, PS3, etc.), and PIN for Italian ones (e.g., PI1, PI2, PI3, etc.). Since the participants worked in groups, the groups will be indicated with GSN and GIN (e.g., GS1, GS2, GI1, GI2 etc.).

3.4 The survey

In order to collect qualitative and quantitative data, a survey was designed and distributed using Google Forms. The questionnaire was administered at the beginning of the workshops. It had to be answered individually and around 15 minutes were allocated for its completion. It contained 6 main questions. One was about the definition of mediation (“Give a definition of mediation”), while another one was about the importance of including mediation in language courses (“According to you, why is it important to include mediation in the curriculum?”) Both questions help us to find out about participants’ previous knowledge on mediation and how it could be taught in a language class. The last four questions were aimed at checking whether participants were able to recognise a mediation exercise. For each exercise participants had to select one of the three options provided:

- This exercise is not about mediation.
- This exercise is about cross-language mediation (mediation among different languages).
- This exercise is about intra-language mediation (mediation using one language).

Figures 8, 9, 10 and 11 represent the exercises selected for the study.

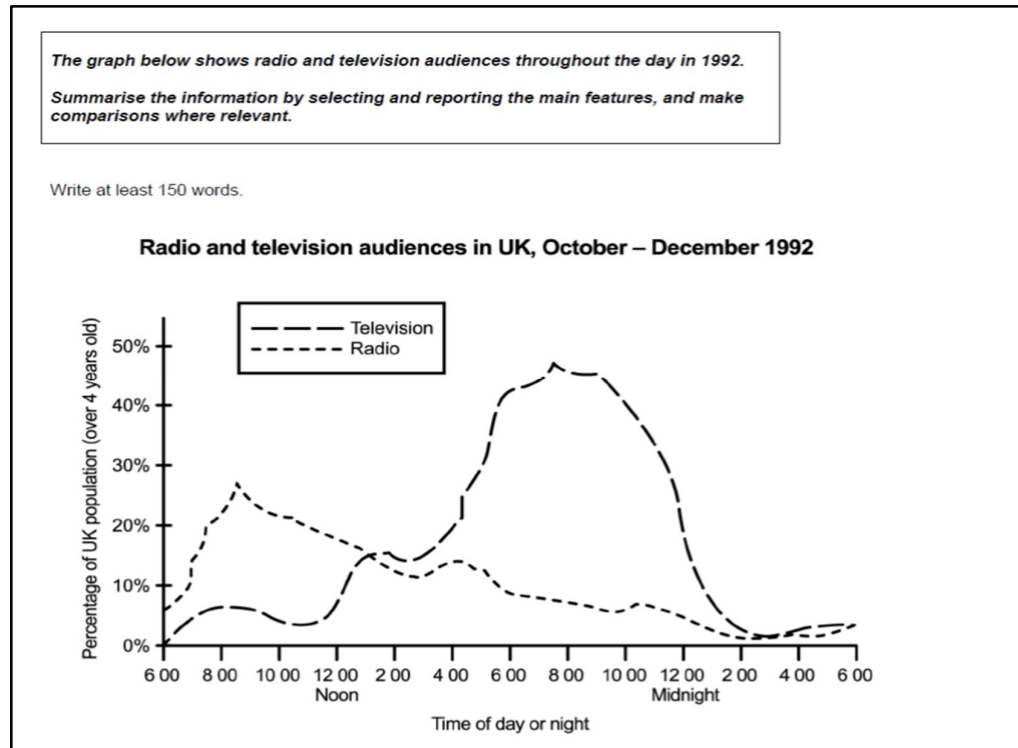


Figure 8. Intra-linguistic mediation exercise, IELTS writing exercise⁶⁰

The exercise in Figure 8 is an intra-linguistic mediation activity: the student should mediate some information given in English and in a non-verbal form (a graph) into a written text in the same language.

Your friend, Chris, has invited you to a special party which he is organising for your college teacher.

Write an email to Chris. In your email, you should

- accept the invitation
- suggest how you could help Chris prepare for the party
- ask Chris for some ideas for a present for your teacher.

Figure 9. Exercise not about mediation - PET writing exercise⁶¹

The exercise above is not about mediation: the students should write an answer to an email providing new information and not mediating given information.

⁶⁰ <https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-pdf>

⁶¹ <https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

Just after a night spent at the disco, you and your friends decide to take a breath test before driving. The instructions of the test are in French. You have to explain how to take the test to an Italian friend

Figure 10. Cross-linguistic mediation exercise (Adapted from Fanara 2019, 20)

The task above is a cross-linguistic mediation exercise: students must mediate information received in French, using another language (i.e., Italian).

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 **A** hope **B** decide **C** want **D** expect

Answer: **0**

San Francisco

Whatever you **(0)** for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no **(26)** then that the city is among the world's **(27)** tourist destinations. **(28)** many people live there, San Francisco **(29)** more like a small town than a city of more than 4 million people. Its **(30)** on the water, its parks, and its hills all **(31)** that you can never see further than a few blocks.

Figure 11. Exercise not about mediation - PET reading⁶²

Finally, this last exercise is not a mediation activity, since students should complete the cloze using the options provided.

⁶² <https://bemasteracademy.com/psicotecnico/pet-reading-part-5/>

3.5 The tasks

After having answered the questions and followed the explanation about mediation, the participants, divided into groups, had to perform a task. Spanish participants were distributed in 11 groups of around 3-5 participants each, the same number of groups was organized in Italy. The main aim of the task was not only to evaluate teachers' attitudes and knowledge towards the use of digital tools, but also their ability to integrate them in some practical exercises on mediation-based plurilingual tasks. In Spain, two different mediation exercises were proposed: one for primary school level and another one for secondary school level. The groups had to work only on one of them of their choice according to their expertise. They were exercises about cross-linguistic mediation. The first one was from English to Spanish. The students had to transform a written but also non-verbal (visual) input into an oral text (Figure 12).

Alex and Lara will soon be two new English students in your class. You read their description (in English) and you orally describe them to your class using Spanish.



ALEX has got SHORT , straight hair and dark skin. His eyes are SMALL and he has got a big smile .	
LARA 's hair is BLOND and curly . Her skin is pale . Her eyes are SMALL and she has got a big smile .	

Figure 12. Task primary school (Spain)

The task shown in Figure 12 involves two languages: English and Spanish. The student receives two written descriptions of new classmates in English, and they must describe the new students in Spanish orally. This task is about cross-linguistic mediation, since students must mediate a written input (the description written in English and the images) into an oral output using a different language, i.e., Spanish. On the other hand, the second proposed exercise was for secondary school and required students to transform a visual and written text in Catalan into a written text in English (Figure 13).

Estàs participant a un intercanvi ERASMUS i l'estudiant que ha d'anar a tu casa t'ha preguntat sobre les normes d'ús de la mascareta a l'institut.

Mira la infografia següent i escriu un correu electrònic en anglès informant al teu amic de tot allò que consideres important:

The image shows a screenshot of an email composition interface. The email header includes fields for 'From', 'To', and 'Subject'. Below the header is a rich text editor with various formatting options like bold, italic, underline, and text color. A 'Send' button is visible at the bottom left of the editor.

Below the email interface is an infographic titled 'MASCARETES EN L'ETAPA ESCOLAR NO UNIVERSITÀRIA' (Masks in Non-University School Stages). The infographic is presented as a board with a wooden frame and a red pushpin in the top left corner. It features the 'Ta x Mi' logo in the top left and the 'GENERALITAT VALENCIANA' logo in the top right. The infographic is organized into a table with three columns: 'INFANTIL', 'PRIMÀRIA', and 'ESO / BATXILLER / FP'. The rows represent different school activities: 'AULA', 'TRANSPORT ESCOLAR', 'MENJADOR', 'SESSIONS D' ACTIVITAT FÍSICA', and 'PATI'. Below the table, there are sections for 'HIGIÈNQUES REUTILITZABLES O DE TELA' (Hygienic reusable or fabric) and 'QUIRÚRGIQUES' (Surgical), each with specific recommendations and standards.

	INFANTIL	PRIMÀRIA	ESO / BATXILLER / FP
AULA	No és obligatòria. Es recomana si la incidència epidemiològica és alta.	Obligatòria encara que s'iguen Grups de Convivència Estables (GCE) o hi haja distància de 1,5m.	Obligatòria
TRANSPORT ESCOLAR	Recomanable	Obligatòria	Obligatòria
MENJADOR		Obligatòria en l'entrada i sortida. Només es llevarà durant el menjar mantenint distància de 1,5m.	
SESSIONS D' ACTIVITAT FÍSICA		No és necessari portar-les en GCE. Sessió sempre a l'aire lliure i amb distància.	
PATI		Obligatòria	Obligatòria

Professorat sempre ús obligatori de mascareta

HIGIÈNQUES REUTILITZABLES O DE TELA

- Recomanades per al l'etapa escolar: protegen, milloren la respirabilitat i són més sostenibles.
- Has de complir les especificacions UNE 0064, UNE 0065 o UNE-CWA 17553:2020 en l'etiquetatge.

QUIRÚRGIQUES

- El mercat CE assegura que compleix la legislació.
- La referència a la norma UNE EN 14683 assegura que compleix l'estàndard de qualitat.

Figure 13. Task secondary school (Spain)

The task for secondary school also involves two languages (both in their written form): Catalan and English. Visual information is also included. This task is also focused on cross-linguistic mediation, since students have to mediate the input (the text in Catalan and an infographic about the use of masks at school) by writing an email in another language, i.e., English, for an incoming Erasmus student.

Concerning the Italian workshop, only one task for Secondary education was proposed to the groups.

Stai partecipando a uno scambio Erasmus e lo studente che sarà ospitato a casa tua ti ha chiesto quali sono le regole anti-Covid da rispettare all'interno dell'istituto.

Guarda la seguente infografica e scrivi una email in inglese in cui informi lo studente sulle regole.

[You are part of an Erasmus exchange. The student who will be staying at your home asked you about the anti-covid rules of your school.

Have a look at the infographic and write an email in English to inform him about these rules]



Figure 14. Task secondary school (Italy)

The task above is also built up on cross-linguistic mediation. Indeed, students had to elaborate this input (i.e., visuals and a written text in Italian about the rules to go to schools during Covid), and write an email in English through mediation.

In both cases (Italy and Spain) The aim of the group work was to enrich the proposed task with the use of digital tools. In order to do so and make participants reflect on the process of the task elaboration, two questions were included in the exercises:

- 1) Which ICT tools can be used to perform the task?
- 2) What is the benefit of using these tools in such task?

4. RESULTS

The present research aims at investigating Italian and Spanish teachers' knowledge of the definition of mediation, their awareness of its importance, and their ability to integrate ICTs and mediation in a pedagogical proposal for teaching languages. This section presents the qualitative and quantitative results collected in the study from both the survey and the tasks administered in both contexts: Spain and Italy. Concerning the answers collected in Italy, the participants had to answer in English, while in Spain they could use the language they prefer (mainly English, Spanish or Catalan).

4.1 Research Question 1

Regarding RQ1 (i.e., *Do pre-tertiary education teachers in Italy and Spain know what mediation means? Are they aware of its importance?*), we have analysed the Italian and Spanish teachers' answers to questions 1 and 2 from the survey. Quantitative and qualitative results have been considered in this case.

4.1.1 Spanish answers to RQ1

Concerning the Spanish context, most of the participants (n=48) demonstrated knowing what mediation is. Indeed, 48 definitions, out of 52 received, were considered correct when compared to the one proposed by the CV. In this sense, 20 definitions were related to conflicts and (dis)agreements. For example, PS1 wrote this definition:

«Discipline that is responsible for carrying out strategies in personal relationships to reach agreements» (P1)

On the other hand, 15 participants proposed a definition of mediation related to communication, while six teachers related it to language, as for example the ones shown below:

«Facilitation of communication, transmission of information between two people» (PS2)

«If we talk in terms of linguistics, mediation would be the tool used to interact between two or more people that don't speak the same language (they can't communicate with each other)» (PS3)

Finally, three definitions included the concept of bridge and three more the one of text:

«Guía y puente entre dos partes» (PS4)

«La mediación lingüística es, a partir de un texto complejo, resumirlo seleccionando la información más importante y parafraseando determinados puntos, aclarando las partes complejas y adaptándolo al interlocutor.» (PS5)

Regarding the importance of mediation, 48 of the Spanish participants were able to provide elaborated answers on why it is important to include mediation in lessons. 22 of them stated that mediation should be included in the curriculum in order to facilitate language learning as shown in PS5's answer:

«Es una manera de asegurarse que el aprendiz ha consolidado los conocimientos aprendidos y fijados en el currículo.» (PS5)

19 participants, instead, answered that mediation is relevant in current societies and in social life. PS6 can be considered an example:

«[...] we live in a world of emigration and immigration and wherever we live there will be languages in contact which also includes cultures in contact, therefore it is necessary to learn how to mediate in order to communicate successfully.» (PS6)

Finally, for nine participants it is important to teach mediation as a strategy to resolve conflicts:

« Because it is important to know how to resolve certain situations». (PS7)

Spanish participants demonstrated knowing the definition of mediation and being aware of its importance. Nevertheless, they were not always able to recognize the

mediation exercises included in the survey. 63% (n=33) of the teachers did not recognize that the exercise in Figure 8 was about mediation (i.e., intralinguistic mediation). On the other hand, almost all of them (90%) recognized the one in Figure 10 (i.e., cross-linguistic mediation). Concerning the one in Figure 9 (i.e., not mediation), almost 60% wrongly described it as a mediation exercise, while 71% of them recognized the one in Figure 11 as an exercise not about mediation.

After having described Spanish answers, we will describe the Italian data in the next section.

4.1.2 Italian answers to RQ1

Concerning the definition of mediation, similarly to what happened in Spain, most of the participants provided a correct definition. 17 definitions out of 23 are indeed correct and consistent with the definition of the CV. For example, three answers were related to the concepts of conflicts and (dis)agreements as the one shown below:

«Mediation is a process in which two parts have to come to an agreement» (PI1)

On the other hand, eight definitions were linked to the concept of communication:

«Facilitating problematic communication between two or more parties unable/unwilling to communicate» (PI2)

Four answers were instead about language:

«Mediation is when we use the language to explain something to someone who does not speak the same language» (PI3)

Finally, two definitions were about the idea of bridge:

«Mediation is the process of building a cultural bridge between two parts (individuals, or one person and an audience) in order to make a piece of information, an idea, a meaning comprehensible» (PI4)

Concerning the importance of including mediation in the curriculum, 15 of the Italian participants were able to motivate it. In this sense, six of them stated that mediation should be included in order to facilitate education in general or, in particular, the learning of languages:

«It is important because nowadays groups of students at school are more and more heterogeneous, so there may be some situations in which it is necessary to mediate.»

(PI1)

On the other hand, seven participants stated that it is important to include mediation because it is now fundamental to be a mediator in societies and everyday life as it can be seen in PI13 below:

«In my opinion, in the real world, an occasion may arise that we need to explain, translate or interpret something for someone.» (PI3)

Even though 17 teachers know the definition of mediation and 15 of them were aware of its importance, not all of them were able to recognize the mediation exercises of the survey. Indeed, 43,5% (n= 10) of the participants did not recognize exercise in Figure 8 (i.e, intralinguistic mediation) as a mediation activity. All of them, instead, recognized the mediation exercise in Figure 10 (i.e., cross-linguistic mediation). Moreover, 82,6% (n= 19) of the participants wrongly identified the exercise in Figure 9 (i.e., not a mediation activity) as a mediation exercise, and the same number of participants recognized the activity in Figure 11 was not a mediation exercise.

4.2 Research Question 2

RQ2 focused on teachers' attitudes on the use of technology in class (i.e., *What are their attitudes towards the use of technology?*). In order to answer RQ2, participants' answers to the question "What is the benefit of using these ICT tools?" were analysed. This question was part of the group task and they had to explain the reasons why they selected some specific digital tools to adapt the mediation task to a digital context.

4.2.1 Spanish answers to RQ2

All the Spanish participants were able to answer this question using informed justifications. For example, they justified their choice concerning the use of ICTs to their motivating effect on children in school as it can be seen in the following example:

«These tools will increase the students' motivation, as ICTs are more appealing to them than writing the email on a sheet of paper. Thus, they will be more engaged in the activity» (GS1)

Other groups showed their concern about the importance of using digital tools in their teaching in order to provide students with training on digital skills as well as the necessary preparation for academic or professional life, as it can be seen in the following quotes from groups:

«Students will be able to acquire digital skills and competence» (GS2)

«Learning to use new ICT platforms and devices [...] can be useful for their future academic and professional career» (GS3)

GS4 also mentioned the further possibilities ICT could afford students such as the participation in Virtual Exchange learning and teaching experiences:

«The main benefit of using these tools is that it allows you to be in touch with people from different places with only one click». (GS4)

Finally, only one group was able to relate mediation and ICT:

«La información será más clara. Al ser más visual será más fácil de entender». (GS5)

4.2.2 Italian answers to RQ2

Concerning the Italian context, all 23 teachers were able to motivate their choice of ICTs in order to adapt the task. Some justifications were related to the fact that ICTs are of an easy access:

«Instagram is a wide-spread social media and easy to access for everyone. »

(G11)

or also

«Images are immediate and at-hand whenever and wherever you want» (G11)

Furthermore, some groups focused on the motivation and involvement that can be increased using technology:

«Reels and short videos can be a fun activity [and] [...] a better way to communicate with younger audiences» (G12)

«PREZI to create something interactive, amusing, and appealing» (G13).

Finally, some groups provided pragmatic reasons, focusing on cooperation or on the possibility to produce more correct final products:

«Google Drive can be useful to share documents» (G14)

«[...] in order to produce a text that is grammatically correct and coherent» (G13)

4.3 Research Question 3

RQ3 was *Are they (the participants) able to integrate the use of ICTs in mediation plurilingual tasks?*. In order to answer this question, we analysed the tasks performed by the, in particular their answers to the question “Which ICT tools can be used to perform the task?”

4.3.1 Spanish answers to RQ3

The analysis of Spanish tasks showed that participants selected different tools for the different phases of the task. Some of the groups (four) focused on the pre/post task phases and selected tools to help in the learning or revision of vocabulary (e.g., interactive games, online worksheets) or tools to perform a brainstorming activity (e.g., Padlet). One group, on the other hand, selected ICTs for collaborative learning and peer evaluation. For example, GS6 who proposed the following steps and tools:

«Step one: Students create a shared text processor document (possible platforms: Google Docs, OneDrive)
Step two: Students discuss how to carry out the task via video conference
Step three: Students carry out peer evaluation by revising each other’s contributions and adding notes in different colours» (GS6).

Eight groups selected tools for the task itself. Some tools are:

- *Canva* to prepare a new infographic
- *Filmora* to prepare a video
- *Pixton* to create comics
- *Twitter* to summarize the text
- *Online dictionaries* for lexical appropriateness
- *Grammarly* to produce a text grammatically correct

4.3.2 Italian answers to RQ3

The results from the Italian tasks showed that participants were able to select adequate ICTs. Only one group was not successful in the choice of the tools, or at least it was not able to motivate its selection. The other groups selected different tools and classified them according to the different phases of the task. Most of the groups (nine groups) focused only on the task itself. They selected tools to make the text more visual (e.g., Instagram/Prezi) or to improve the effectiveness and correctness of the text (e.g., Grammarly). Four groups selected programs for the pre-/post-task activities (e.g., Mentimeter to elicit vocabulary; Youtube, Quizlet, Kahoot, and the British Council website to present the vocabulary, collocations, and rules for sentence structure). One group selected tools to facilitate cooperative learning (e.g., video conference programs, shared documents, Google Drive, and Google Classroom).

4.4 Similarities in the Italian and Spanish contexts

After having described the results obtained in Italy and Spain, in this short section, the similarities of the two contexts will be described. As described above, in both Italy and Spain, pre-tertiary education teachers are prepared to use technology and therefore were able to integrate it in the task proposed, using various ICTs with different but always pertinent and useful aims. Nevertheless, in both contexts, the teachers did not focus on the help that digital tools can provide to students in order to mediate. Indeed, concerning mediation, teachers were generally able to define it and to explain why it is important to include it in classes, but they demonstrated a poor ability to recognize mediation tasks and to integrate mediation and technology.

5. DISCUSSION

The present paper had the aim of analysing Spanish and Italian pre-tertiary teachers' attitude towards the use of technology and mediation and their ability of combining the two in plurilingual tasks. The combined qualitative and quantitative methodology used was effective in order to answer the RQs. As stated in section 1, the existing academic literature states that teachers know how to use mediation, nevertheless they are not always able to integrate it because of the gap between their training and the concrete

reality of schools (McGarr & McDonagh 2019). Nevertheless, almost all the participants (both in Italy and Spain) demonstrated to be able to use technology in class. Indeed, except one group in Italy, all the groups proposed useful ICTs for the different phases of a task (pre-task, task itself, post-task) and in some cases participants even proposed complex activities including ICT, such as virtual collaboration. Concerning the use of ICTs to facilitate mediation, only one group in Spain explicitly related their choice of ICTs with mediation. Therefore, we can say that teachers training in Spain and in Italy is now more efficient compared to what stated by McGarr and McDonagh (2019), but the difficulty of teachers to identify suitable resources for their learning objectives is still present (Redecker & Punie 2017) as shown by our results.

Regarding the study of teachers' knowledge of the definition of mediation and their awareness of its importance, the analysis of survey was an important source of data. Results showed that Spanish and Italian teachers are aware of the definition of mediation. Nevertheless, in Spain teachers showed to be more acquainted with the topic than teachers in Italy. In fact, 92% of definitions of mediation were correct in Spain while in Italy only 73% of the definitions were considered appropriate. Consequently, it can be deduced that Spanish teachers are slightly more aware of the importance of mediation and also more motivated to include it in the curriculum (92%), while in Italy this percentage is only 65%. This difference could also be a reflection of the fact that, to our knowledge, no academic research on the use and teaching of mediation have been conducted in Italy. On the other hand, in Spain there are some studies, such as the one conducted by Nadales and Valderrama's (2020), which shows that there is therefore more attention on the topic in Spain in both training and research dimensions.

Concerning the ability to recognize mediation exercises, the participants (63%, in Spain and 43,5% in Italy) were not always able to recognize them in all the cases. This clearly shows that in both cases teachers have serious difficulties in identifying effective pedagogical proposals for the teaching of mediation. The reason for this result can be due to two different reasons: i) in none of both contexts teachers have been trained to cope with mediation in their teaching and ii) the scarce availability of teaching materials on mediation competence as already pointed out by Nadales and Valderrama (2020) and Ciaramita and Fortanet-Gómez (2022).

6. CONCLUSION AND PEDAGOGICAL IMPLICATIONS FOR TEACHER TRAINING

Considering the results obtained, it is possible to conclude that the Italian and Spanish training about technology, mediation, and the combination of both should be improved. Indeed, today the use of digital tools is fundamental and necessary and therefore teachers need to have further support in the inclusion of it in their profession: the results collected reveal and confirm this urgent need. Therefore, TEMPLATE can be an adequate project to train teachers about not only the use of technology, but also the inclusion of it in the teaching and use of mediation. Indeed, one of the aims of TEMPLATE is to provide training and teaching material on plurilingual competence, focusing on mediation and technology as significant elements for an effective training for language learning. In order to fulfil this aim, some TEMPLATE teacher training modules should be proposed. In particular, they should focus on the implementation of mediation through the use of ICTs, proposing practical examples and useful material that could be re-utilized in class with modifications (when and if needed) consistent with the characteristics of the students they work with.

As with all empirical research, the present research has some limitations and presents some suggestions for future research. Regarding limitations, the number of participants is limited and unbalanced (23 Italian participants and 52 Spanish). Furthermore, the participants were mainly pre-service teachers and only working in Italy and Spain. Therefore, future research could focus more on in-service teachers and/or on comparing the results obtained with the situation in the countries of the other partners of the project TEMPLATE.

In conclusion, despite the limitations described above, the findings of the present investigation are significant to describe Italian and Spanish teachers' knowledge of mediation and technology, and their ability to integrate them in plurilingual tasks. Moreover, this investigation provides relevant elements for further research and the methodology could be replicated to reproduce the study in different contexts.

References

Ciaramita G., Fortanet-Gómez I. (2022, April 27–29). *Multimodality as a mediation strategy in foreign language textbooks* [Paper presentation]. 39º Congreso Internacional de la Sociedad Española de Lingüística Aplicada (AESLA), University of Las Palmas de Gran Canaria, Spain

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. <https://rm.coe.int/16802fc1bf>, retrieved on June 25th, 2021

Council of Europe. (2015). *Education, mobility, otherness The mediation functions of schools*, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367e>, retrieved on June 25th, 2021

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Companion Volume with New Descriptors*, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>, retrieved on June 25th, 2021

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>, retrieved on June 25th, 2021

Daftarifard, P., Birjandi, P. (2017). Impact of Mediation Types on Iranian EFL Learners' Reading Comprehension Strategies. *Journal of Research in Applied Linguistics*, 8(1), 22-45. https://rals.scu.ac.ir/article_12611.html, retrieved on April 25th, 2023

Dendrinos, B. (2006). Mediation in Communication, language teaching and testing. *Journal of Applied Linguistics*, 22, 9-35

Fanara, A. (2019). *La médiation en classe de langue, Quelques réflexions et propositions à partir des nouveaux descripteurs du CECRL*. <https://www.istitutogreppi.edu.it/sites/default/files/page/2019/2%20LINGUA%20FRANCESA%20prof.ssa%20Fanara%20%281%29.pdf>, retrieved on February 22nd, 2021

González-Davies, M. (2020). Developing Mediation Competence Through Translation, in Laviosa and Gonzalez-Davies (Eds). *The Routledge Handbook of translation and education*. Routledge, 434-454

Jalilifar, A., Mashhadi, A. (2013). Current Trends in Research on Mobile Phones in Language Learning. *Journal of Research in Applied Linguistics*, 4(2), 110-127. https://rals.scu.ac.ir/article_10541.html, retrieved on February 25th, 2023

McGarr, O., Mifsud, L., Rubio Colomer, J. C. (2021). Digital competence in teacher education: comparing national policies in Norway, Ireland and Spain. *Learning, Media and Technology*. <https://doi.org/10.1080/17439884.2021.1913182>, retrieved on July 5th, 2022

Ministero dell'Istruzione, dell'Università e della Ricerca (2015). *Piano Nazionale Scuola Digitale*. <https://www.miur.gov.it/documents/20182/50615/Piano+nazionale+scuola+digitale.pdf/5b1a7e34-b678-40c5-8d26-e7b646708d70?version=1.1&t=1496170125686>, retrieved on November 5th, 2022

Nadales Bonilla, R., Valderrama Molina, M. (2020). La mediación y su impacto en las aulas de las escuelas oficiales de idiomas. *eco. Revista Digital de Educación y Formación del profesorado*, 17. <http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Nadales2.pdf>, retrieved on November 25th, 2021

Nurieva, G., Garaeva, L. (2020). Zoom-based distance learning of English as a foreign language. *Journal of Research in Applied Linguistics*, 11 (Proceedings of the 7th International Conference on Applied Linguistics Issues (ALI 2020), Saint Petersburg, 13-14 June 2020). https://rals.scu.ac.ir/article_16344.html, retrieved on February 25th, 2023

Piccardo, E. (2020). La mediazione al cuore dell'apprendimento linguistico per una didattica 3.0. *Italiano LinguaDue*, 1, 561-585.

<https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>, retrieved on January 15th, 2021

Punie, Y., editor; Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*.

<https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>, retrieved on July 25th, 2022

Scarino, A. (2016). Reconceptualising translation as intercultural mediation: A renewed place in language learning. *Perspectives*, 24, 470 - 485

Online pages and resources

BeMaster Academy. <https://bemasteracademy.com/psicotecnico/pet-reading-part-5/>

DiCTE Webpage. <https://dicte.oslomet.no/about-the-dicte-project/>

Etherpad. <https://etherpad.org/>

Etwinning. <https://school-education.ec.europa.eu/en/etwinning>

Evernote. <https://evernote.com/intl/it>

Google documents. <https://www.google.com/intl/it/docs/about/>

Historytech.

<https://historytech.wordpress.com/2013/12/19/rewordify-levels-text-demystifies-primary-docs-and-makes-your-life-easier/>

IELTS academic writing-2015.

<https://www.cambridgeenglish.org/images/231749-ielts-academic-writing-task-1-describing-data-.pdf>

KSE Academy. <https://kseacademy.com/cambridge/b1-preliminary-pet/writing/short-message/>

Ludwig.guru. <https://ludwig.guru/>
<https://chrome.google.com/webstore/detail/ludwigguru/mddofjlamcffeigngeniglccdbfgnhh>

TEMPLATE project. <https://templateplurilingualism.eu/>

PART 3

9. DISCUSSION AND CONCLUSIONS

After presenting the five chapters dealing with the articles that form the compendium of this dissertation, in this last section a general discussion, conclusions, and proposals derived from the results will be provided.

The present thesis aims to analyse the use and teaching of mediation in education in two specific contexts (the Italian and the Spanish one) within a broader context, the *TEMPLATE* project. This Erasmus project provided the opportunities to collect qualitative and quantitative data in order to reach the aim of the investigation, through interviews, surveys, and an analysis of the tasks completed by the participating teachers. The data collected contributed to answering the four RQs of the thesis in order to generally outline the situation: in both Spain and Italy teachers know mediation, they are aware of its importance, and therefore possess positive attitudes towards it. Nevertheless, when it comes to practice, teachers find it difficult to fully include it in their curricula systematically. They still need training in implementing the use of ICTs in mediation tasks, and they are not guided in including mediation by their textbooks, since these latter marginally include this topic.

In the next subsections of this final chapter, a short discussion about each RQ will be provided, together with some suggestions for further research and pedagogical implications and proposals. The pedagogical proposal included in this thesis consists of a training course for teachers in Italy and Spain: considering the results of the present investigation some training units about the integration of plurilingual approaches, technology and mediation will be outlined.

9.1 Discussion

In this section, the discussion of each RQ is provided, through the results obtained and described in the compendium of articles.

9.1.1 RQ1. Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?

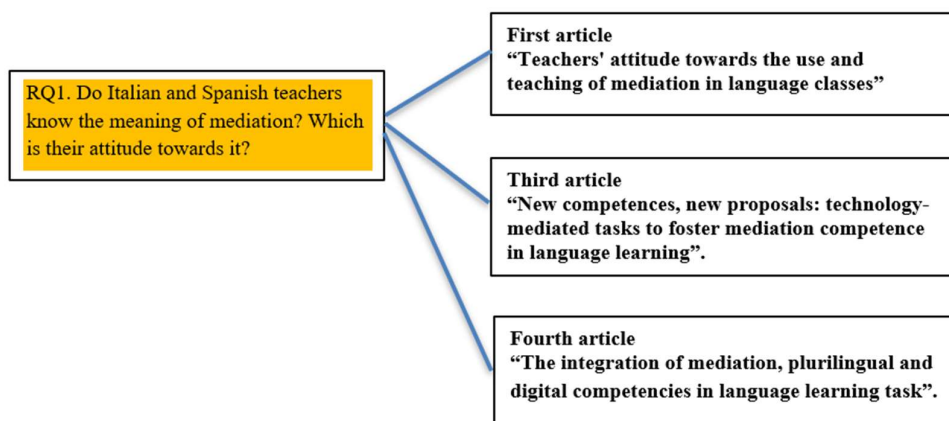


Figure 1. Relationship between RQ1 and the articles

The first aim of the present research was to investigate if Italian and Spanish teachers know the meaning of mediation and to analyse their attitudes toward it. In order to reach this objective, RQ1 was formulated: Do Italian and Spanish teachers know the meaning of mediation? Which is their attitude towards it?

Concerning the Spanish situation, the first article (“Teachers’ attitude towards the use and teaching of mediation in language classes”) and the third one (“New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”) of the present thesis provided elements of qualitative and quantitative nature to answer this RQ.

The first article analysed qualitative and quantitative data collected through a general survey provided through TEMPLATE (from which only the answers related to mediation were considered) and focus groups. In particular, the analysis of the survey allowed to conclude that teachers’ attitude towards mediation is generally positive and that they use mediation strategies in class. Nevertheless, thanks to the study of the answers received in the focus groups, it was possible to find out that the use of mediation

is not systematic (teachers use mediation only when necessary and without planning its employment in their lesson plan). They particularly use some specific strategies (non-verbal support, translanguaging, comparison of languages among others) mainly in order to facilitate teacher-student communication and student-student communication. Concerning the teaching of mediation strategies, it was possible, through the study of the qualitative outputs of the focus groups, to conclude that only rarely do they teach mediation strategies. They often focus on paraphrasing and the use of hypernyms on some rare occasions and in some specific types of courses (speaking courses), not considering all the strategies listed in the CV (see section 2.2.2) and the fact that, as stated by Behroozizad et al. (2014), there are many mediation elements/tools that can be exploited in the classroom (e.g., technology). Indeed, they do not consider group work and pluricultural space, which are very important elements related to mediation, probably because they do not link mediation and plurilingualism, as studied by Diez-Bedmar and Byram (2019). One of the reasons for the situation just described could be the scarce training received, as already described by Nadales and Valderrama (2020) and McGarr et al. (2021).

As stated before, the third article allowed to better analyse the situation, mainly through a specific survey about mediation and task analysis. The analysis of the survey confirmed that the theoretical knowledge about mediation is good, as well as the awareness of the importance of including it in language lessons. Nevertheless, it also revealed that teachers in Spain are not always able to recognize mediation exercises. Therefore, their practical knowledge is still lacking, and it was also confirmed by the analysis of the tasks completed. Indeed, in these latter, they were not able to include ICTs in plurilingual tasks in order to facilitate the use of mediation.

Concerning the Italian situation, the fourth article of the thesis (“The integration of mediation, plurilingual and digital competencies in language learning tasks”) tried to answer RQ1. The article followed a qualitative and quantitative methodology similar to the one used in the previous article concerning Spain. The survey about mediation and the task analysis were important tools to analyse the Italian situation: similar to what was observed in Spain, teachers in Italy know the definition of mediation, and they are aware of the importance of including mediation in their classes, nevertheless, they are not always able to recognize mediation tasks. Moreover, even though the teachers’ attitude towards technology is positive, their ability to include ICTs in order to teach mediation strategies is scarce. These results, for both Italy and Spain, confirm the difficulties of

dealing with plurilingualism (Solís García & Pepe 2022) and the integration of technology because of poor training (Pecoraro Scanio 2018).

9.1.2 RQ2. Are school textbooks a useful tool for teachers to teach mediation?



Figure 2. Relationship between RQ2 and the articles

After having outlined the teachers’ attitudes towards mediation in both the Italian and the Spanish context, it was considered necessary to investigate possible reasons for the difficulty of including mediation in the teaching curricula. In order to do so, school textbooks were analysed, with the aim of answering RQ2 (Are school textbooks a useful tool to teach mediation?). The second article of this thesis (“Multimodality as a mediation strategy in foreign language textbooks”) provides an answer to RQ2, through a quantitative and qualitative analysis of language textbooks used in Spain and in Italy.

In particular, the investigation focused on the presence of multimodal elements that teachers could use to employ and/or to teach mediation in class, and it led to the following conclusion: language textbooks in Italy and Spain contain multimodal elements that teachers can use to mediate, nevertheless they do not contain a sufficient number of multimodal elements that help students to learn how to mediate. Indeed, it was possible to notice the presence of non-verbal elements in particular videos that could be used to mediate, accompanying the Italian books, which were richer in non-verbal elements. Regarding the elements to teach students how to mediate, Italian books have some sections devoted to mediation but not relating it to multimodality. Spanish books also contain elements to teach mediation, in a multimodal form as well, but they tend to be only included in the complementary material. The scarce inclusion of multimodal elements to teach mediation can confirm the necessity of training on how to include multimodal elements to enhance mediation in the classroom materials as already highlighted by Nadales and Valderrama’s study (2020).

9.1.3 RQ3. Are teachers able to integrate the use of ICTs and multimodality in mediation tasks?

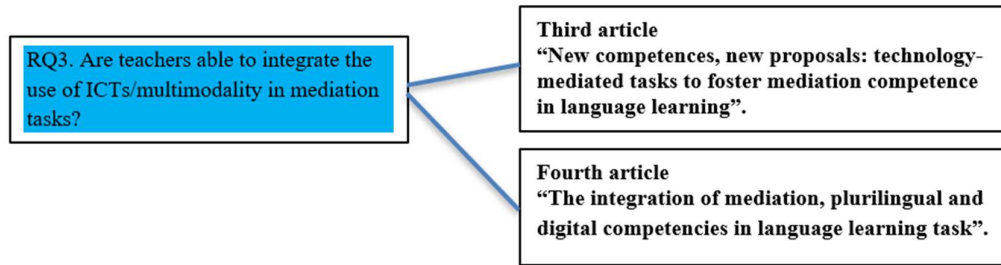


Figure 3. Relationship between RQ3 and the articles

Another aim of the thesis was to study the ability of teachers in Spain and Italy to integrate mediation and ICTs, since they are both fundamental for nowadays teaching and learning (sections 2.2-2.3). In order to investigate this aspect, RQ3 (Are teachers able to integrate the use of ICTs and multimodality in mediation tasks?) was formulated. The answer to this question can be found in the third article of the thesis (“New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”) concerning the Spanish situation, and in the fourth (“The integration of mediation, plurilingual and digital competencies in language learning tasks”) regarding the Italian one. In particular, in order to answer RQ3, it is necessary to focus on the analysis of the tasks performed by teachers. In those tasks, teachers had to integrate technology in some plurilingual tasks, including ICTs that can help the mediation process.

In both Italy and Spain, as stated above, teachers know the definition of mediation and are aware of the importance of including it in their curriculum, and they possess a good attitude towards the use of technology. This is possibly since in both Italy and Spain technology is recently more and more present in teacher training, thanks to institutions, documents and programs devoted to the inclusion of digital tools in schools and teacher training (e.g., INTEF, PNSD, DigCompEdu, CV etc.). Even so, they are not always able to include ICTs in order to teach mediation strategies: they include technology pertinent to the task and useful for the students, but it does not facilitate the use of meditation, confirming the findings of Nadales and Valderrama (2020), Ajayi (2012) and Pecoraro Scanio (2018) about the difficulties in including mediation and technology in the

curriculum. Another reason for the scarce ability to use technology to facilitate mediation could be the insufficient presence of mediation in school textbooks and teacher’s guides, as described in the paper “Multimodality as a mediation strategy in foreign language textbooks”.

These results can be related to the answer found for RQ2: the scarce presence of multimodal mediation in schoolbooks (and/or the difficulty to access multimodal mediation elements) could result in teachers’ difficulty to adapt plurilingual mediation tasks to a digital context.

9.1.4 RQ4. Which are the similarities and differences between the two contexts, Italy and Spain?

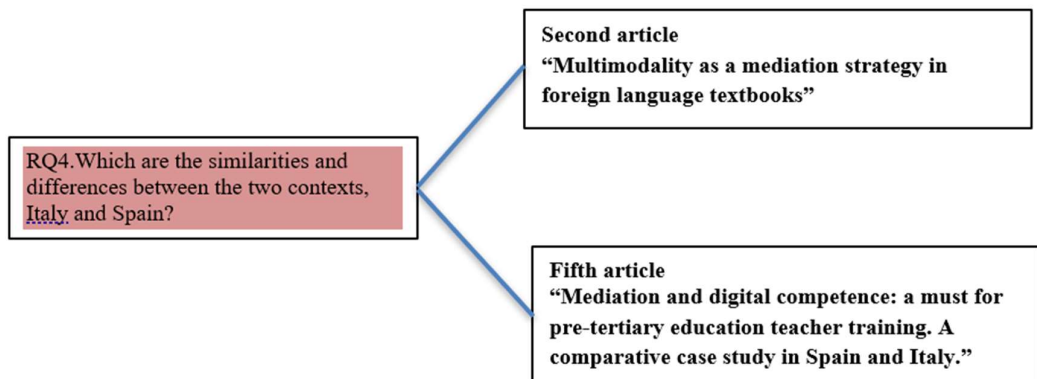


Figure 4. Relationship between RQ4 and the articles

After having analysed separately the situation in Italy and Spain, it was decided to compare both contexts answering RQ4 (Which are the similarities and differences between the two contexts, Italy and Spain?). In order to answer this question, the final article (“Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy”) was produced comparing the data collected for the previous two articles. The results from this research showed that the situation is similar in both countries. Indeed, both in Italy and in Spain teachers know the definition of mediation and its importance. They have therefore good attitudes towards it, but also towards technology. Nevertheless, they find it difficult to recognize mediation exercises and to integrate technology into mediation activities. As for the differences found, Spanish teachers, compared to Italian ones, possess a more solid theoretical knowledge of mediation. Still, they encounter more difficulties in practice (e.g., when

they have to recognize mediation exercises) than the Italian teachers. The reason for this difference could be related to the following factors, already described in the previous papers included in this compendium:

- Spanish research is more focused on mediation, and therefore this topic is also more present in teacher training and teacher's methodology in class;
- Italian books tend to include more exercises explicitly about mediation in comparison with Spanish books.

Concerning digital tools, teachers demonstrated to be able to include ICTs in their lessons. Nevertheless, they still find it difficult to identify suitable resources for their learning objectives (in this case the ability to mediate), this difficulty is a confirmation of what Redecker and Punie (2017) stated: there is a need for more efficient training on the selection of the tools consistent with the learning objective of the class. The inability to select digital tools for facilitating mediation could be due to the scarce presence of mediation in teachers' materials and in teacher's guides, as analysed in the paper "Multimodality as a mediation strategy in foreign language textbooks".

9.2 Pedagogical implications

Considering the results obtained in the present research, it is possible to also outline some pedagogical implications and a concrete pedagogical proposal. The results collected show the need for teachers to improve their knowledge, mainly practical, about mediation. Indeed, the outcomes of the research reveal that teachers generally know the definition of mediation, but they still need to learn how to recognize mediation exercises, how to include mediation in their classes also in relation to technology. These results confirm the fact that mediation is increasingly included in the curricula in Spain and Italy, as affirmed by the Council of Europe (2020), since teachers demonstrated to be aware of its importance and they are aware of using some mediation strategies (see section 8). Nevertheless, teachers should be trained since this situation is not fully in line with the European recommendation described in official documents such as the DigCompEdu and the CV, especially concerning the full and systematic integration of mediation and ICTs. These documents, indeed, focus on the importance of including mediation and digital tools, since they are fundamental in nowadays society. In particular, classes and society are now more and more multilingual and multicultural, therefore there is a necessity to

mediate and use plurilingual approaches, with the help of technology as well. It is therefore necessary to train teachers according to the European recommendations with the aim of adapting the curricula to the current society. Furthermore, teachers should be trained about the adequate selection and use of ICTs. Indeed, technology and mediation are fundamental for students as future adult citizens (Council of Europe 2015). This implies that research and training, provided by universities as well, should focus on these topics, paying attention to the European recommendation, and providing teachers not only with theoretical knowledge, but also with practical examples. Training indeed could change the current situation, as D'Agostino (2022) proved in her research, training results in more positive attitudes, for example towards the use of ICTs. That is why, this thesis will propose, in the following section, a proposal for effective teacher training about mediation.

Secondly, material producers should pay attention to the above-mentioned European recommendations and documents, in order to help teachers to include mediation and ICTs in a practical, systematic and complete way in their lesson plans. This is particularly important, also considering the characteristics of official Secondary Education in both Italy and Spain, since greater attention is required by official recommendation, institutions and documents (e.g., *INTEF*, *Real Decreto 157/2022*, *PNSD*, *Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*, CV, DigCompEdu, etc.) to technology and plurilingualism, as described in section 2.3. The data collected reveal that the current material is lacking adequate tools for teachers to employ and teach mediation, and to integrate mediation with multimodal/digital elements. These results are in line with those put forward by Nadales and Valderrama's study (2020) who confirmed the lack of adequate material already highlighted in and therefore the difficulty for teachers of integrating CEFRL recommendations stated by Moonen et al. (2013). As stated before, further investigation on teacher materials, involving also material designers, could be a possibility for future research. Nevertheless, in this investigation, more attention has been paid to teacher training, therefore, the next section will provide an informed proposal for a teacher training course about mediation.

9.3 Pedagogical proposal

As described in the above sections, the results obtained with the present investigation have pedagogical implications for teacher trainers and, to conclude the present thesis, a pedagogical proposal is presented in this section. The proposal consists of a 10-hour training course addressed to in-service Secondary Education language teachers in Italy and Spain, though it could be adapted to other contexts. The main topic of the course is mediation but connected to the other two topics involved in the TEMPLATE project, which have also been considered important by the official recommendations: plurilingualism (CV); technology and multimodality (CV, DigCompEdu). Given the results obtained, the training should include theory and practice, since Spanish teachers need more training on practice, while the Italian ones lack some theoretical knowledge. Due to this heterogeneity, it would be useful to make Spanish and Italian teachers collaborate organising the training online. It will be indeed possible to propose a telecollaboration training, in order to allow teachers to collaborate without having to travel and also to take advantage of the technology used to communicate and perform the training by learning how to deal with these kinds of tools. Furthermore, due to the objective of training about plurilingualism, various languages can be used during the training. Below (Table 1) the general structure of the course is presented, while Table 2 presents the structure, objectives, materials and timing of each session.

NAME OF THE COURSE	How to include mediation in nowadays Secondary Education?
TOPICS/COMPETENCES	Mediation, Plurilingualism, Multimodality and ICTs
PARTICIPANTS	In-service teachers from Spain and Italy
WHERE?	Online
LENGTH	10 hours/5 lessons /2hours per lesson
SYLLABUS	Session 1 - Mediation, from theory to practice. Session 2- Plurilingualism and mediation. Session 3 - Multimodality, technology and mediation Session 4 - How to include mediation in the teaching materials. Session 5 - Mediation meets plurilingualism and ICTs: Concrete examples performed in class.

Table 1. Training course structure

SESSION 1			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical lesson on mediation	Providing a solid theoretical knowledge on mediation	Canva Presentation, CV	45 minutes
Analysis of a mediation activity	Training teachers on recognizing mediation activities and strategies	CV, Example of an activity (Figure 5)	30 minutes
Groupwork: identification of mediation exercises	Training teachers on recognizing mediation activities and strategies in their own material	School textbooks	45 minutes
SESSION 2			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical presentation on plurilingualism	Providing a solid theoretical knowledge plurilingualism and plurilingual approaches	Canva presentation, TEMPLATE theoretical framework	45 minutes
Analysis of a plurilingual activity	Training teachers on dealing with plurilingual activities and mediation	Example of an activity provided by TEMPLATE (Figure 6)	30 minutes
Groupwork: identification of mediation activities that can be included in class with a plurilingual perspective	Training teachers on integrating mediation and plurilingualism	School textbooks	45 minutes

SESSION 3			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical presentation on digital tools for language teaching and learning	Providing a solid theoretical knowledge on the inclusion of technology in language classes	Canva presentation; TEMPLATE theoretical framework and materials on TELECOLLABORATION and CALL; <i>PNSD</i> , DigComEdu	45 minutes
Presentation of digital tools to teach mediation	Training teachers on integrating mediation and technology	TEMPLATE tutorials about ICTs (e.g., tutorial on Rewordify/EdPuzzle), example of mediation activity (Figure 7)	30 minutes
Groupwork: identification of adequate ICTs for textbook activities	Training teachers on selecting digital tools for the mediation activities included in their school textbooks	School textbooks	45 minutes
SESSION 4			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical revision: plurilingualism, technology, mediation	Revising the theory already learnt in the past sessions	CANVA presentation	30 minutes
A practical example: how to mediate a CLIL text	Providing teachers with a practical example on how to mediate a CLIL text using technology and plurilingual approaches	CANVA presentation, CLIL text, EdPuzzle	45 minutes
Groupwork: development of a teaching unit including the mediation of a text and a task for students	Training teachers on integrating mediation and plurilingualism in the teaching of a CLIL text and in the design of tasks for students	CLIL texts, digital tools	45 minutes

SESSION 5			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Presentations of activities performed in class	Presentation, reflection and discussion of/on the activities	Grid for the description of the activities (Table 8), digital presentation (e.g., ppt or Canva)	10-15 minutes for each presentation + 10 minutes for discussion (5 presentations in total)

Table 2. Description of sessions and activities of the course

In the next paragraphs, the sessions will be generally described. A more in-depth description of session 4 will be provided, in order to present a more concrete example on how teachers could be trained to include mediation in their classes.

SESSION 1 - *Mediation, from theory to practice*

SESSION 1			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical lesson on mediation	Providing a solid theoretical knowledge on mediation	Canva Presentation, CV	45 minutes
Analysis of a mediation activity	Training teachers on recognizing mediation activities and strategies	CV, Example of an activity (Figure 5)	30 minutes
Groupwork: identification of mediation exercises	Training teachers on recognizing mediation activities and strategies in their own material	School textbooks	45 minutes

Table 3. Structure of Session 1

Given that teachers (especially the Italian ones) have some knowledge gaps about mediation, it is important to start the course with the definition of mediation, making reference to the CV and to all the strategies and activities presented in it. Secondly, because of the difficulty teachers (especially the Spanish ones) have in recognizing mediation exercises, specific attention should be paid to these types of exercises and help teachers to recognize them and find strategies to include these exercises in their lessons. Teachers should be guided on how to structure a lesson plan about mediation, following, for example, Howell's guidelines (2017) and thus focusing on linguistic elements that can be useful in order to mediate. Teacher training should deal with mediation tasks in order to be in line with the CEFRL action-oriented approach⁶³. For example, in Figure 5, there is an activity that teachers taking part in the present investigation did not always recognize as a mediation one. This activity is conceived for Secondary Education, especially for high school students. This is a cross-linguistic mediation exercise in which two languages are involved: French and Italian. The student has indeed to mediate an input in French (a breath test) for an Italian friend.

Just after a night spent at the disco, you and your friends decide to take a breath test before driving. The instructions of the test are in French. You have to explain how to take the test to an Italian friend

Figure 5. Cross-linguistic mediation exercise (Adapted from Fanara 2019, 20)

The course, starting from the definition of mediation provided by the CV, should guide teachers in recognizing the mediation elements present in this exercise. For example, focusing on the fact that the input is in French, but the receiver is Italian therefore the communication is not possible and some strategies to make it possible are necessary. Then, the course should highlight the fact that also non-verbal elements can also be included such as the employment of images, videos, gestures among others. Furthermore, the trainer could help teachers identify which mediation strategies and activities of the CV could be involved, for example in this activity those could be:

⁶³ <https://www.coe.int/en/web/common-european-framework-reference-languages/the-action-oriented-approach>

- Processing a text (and reporting it in oral form).
- Translating a text (orally).
- Adapting language (simplifying the language).
- Breaking down complicated information.
- Amplifying a dense text (adding useful information).

Therefore, the use of linguistic elements in order to reformulate the text should be included, as suggested by Howell (2017), using some strategies related to adapting language listed in the CV.

To conclude the session, in groups with both teachers from Italy and Spain, the participants could try to identify other mediation exercises present in their books and select some strategies to use in class.

SESSION 2 - Plurilingualism and Mediation

SESSION 2			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical presentation on plurilingualism	Providing a solid theoretical knowledge plurilingualism and plurilingual approaches	Canva presentation, TEMPLATE theoretical framework	45 minutes
Analysis of a plurilingual activity	Training teachers on dealing with plurilingual activities and mediation	Example of an activity provided by TEMPLATE (Figure 6)	30 minutes
Groupwork: identification of mediation activities that can be included in class with a plurilingual perspective	Training teachers on integrating mediation and plurilingualism	School textbooks	45 minutes

Table 4. Structure of Session 2

As stated before, in this training course, mediation is also linked to plurilingualism. Therefore, the second session should start with a theoretical introduction to this topic, using again the CV as theoretical reference. Furthermore, it would be possible for the trainer to take advantage of the material already produced within the TEMPLATE project. In particular, the section of the theoretical framework⁶⁴ inked to plurilingualism could be a useful reference to strengthen teachers' theoretical knowledge. In addition, the framework also contains some practical examples that can be useful, especially for Spanish teachers, since they tend to encounter more difficulty related to practical knowledge. Regarding practice, the trainer could show some plurilingual units already described in detail in the TEMPLATE website, as for example the one entitled The Return of Mummies (see Appendix). In this unit about Ancient Egypt, many languages are involved, and students should use their multilingual repertoire and their inter-comprehension abilities, during a CLIL session (History and English are the main subjects involved). The main aims of the activity are to learn the different phases of mummification, and to expose them to plurilingualism and make them develop strategies related to inter-comprehension. In order to fulfil these objectives, various activities are designed. The most significant, is the one reported in Figure 6. In this task, students work in groups on a scrambled text to be re-ordered. Each section of the text has its translation in another language and students must focus on similarities among languages in order to reproduce the text in its correct order.

⁶⁴ Soon available at <https://templateplurilingualism.eu/theoretical-framework/>

The Mummification Process - VERSION 1		
1	The Egyptians believed that the deceased still needed their bodies in the afterlife.	Os egípcios criavam/achavam que os mortos ainda precisavam dos seus corpos no além-mundo. Para preservá-lo, eles o mumificavam.
2	Para preservarlo, lo momificaban.	To preserve it, they mummified it.
3	La mummificaziò c'ha 5 fasi.	La momificación tiene 5 (cinco) etapas.
4	Primero, vacían el cuerpo de sus órganos internos.	Premièrement, on vidait le corps des organes internes.
5	Poumons, foie, intestin et estomac étaient ensuite conservés dans 4 vases canopes.	The lungs, liver, intestines and stomach were then placed in the 4 canopic vases.
6	Lo cervello venia cacciato fori e buttato via.	Le cerveau était retiré et jeté.
7	Lasciavano il cuore perchè rappresentava l'anima.	Se deja el corazón porque representa el alma.

Figure 6. Extract of TEMPLATE plurilingual unit about Ancient Egypt (See Appendix)

After having dealt with plurilingualism in general, the last half of the second session should focus on the relationship between plurilingualism and mediation. In order to do so, the trainer should go back to the mediation activities and strategies described in the CV and discuss with the teachers which one of them could actually be plurilingual. After having discussed the theory, the trainer should provide the teachers with some practical examples, such as the one shown in Figure 3, so that teachers are already familiar with the implementation of the concept of plurilingualism, and using some interactive tool (e.g., Mentimeter), s/he can collect the teachers' opinions on how plurilingualism can be included. The trainer should guide the teachers in using some of the seven sieves that can guide inter-comprehension (Klein & Stegmann 1999). The seven sieves are seven categories/fields that were individuated by the project EurComRom (Klein & Stegmann 1999) in order to help the learner understand the new language. They are: International Vocabulary, Pan-Romance Vocabulary, Sound Correspondences, Spelling and Pronunciation, Pan-Romance Syntactic Structures, Morphosyntactic Elements, Prefixes and Suffixes. These elements can therefore help understanding a text in a foreign language, and so can facilitate the mediation process of the text. For this reason, the trainer could for instance refer to international language but

also to similarities among languages (in the written or oral form) and therefore include references on the employment of the languages studied or known in the class.

This session could be concluded with a reflection in small groups about some mediation exercises present in the teachers' schoolbooks that can be approached from a plurilingual perspective.

SESSION 3 - *Multimodality, Technology and Mediation*

SESSION 3			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical presentation on digital tools for language teaching and learning	Providing a solid theoretical knowledge on the inclusion of technology in language classes	Canva presentation; TEMPLATE theoretical framework and materials on TELECOLLABORATION and CALL; <i>PNSD</i> , DigComEdu	45 minutes
Presentation of digital tools to teach mediation	Training teachers on integrating mediation and technology	TEMPLATE tutorials about ICTs (e.g., tutorial on Rewordify/EdPuzzle), example of mediation activity (Figure 7)	30 minutes
Groupwork: identification of adequate ICTs for textbook activities	Training teachers on selecting digital tools for the mediation activities included in their school textbooks	School textbooks	45 minutes

Table 5. Structure of Session 3

In this research, it was possible to find out that teachers need training about the integration of technology and mediation. Teachers' trainers should guide them about this aspect. Therefore, it would be useful, using ICTs, to propose practical examples of mediation exercises and tools that can be used to perform the activities in a digital context. That is why the third session of the course will focus on multimodality and ICTs in relation with mediation. As already done in the previous two sections, the theoretical

background will be provided to teachers, making reference to the CV, the PNSD, the DigComEdu and of course the theoretical framework provided by TEMPLATE. Furthermore, the trainer could take advantage of the theory about CALL and Telecollaboration that was already presented in some webinars provided by TEMPLATE⁶⁵. Regarding more practical examples about the inclusion of technology in language teaching, some video tutorials created in TEMPLATE could be shown⁶⁶. For instance, the tutorial about Rewordify could be shown⁶⁷. In this tutorial, a lesson about American Revolution is presented. Rewordify allow the user to insert a text about the topic and it automatically mediate it by providing a rewordified and simplified version of difficult word and expressions. It is also possible to create quizzes and exercises with the vocabulary present in the text in order to test students.

Concerning the inclusion of ICTs in mediation activities, the trainer should show the exercise in Figure 7. It is one of the tasks proposed to the participants of this investigation. In this activity the student should mediate an input consisting of a text in Catalan and rich in images and non-verbal elements by producing a mediated output in English (cross-linguistic mediation). The text is about rules to access schools during the Covid period, and the receiver is an Erasmus student coming to Spain. As described before, the participants of the present investigation were not able to integrate mediation and ICTs in this activity.

⁶⁵ <https://templateplurilingualism.eu/call/>, <https://templateplurilingualism.eu/telecollaboration/>

⁶⁶ <https://www.youtube.com/@templateeu2041>

⁶⁷ <https://youtu.be/QQtPYvSCcNM>

Estàs participant a un intercanvi ERASMUS i l'estudiant que ha d'anar a tu casa t'ha preguntat sobre les normes d'ús de la mascareta a l'institut.

Mira la infografia següent i escriu un correu electrònic en anglès informant al teu amic de tot allò que consideres important:

MASCARETES EN L'ETAPA ESCOLAR NO UNIVERSITÀRIA

GENERALITAT VALENCIANA | TOI A UN VEI

	INFANTIL	PRIMÀRIA	ESO / BATXILLER / FP
AULA	No és obligatòria Es recomana si la incidència epidemiològica és alta	Obligatòria encara que siguin Grups de Convivència Estable (GCE) o hi haja distància de 1,5m	Obligatòria
TRANSPORT ESCOLAR	Recomanable	Obligatòria	Obligatòria
MENJADOR		Obligatòria en l'entrada i eixida Només es llevarà durant el menjar mantenint distància de 1.5m	
SESSIONS D' ACTIVITAT FÍSICA	No és necessari portar-la en GCE Sessions sempre a l'aire lliure i amb distància		
PATI		Obligatòria	Obligatòria

Professorat sempre ús obligatori de mascareta

HIGIÈNIQUES REUTILITZABLES O DE TELA

- Recomanades per a l'etapa escolar: protegeixen, milloren la respirabilitat i són més sostenibles.
- Han de complir les especificacions UNE 0064, UNE 0065 o UNE-CWA 17553:2020 en l'etiquetatge.



QUIRÚRGIQUES

- El marcatge CE assegura que compleix la legislació.
- La referència a la norma UNE EN 14683 assegura que compleix l'estàndard de qualitat.

Figure 7. Plurilingual mediation task secondary school

The trainer should therefore focus on this kind of activity and on digital tools such as EdPuzzle⁶⁸ that can facilitate the mediation process, using also non-verbal language (e.g., visuals) as suggested in the CV (Council of Europe 2020). The trainer could use the tutorial about EdPuzzle provided in the TEMPLATE YouTube Channel⁶⁹. As described in the tutorial, EdPuzzle allows the user to create a video (including words, images, and sounds). The presence of non-verbal elements can help in mediating and therefore could be useful for this mediation activity. Furthermore, it is possible to add comments and questions that appear as the video progresses and these questions/comments can help the teachers in guiding students and giving feedback to them. In addition, some online dictionaries can be used, since they are useful tools to mediate a text, as recommended in the CV (Council of Europe 2020). For example, students could use thesaurus to find synonyms to simplify texts, or they can look for definitions in monolingual dictionaries

⁶⁸ <https://edpuzzle.com/>

⁶⁹ <https://youtu.be/4AF1pS7iC0M>

in order to amplify dense texts with definitions, or finally they can use bilingual dictionaries for cross-linguistic mediation. In this kind of activities, group work can be included since cross-linguistic mediation can be used in informal situations to intermediate (Council of Europe 2020), and therefore the learning context should be used to make students mediate while they cooperate.

After having suggested some tools that can be used to adapt the task to a digital context, the trainer should show what was actually done by some students that performed the tasks. The examples of video presentations included in the third article of the compendium “New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning” (see section 6) can be shown: as described in the above-mentioned article students have produced some videos to mediate the activity in Figure 5, using therefore digital tools to produce a mediated version of the text, rich in non-verbal elements that facilitate comprehension.

As for the other sessions, the last part of the lesson would be organised in groups: each group will look for mediation activities in their schoolbooks and look for adequate ICTs to include in them.

SESSION 4 - *How to include mediation in the teaching material we have*

SESSION 4			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Theoretical revision: plurilingualism, technology, mediation	Revising the theory already learnt in the past sessions	CANVA presentation	30 minutes
A practical example: how to mediate a CLIL text	Providing teachers with a practical example on how to mediate a CLIL text using technology and plurilingual approaches	CANVA presentation, CLIL text, EdPuzzle	45 minutes
Groupwork: development of a teaching unit including the mediation of a text and a task for students	Training teachers on integrating mediation and plurilingualism in the teaching of a CLIL text and in the design of tasks for students	CLIL texts, digital tools	45 minutes

Table 6. Structure of Session 4

The present thesis also highlighted the fact that teachers do not systematically use mediation in class. Consequently, greater attention should be paid to the training provided to them on the use of mediation in the foreign language class. Guide them in facing materials with a mediation perspective could be a valid possibility. That is why session 4 deals with teaching material and in particular the possibility to adapt the existing teaching material including mediation in it. In order to do so, it is important to start the lesson with a recap about plurilingualism, technology and mediation, using a Canva presentation. Figures 8, 9, 10 show some of the slides that can be used in the course.



Figure 8. Slides about mediation

The slides in Figure 8 can be used to revise the definition of mediation and to remind the teachers which mediation activities and strategies are included in the CV.

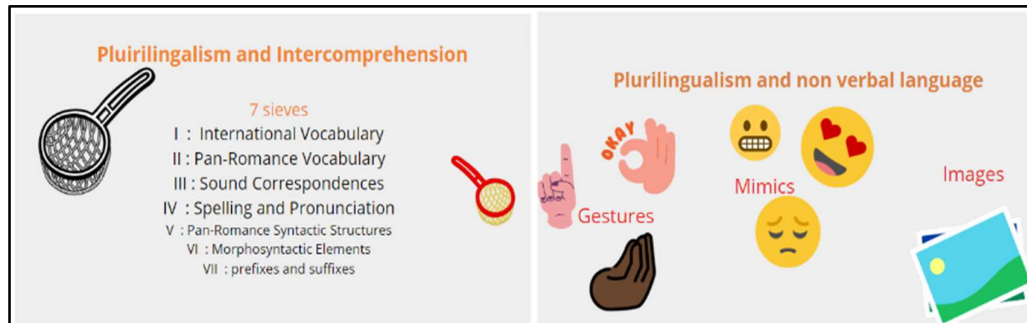


Figure 9. Slides about plurilingualism

The slides included in Figure 9 will be shown in order to revise some elements related to plurilingualism, inter-comprehension and multimodality: since classes and society are multilingual, the teacher should use and teach students how to employ some elements that can facilitate inter-comprehension such as the 7 sieves (as for example international and pan-romance vocabulary) and non-verbal elements (mimics, images and gestures).

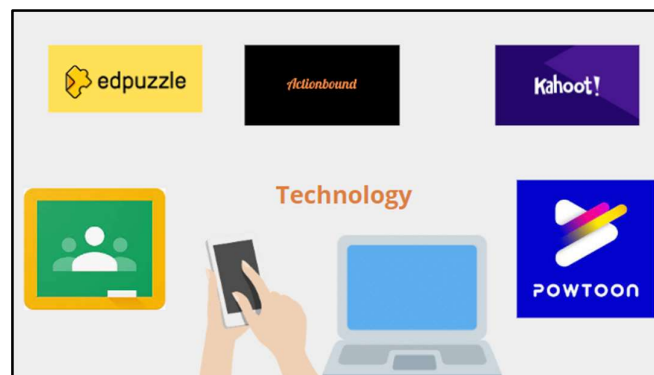


Figure 10. Slide about technology

The last element to be revised is the inclusion of digital tools in plurilingual classes: a slide including some of them could be useful to remind the teachers which tools can be used (for example Powtoon⁷⁰ and EdPuzzle⁷¹ for creating videos and therefore teaching material rich in non-verbal elements that can facilitate mediation).

After having revised the concepts of mediation and multimodality, technology, and plurilingualism, the trainer can show how to include them in a lesson. For example, teachers could be trained about the mediation of a CLIL text in French, such as the one reported in Figure 11, imagining the text should be taught in a science subject in secondary

⁷⁰ <https://www.powtoon.com/>

⁷¹ <https://edpuzzle.com/>

school in Italy (level B1/B2). The text is conceived to be used in order to teach students the characteristics of Climate Change from a scientific point of view and to sensitize the class on this topic.

Depuis quelques dizaines d'années, notre climat se détraque. Ce changement climatique est dû aux gaz à effet de serre que l'Homme rejette depuis deux siècles dans l'atmosphère, notamment en brûlant des énergies fossiles pour faire fonctionner ses machines, se déplacer et produire toujours plus d'objets.

Le changement climatique : qu'est ce que c'est ?

Depuis quelques dizaines d'années, les températures augmentent un peu partout dans le monde, le niveau des océans monte, les inondations se multiplient, les épisodes de sécheresse sont de plus en plus graves et les tempêtes de plus en plus violentes. C'est ce qu'on appelle le **changement climatique**, ou encore le **dérèglement climatique**.

L'effet de serre est un phénomène naturel. Le Soleil envoie son énergie sur Terre sous forme de rayons. Les gaz à effet de serre présents dans l'atmosphère agissent alors comme une vitre : ils laissent passer les rayons, mais n'en laissent repartir qu'une partie vers l'espace. En piégeant ainsi la chaleur du soleil, ils réchauffent la surface terrestre, comme le fait une serre qui retient la chaleur pour favoriser la culture des fraises ou des tomates.

Figure 11. Extracts of a CLIL text⁷²

The trainer can at first focus on the similarities between the language of the text (French) and the language of the students (Italian). They can be underlined on a slide, such as the one reported in Figure 12, highlighting words that are similar in the two languages and providing the translation in brackets. In this paragraph, the focus is on some scientific words (French for Specific Purposes) referring to the composition of the air.

⁷² <https://www.missionenergie.goodplanet.org/fiche/quest-ce-que-le-changement-climatique-3>

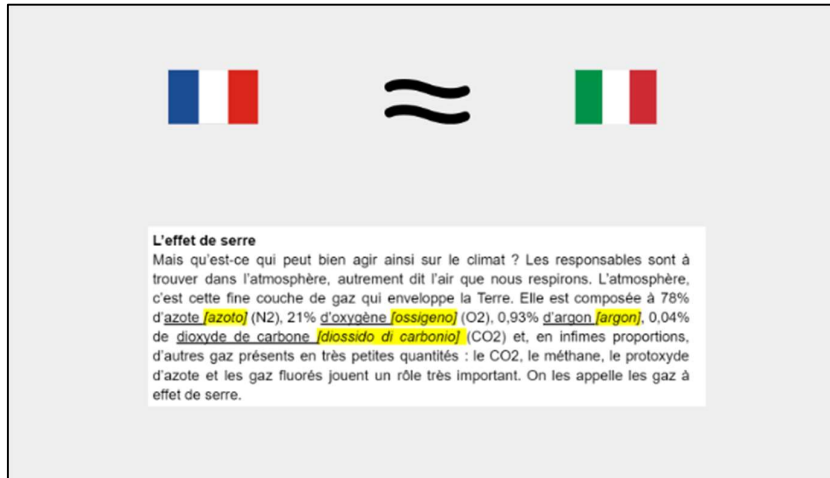


Figure 12. Slide on mediating through mother tongue

Secondly, the trainer can show how plurilingualism can be involved by showing, in the same portion of the text, the similarities of French with other languages that can be present in class (Figure 13), linking to previous knowledge as suggested by the CV and allowing an even better understanding of the paragraph. The translation in the different languages is displayed in brackets and different colours are used for the different languages. The fact of including different languages could be a useful technique in order to help teachers to include plurilingualism in their classes, since generally teachers still need to be guided in doing so (Mititis 2018). Here some examples of transparent words and expressions:

- effet de serre (effetto serra, Italian)
- inondations (inondazioni, Italian)
- énergies fossiles (fossile Energien, German)
- niveau (niveau, German)
- surface de la terre (superficie de la tierra, Spanish)



Figure 13. Slide on mediating through a plurilingual approach

Moreover, it is also possible to make teachers link unknown words to some previous knowledge related to language (strategy recommended by the CV). For example, it is possible to work on morphology to discover the meaning of some words. For instance, a different portion of the same text is presented in Figure 14. In this paragraph, the effect of climate change is explained. The trainer can show teachers how they can make the students reflect on the morphology present in the paragraph by deconstructing some words and helping them in understanding the text, and therefore by mediating this paragraph as well. Some examples of words divided in morphemes are:

- sécheresse [sèche+resse] = This deconstruction makes students realise that this word is related to the concept of *sec/sèche* (dry)
- dérèglement [dé+règle+ment] = the deconstruction of the word makes it possible to understand that the “rule” (-règle) is not followed (dé-) and therefore *dérèglement* is connected to some abnormal process/event.

Depuis quelques dizaines d'années, les températures augmentent un peu partout dans le monde, le niveau des océans monte, les inondations se multiplient, les épisodes de **sécheresse** [sèche+erresse] sont de plus en plus graves et les tempêtes de plus en plus violentes. C'est ce qu'on appelle le changement climatique, ou encore le **dérèglement** [dé+règle+ment] climatique. Depuis la fin du 19^e siècle, la température à la surface de la Terre a grimpé d'environ 1°C, et si on n'agit pas, cette hausse pourrait atteindre 2°C en 2040, voire 5°C d'ici 2100.

Figure 14. Slide on mediating through morphology

In addition, particular attention should also be paid to the paratextual elements present in the text and therefore multimodality: graphs and images are useful elements to mediate a text, as in the example in Figure 15 This latter is present in the text about climate change. It can help the students understand the text since the images show the structure of the atmosphere and the interaction between the sun, the atmosphere and the earth. These non-verbal elements can therefore complement the text and the teacher can use them to mediate difficult concepts present in the paragraphs of the text. It is indeed important to pay attention to these elements while mediating since they simplify comprehension (Magnusson & Godhe 2019).

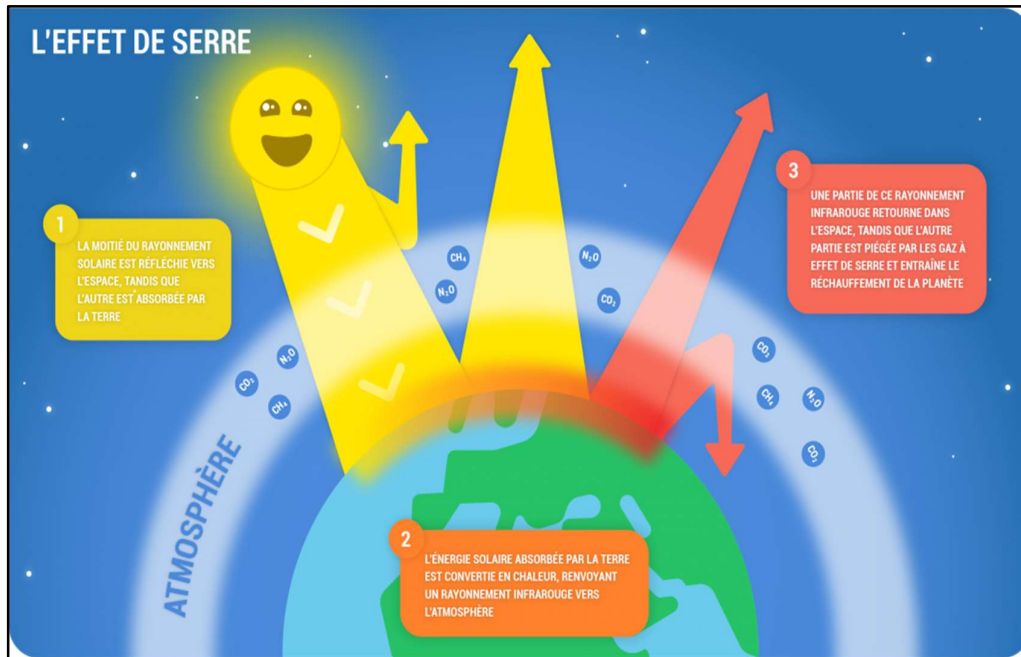
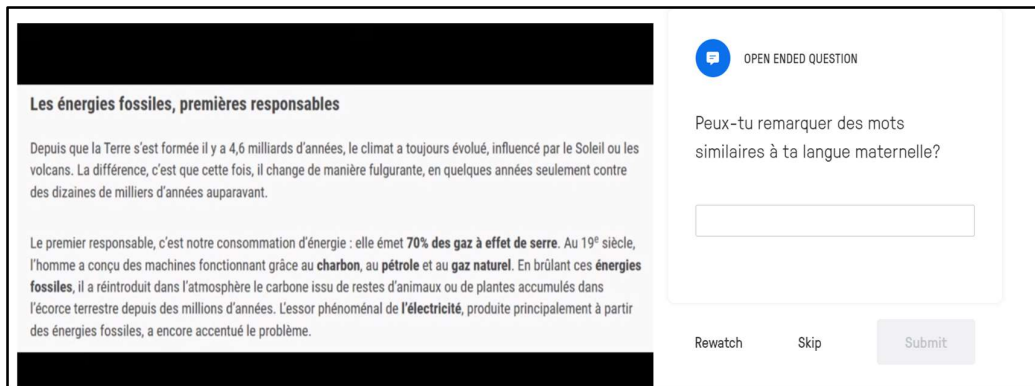


Figure 15. Image of the CLIL text ⁷³

Finally, the trainer should suggest some possibilities to integrate technology as well. In order to do so, some homework for the class can be recommended. For example, teachers can ask students to try to understand the rest of the text, guiding them by using the strategies they employed to present some paragraphs (using therefore multimodality, plural approaches and language knowledge related to morphology). In order to do so, a video-presentation through EdPuzzle can be prepared including some questions that can guide the students in analysing the text. The teacher can upload the video on EdPuzzle, s/he can add voiceover (the spoken language can help in mediating the written text) and some notes. S/he can assign the video to the students, who will have to read the notes included and to answer the questions the teachers inserted. Later on, the teacher can correct the questions and provide students with feedback through the EdPuzzle platform. In Figures from 16 to 19 some extracts of an example of a possible video are provided. The video presentation includes some portions on the text on climate change. The paragraphs included are new and they were not read and explained in class. The teacher may include in the video questions that are displayed as the video progresses: the aim of the questions is to guide the students analysing the text using the strategies shown in

⁷³ <https://www.missionenergie.goodplanet.org/fiche/quest-ce-que-le-changement-climatique-3>

class, and also to evaluate their ability to do so and to provide them with constructive feedback to help them improve.



The screenshot shows a video player interface. On the left, there is a text box with the following content:

Les énergies fossiles, premières responsables

Depuis que la Terre s'est formée il y a 4,6 milliards d'années, le climat a toujours évolué, influencé par le Soleil ou les volcans. La différence, c'est que cette fois, il change de manière fulgurante, en quelques années seulement contre des dizaines de milliers d'années auparavant.

Le premier responsable, c'est notre consommation d'énergie : elle émet **70% des gaz à effet de serre**. Au 19^e siècle, l'homme a conçu des machines fonctionnant grâce au **charbon**, au **pétrole** et au **gaz naturel**. En brûlant ces **énergies fossiles**, il a réintroduit dans l'atmosphère le carbone issu de restes d'animaux ou de plantes accumulés dans l'écorce terrestre depuis des millions d'années. L'essor phénoménal de **l'électricité**, produite principalement à partir des énergies fossiles, a encore accentué le problème.

On the right side of the player, there is a question box labeled "OPEN ENDED QUESTION" with the text: "Peux-tu remarquer des mots similaires à ta langue maternelle?". Below the text is a text input field. At the bottom right, there are three buttons: "Rewatch", "Skip", and "Submit".

Figure 16. Extract from the EdPuzzle video - question on similarities with the mother tongue

For example, the question in Figure 16 aims at helping students in identifying words that are similar to their mother tongue, in order to help them understanding the text, as already done in class with a different paragraph. Through this question, the teacher is therefore giving some tips to mediate the text for students and teaching students that using words that are similar to the mother tongue of a language user is a strategy to mediate.



The screenshot shows a video player interface. On the left, there is a video frame showing a stylized illustration of the Earth with various icons representing different aspects of climate change and human impact, such as a factory, a car, a house, and a person. On the right side of the player, there is a question box labeled "OPEN ENDED QUESTION" with the text: "Commente cette image. Comment est-elle liée au texte?". Below the text is a text input field. At the bottom right, there are three buttons: "Rewatch", "Skip", and "Submit".

Figure 17. Extract from the EdPuzzle video - question on multimodal element

The image reported in Figure 17, is another image of the text on climate change. In this case, similarly to what was done in class with Figure 15, the teacher is making students reflect on how the image can help understanding the text and how the use of non-verbal elements can be a strategy to mediate.



Figure 18. Extract from the EdPuzzle video - question about plurilingual analysis

In the paragraph reported in Figure 18, the teacher asks students to find words similar to words in other languages they know/study. In this case, the aim of the question is to make students reflect on how similarities among languages are useful to understand a text in a foreign language and to mediate it for a possible receiver.

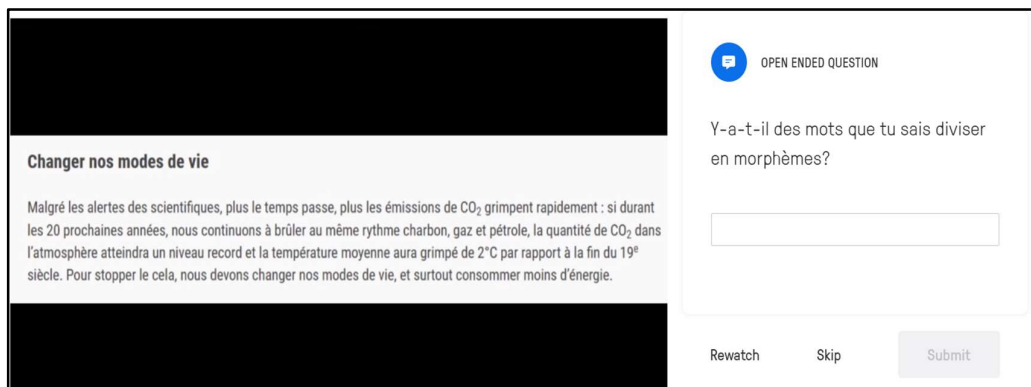


Figure 19. Extract from the EdPuzzle video - question about word structure

Finally, in this last extract, the teacher asks students to divide words in morphemes, as already done in class in order to make them improve in this kind of exercise and to make them reflect on how the division in morphemes can help in understanding the meaning of unknown words and on the fact that this kind of deconstruction can be a useful strategy to mediate a text.

In the previous figures the website Edpuzzle was employed. In this exercise, the inclusion of EdPuzzle is important since, in the current digital era, multimodality is more and more present and teachers should include it in their curricula (as we can read in the

CV, the DigComEdu, and in Lim et al. 2022) and also because it motivates students in their learning process and favours interaction in class (Crawford Camiciottoli & Campoy-Cubillo 2018). For example, it is relevant to include EdPuzzle, since it allows a creation of a multimodal e-text included in a video that also presents images and could also include sounds and voiceover. The text is therefore multimodal, since verbal and non-verbal elements are included, and it also allows the presence of questions and answers that can be corrected by the teachers.

Finally, the session should provide an example of tasks that the students should perform. For example, students can be asked to prepare a poster about climate change or some solution for the climatic situation, for the Earth Day that will be celebrated at school. The poster should be created using the information learnt in class and through the video on EdPuzzle watched as homework, together with information found after some research conducted by students. The students should use Canva, in order to improve their digital competence, and they also have to use French, but paying attention to the fact that the audience may not know this language. They should therefore use some mediation strategies in order to produce a poster that can be easy to understand. The exercise will be as shown in Figure 20:

“Le 22 avril prochain, ce sera la Journée de la Terre. En utilisant les informations du texte et/ou en effectuant une recherche de groupe, préparez une affiche sur Canva décrivant le changement climatique et/ou des solutions possibles. L'affiche sera placée dans le hall de l'école: Attention! Tout le monde ne parle pas français: utilisez des éléments qui peuvent la rendre compréhensible pour tous”.

(Next April 22nd will be Earth Day. Using the information from the text and conducting group research, prepare a poster on Canva describing the climate change and/or possible solutions. The poster will be displayed in the school's hall: Warning! Not everyone understands French: use elements that can make it understandable for everyone).

Figure 20. Example of plurilingual mediation task

An example of a product created by the students could be the following:



Figure 21. Example of a poster

In the example of Figure 21, there is a very simple poster that students can realise in a simple way using technology (Canva). They are displaying some concepts (ways to travel ecologically) using colours and images (multimodality) to mediate the concept in a simple way. There are few words, but some of them are international (e.g., bus), similar to other romance languages (e.g., *pieds*, *écologiquement*) and finally *covoiturage* can be understood since it is accompanied by the image but also because it is possible to break it down into morphemes (*co-* + *voiture* + *-age*).

Finally, as for the previous ones, this session will end with group work: teachers, following the example provided, should develop a unit in which they mediate a text to be used in the foreign language classroom and ask students at first to work on the text itself and then to perform a task about the topic of the text. After the fourth session, teachers

should collaborate and put into practice their project in their classes: during this period, they will receive the support of the trainers. The project will be presented and discussed in the final session.

SESSION 5 -*Mediation meets plurilingualism and ICTs: some concrete examples*

SESSION 5			
ACTIVITY	OBJECTIVES	MATERIALS/TOOLS	TIMING
Presentations of activities performed in class	Presentation, reflection and discussion of/on the activities	Grid for the description of the activities (Table 8), digital presentation (e.g., ppt or Canva)	10-15 minutes for each presentation + 10 minutes for discussion (5 presentations in total)

Table 7. Structure of Session 5

As mentioned before, the final lesson will consist of the participating teachers' presentations on the work performed in class. In order to present the work done in class, teachers should create a grid that describes the teaching unit. They could use as a model the one about the activity on Ancient Egypt shown in session 2, by adding the mediation activities/strategies included in the teaching unit. The grid should therefore have the structure reported in Table 8. The aim of the grid is to give a general overview on the activities, by describing the context but also focusing on the elements of the training course: plurilingualism, technology and mediation. After presenting the brief grid, the teachers can provide an in-depth description through a presentation.

TITLE OF THE ACTIVITY
DESCRIPTION OF THE CLASS
LANGUAGES INVOLVED
CONTENT SUBJECTS INVOLVED
DIGITAL TOOLS INVOLVED
MEDIATION ACTIVITIES/STRATEGIES INVOLVED (using the CV as reference)
OBJECTIVES OF THE ACTIVITY
MATERIALS
RESULTED EXPECTED
ACTUAL RESULTS (FINAL PRODUCT)

Table 8. Grid to be used to present the teaching units

When possible, some Secondary Education students can also participate in this final session in order to provide their feedback as well and to describe/report the experience from their point of view. After each presentation, the other participants can ask questions, give feedback expressing their assessment and suggesting improvement. In order to guide teachers' analysis of the task presented, some guiding questions as the ones below will be provided:

- Is this task about mediation? Which are the mediation elements present? Which are the mediation strategies involved?
- Does the task include plurilingualism? Does it include linguistic elements related to the 7 sieves?
- Is the task multimodal?
- Does the task include adequate tools in order to improve mediation?

After having described the pedagogical proposal, some final remarks are outlined in the next and last section.

9.4 Conclusions, limitations and further research

The research described in the present thesis investigates the inclusion of mediation in education in both Italy and Spain, focusing on teachers' attitudes and their ability to integrate mediation and ICTs. The combined methodology, qualitative and quantitative, allowed the collection of data within the TEMPLATE context. The data allowed me to answer the four RQs that guide my study and resulted in the production of the five articles compiled for the present thesis.

The research conducted showed the situation in Spain and Italy: in both countries, teachers know mediation and are aware of its importance. Nevertheless, they are still not able to fully include mediation in their curricula and to integrate its employment and teaching with ICTs. There are some slight differences between the two contexts: in Spain, teachers possess a more solid theoretical knowledge about mediation, but they possess less practical knowledge (e.g., they encounter difficulties in recognizing mediation exercises). As described before, this difference between Italy and Spain is probably caused by the greater presence of the topic of mediation in Spanish research and training, and the scarcer presence of mediation in Spanish teaching material. Once having

concluded the teachers' need for both theoretical and practical training on mediation, plurilingualism, multimodality and ICTs, the present thesis proposed a training course that involves these topics from both practical and theoretical perspectives and that includes telecollaboration between Spanish and Italian participants that could complement each other given the better theoretical knowledge of the first ones and the better practical knowledge of the second ones.

As with all empirical research, the present study has some limitations and provides suggestions for further research. Regarding limitations, the teachers who took part in the investigation did it on a voluntary basis. Therefore, they could represent a biased group of participants, keen to learn and improve their teaching practices. In addition, the present research only considers surveys, interviews, and tasks performed by teachers in workshops (not in class). Consequently, further research could focus on class observation in order to confirm or not if the results are reflected in class and, therefore, if teachers are aware of their teaching practices concerning mediation. Moreover, more countries could be involved in the research in order to analyse the situation in Europe (for example taking advantage of the data collected in *TEMPLATE*, which would include German, Belgian or Lithuanian teachers). Furthermore, future research could also focus on attitudes of other professional figures contributing to education, such as material developers and/or teacher trainers through the creation and analyses of surveys and interviews. Another possibility for future research could be investigating students' ability to mediate using ICTs in the existing educational context by analysing through class observation their use of mediation in communicative situations in which foreign languages are involved. Furthermore, the implementation of the training course proposed in the present thesis could provide data for further research, since the task performed by teachers and the implementation of the activities in their classes could be studied.

In conclusion, the present thesis looked into the topic of mediation related to plurilingualism, multimodality and technology. As a multilingual language user, I was interested on how to use the linguistic repertoire in nowadays society and classes and, thanks to this investigation, I learnt how the languages I know can be useful to mediate. As a teacher I could notice how plurilingualism is nowadays fundamental in language teaching and learning and how it can be related to mediation and technology. Finally, as a researcher, this study allowed me to understand that teachers still need training on them, in particular in order to be able to integrate all these elements together in their lessons. I therefore hope that this thesis can be useful for foreign language teachers, and teacher

trainers, in pre-university education stages, who consider plurilingualism, mediation and technology important aspects to be present in their pedagogical proposals for their subjects' curricula. The training course developed as a conclusion of this thesis can also be incorporated as teacher training modules on mediation in master courses or specific courses addressed to pre-service and in-service language teachers in Secondary Education.

BIBLIOGRAPHY⁷⁴

Ajayi, L. (2012). How Teachers Deploy Multimodal Textbooks to Enhance English Language Learning. *TESOL Journal*, 6, 16-35

Alcaraz-Mármol, G. (2018). Trained and Non-Trained Language Teachers on CLIL Methodology: Teachers' Facts and Opinions about the CLIL Approach in the Primary Education Context in Spain. *Latin American Journal of Content and Language Integrated Learning*, 11(1), 39-64,

<https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/9392>,

retrieved on July 7th, 2023

Bailini, S. (2019). Actividades y estrategias de mediación en el aula de ELE.

<https://www.istitutogreppi.edu.it/sites/default/files/page/2019/4%20LINGUA%20SPA%20GNOLA%20prof.ssa%20Bailini%20%281%29.pdf>, retrieved on July 7th, 2023

Barletta, M.T., Grange, M., Mauri, P. (2021) *Instafrance 2*. Rizzoli

Behroozizad, S., Nambiar, R., Zaini, A. (2014). The Emergence and Development of Language Learning Strategies through Mediation in an EFL Learning Context. *Elsevier Ltd Procedia - Social and Behavioral Sciences*, 118, 68-75

Berger, C., Frémiaux, G., Poirey, C., Walther, A., Dudek, C., Barthés, A. (2021). *#Français*. Deascuola

Boggio-López, E., Ruiz-Madrid, N. (forthcoming). Teachers' views towards technology-mediated plurilingual practices: the TEMPLATE project.

Bruneri, M., Pelon, C., Ghioldi, G. (2021). *Que du Bonheur*, Mondadori Education

Budiman, A., Rahmawati, R., Ulfah R. A. (2018). EFL teacher's beliefs and practice on integrating ICT in the classroom: A case study on the implementation of SAMR model

⁷⁴ All the references of the five articles are included in the reference lists reported after each article

in teaching reading descriptive text at Ma Assalam, Sukoharjo. *Jurnal Penelitian Humaniora*, 19(2), 39–51. <http://dx.doi.org/10.23917/humaniora.v19i2.6809> , retrieved on July 7th, 2023

Campillo, J. M., Sánchez, R., Miralles, P. (2019). Primary Teachers' Perceptions of CLIL Implementation in Spain. *English language teaching*, 12(4), 149-156. <https://www.ccsenet.org/journal/index.php/elt/article/view/0/38855>, retrieved on July 7th, 2023

Cheng, X., Cheng, H. (2012). Review of Mediation from the Social Constructivist Perspective and Its Implications for Secondary School EFL Classrooms in China, *Theory And Practice In Language Studies*, 2(4), 808-819. <https://doi.org/10.4304/tpls.2.4.808-819>, retrieved on November 23rd, 2021

Ciaramita, G., Fortanet-Gómez, I. (2021, December 4–5). *Teachers' attitude towards the use and teaching of mediation in language classes* [Paper presentation]. ENRICH 2021: ELF-Aware Practices for Inclusive Multilingual Classrooms, Athens, Greece.

Ciaramita, G., Ruiz-Madrid, M. (2022, May 27–28). *New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning* [Paper presentation]. TISLID 2022: Positive impacts of language technology, Madrid, Spain.

Ciaramita, G. (2022, August 16–19). *Pre-service Teacher Education and the Integration of Mediation, Technology and Plurilingualism* [Paper presentation]. EUROCALL 2022: Communicating in the academic, professional and political spheres during pandemic times. Reykjavík, Iceland.

Ciaramita, G. (2022, September 14–15). *The integration of mediation, plurilingual and digital competencies in language learning tasks* [Paper presentation]. AELFE 2022: Communicating in the academic, professional and political spheres during pandemic times. Pisa, Italy

Cinganotto, L. (2016). CLIL in Italy: A general overview, *Latin American Journal of Content and Language Integrated Learning*, 9(2), 374-400. <https://doi.org/10.5294/lacil.2016.9.2.6>, retrieved on February 25th, 2023

Cinganotto, L. (2020). *How to teach mediation online*. <https://youtu.be/yI6Jqpas6pk>, retrieved on January 23rd, 2021

Corino, E. (February 2021). *TEMPLATE Meet and Greet presentation*

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*. <https://rm.coe.int/16802fc1bf>, retrieved on June 25th, 2021

Council of Europe. (2015). *Education, mobility, otherness The mediation functions of schools*, <https://rm.coe.int/education-mobility-otherness-the-mediation-functions-of-schools/16807367e>, retrieved on June 25th, 2021

Council of Europe. (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). Companion Volume with New Descriptors*, <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>.
retrieved on June 25th, 2021

Council of Europe (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), Companion Volume with New Descriptors*. <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4>, retrieved on June 25th, 2021

Crawford Camiciottoli, B., Campoy-Cubillo, M. (2018). Introduction: The nexus of multimodality, multimodal literacy, and English language teaching in research and practice in higher education settings. *System*, 77, 1-9

Custodio Espinar, M. (2019). *CLIL Teacher Education in Spain*. https://doi.org/10.1007/978-3-030-27443-6_13, retrieved on March 1st, 2023

D'Agostino, A., Longobardi, S., Migali, G., Russo F. (2022). Measuring teachers' readiness to use ICT before the COVID-19 pandemic in Italy, *Qual Quant.* <https://doi.org/10.1007/s11135-022-01586-4>, retrieved on March 1st, 2023

Dalton-Puffer, C., Hüttner, J., Llinares, A. (2022). CLIL in the 21st Century: Retrospective and prospective challenges and opportunities. *Journal Of Immersion And Content-Based Language Education*, 10(2), 182-206, https://www.researchgate.net/publication/361529584_CLIL_in_the_21st_Century_Retrospective_and_prospective_challenges_and_opportunities, retrieved on November 8th, 2023

Davin, K., Herazo, J., Sagre, A. (2017). Learning to mediate: Teacher appropriation of dynamic assessment, *Language Teaching Research*, 21(5), 632-651. <https://doi.org/10.1177/1362168816654309>, retrieved on November 25th, 2021

Dez-Bedmar, M. B., Byram, M. (2019). The current influence of the CEFR in secondary education: teachers' perceptions. *Language, culture and curriculum*, 32 (1), 1-15

Faez, F., Majhanovich, S., Taylor, S. K., Smith, M., Crowley, K. (2011). The power of "Can Do" statements: Teachers' perceptions of CEFR- informed instruction in French as a second language classrooms in Ontario. *Canadian Journal of Applied Linguistics*, 14(2), 1-19. <https://journals.lib.unb.ca/index.php/CJAL/article/view/19855/21653>, retrieved on February 22nd, 2023

Fanara, A. (2019). *La médiation en classe de langue, Quelques réflexions et propositions à partir des nouveaux descripteurs du CECRL.* <https://www.istitutogreppi.edu.it/sites/default/files/page/2019/2%20LINGUA%20FRANCESA%20NUEVI%20DESCRITTORI%20DEL%20CECRL%20-%20A.%20FANARA.pdf>, retrieved on February 22nd, 2021

Fortanet Gómez, I., Edo-Marzá, N. (2022). New genres and new approaches: teaching and assessing product pitches from a multimodal perspective in the ESP classroom. *Porta Linguarum*, 38. <https://doi.org/10.30827/portalin.vi38.2162>, retrieved on July 20th, 2023

Fernández Benavides, A. (2019). Intercultural Components in the Multimodal Structure of a Language Learning Website. *Profile: Issues in Teachers' Professional Development*, 21(1). <http://dx.doi.org/10.15446/profile.v21n1.69951>, retrieved on July 20th, 2021

Ferrari, S., Nuzzo, E. (2010). La valutazione delle competenze orali in italiano L2. Una verifica sperimentale dei criteri suggeriti dal Quadro Comune Europeo (con E. Nuzzo). in E. Lugarini (ed. by), *Valutare le competenze linguistiche, Atti del XV Convegno nazionale GISCEL*, Milano, 6-8 marzo 2008», Franco Angeli, Milano, 279-293

Girón-García, C., Fortanet-Gómez, I. (2023). Science dissemination videos as multimodal supporting resources for ESP teaching in Higher Education. *English for Specific Purposes*, 70, 164-176. <https://doi.org/10.1016/j.esp.2022.12.005>, retrieved on July 17th, 2023

Gonzalez Romero, R. (2012). *Multimodality and English Foreign Language: Image-Text Interaction for Enhancing Students' Reading Comprehension* [Master dissertation]. Madrid: Universidad Complutense de Madrid, https://www.researchgate.net/publication/261831026_Multimodality_and_English_For_eign_Language_Image-Text_Interaction_for_Enhancing_Students'_Reading_Comprehension, retrieved on July 24th, 2023

Goodier, T. (2020). *How mediation can support academic and career skills*. <https://youtu.be/AOW8Xrv9Wk0>, retrieved on June 27th, 2021

Hoven, D. (1999). *CALL-ing the learner into focus: Towards a learner-centred model for CALL*. <https://auspace.athabascau.ca/handle/2149/1677>, retrieved on July 19th, 2023

Howell, P. (2017). *Cross-Language Mediation in Foreign Language Teaching*. <https://core.ac.uk/download/pdf/222959068.pdf>, retrieved on July 19th, 2023

Izquierdo, J., de-la-Cruz-Villegas, V., Aquino-Zúñiga, S., Sandoval-Caraveo, M., García-Martínez, V. (2017). Teachers' use of ICTs in public language education: Evidence from second language Secondary-School classrooms. *Comunicar*, 25(50), 33-41. <https://doi.org/10.3916/C50-2017-03>, retrieved on November 27th, 2021

Jewitt, C. (2003). Re-thinking assessment: Multimodality, literacy and computer mediated learning. *Assessment in education: Principles, policy & practice*, 10(1), 83-102

Jewitt, C. (2011). *The Routledge handbook of multimodal analysis*. Routledge/Taylor & Francis Group

Klein, H. G., Stegmann, T. D. (1999). *EurocomRom - Die sieben Siebe: Romanische Sprachen sofort lesen Könen*. Aachen: Shaker.

Kress, G. (2010). *Multimodality: A Social Semiotic Approach to Contemporary Communication* (2nd ed.). London: Taylor & Francis.

Kumar, S., Tammelin, M. (2008). *Integrating ICT into Language Learning and Teaching: Guide for Institutions*. Johannes Kepler Universität Linz. https://www.researchgate.net/publication/255583982_INTEGRATING_ICT_INTO_LANGUAGE_LEARNING_AND_TEACHING, retrieved on February 25th, 2023

LEGGI 28 marzo 2003, n.53.

https://archivio.pubblica.istruzione.it/mpi/progettoscuola/allegati/legge53_03.pdf, retrieved on July 11th, 2023

Leontjev, D. (2016). *Icandoit: The impact of computerized adaptive corrective feedback on L2 English learners* [PhD dissertation]. Jyväskylä: University of Jyväskylä.

<http://urn.fi/URN:ISBN:978-951-39-6586-0> , retrieved on October 25th, 2021

Lim, F. V., Toh, W., Nguyen, T. T. H. (2022). Multimodality in the English language classroom: A systematic review of literature. *Linguistics and Education*, 69, <https://www.sciencedirect.com/science/article/pii/S0898589822000365>, retrieved on February 25th, 2023

Liu, X., Qu, D. (2014). Exploring the Multimodality of EFL Textbooks for Chinese College Students: A Comparative Study. *RELC Journal*, 45(2), 135-150. <https://doi.org/10.1177/0033688214533865>, retrieved on July 2nd, 2022

Llinares, A., Cross, R. (2022). New challenges for CLIL research Identifying (in)equity issues. *Aila Review*, 35 (2), 169-179. https://www.researchgate.net/publication/372033143_New_challenges_for_CLIL_research_Identifying_inequity_issues, retrieved on November 8th, 2023

Luzón, M. J., Ruiz-Madrid, M. N. (2008). Learning to Learn in a Digital Context: Language Learning Webtasks for an Autonomising “Wreading” Competence. *CORELL: Computer Resources for Language Learning*, 2, 28-45. <https://repositori.uji.es/xmlui/handle/10234/16935?locale-attribute=en> retrieved on February 25th, 2023

Madrid, D. (2021). Motivational potential of bilingual and non-bilingual programs in secondary and tertiary education. *Porta Linguarum*, 36, 193-212, <https://revistaseug.ugr.es/index.php/portalin/article/view/16700>, retrieved on November 8th, 2023

Magnusson, P., Godhe, A.-L. (2019). Multimodality in Language Education – Implications for Teaching. *Designs for Learning*, 11(1), 127–137. <https://doi.org/10.16993/df.127>, retrieved on February 25th, 2023

McGarr, O., McDonagh, A. (2019). *Digital Competence in Teacher Education, Output 1 of the Erasmus+ funded Developing Student Teachers’ Digital Competence (DICTE) project.* <https://dicte.oslomet.no/>, retrieved on July 5th, 2022

McGarr, O., Mifsud, L., Rubio Colomer, J. C. (2021). Digital competence in teacher education: comparing national policies in Norway, Ireland and Spain. *Learning, Media and Technology.* <https://doi.org/10.1080/17439884.2021.1913182>, retrieved on July 5th, 2022

Ministero dell'Istruzione, dell'Università e della Ricerca (2012). *Indicazioni nazionali per il curriculum della scuola dell'infanzia e del primo ciclo d'istruzione*. https://www.miur.gov.it/documents/20182/51310/DM+254_2012.pdf, retrieved on July 7th, 2023

Ministero dell'Istruzione, dell'Università e della Ricerca (2015). *Piano Nazionale Scuola Digitale*. <https://www.miur.gov.it/documents/20182/50615/Piano+nazionale+scuola+digitale.pdf/5b1a7e34-b678-40c5-8d26-e7b646708d70?version=1.1&t=1496170125686>, retrieved on November 5th, 2022

Ministerio de Educación y Ciencia (1988). Proyectos Atena y Mercurio, Programa de Nuevas Tecnologías de la información y de la Comunicación (P.N.T.I.C.). 1988. https://sede.educacion.gob.es/publiventa/descarga.action?f_codigo_agc=18286

Mitits, L. (2018). Multilingual Students in Greek Schools: Teachers' Views and Teaching Practices. *Journal of Education and e-Learning Research*, 5 (1), 28-36. <https://doi.org/10.20448/journal.509.2018.51.28.36>, retrieved on November 25th, 2021

Moonen, M., Stoutjesdijk, E., de Graaf, R., Corda, A. (2013). Implementing CEFR in secondary education: impact on FL teachers' educational and assessment practice. *International Journal of Applied Linguistics*, 23(2), 226-246. <https://doi.org/10.1111/ijal.12000>, retrieved on February 22nd, 2023

Moss, G. (2006). Textbook language, teacher mediation, classroom interaction and learning processes: the case of Natural and Social Science textbooks in Barranquilla, Colombia. *Proceedings of the 33rd International Systemic Functional Congress*, 879-894. https://www.pucsp.br/isfc/proceedings/list_of_all_articles.htm, retrieved on February 22nd, 2023

Nadales Bonilla, R., Valderrama Molina, M. (2020). La mediación y su impacto en las aulas de las escuelas oficiales de idiomas. *eco. Revista Digital de Educación y Formación*

del profesorado, 17. <http://revistaeco.cepcordoba.es/wp-content/uploads/2020/04/Nadales2.pdf>, retrieved on November 25th, 2021

OECD (2018). *Education Policy Outlook: Spain*.
www.oecd.org/education/policyoutlook.htm. retrieved on September 21st, 2023

Pavón, V., Pérez, A. (2018). Enhancing disciplinary literacies: languages of schooling and whole-school language projects in Spain, Europe. *Journal Of Applied Linguistics*, 6(1), 109-130. <https://doi.org/10.1515/eujal-2017-0023>, retrieved on October 24th, 2020

Pecoraro Scanio, M. (2018). *L'uso della tecnologia nella didattica della lingua inglese in Italia nelle Scuole Secondarie di Secondo Grado: un caso studio di alcune scuole lombarde* [Master dissertation]. Milano: Università degli Studi di Milano.
https://www.academia.edu/45716483/Corso_di_Laurea_Magistrale_in_Lingue_e_Culture_per_la_Comunicazione_e_la_Cooperazione_Internazionale_LUSO_DELLA_TECNOLOGIA_NELLA_DIDATTICA DELLA LINGUA INGLESE IN ITALIA NELLE SCUOLE SECONDARIE DI SECONDO GRADO UN CASO STUDIO DI ALCUNE SCUOLE LOMBARDE, retrieved on February 25th, 2023

Pellerin, M. (2014). Language tasks using touch screen and mobile technologies: Reconceptualizing task-based CALL for young language learners. *Canadian Journal of Learning and Technology*, 40(1), 1–23. <https://doi.org/10.21432/T2K01N>, retrieved on July 25th, 2023

Piccardo, E. (2012). Médiation et apprentissage des langues: Pourquoi est-il temps de réfléchir à cette notion?. *Études de Linguistique Appliquée*, 167, 285-297. <https://doi.org/10.3917/ela.167.0285>, retrieved on February 25th, 2021

Piccardo, E. (2020). La mediazione al cuore dell'apprendimento linguistico per una didattica 3.0. *Italiano LinguaDue*, 1, 561-585.
<https://riviste.unimi.it/index.php/promoitals/article/view/13946/13088>, retrieved on January 15th, 2021

Poehner, M. E., Leontjev, D. (2020). To correct or to cooperate: Mediational processes and L2 development. *Language Teaching Research*, 24(3), 295-316. <https://doi.org/10.1177/1362168818783212>, retrieved on November 25th, 2021

Punie, Y., editor; Redecker, C. (2017). *European Framework for the Digital Competence of Educators: DigCompEdu*. <https://publications.jrc.ec.europa.eu/repository/handle/JRC107466>, retrieved on July 25th, 2022

Querol-Julián, M. Beltrán-Palanques, V. (2021). PechaKucha Presentations to Develop Multimodal Communicative Competence in ESP and EMI Live Online Lectures: A Team-Teaching Proposal. *CALL-EJ*, 22(1), 73-90. <https://repositori.uji.es/xmlui/handle/10234/194649>, retrieved on July 17th, 2023

Real Decreto 157/2022. <https://www.boe.es/buscar/act.php?id=BOE-A-2022-3296#a7>, retrieved on July 11th, 2023

Reynolds, K.A., Wry, E., Mullis, I.V.S., Davier, M. (2021). PIRLS 2021 *Encyclopedia: Education Policy and Curriculum in Reading*. <https://pirls2021.org/encyclopedia>, retrieved on February 25th, 2023

Sailer, H., Cutrim Schmid, E., Koenraad, T. (2014). The IWB in the CLIL classroom: Using visuals to foster active learning with young beginners". In Cutrim Schmid E. Whyte, S. (Eds.). *Teaching languages with technology: Communicative approaches to interactive whiteboard use*. A resource book for teacher development, 123–151, Bloomsbury

Salvador-García, C., Ruiz-Madrid, M.N. (Forthcoming). A proposal for CLIL teacher training: acknowledging multimodal literacies as pedagogical affordances in CLILicised Physical Education. In Beltrán-Palanques V., Bernad-Mechó E. forthcoming. *Current trends in EMI and Multimodality in Higher Education*. Routledge Series in Language and Content Integrated Teaching & Plurilingual Education.

Shimichev, A. S., Rotanova, M. B. (2021). Digital Competence of a Foreign Language Teacher: E-learning in Work. *International Conference on Quality Management, Transport and Information Security, Information Technologies (IT&QM&IS)*, Yaroslavl, Russian Federation, 2021, 850-853.

<https://doi.org/10.1109/ITQMIS53292.2021.9642910>, retrieved on July 25th, 2022

Solís García, I., Pepe, C.F. (2022). L'opinione dei docenti sulla didattica multilingue e interculturale. Studio di un caso campano. *Lea*, 11, 373-387.

<https://dx.doi.org/10.362553/LEA-1824-484x-13666>, retrieved on February 25th, 2023

Vygotsky, L. S. (1978). *Mind in society: the development of higher psychological processes*. Cambridge, MA: Harvard University Press

Yang, J. (2019). Understanding Chinese language teachers' beliefs about themselves and their students in an English context. *System*, 80, 73-82.

<https://doi.org/10.1016/j.system.2018.10.014>, retrieved on October 25th, 2021

ONLINE RESOURCES

Canva. <https://www.canva.com/>

Comment Bubble. <https://www.commentbubble.com/>

Common European Framework of Reference for Languages (CEFR) webpage.

<https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions#:~:text=The%20CEFR%20organises%20language%20proficiency,'can%2Ddo'%20descriptors.>

Council of Europe. <https://www.coe.int/en/web/portal/home>

Dipartimento Lingue Unito. <https://www.lingue.unito.it/>

EdPuzzle. <https://edpuzzle.com/>

Educagob, Portal del sistema educativo español.

<https://educagob.educacionyfp.gob.es/ca/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-secundaria-obligatoria.html>

Erasmus Partnership. <https://www.erasmuspartnership.com/>

Etherpad. <https://etherpad.org/>

Etwinning. <https://school-education.ec.europa.eu/en/etwinning>

Eurydice Italy.

<https://eurydice.eacea.ec.europa.eu/it/national-education-systems/italy/organizzazione-dellistruzione-primaria>

Evernote. <https://evernote.com/intl/it>

Fact Sheets on the European Union. <https://www.europarl.europa.eu/factsheets/en/home>

Google documents. <https://www.google.com/intl/it/docs/about/>

Historytech.

<https://historytech.wordpress.com/2013/12/19/rewordify-levels-text-demystifies-primary-docs-and-makes-your-life-easier/>

INTEF. <https://intef.es/>

Livemocha. <https://www.livemochas.com/>

Ludwig.guru.

<https://ludwig.guru/>

<https://chrome.google.com/webstore/detail/ludwigguru/mddofjlammcffeigngeniglccdbfgnhh>

Mentimeter. <https://www.mentimeter.com/>

Ministero dell'istruzione. <https://www.miur.gov.it/scuola-secondaria-di-primο-grado>

Mission Énergie.

<https://www.missionenergie.goodplanet.org/fiche/quest-ce-que-le-changement-climatique-3/>

Noi e le Nostre Lingue. https://www.studium.unito.it/do/progetti.pl/Show?_id=6223

Nowcomment. <https://nowcomment.com/documents/341695>

Oxford Public International Law. <https://opil.oup.com/>

Powtoon. <https://www.powtoon.com/>

Rewordify. <https://rewordify.com/>

TEMPLATE project. <https://templateplurilingualism.eu/>;
<https://www.youtube.com/@templateeu2041>

APPENDIX

Castellon de La Plana,

27/09/2023

I, Inmaculada Fortanet-Gómez, hereby authorise Giulia Ciaramita to include the publications listed below in his/her doctoral thesis. In addition, I waive the right to use those articles as part of any other doctoral thesis.

List of articles:

Ciaramita, G., and Fortanet-Gómez I. "Teachers' attitude towards the use and teaching of mediation in language classes", RILA: Rassegna Italiana di Linguistica Applicata, ACCEPTED FOR PUBLICATION

Signed,

FORTANET GOMEZ

MARIA INMACULADA

- 18938285Q

Firmado digitalmente por

FORTANET GOMEZ MARIA

INMACULADA - 18938285Q

Fecha: 2023.09.27 18:19:22

+02'00'

In accordance with article 28 of the Regulations on doctoral studies of the Universitat Jaume I in Castelló, regulated by RD 99/2011, at the Universitat Jaume I (Approved by the Governing Council at its meeting no. 8/2020 held on 2 October 2020):

"(...)

4. In the case of joint publications, all the co-authors must explicitly state their approval that the doctoral student presented the work as part of her/his thesis and the express waiver of presenting this same work as part of another doctoral thesis. This authorisation must be attached as documentation when the evaluation of the thesis begins."

Castellon de La Plana,


27/09/2023

I, María Noelia Ruiz Madrid, hereby authorise Giulia Ciaramita to include the publications listed below in his/her doctoral thesis. In addition, I waive the right to use those articles as part of any other doctoral thesis.

List of articles:

Ciaramita, G., and Ruiz-Madrid M., “New competences, new proposals: technology-mediated tasks to foster mediation competence in language learning”
UNPUBLISHED ARTICLE

Ciaramita, G., and Ruiz-Madrid M., “Mediation and digital competence: a must for pre-tertiary education teacher training. A comparative case study in Spain and Italy.”
UNPUBLISHED ARTICLE

Signed,  **MARIA
NOELIA
RUIZ
MADRID** Digitally signed
by MARIA
NOELIA|RUIZ|
MADRID
Date: 2023.10.01
08:31:09 +02'00'

In accordance with article 28 of the Regulations on doctoral studies of the Universitat Jaume I in Castelló, regulated by RD 99/2011, at the Universitat Jaume I (Approved by the Governing Council at its meeting no. 8/2020 held on 2 October 2020):

"(...)

4. In the case of joint publications, all the co-authors must explicitly state their approval that the doctoral student presented the work as part of her/his thesis and the express waiver of presenting this same work as part of another doctoral thesis. This authorisation must be attached as documentation when the evaluation of the thesis begins."



Rassegna Italiana di Linguistica Applicata
R.I.L.A.

Bulzoni Editore
Roma

ISSN 0033-9725

Io sottoscritto Matteo Santipolo, in qualità di Direttore Scientifico della rivista RILA (Rassegna Italiana di Linguistica Applicata) dichiaro che il contributo dal titolo:

Teachers' attitude towards the use and teaching of mediation in language classes

di GIULIA CIARAMITA, *Università degli Studi di Torino (Italy)*, *Universitat Jaume I (Spain)* e INMACULADA FORTANET-GOMEZ, *Universitat Jaume I (Spain)*

è stato accettato per la pubblicazione nel n. 1-2023 della Rivista da me diretta.

In fede,
Prof. Matteo Santipolo

Università di Padova, 13 luglio 2023

CERTIFICADO DE AUTOR DE CAPÍTULO DE LIBRO

Doña Margarita Esther Sánchez Cuervo en calidad de Co-editora de un volumen monográfico dentro de la colección *Champs Didactiques Plurilingues* de la Editorial Peter Lang certifica que la:

Giulia Ciaramita

es autora del capítulo que lleva por título:

"Multimodality as a mediation strategy in foreign language textbooks"

dentro del libro titulado:

The (inter)cultural dimension in language learning

que será publicado en la colección mencionada anteriormente en la segunda mitad de 2023. Y para que así pueda hacerlo constar donde corresponda firmo el presente certificado a fecha de la firma digital.

SANCHEZ CUERVO
MARGARITA ESTHER
- 44307290K

Firmado digitalmente por
SANCHEZ CUERVO MARGARITA
ESTHER - 44307290K
Fecha: 2023.03.31 10:12:29
+01'00'

Pisa 7 aprile 2023

In qualità di curatrice del volume *Teaching, Translating and Researching LSP during the pandemic times* dichiaro che il contributo della dott.ssa Giulia Ciaramita *The integration of mediation, plurilingual and digital competencies in language learning task* è stato accettato per la pubblicazione nella collana CLI della Pisa University Press.

Prof.ssa Elena Carpi
Elena Carpi



TEMPLATE

TECHNOLOGY - PLURILINGUALISM - TEACHING

MULTIPLIER EVENT

30th November 2021

09:00 - 14:00 hrs

Universitat Jaume I (Castelló, Spain)

Facultad de Ciencias Sociales y Humanas, HC110AA



Check the
programme:



Register
here:



- * Useful resources for plurilingual teaching through ICTs
- * Interactive face-to-face workshops
- * International expert researchers



Co-funded by the
Erasmus+ Programme
of the European Union



@template_eu



@template.eu



Project Template EU

<https://templateplurilingualism.eu/>



GRID FOR ACTIVITIES DEVELOPED BY PRE-SERVICE TEACHERS

TITLE OF THE MODULE: Ancient Egypt

<p>TITLE OF THE ORIGINAL ACTIVITY The Return of the Mummies</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT WAS ADDRESSED TO PRIMARY EDUCATION</p>
<p>LANGUAGES CONCERNED ITALIAN, ENGLISH, FRENCH</p>
<p>TECHNOLOGIES CONCERNED Canva; Youtube; Hotpotatoes; Liveworksheets; H5P; Genially; Kahoot</p>
<p>SUBJECTS CONCERNED History, English as Foreign Language, Information Technology</p>
<p>TITLE OF ADAPTED ACTIVITY The Return of the Mummies</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO 4th grade, 9-10-year-olds (primary school)</p>

LANGUAGES CONCERNED IN THE ACTIVITY

English, French, Italian, Spanish, Portuguese, Marchigiano

TECHNOLOGIES CONCERNED

Storyboard; HotPotatoes; Liveworksheets;

SUBJECTS CONCERNED

History, English as Foreign Language, Information Technology (in the form of activities to be done with ICT tools)

OBJECTIVE/S OF THE ACTIVITY

- History: Students will learn about the different phases of mummification.
- Expose students to plurilingualism to help them develop strategies to comprehend languages they have no academic exposure to through a pre-activity and first activity which exposes them and make them reflect on the existing similarities between two or more languages of the same family (Intercomprehension approach). In addition, the second activity deals with the intercultural approach by having students dive into the culinary habits of different countries.

DESCRIPTION OF THE REAL CONTEXT

Physical: school, students

Academic: description of the subjects in which it is inserted

- Italian public school in Marche;
- class of around 20 students;
- The classroom is equipped with an IWB, Computer and WIFI connection;
- The task will be included in the History curriculum;
- Students will work both in pairs and in small groups;

DESCRIPTION OF THE ACTIVITY

These activities have been designed to be integrated in the CLIL History module thought for Professor Ruiz's assignment.

Pre-activity (in groups of 5): the students are involved in a scavenger hunt in which they will have to decode a set of three hints given to them in pairs of different languages, to find the sections of the text they will be using to complete activity 1

Activity 1: (first part to be done in groups of 5) the groups will be exposed to a scrambled text, each section written in two different languages. They will have to try to re-organize the text using intercomprehension strategies, namely by finding similarities among the languages. Inter-group cooperation is allowed as a useful instrument to expand their understanding of the text and similarities among languages. (Second part to be done in pairs) The pupils will complete a table containing a list of lexis which appears in the text. (Liveworksheet) The words will be given in different languages. The final part of the activity will cover a metalinguistic reflection through a set of guided question, students will be asked to exemplify the strategies they have come up with to complete the activity.

Activity 2: The teacher presents a Storyboard with different characters (archeologists) speaking each a different language, talking about the same topic and using a similar syntactic structure. Divided in pairs, the students will then be asked to complete a drag and drop activity (HotPotatoes) to find out the nationality of the archeologists based on the language they have used and the food they have talked about. They will then be asked what their favourite food is and why, to be answered in English.

TIMING

When in the academic year or semester and why

Time needed and distribution (class hours, homework)

The activity will be done in early March, therefore in the second half of the school year, due to the chronological approach adopted in teaching History. The activities will be done over the course of three hours, no homework will be assigned for this section.

ASSESSMENT

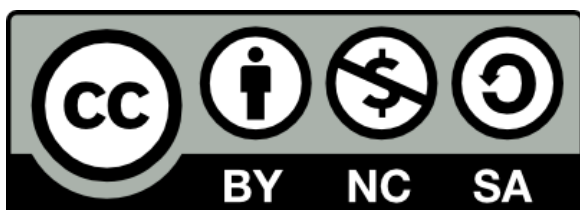
Impact this activity can have in the final/partial assessment of the subject/s

- A continuous assessment will be carried out during each of the phases through progressive observation;
- This activity will allow for a deeper understanding of the subject matter;
- As for the plurilingualism tasks, the teacher will monitor the students' learning process in matter of the strategies adopted by the students to solve the activities (metacognitive skills);
- The History teacher will take into account the outcomes of this activity in the overall evaluation of the module on Ancient Egypt;

EXPECTED RESULTS

Students' motivation and satisfaction, self-confidence, image of teacher's and students' identities, etc.

- Increased cooperation and team-work among students;
- A more positive classroom environment aimed at a better relationship with "the other";
- Improved confidence in approaching an unknown language;
- Increased student motivation and sense of autonomy thanks to hands-on activities and authentic tasks;
- Increased cooperation among teachers and sharing of good practices, if more than one teacher is involved;
- Students will be happy to share the fact they have been using the languages they use in their homes at school;
- Students will have become more confident and engaged with the activities and subjects thanks to the use of technology;
- Improved mediation skills by having them mediate meaning and content;
- Improved receptive skills and comprehension;
- The teacher will have acted as a guide and model, refraining from judging students for their work, pupils will be the protagonists/active agents of their learning.



MATERIALS

PRE-ACTIVITY: SCAVENGER HUNT

The Class is split into 4 groups of 5 children, the teacher gives each group the first hint, with this, they will have to find the second and subsequently the third in order to be given the materials for Activity 1.

Each group is exposed to all six languages involved in the lesson.

GROUP 1:

1	Guarda nel primo cassetto della cattedra	Regarde dans le premier tiroir du bureau de la maîtresse
2	Chiedelo a la maestra Anna	Pergunta à professora Ana
3	É o teu, mais os outros usam-no frequentemente sem pedir-te permissão	It's yours but the others often use it without permission

GROUP 2:

1	Look behind the radiator	Guarda derete lu termosifò
2	Pregúntale a la maestra Juana	Demande à la maitresse Giovanna
3	É o teu, mais os outros usam-no frequentemente sem pedir-te permissão	è tuo ma lo usano spesso gli altri senza chiederti il permesso.

GROUP 3:

1	Mira en la taquilla	Olha no armário
2	Chiedi al maestro Marco	Ask to teacher Marco
3	C'est à toi mais les autres l'utilisent souvent sans avoir ta permission	è lo tua ma lo dopra spesso tutti senza chiedete cosa

GROUP 4:

1	Regarde derrière la bibliothèque/l'étagère	Olha atrás do estante de livros
2	Chiedelo a la vidella	Chiedi alla bidella
3	Es tuyo pero los otros lo utilizan con frecuencia sin pedirte el permiso	It's yours but the others often use it without permission

ACTIVITY 1: SCRAMBLED TEXT ON THE MUMMIFICATION PROCESS

Each group, at the end of the scavenger hunt, will find a pack with the 12 sections of the text on mummification, each section is provided in 2 languages, they will have to re-order the text.

The Mummification Process - VERSION 1		
1	The Egyptians believed that the deceased still needed their bodies in the afterlife.	Os egípcios criavam/achavam que os mortos ainda precisavam dos seus corpos no além-mundo. Para preservá-lo, eles o mumificavam.
2	Para preservarlo, lo momificaban.	To preserve it, they mummified it.
3	La mummificaziò c'ha 5 fasi.	La momificación tiene 5 (cinco) etapas.
4	Primero, vacían el cuerpo de sus órganos internos.	Premièrement, on vidait le corps des organes internes.
5	Poumons, foie, intestin et estomac étaient ensuite conservés dans 4 vases canopes.	The lungs, liver, intestines and stomach were then placed in the 4 canopic vases.
6	Lo cervello venìa cacciato fori e buttato via.	Le cerveau était retiré et jeté.
7	Lasciavano il cuore perchè rappresentava l'anima.	Se deja el corazón porque representa el alma.
8	Lavavam o corpo e então o colocavam no natrão da areia do Nilo.	On lavait le corps et on le plaçait dans le natron, un sel qui se trouve dans les sables d'Egypte.
9	Depois de 70 dias, envolviam o corpo com bandagem da cabeça aos pés.	Passati 70 giorni, veniva bendato dalla testa ai piedi.
10	La mummia venìa mista pò dentro un sarcofago de legno	The mummy was then placed in a wooden sarcophagus.
11	Junto al sarcófago, en la tumba se insertan varios objetos útiles al difunto para el viaje al Más Allá.	Together with the sarcophagus, in the tomb were inserted various objects useful to the deceased for the journey into the afterlife.
12	Parmi ces objets il y avait le livre des morts, des parfums, de la nourriture et des chaussures.	Entre aqueles objetos havia o Livro dos Mortos, perfumes, alimentos/comidas e sapatos.

The Mummification Process - VERSION 2		
1	Los egipcios creían que los difuntos todavía necesitaban sus cuerpos en el Más Allá.	Gli Egizi credevano che i defunti necessitassero ancora del loro corpo nell'Aldilà.
2	La momification est constituée de 5 étapes.	Per mantenerlo, lo mummificava.
3	Mummification has 5 stages.	A mumificação tem cinco estágios.
4	First, they emptied the body of its internal organs.	Per primo, svuotavano il corpo dagli organi interni.
5	Luego se colocan los pulmones, el hígado, los intestinos y el estómago en los 4 vasos canopos.	Eles colocavam os pulmões, o fígado, o intestino e o estômago nos quatro vasos canópicos.
6	Il cervello veniva estratto e gettato via.	The heart was left because it represented the soul.
7	The heart was left because it represented the soul.	On gardait le cœur car il représentait l'âme du défunt.
8	El cuerpo es lavado y sumergido en sal de natrón, encontrada en las arenas de Egipto.	Lo corpo venìa rlaato e pò ccorato de sale natron, che se troava dentro la sabbia d'Egitto.
9	After 70 days it was folded from head to toe.	Après 70 jours, on enroulait des bandes autour du corps, de la tête aux pieds.
10	Punham a múmia em um sarcófago de madeira.	La momie était placée dans un sarcophage en bois.
11	Com o sarcófago, eles punham vários objetos úteis para o morto para a sua viagem no além-mundo.	Asseme a lu sarcofago, dentro la tomba ce se mittia diverse cose che putia fa comodo a lu mortu per lu viaggiu nell'otretomba.
12	Tra questi oggetti c'era il Libro dei Morti, profumi, cibo e scarpe.	Entre estos objetos se encuentran el Libro de los Muertos, perfumes, alimentos y zapatos.

After having reordered the text, they will be assigned to a different team that includes classmates who worked on the other version of the text. They are asked to compare the vocabulary by filling some parts of the table below.

This is the completed table of terms that the students will fill in.

You can find the interactive version on <https://www.liveworksheets.com/6-es780ze>

ITALIANO	ENGLISH	FRANCAIS	ESPANOL	PORTUGUÊS	MARCHIGIANO
Mummia	Mummy	Momie	Momia	múmia	Mummia
Vasi canopi	Canopic vases/jars	Vases canopes	Jarras Canopes / Vasos Canopos	Vaso Canópico	
Corpo	Body	Corps	Cuerpo	Corpo	Corpu
Vita nell'aldilà	Afterlife	La vie dans l'au-delà	Vida en el Más Allá	Além-mundo/vida no além	L'Otretomba
Egizi	Egyptians	Egyptiens	Egipcios	Egípcios	Egizi
Sarcofago	Sarcophagus	Sarcophage	<u>Sarcófago</u>	Sarcófago	Sarcofagu
Bende	Bandages	Bandes	Vendas	Bandagem	Vende
Giorni	Days	Jours	<u>Días</u>	Dias	Jorno
Sale	Salt	Sel	Sal	Sal	Sale
Scarpe	Shoes	Chaussures	Zapatos	Sapatos	Shcarpe
Tomba	Tomb	Tombe	Tumba	Tumba/Sepulcro	Tomva
Viaggio	Journey	Voyage	Viaje	Viagem	Viagghiu
Oggetti	Objects	Objets	Objetos	Objetos	Le Cose

METALINGUISTIC REFLECTION:

The teacher will ask questions to raise students' metalinguistic awareness.

https://docs.google.com/presentation/d/10Z_njmJ5oojix2yPAfTJtHWwVaq9FhUxY6n9tMpW9kl/edit?usp=sharing

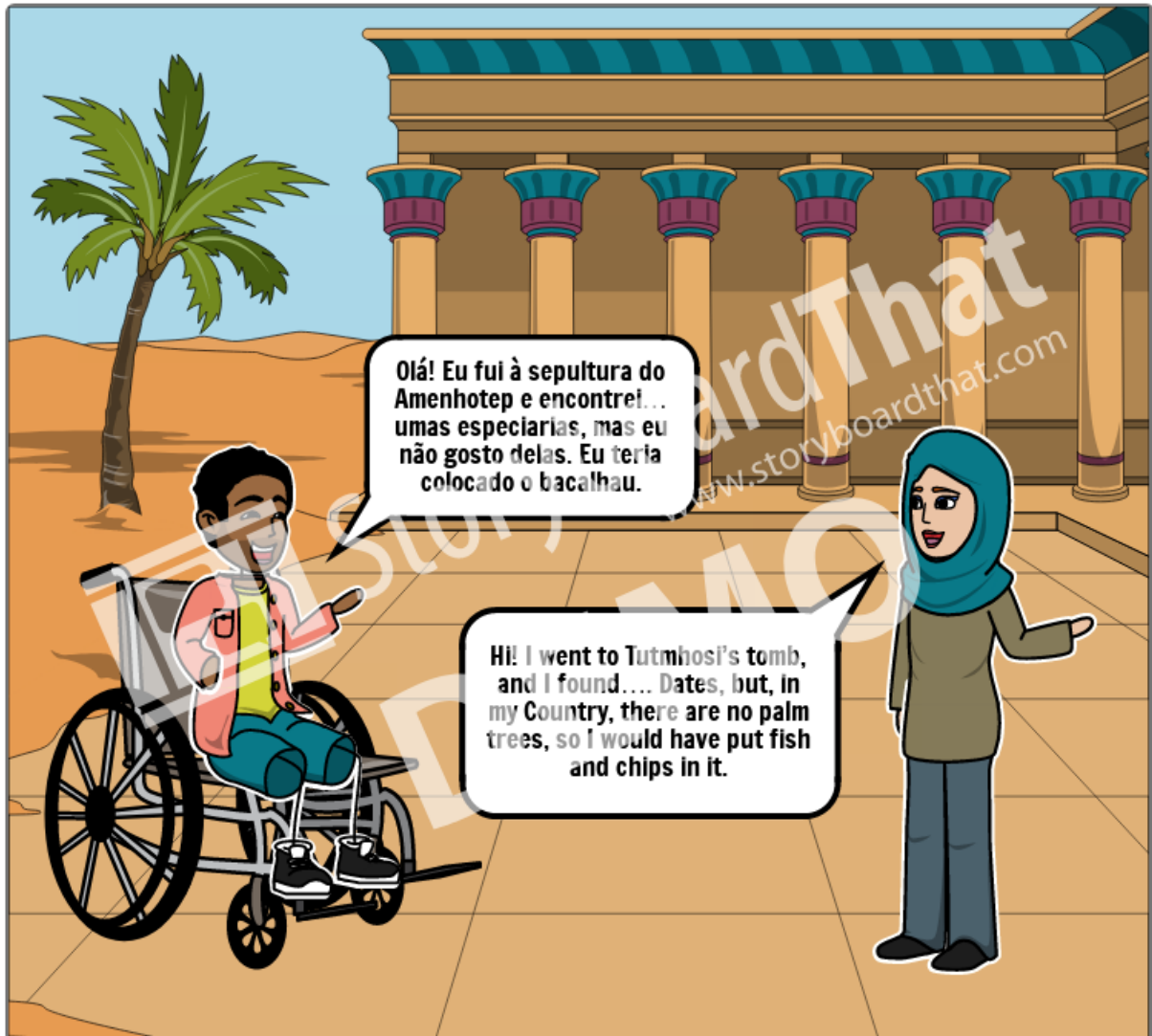
1. did you notice any similarities between different languages?
2. which words did you use to help you reorganise the text?

ACTIVITY 2: FOOD IN ANCIENT EGYPT

TEXTS FOR THE STORYBOARD: Every archeologist talks about the food that they found in the pharaoh's tomb in their own language, and adds a food or dish from their country.

After watching the Storyboard, students will be asked to match the food and language to the correct flag.

<https://drive.google.com/file/d/1ZINIV6YXijinKCVdwwvdhotQWMGKkG0k/view?usp=sharing>





Ciao! Sono andato nella tomba di Tutankhamon e ho trovato... il pesce, nel mio paese ci avremmo messo il parmigiano.

Salut! Je suis allé dans la tombe de Ramsès et j'ai trouvé... Du pain rond, mais moi j'y aurais mis une baguette.



MARCHE:

So jito dentro la tomba di Akhenaton e so troato... La virra, ma su lo paese mio non se bee la virra, io c'avriò misto lo Varnelli

FRANCE:

Je suis allé dans la tombe de Ramsès et j'ai trouvé... Du pain rond, mais moi j'y aurais mis une baguette.

ENGLAND:

I went to Tutmhosì's tomb and I found.... Dates, but in my Country there are no palm trees, so I would have put fish and chips in it.

SPAIN:

Fui a la tumba de Sethi y encontré... Las olivas, en mi país hay muchas olivas, pero yo habría puesto la paella.

PORTUGAL:

Eu fui à sepultura do Amenhotep e encontrei... umas especiarias, mas eu não gosto delas. Eu teria colocado/colocaria o bacalhau

ITALY:

Sono andato nella tomba di Tutankhamon e ho trovato.... il pesce, nel mio paese ci avrei messo il parmigiano.

Final question in English: And you? What is your favourite food? - class involvement