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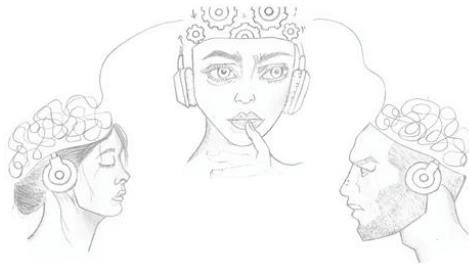
Programa de Doctorado en Estudios Língüísticos y Literarios en sus Contextos Socioculturales (DELLCOS)

Tesis doctoral

Teaching and assessment of linguistic mediation using the Moodle learning platform: A study case of EFL at the Online Official School of Languages in Gran Canaria (Canary Islands)

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[A disposición de los Servicios Administrativos de la ULPGC]

ANEXO I

Dña. <u>Carmen Márquez Montes</u>, **Coordinadora del Programa de Doctorado en** <u>Estudios Lingüísticos y Literarios en sus Contextos Socioculturales</u>

INFORMA,

Que la Comisión Académica del Programa de Doctorado, en sesión de fecha .... tomó el acuerdo de dar el consentimiento para su tramitación, a la tesis doctoral titulada **"Teaching and assessment of linguistic mediation using the Moodle learning platform: A study case of EFL at the Online Official School of Languages in Gran Canaria (Canary Islands)"** presentada por la doctoranda Dña. Tatiana María Sánchez Rodríguez y dirigida por la Doctora M.ª Victoria Domínguez Rodríguez.

Y para que así conste, y a efectos de lo previsto en el Artº 11 del Reglamento de Estudios de Doctorado (BOULPGC 7/10/2016) de la Universidad de Las Palmas de Gran Canaria, firmo la presente en Las Palmas de Gran Canaria, a ... de...de dos mil ………..

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To my friends, who have shared my progress and praised my little steps along the way. To those friends and family that I have lost during the way. From wherever you are, I made it.

Finally, I want to thank me for my endurance, trust in myself and my passion. Thanks to myself for caring of the future me and granting compassion and rest to achieve my goals.
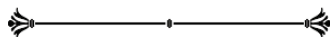
ABSTRACT

Linguistic mediation, now integrated into European language curricula and exams, represents a broader and richer understanding of the everyday act of communication. As conceptualized in the CEFR Companion Volume, the learner is conceived as "a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities, and sometimes from one language to another (cross-linguistic mediation)" (Council of Europe, 2020, p. 90). However, this paradigm shift from a static view of language to a dynamic view of co-construction of meaning has not been a smooth one.

The development and refinement of the concept of mediation has taken plenty of time and research since its official introduction in the CEFR in 2001. Concerning its integration into the European language curricula has coincided with the worst and largest sanitary crisis of our times, the challenge students have had to face implied not only dealing with one new skill but also with the double-edged sword of online learning. The successful integration of linguistic mediation not only into the curricula but also into speakers' minds turns on a thoughtful reconsideration of our approach to its practical implementation in online environments.

This dissertation seeks to theoretically explore previous literature on changes and updates to the concept of mediation in the CEFR and cast light on potential gaps in relation to its practical dimension. More specifically, first we present a critical literature review that support and guide the analysis and search of the most effective ways of teaching and assessing when it comes to oral and written mediation using Moodle in the online Official School of Languages in the Canary Islands. Consequently, and considering the main tenets of a practical implementation of linguistic mediation, we describe five different action-oriented scenarios that were designed following the recommendations of the Council of Europe to exemplify how to leverage our resources to teach linguistic mediation in online environments. We then analyze the performances and progress of selected students and reach our conclusions on the viability and effectiveness of the Moodle platform in

facilitating the teaching, learning and assessment of linguistic mediation in online environments.

The results obtained unveil promising research in the field in terms of relevant variables, such as the students' uneven and pluricultural profiles and digital competence. This will help us face the challenges found in the practical implementation of linguistic mediation in the classroom. Similarly, this work aims to fuel the groundwork for research of the role of the teacher and design of tailored rubrics that raise awareness of the complexity involved in the assessment of linguistic mediation and provide profiled grades.

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Acronyms and Abbreviations

AI	Artificial Intelligence
AoA	Action-Oriented Approach
AoS	Action-Oriented Scenario
BB	BlackBoard
BOC	Boletín Oficial de Canarias
CAU_CE	Centro de Atención a Usuarios de la Consejería de Educación, Universidades, Cultura y Deportes
CEFR	Common European Framework of Reference for Languages
CEFR-CV	CEFR Companion Volume
CLT	Communicative Language Teaching
CM	Committee of Ministers
CLIL	Content and Language Integrated Learning
CoE	Council of Europe
COVID-19	Coronavirus Disease of 2019
DGFPEA	Dirección General de Formación Profesional y Educación de Adultos
EFL	English as a Foreign Language
EA	Error Analysis
EALTA	European Association for Language Testing and Assessment
ECML	European Center for Modern Languages
ELP	European Language Portfolio
EU	European Union
ER	Extensive Reading
FAQ	Frequently Asked Question
FL	Foreign Language
FLT	Foreign Language Teaching
GMF	Genetically Modified Food
GPT	Generative Pre-training Transformer
H5P	HTML 5 Package
ICT	Information and Communication Technology
KRI	Kurdistan Region of Iraq
MRI	Magnetic Resonance Imaging

L2	Second Language
LP	Language Policy
LINCDIRE	LINguistic & Cultural DIversity REinvented
LOMCE	Ley Orgánica para la Mejora de la Calidad Educativa
OSL	Official School of Languages
PCEI	Pruebas de Certificación
PFC	Plan de Formación del Centro
RD	Royal Decree
SCT	Sociocultural Theory
WUT	Wuhan University of Technology

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CHAPTER 1

Introduction

1.1. Introduction

This PhD dissertation attempts to go a step further the integration and practical implementation of one of the most remarkable paradigm shifts towards the understanding of communication modes: Linguistic mediation. Its introduction in the Spanish Foreign Language Teaching (FLT) curriculum after the Common European Framework of Reference for Languages (CEFR) finally contemplated it in 2001 paralleled with a tumultuous worldwide pandemic propelling everyone into online learning, and this resulted in fortuitous, yet significant, findings for the field.

In the journey to match the compelling needs of a pro salad-bowl culture, a way to reflect the social part of language became obvious. This implied a big change for language learners, who still seem to be understandably clinging to the bygone three modes of communication after the apparently abrupt introduction of linguistic mediation in the Spanish FLT curriculum in 2019. Dress a bittersweet ingredient as it is online teaching due to the COVID-19 pandemic and pandemonium arises. Far from a seamless transition, the integration of linguistic mediation in the Spanish FLT curriculum undoubtedly put a great strain on practitioners in the field rising to this daunting task.

The general objective of writing the present dissertation is, on the one hand, to clarify and explore the concept of linguistic mediation to ensure a reliable interpretation of the CEFR and, on the other hand, leverage our experience in online teaching to share the most effective Moodle tools to teach and assess it. This work is mostly addressed to those who find it hard to exploit and maximize their teaching practice due to the digital part.

Far from being prescriptive, this dissertation aims at untangling the existing misunderstandings towards the interpretation of CEFR's linguistic mediation, alongside a negotiation on the use of online resources and activities to teach and assess it. Our idea is to contribute to fill a gap in resources and pave the way for online learning. Also, in the short-

term, it can help contribute to give linguistic mediation the role it deserves as a cornerstone of social change.

1.2. Rationale behind the PhD topic: Why choose mediation in the Official School of Languages?

I have been a teacher in the online Official School of Languages (OSL) at Las Palmas de Gran Canaria since its foundation in 2017, and nowadays also appointed second head of studies and one of the examiners for *Pruebas de Certificación de Idiomas* (PCEI) of this school. Therefore, the topic of this dissertation results from my seven-year professional connection with online teaching in one of the more than 450 Spanish schools of languages and supporting centers/extensions. In fact, we will focus on the online OSL in the Canary Islands, using collected data and my own experience and observations as a teacher. From the very beginning, this modality of the OSL has experienced constant growth by overcoming different challenges, concerning not only administrative process to own its place next to the rest modalities, but also quality teaching and assessment of foreign languages (FL).

This dissertation focuses on exploring one of the biggest challenges this OSL is trying to navigate now, that is, the implementation and effective assessment of linguistic mediation in the classrooms. Thus, it aims at examining the weaknesses found in the practical implementation of mediation in the classrooms and providing different Action-oriented Scenarios (AoS) that gather all aspects the CEFR presents to promote plurilingualism.

1.2.1. The online OSL as an educational institution

The OSL are a nation-wide network of publicly founded language schools in Spain, contingent on the *Dirección General de Formación Profesional y Régimen Especial* – henceforth DGFPR. There are around 300 OSLs in Spain (plus 150 supporting extensions), and they certificate levels from A2 to C2. The schools offer different modalities to learn a wide range of languages, now including both face-to-face and online lessons. Pioneering the online modality in 2017, the online OSL in the Canary Islands is still consolidating while steadily growing. Thus, there are certain factors that turn the situation of this modality into a complex one. Unlike the rest of modalities offered by the OSL, the online one has had to start

from scratch in terms of organization, resources, methodology, etc., posing a myriad of challenges not only for teaching in general but also for the implementation of the CEFR in their curricula.

This online modality emerged from the need to provide students in all the Canary Islands with the chance to learn a second language in the OSL in more convenient circumstances as some sort of formative and social service. In the case of the Canary Islands, the online modality allows us to tackle different learning needs in wide sectors of population. In fact, this modality offers English courses specifically addressed to teachers in public centers of the Canary Islands –except for university lecturers or professors, including annual courses and preparatory courses for students willing to sit the PCEI above mentioned. In the case of annual courses, students obtain 240 hours recognized in their training in the Portfolio after completing at least an 85% of attendance, work, and participation, while the PCEI preparatory courses amount a total of 120 hours since they last for four months. On top of that, what really makes this modality especially appealing in comparison to the rest of OSL is the fact that it is entirely free of charge.

1.2.2. Sociocultural and economic background

Despite the challenges this modality faces, there are also more optimistic aspects concerning the sociocultural background of its students. A positive factor in comparison to the rest of modalities is that the profile of the vast majority of students, especially in the case of the English courses, is comfortably homogenous. Accepting only teachers coming from public education, these courses count on groups of students with higher studies and a presumably higher-level digital competence. This does not mean that they all share the same learning profile or personal circumstances, but it does help in shaping a common approach and learning objectives.

1.2.3. Distinctive features of the online OSL

Considering the key role technology plays in this modality, a careful look at how the teaching and assessment of FL in the online OSL are arranged is paramount to understand our proposal for AoS to teach and assess linguistic mediation in this study (see Chapter 7).

Regarding the arrangement of course sessions and groups, this online OSL modality combines synchronous and asynchronous sessions. Students are grouped into reduced groups to attend their synchronous sessions, distributed into a) speaking sessions, b) big group sessions and c) orientation sessions.

a. Speaking sessions focus on enhancing students' oral production, interaction, and mediation by means of mobilizing students' general and communicative competences to perform different communicative tasks. These communicative tasks are carefully elaborated, including the AoS we will use to explore the teaching and assessment of linguistic mediation later in this dissertation. These sessions are also consolidating the content presented throughout the different course units. Students' attendance at the speaking sessions is mandatory since teachers are required to collect data that include observation and evaluation of students' progress.

b. Big group sessions deal with all communicative skills. These types of sessions can be either synchronous or asynchronous. Once a week, big group sessions serve to present and work on new content and share the upcoming synchronous and asynchronous work planned for the unit, which lasts approximately three weeks. Students' attendance is optional, but highly encouraged, since it gives them the chance to interact and solve potential questions concerning the new content and deadlines. Recorded and then shared with students, these sessions are available for download considering students' absences and late incorporations.

c. Orientation sessions seek to fill in the gaps in the students' learning process. They include all aspects not tackled during the speaking and big group sessions, beside challenging content, competences, or strategies that are not included in the unit plans and correspond to the level of proficiency targeted; for instance, intonation issues that cover gaps in their understanding of ongoing intonation elements that are set for the unit. Aimed at individualized attention, these sessions also provide attendees with a chance to have more accurate questions answered. Like speaking sessions, the students' ratio in orientation sessions is also reduced, offering two different schedules for students to attend them. Students can choose the schedule that best fits their job or personal life; therefore, attending these sessions is compulsory.

There needs to be a very accurate combination and integration of those three session types to really cover the unit effectively. In other words, we must provide a careful session plan to obtain time and effort optimization. By the same token, flexibility is vital to reach the course objectives. The content in the units is distributed throughout the sessions and is weekly revised; thus, changes are tracked, and we can adapt to the challenges in the teaching/learning process, *i. e.* students' learning pace and heterogeneous learning needs. The compensation of attendance at speaking and orientation sessions is possible if students complete what is called compensation tasks, which are offered in each of the units and consolidate challenging contents. Students inform teachers to justify their absence to either orientation or speaking sessions and the teacher tells them the tasks they can do, which are always the ones available in the ongoing unit.

1.2.4. Assessment in the online OSL

The assessment, exams and tasks vary depending on the type of examination. Online learners sit at what is called *Evaluación de Progreso y Evaluación de Aprovechamiento* (EPEA) during regular courses, and then, the test that every OSL offers: the PCEI. During the *Evaluación de Progreso*, students are regularly assessed through progress check tests to register their progress and keep them informed. This one amounts to 40% of the overall course mark. At the end of the course, students sit the EPEA, which is worth 60% of the total mark of the course. These tasks are slightly more demanding than the progress check tests, in terms of difficulty and timing. We will provide a deeper analysis of assessment in the online OSL in section 2.2.1.9.

Students sitting the PCEI might be "*estudiantes libres*", which comprise those who have not attended the course but instead want to certificate either because they already have the level or because they have learned the language outside the OSL. Students who attend the courses in the OSL usually sit these examinations as well to get the certificate, as they have had this training and because they possibly need the certificate for working purposes.

Concerning the teaching and assessment of linguistic mediation, as per the CEFR guidelines and descriptors for this mode of communication, it is worth considering the legal

framework upon which the syllabus is elaborated, and especially two key Royal Decrees (RD) and a Resolution:

1. RD 1041/2017, December 22, which establishes the basic curricula for the different levels in the OSLs, introducing mediation as the fifth communicative skill.

2. RD 1/2019, January 11, which states the common basic principles of evaluation applicable to the official certification tests of the levels intermediate B1-B2 and Advanced C1-C2 of special regime language teaching (p. 286). This RD includes mediation activities and strategies; however, since they were not part of the assessment until 2019, they were rather ignored. It establishes that linguistic mediation must be included as one more independent skill in the PCEI, weighing the same.

3. Resolution November 18, 2019, which gathers the updates regarding the evaluation of the PCEI in the Canary Islands while the corresponding regulations on assessment were being elaborated.

As a result, mediation now consists of two different tasks that evaluate intralinguistic mediation in the OSL: one for oral and the other for written mediation.

As it will be explained in Chapter 2, even though the set of descriptors for both mediation activities and strategies had already been provided in the 2018 CEFR Companion Volume (abbreviated: CEFR-CV) to connect the syllabus contents to the real-world needs, practitioners and linguists were still focused on the four skills and interaction, and not enough attention was paid to mediation. This translated into English classes revolving around the 4-skill model of reading, listening, writing, and speaking until 2019 and most (online) OSL students ignored that the concept of 'mediation' existed until they unexpectedly found a mediation task in their examinations at the end of the 2019 course. In fact, June 2019 certification examinations were the first ones including the assessment of linguistic mediation tasks.

Consequently, teachers and students alike were confused about the abrupt implementation of mediation in the OSL curriculum:

> La "precipitación" a la hora de aplicar esta competencia, que consta de una prueba escrita y otra oral, ha generado cierto malestar entre docentes de las escuelas de idiomas y de Secundaria, e incertidumbre

en algunos estudiantes. El servicio de plurilingüismo y enseñanzas artísticas del departamento de Educación reconoce dicha precipitación y comprende la inquietud del profesorado y alumnado, pero asegura que se trata de una normativa básica que había que aplicar sí o sí. Cuando llegamos en agosto parecía que había una moratoria, pero las evidencias nos mostraron que la moratoria era sólo para 2018-19 y que este curso había que aplicar el real decreto. (Olarazán, 2020, n.p.)

Peer-to-peer training, seminars, and courses on mediation teaching and assessment were offered to the teaching community in the OSLs to prepare students for the PCEI and the introduction of mediation. However, the OSLs were lacking materials and training to prepare their students and, as a result, students were on the brink of abandoning the courses as they believed the finals to be impossible to pass once mediation had been introduced.

To this collective worry, the feeling of uncertainty evoked by the Coronavirus Disease of 2019 (COVID-19) that also dominated 2020 turned education upside down. Worldwide, teachers had to become tech savvy overnight and use platforms and gadgets to face teaching from home (Lashley et al., 2020; Sinamora, 2021; Waterson & Zhao, 2021). Not only did online teaching imply facing technological challenges, but also a severe workload to both prepare the sessions and guide students in the new normality (Mahmood, 2020; Vlachopoulos, 2020). Based on my own experience, I certainly shared the same views: it was extremely hard to nourish from peers when it came to teaching mediation at that point, and also the lack of material generated a lack of confidence on what to teach and how.

Despite teachers working at the online OSL are used to offering synchronous and asynchronous sessions and to arranging assessment, at that moment, having a new skill to be assessed and taught required not only certain degree of expertise in the use of Moodle, but also specific training in linguistic mediation. Thus, various targeted training webinars were offered, but most of them coincided with the working hours of the teaching community and, instead, cascade training/peer-training was offered as a solution.

According to our experience in the online OSL, the problem with cascade training was mainly reliability. Linguistic mediation was something rather new for all teachers, so relying on a colleague's first impression of mediation after a one-hour webinar did not really guarantee an effective account of the term nor the skills to teach it. There was a real need for consensus on what was to be taught and to what extent we would follow the CEFR-CV 2020. The models we first received on mediation were the ones in the *Evaluación de Progreso y*

Evaluación de Aprovechamiento. There exist some commissions at the OSLs in charge of creating these tests, and teachers administrating the tests are not allowed to see them until the exam. So, in the 2019 PCEI the first mediation tasks were released, which were taken as samples to create new material to continue teaching mediation the next academic year. The problem was that there was a constant flow of contradictory information between tasks, on structure, assessment criteria of the tasks proposed and the 2020 CEFR-CV. The rubrics that were and are offered do not really match the descriptors in the CEFR (as we will see in Chapter 2), which made the uncertainty and anxiety towards an effective practical implementation of linguistic mediation quickly escalate. Barely were we reacting to the implementation of mediation when the COVID-19 pandemic outburst took place in November 2019, putting a greater strain on an effective implementation of linguistic mediation in online sessions.

1.3. Hypothesis and objectives

This PhD dissertation seeks to define and further examine the concept of *mediation* as offered by the CEFR (2001 and subsequent updates and companion volumes), and the role it has in FL teaching, learning and assessment, in the online OSL. In view of the difficulties to determine the most appropriate ways of introducing, practicing, and evaluating mediation –as one of the four current modes of communication (CEFR-CV, 2020)– it seems that there is much work to do yet to consolidate it in formal education contexts. In fact, during the early stages of my research, I realized that the formal teaching and learning of linguistic mediation in distance learning (or e-learning) seems to be an under-researched topic so far, probably due to its recent incorporation into FLT. In my opinion, it is of utmost importance to review the elaboration of mediation tasks and assessment rubrics for linguistic mediation by filling the potential gaps in its implementation in the OSL curriculums to match the CEFR by selecting relevant mediation strategies for different mediation activities.

Accordingly, this work will also provide some insight, from a personal perspective based on my professional experience, on two aspects: a) the practical implementation of reliable AoS, and b) the use of the resources and tools of the platform Moodle to teach and assess linguistic mediation. Therefore, the rubrics to assess mediation tasks will be crucial

since we will examine to what extent the current ones used in all exam periods in the online OSL match the descriptors for C levels in the CEFR.

Aimed at both dealing with the above and providing a clear answer to the key topics, the following specific objectives are set out:

1. Define the concept of mediation and contextualize it within FLT.
2. Introduce and briefly outline the different updates of the CEFR focusing on the role of mediation to work on the co-construction of meaning.
3. Discuss the potential problems of the practical implementation of linguistic mediation.
4. Elaborate five AoS that provide room for plurilingualism.
5. Link planning and assessment with the descriptors aimed at the scenarios.
6. Suggest specific activities to teach and assess students' performance former scenarios using the platform Moodle.
7. Offer a series of concluding remarks that highlight the main results of the research work done.

1.4. Methodology

In sketching this dissertation, we have followed different steps for which we have combined different specific procedures for collecting and analyzing data. In our case, we have used both quantitative and qualitative methods. Quantitative methods involve the collection and analysis of numerical data to understand and explain phenomena. These methods focus on quantifying variables and generating statistical models to test hypotheses and make predictions (Aebersold et al., 2006). Thus, we have used quantitative methods to test to understand and examine different primary sources: 1) survey about the practical implementation of linguistic mediation in the classroom, and 2) grading of students' use mediation strategies in the different AoS presented in Chapter 7.

As opposed to quantitative methods, qualitative ones do not establish hypotheses a priori, but instead throughout the entire study. Qualitative methods encompass a diverse set of research approaches aimed at understanding and interpreting phenomena though non-

numerical data. These methods are characterized by their focus on exploring meanings, experiences, and perceptions within their natural contexts, aiming to provide rich and in-depth insights into complex social and human phenomena (Peters et al., 2002). In our case, we consulted different primary sources such as interview transcripts and statistical data to prove whether the resources and activities in the platform Moodle were actually effective to teach and assess linguistic mediation in online environments. Considering the social part of language and, more specifically, the role of linguistic mediation in promoting and preserving diverse sociocultural environments, qualitative methods will help us draw conclusions about the way linguistic mediation has been introduced in the FLT curriculum through the consultation of secondary sources including the CEFR's different editions and volumes and literature review associated.

As we have mentioned previously, there was a need to improve the way in which we are teaching and assessing mediation, and also a need to optimize our use of the online platform. As teachers, we usually face problematic situations that require acting to solve them, and ultimately help us improve out educational context. The action research is a methodology related to the diagnosis of practical situations in the classroom, which offers us different possibilities to look for ways to enhance the teaching and learning processes both inside and outside the classroom through problem solving in a practical and effective way (Burns, 2010). To meet the objectives previously mentioned, we will perform both exploratory and action research. As defined by Newton (2006) in the *SAGE Dictionary of Social Research Methods*, 'exploratory research' is primarily concerned with discovery and with generating or building theory. In this case, the exploratory research carried out will allow us to examine the main aspects of the introduction of linguistic mediation in the CEFR (2001 and subsequent updates and companion volumes), on the one hand, and in FLT, on the other. Key concepts are also introduced, allowing us to easily refer or connect to information we have already presented, as well as to provide straightforward connections and explanations (liquid modernity, for instance).

1.5.   Structure

This PhD dissertation is divided into nine chapters in total according to the following distribution of contents.

- Chapter 1 starts by presenting the personal motivation for this study and then moves into an outline of the online OSL in terms of organization, curriculum and aims, highlighting what makes it appealing in comparison to the rest of modalities of OSL. A clarification in regard to the methodology for the study and for the teaching and assessment of linguistic mediation according to the CEFR is also shared to facilitate the understanding of a tentative proposal of the effective mediation strategies for online OSL student profiles.

- Chapter 2 offers a detailed state-of-the-art review of the evolution of mediation's understanding and integration in the CEFR. Once the basis of the CEFR is set, we will then deal with the subsequent updates and mainly the 2020 ones. In analyzing the different versions and updates of the Framework, we will explore its first draft (1996) to understand the origin and first steps in its elaboration. A considerable amount of room and attention is devoted to the analysis of the 2001 CEFR text, in which the main aspects considered in the teaching and assessment of FL is established; among them, plurilingual and pluricultural and mediation illustrative descriptors are remarkable. We will later give a brief description of the legislative, structural, and organizational framework of the OSL under study, considering its place in the Spanish educational system, to later explore the staged implementation of the CEFR at the OSL, going from a European to a local level, and focusing on the relevance of mediation and difficulties to put it into practice. Despite following the chapter distribution of the CEFR, and merely summarizing them, we aim at providing a theoretical overview for the different aspects streamlined in the sections it contains. Once analyzed all chapters in the CEFR, we will provide an extra section to recap on the main aspects concerning the introduction of mediation to expand relevant areas and compare with upcoming versions and updates.

  We will close this chapter setting the basis for Chapter 3. Therefore, we will talk about the paradigm shift regarding the notion of competence relevant to understand part of the learner's struggle learning of linguistic mediation about key hints to elaborate AoS taking into account everything mentioned in this Chapter 2.

- Chapter 3 explores the CEFR's implementation in the online OSL modality. This chapter analyzes its integration in the FLT curricula from a general to a more specific level, discussing the role of linguistic mediation in educational contexts and related difficulties.

- Chapter 4 presents and describes the study subjects, instruments used, and procedures in our work/dissertation. We clarify that we will be dealing with two different instruments, the questionnaire conducted to gather data on teachers' perception of linguistic mediation and the elaboration of AoS. Chapter 4 also examines the quantitative data obtained from the questionnaire answered by the teachers (see Annex 1) belonging to the three language departments in the online OSL. It will provide us with relevant data on their understanding of the concept of linguistic mediation and their experience in teaching and assessing it using the official rubrics both during the course and in PCEI examinations. Information on their experience in the elaboration of mediation tasks will provide us with an invaluable insight to be considered in the elaboration of AoS.

- Chapter 5 addresses three main relevant topics for the study purposes; a) the key tenets in the elaboration and structure of the AoS that will be later presented in Chapter 6; b) the activities and resources used in the AoS; and c) the assessment tools in the platform Moodle to assess the scenarios.

- Chapter 6 gives practical examples of how to connect planning and assessment by the descriptors aimed at the scenarios. We will present the second instrument used in this work, that is, five different AoS. To finish off, we will include a chart summarizing the mediation activities and strategies covered.

- Chapter 7 analyzes students' use of mediations strategies in two of the AoS presented in Chapter 6. By using the rubrics proposed in Chapter 5, we will aim at grading sample conversations with our views on proving whether the elaboration of the scenarios and the Moodle tools used were effective or not in teaching and assessing linguistic mediation online.

- Chapter 8 looks at different ways to adjust the scenarios in Chapter 7 for future use, considering the students' performances analyzed in Chapter 8.

- Chapter 9 will provide a brief summary of the chapters covered throughout this PhD dissertation together with implications for educators, researchers in the field and students. This final chapter will also acknowledge the research limitations and suggest future research.

Having shared some preliminary information on the fundamentals of linguistic mediation as a cornerstone for social change and mentioned the COVID-19 crisis as a catalyst for change to online learning, we conclude this introductory chapter and now move into digging in the CEFR and revealing the collective worry towards its integration in the Spanish curriculum for FLT in Chapter 2.

CHAPTER 2

The Common European Framework of Reference for Languages: Teaching, Learning, and Assessment (CEFR): Editions, updates and changes

2.1. The basics

In the light of the attention that the practical integration of linguistic mediation in the classrooms of FLT has attracted in the field, the CEFR's theoretical background starting in these lines will facilitate the understanding of the current vision of the concept with our views on tackling the difficulties in the practical integration (see Chapters 7 to 9). The secondary sources consulted are meant to construct a starting point that will define linguistic mediation with a sociocultural-oriented note, serving as a theoretical basis upon which the common format of the practical part in this research study is based, and possibly, a big part of the future one.

2.1.1. Mediation: Using language to understand and express cultural realities

Generally speaking, and on a negotiation-oriented note, the definition of *mediation* has remained relatively constant in recent years. According to Wall and Dunne (2012), "even though it has been lengthened, shortened, and fine-tuned […] the definition remains essentially the same: mediation is assistance to two or more interacting parties by a third party who –at that time– has no power to prescribe agreements or outcomes" (p. 49). In Dendrinos' (2006) opinion, in today's information societies, mediation is "more essential than ever before because of the social shift in late modernity from the production of goods to the production of knowledge. And knowledge is always mediated […] through language and image in all types of situations in daily life" (p. 12). These researchers point out that mediation is a social practice required in most disciplines and areas of public life interest,

including diplomacy, politics, advertising, or the mass media, as well as in private affairs. In sum, Dendrinos and Dendrinou (2006) primarily refer to mediation as a "purposeful social practice, aiming at the interpretation of (social) meanings which are then to be communicated/relayed to others when they do not understand a text or a speaker fully or partially" (p. 12). At the same time, they acknowledge it involves the "negotiation of meanings in social interaction that aims at some sort of reconciliation or compromise between two or more participants in a social event" (p. 12).

In this vein, Liddicoat (2022) notes that the concept of mediation "has found increasing space in research on language teaching and learning and is an emerging part of the theoretical apparatus of researchers in the field. It has become particularly significant in interculturally-oriented thinking about teaching and learning a language" (p. 41). This interculturally-oriented thinking highlights once again the importance attached to the sociocultural component of mediation in today's globalized world. It seems therefore interesting to know how this social part of learning is already identified from the origination of theories on teaching and learning. In his Sociocultural Theory (SCT), the Russian cognitive psychologist Vygotsky (1978) explained how we construct others and ourselves through the mediation of symbolic tools, including acoustic, visual and linguistic signs. According to Vygotsky's SCT, learners reconstruct previously experienced mediated social interactions. Humans are expected to use and create new cultural artifacts that allow them to regulate their biological and behavioral activity, and this implies that language use, organization, and structure are the primary means of mediation.[1] In this sense, Bochner (1982) posed that cultural mediators are those "[…] who have the ability to act as links between different cultural systems, bridging the gap by introducing, translating, representing and reconciling cultures to each other" (p. 29). From the sources consulted, it is then fair to acknowledge the key role of the sociocultural component of language with views on successfully navigating through a culturally diverse society that will not stop flowing. With this idea in mind, the need to embrace a common framework the helps us face the myriad challenges posed by cultural changes is crystal clear.

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[1] Behaviorism stems from two the relevant behaviorists B. F. Skinner (1974) and I. Pavlov's (1902) theories bringing two types together: Classical and operant conditioning.

One of the most recent and notorious cultural changes is the one produced by the sanitary crisis of COVID-19, which meant an abrupt change from traditional face-to-face to online education. This sanitary crisis we went through in 2019 –together with the current migration flows and the undergoing radical change of globalization– triggered new challenges concerning different forms of mobility, technical innovation, and cultural change. This synergy of sociopolitical events has usually determined social changes and repeated itself during different periods in history; that is, it is cyclical. In fact, the Polish sociologist Zygmunt Baumann (2000) defined this process as *liquid modernity*, a metaphor to describe the condition of constant mobility which extends to every aspect of human life and implies ongoing advances and changes, as opposing to *solid modernity*, which refers to former European and American traditions involving democracy and industry.

In this reality, the debate on the role of languages in modern society turns obvious. The vision of language has adapted to this liquid modernity, in a way that languages are actually "what their users produce" (North & Piccardo, 2019), that is to say, language needs to be adapted to the communicative situations in which speakers are inevitably involved in, not vice versa, as it has always been. As these same authors note, the "ever-changing nature of language has always enhanced the search and development of theories and practices bringing the focus to the role of co-construction of meaning and the potential of crossing linguistic and cultural borders" (North & Piccardo, 2019, p. 10).

The underlying idea and aim of the CEFR is to provide inclusive and quality education for all, to help users integrate and build relationships, counting on meaning co-construction. Being able to navigate through communities therefore implies being able to perform intercultural mediation with people. Along these lines, Zarate's (2003) work has helped shed light on the complexities of language acquisition, multilingualism and intercultural communication. Zarate (2003, pp. 84-117) mentions three complementary conceptions of intercultural mediation:

- Mediation as an area for bringing together new partners. In other words, by engaging new partners, she believes language learners can develop their intercultural competence, improve their skills and build meaningful connections with others.

- Mediation in situations of conflict or tension. Considering multilingual and multicultural settings, mediation can equip learners with the tools to mediate conflicts and tensions effectively, especially in educational contexts.
- Mediation instilling specific dynamics into third areas as alternatives to linguistic and cultural confrontation, empowering individuals to handle differences, build bridges and collaborate in manifold settings.

It can be noted how Zarate's (2003) conceptions of intercultural mediation revolve around the need, once again, to develop the skill of mediating with the environment and understanding the world in the teaching and learning of languages.

On the other hand, some researchers have pointed out that, in the field of education, teachers, students, and families are currently involved in a difficult process of welcoming and interacting with various types of foreign students to help them integrate into the new culture (Alfred & Byram, 2002; Catarci, 2016; Dusi et al., 2014; Ponzanesi, 2020). This sociocultural reality has put language teachers in a crucial position. Now, they have to help their students overcome language barriers, so that they start learning a language for mere academic use or pleasure, but due to an urgent need for communication in a foreign country. However, teachers themselves are also facing language barriers to teach (Cho & Reich, 2008; Helfrich & Bosh, 2011). Curriculums might also differ between users' home country and the welcoming one, and therefore language certifications are sometimes not even recognized as in the case of Syrian refugee students into Kurdistan schools (Hawamdeh, 2017).

Accordingly, there are more non-related linguistic factors to be considered when talking about the need for a common framework of reference for languages that help users adapt once they cross borders –especially in the case of immigrants and asylum seekers since it is key to help them integrate (Reakes, 2007). Such factors often shape the way we understand language at present, as well as how it is taught and learned formally speaking. As the Head of the Syrian Teachers' Union explains:

> Thus, the problem does not lie in teaching the Kurdish language, but rather in the situation of Syrians in the Kurdistan Region of Iraq (KRI), given that they are still asylum seekers, and they are not seen as refugees yet. Therefore, they are deprived of Iraqi citizenship and will return to Syria no matter how long it takes, according to the head of the Syrian Teachers' Union. (Kri, 2022, n. p.)

In an attempt to raise awareness on the challenges posed in the integration of Syrian refugee students into Kurdistan schools, these article lines also lead us to think of difficulties beyond infrastructure and changes in the curriculum. It reveals there can be potential trauma from conflict, or even lack of resources or support systems as hindrances to this integration. These are very delicate factors resulting from an era that has undergone –and still undergoing– manifold sociocultural changes, and there was no way we could measure or consider them in our current teaching practices because we did not have such challenges in the past. However, now there is that real need to integrate everyone and language education is fundamental in the process.

In sum, overcoming communication barriers implies facing additional challenges, which are not necessarily limited to language use but go beyond and involve social and cultural aspects of both the native and non-native sides of the spectrum. In this sense, the CEFR's main aim is facilitating a transparent and coherent linking of the curriculum, teaching, and assessment.

2.1. The CEFR editions and Companion Volumes

Against this background, the role of education and, more specifically, the role of language teaching and learning turns more than obvious. Having discussed the CEFR's key role in providing a coherent and transparent basis for integrating students with different sociocultural backgrounds and realities, this section will delve into the different versions and updates of the CEFR and their conception of linguistic mediation. It is our ultimate aim to pinpoint the central role that linguistic mediation currently has in the CEFR compared to its conception when it was first introduced.

In the early 1970s, the Council of Europe (CoE),[2] an institution in charge of human rights, democracy, and the rule of law, got involved in language learning to guarantee quality education for all. Nowadays, regarding its role in language education at an international level, the CoE's activities are intended "to promote plurilingualism, linguistic diversity and

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[2] The Council of Europe is concerned with human rights, democracy, and the rule of law. It is an older and larger organization than the European Union. It is Europe's leading human-rights body. Check https://www.coe.int/en/web/portal for further information.

language learning in the field of education" and "are carried out within the framework of the European Cultural Convention (1954) ratified by 49 states" (2023, n. p.).[3] In this sense, the CEFR conceives linguistic mediation as a cornerstone for social change allowing a transparent and realistic way to treat language users as social agents.

However, when mediation was first introduced in 2001, the European sociocultural scenario was quite different. This concept actually emerged from the CoE's work in language education during the 1970s and 1980s. In order to understand in detail the introduction of the concept of linguistic mediation in the CEFR, it is necessary to analyze the CEFR and discuss some key/core concepts mapped throughout its different updates and volumes regarding the need to promote plurilingualism in FLT in Europe. In this chapter, we will provide a clear overview of the changes in the conception of language teaching and more specifically, in the concept of mediation since it was first introduced in the CEFR in 2001. This way, we can better understand the need to work on mediation in FLT as well as discuss and evaluate various practical aspects of its application in national institutions.

It is convenient to mention that in the purpose of setting an accurate and informative political and educational context for the CEFR 2001, a considerable part of the following sections will be devoted to talking about the very first draft of the Framework, upon which the CEFR 2001 was elaborated. Despite being a draft, the *Common European Framework of Reference for Language Learning and Teaching: Draft 1 of a Framework Proposal* (1996) already counts on all the core sections of the Framework. Thus, we will follow the structure in the former to examine not only the CEFR 2001 but also the upcoming versions and updates. The sourced consulted dating back to years before the publication of the CEFR being analyzed, in the case of the CEFR, publications and research before 2001, will facilitate the understanding of CEFR pedagogical decisions. Literature review or references after the publication or update being revised will help us create a better picture of the changes being integrated in teaching practices and further researched.

2.1.1. CEFR: Learning, teaching, assessment (2001)

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[3] Consult Council of Europe > CEFR > The Framework: https://www.coe.int/en/web/common-european-framework-reference-languages/language-policy-in-the-council-of-europe [last accessed: 7 August 2023].

Aiming at helping professionals working on the field of modern languages to overcoming the barriers of communication, the CoE first published the CEFR in 2001, which provides an effective organization of the different language levels using descriptors of communicative language activities. Among its uses and applications, we find: the planning of language learning programs, language certification, and self-directed learning. Being open and flexible, the CEFR can be implemented in particular situations and, together with its related instruments for learners, the European Language Portfolio (ELP) has been a central feature of the CoE's intergovernmental programs in the field of education. This common framework adopts a methodology that allows students to complete real-life, action-oriented tasks to facilitate plurilingualism and promote a pragmatic, functional view of the language.

Nowadays, the CEFR plays a major role in FLT since it facilitates transparency and coherence between curriculum, teaching, and assessment within an institution, on the one hand, and between institutions, educational sectors, regions, and countries, on the other. The emphasis the CEFR has put on the co-construction of meaning to accomplish a real-life task and its vision of learners as social agents has positively influenced FLT (North & Piccardo, 2019).

Before exploring the different sections that this version contains in a specific order, and that is followed in the upcoming ones and companion volumes, we consider necessary to share the distribution of the CEFR that we will carefully explain in the next pages:

- Chapter 1: The Common European Framework in its political and educational context
- Chapter 2: Approach adopted
- Chapter 3: Common Reference Levels
- Chapter 4: Language use and the language user/learner
- Chapter 5: The user/learner's competences
- Chapter 6: Language learning and teaching
- Chapter 7: Tasks and their role in language teaching
- Chapter 8: Linguistic diversification and the curriculum
- Chapter 9: Assessment

Note that the different appendixes in this CEFR 2001 will be referred to alongside the analysis of the chapters and their revision in the upcoming updates. The chapter distribution used in the CEFR will be streamlined in the subsections below to keep the focus on the introduction of linguistic mediation. Thus, some CEFR chapters will be deepened, supported with a brief literature review, or simply referred to with the purpose of linking to or expanding key aspects.

2.2.1.1. Political and educational context

From the very beginning, the CEFR has not only been seen as a common basis for transparent elaboration of language syllabuses across Europe, but also as means to enhance intercultural understanding and promote plurilingualism. In fact, at the turning of the new century there was a real need to promote plurilingualism in a 'pan-European context'. Thus, fostering FLT since the 1960s in the continent and acknowledging the fact that promoting linguistic diversity was fundamental to achieve unity in Europe, the Committee of Ministers recommended governments in the member states to apply a total of 18 measures in the *Recommendations R18* concerning their educational policies and systems in this regard (Recommendation No. R (98) 6, pp. 33-34). More specifically, these measures are the result of pursuing three basic principles:

> -That the rich heritage of diverse languages and cultures in Europe is a valuable common resource to be protected and developed, and that a major educational effort is needed to convert that diversity from a barrier to communication into a source of mutual enrichment and understanding.
>
> -That it is only through a better knowledge of European modern languages that it will be possible to facilitate communication and interaction among Europeans of different mother tongues in order to promote European mobility, mutual understanding and cooperation, and overcome prejudice and discrimination.
>
> -That member states, when adopting or developing national policies in the field of modern language learning and teaching, may achieve greater convergence at the European level by means of appropriate arrangements for ongoing cooperation and coordination of policies. (CEFR Draft 1, 1996, p. 1)

Consequently, the Committee agrees on three general measures to be implemented in order to improve language learning according to the former three principles. These general measures are structured together with accurate steps to be taken in their implementation.

In the light of the above, it was agreed in The Rüschlikon Symposium held in Switzerland in November 1991 that, to achieve the three measures to address such principles,

it would be convenient to develop a common European framework of reference for language learning at all levels. At this point, its ethos or core principles were also set: the framework needs to be comprehensive, transparent, and coherent, open and flexible. At the same time, it was also determined what its uses would be: Planning of language programmes, certification, self-directed learning (CEFR, 1996, pp.1-4).

Once this Framework was devised, the need to provide users with a tool to track their progress, either in formal or informal environments and also at a European level, is also agreed. Still an idea at this year (1996), the document is what we know nowadays as the ELP. From this very first draft this document was aligned with both the ethos of the CEFR and intention of promoting personal growth. In fact, the ELP stresses the idea that we need to focus on the positive aspects of students' progress (CEFR, 1996, p. 4). Thus, to understand the role of ELP in the CEFR philosophy, it is worth analyzing its different parts and see what their aims are:

1. Language passport: revised and updated by its owner, it should reflect on the dynamic process of learning. It provides an overview of the individual's proficiency in different languages at a given point in time, according to the common reference levels in the Framework. By recording formal qualifications, it describes language competences and significant language and intercultural learning experiences, and also information on partial and specific competence (see section 2.2.1.6.). This language passport can therefore be used for self-assessment, teacher assessment and assessment conducted by educational institutions and examinations boards.

2. Grid describing language competences: serving as a complement to customary certificates, it is a more detailed description of not only user's language competences. It also considers personal experiences of living abroad or experiences of being in touch with FL speakers.

3. Language biography: this part of the ELP describes the owner's experiences in each language and it is aimed at guiding the learner in planning and assessing progress.

4. Dossier: this record includes examples of personal work as a way to illustrate one's language competences. It requires a deeper reflection on the users' side, since they have to pinpoint key own works reflecting progress.

The four parts just described above are organized to promote plurilingualism by different means: for example, encouraging the development of competences in several languages. They are very easy to use since the different parts elicit convenient information from users to show them their progress. With the years, the CoE collated a considerable amount of validated and registered models of portfolios for users online,[4] serving for different countries and educational contexts. They were used to be examined by a European Validation Committee, which accorded an accreditation number. However, in 2010 this Committee ceased to exist and the process of validating ELPs ended, being replaced by a controlled online registration in which both learners and practitioners could upload their ELP models. Finally, in 2014 it was announced that from that moment onwards, users could rely on the resources shared in their website so far, but they would stop taking responsibility for the models downloaded from the internet.

After the agreements in The Rüschlikon Symposium (1991), and together with a few experts, the Secretariat of the CoE started promoting the search and further investigation of the creation of the Framework. Agreeing on certain criteria concerning the features of the future Framework, the Modern Language Project Group organized a Working Party to supervise its elaboration. Finally, in October 1993 a meeting was held and from that moment on began working on the *Draft 1 of a Framework Proposal* from which the following contextualization of the CEFR 2001 is elucidated.

There is an undeniable connection between plurilingual education and democratic citizenship, as stated in the CoE's guide *From Linguistic Diversity to Plurilingual Education: Guide for the Development of Language Education Policies in Europe* (2007):

> Recognition of the diversity of speakers' plurilingual repertoires should lead to acceptance of linguistic differences: respect for the linguistic rights of individuals and groups in their relations with the state and linguistic majorities, respect for freedom of expression, respect for linguistic minorities, respect for the least commonly spoken and taught national languages, respect for language diversity in inter-regional and international communication. (Beacco & Byram, 2007a, p. 36)

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[4] A list of updated validated models of Portfolios can be found at: https://www.coe.int/en/web/portfolio/accredited-and-registered-models-by-countrymodeles-accredites-ou-enregistres-par-pays#{%2211839177%22:[5]} [last accessed: 13 March 2024]

From Beacco and Byram's (2007) words, the recognition of the diversity of the speaker's plurilingual repertoires is decisive for fostering the acceptance of linguistic differences. Being a major policy aim in Europe, plurilingual and pluricultural favors the pro salad-bowl culture mentioned in our introductory chapter, and it deserves special attention in this study. We will then analyze the CEFR 2001's different sections to understand the shift from multilingualism to plurilingualism.

2.2.1.2. Mediation

Once all chapters in the Framework have been reviewed, we consider it of paramount importance to focus and expand the introduction of the concept of mediation. Thus, the present section requires a more elaborated and careful approach as it is in this CEFR 2001 that the concept of linguistic mediation first appears as something to be officially considered apart from reception, production, and interaction as modes of communication. This dense and hopefully rich analysis of the introduction of mediation will allow us to set it as a basis to then compare how it is presented in the upcoming versions and updates of the CEFR.

In the 2001 CEFR mediation was presented as the fourth communicative ability along with reception, and interaction.[5] In this reference document, issued by the CoE and considered an international standard nowadays for describing language ability, mediation is conceived as a process in which "[…] the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly –normally (but not exclusively) speakers of different languages" (CEFR, 2001, pp. 87-88). That is, according to the information provided by the European Centre for Modern Languages (ECML) of the CoE web page,[6] mediation was originally conceived as "an activity in which the user/learner creates bridges and helps to

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[5] *Cf.* Chapter 2, in which we will examine the different CEFR versions and companion volumes in detail.
[6] For more details, visit ECML > Programme 2020-2023: Inspiring Innovation in Language Education: Changing Contexts, Evolving Competences > Mediation in the Council of Europe: https://www.ecml.at/ECML-Programme/Programme2020-2023/Mediationinteachingandassessment/MediationintheCouncilofEurope/tabid/5534/language/en-GB/Default.aspx [last accessed: 5 August 2023].

construct or convey meaning, sometimes within the same language, sometimes from one language to another (cross-linguistic mediation)" (2023, n. p.).

There is an obvious and logic connection between the approach suggested in the CEFR to teach and learn languages; relying on the Action-oriented Approach (AoA), the CEFR 2001 version slowly starts to move away from putting great strain on accuracy and fluency and stepping into the mobilization of linguistic resources. A clear example of this is the stress on interaction: speakers need to negotiate meaning and importance is given to the creation of discourse through participating in an interaction, in a dialogue. The concept of mediation and the idea of social agent were introduced, but unfortunately, not broadly developed. As we already mentioned in the introductory chapter to this PhD dissertation, mediation is first presented in the CEFR (2001) to move to a more positive real-world orientation, not just teaching students the entire language but what they need to do. In this sense, mediation is that process occurring while the individual internalization of things from a social environment, related to socio-cultural, socio-constructivist Vygotskian views, discussed earlier on in this work.

At a wider spectrum, the introduction of the concept of mediation in the CEFR (2001) is pivotal for FLT programs that seek the integration of speakers in the real world, as well for very relevant projects in education like Content and Language Integrated Learning (CLIL). Moving across the curriculum with the co-construction of new knowledge allows to break the barriers between language learning and the speaker's use of it in the real world, mobilizing not only linguistic, but also plurilingual and pluricultural competences (ECML, 2023).[7]

The idea that there was an underlying need to relate reception, production, and interaction was not first expressed in the CEFR (2001). In the 1996 CEFR drafts,[8] there was already an interesting scheme where we see reception and production and the role of interaction that has something from both, and then we see mediation, that goes a step further.

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[7]

https://www.ecml.at/Thematicareas/ContentandLanguageIntegratedLearning/CouncilofEuropeResources/tabid/4153/language/en-GB/Default.aspx [last accessed: 7 August 2023]

[8]These drafts were informally published and distributed by post since at this time neither internet nor e-mail was in common use: an initial version in 1996, and after consultation, a revised version, known as Draft 2.

Figure 1 below could therefore be considered as a schemed spark that lit the fuse of linguistic mediation.
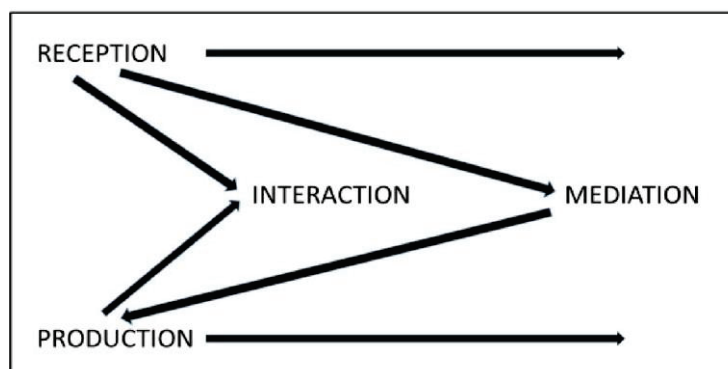
Figure 1. Reception, Production, Interaction, and Mediation Scheme (CEFR, 1996b, online versions).

Before the CEFR 2001, descriptors for interaction activities were not broadly defined nor given much relevance in teaching and assessment, and mediation was very briefly described. Mediation actually brought interaction to the focus and gave the significance it deserved in the Framework.

2.2.1.3. The Action-oriented Approach (AoA)

By presenting its view of language use and learning as AoA, the CEFR (2001) provides the perfect scenario to relate individuals to the social context, suggesting real-life situations with their implications and inputs.

> Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities[9] involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies,[10] which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR, 2001, p. 9)

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[9] "Language activities involved the exercise of one's communicative language competence in a specific domain in processing texts or carrying out tasks." (CEFR, 2001, p. 10).
[10] "Any organized, purposeful and regulated line of action chosen by an individual to carry out a task which he or she sets for himself or herself or with which he or she is confronted." (CEFR, 2001, p. 10).

The AoA includes skill integration and makes it possible to work on communication when training every skill; in daily life, we use different skills to communicate or just combine them all to interact with others and mediate communication in general. Besides, this new approach added a fifth dimension, namely: that speaking takes and involves both linguistic and social activity, two indivisible components. Thus, what this approach suggests is that we must work on the linguistic part supported by social activity by creating meaningful learning and see learners as social agents. Students are expected to develop social skills inside the classroom. Whereas in the Communicative Language Teaching (CLT) Krashen (1988) talks about learning being an individual process and bringing the outside reality into the class, with the AoA students complete the task as a group, not only making communication more effective, but also task completion is more meaningful. In comparison to traditional approaches to teaching and learning languages, the AoA prioritizes real-life communication and is considerably more student-centered.

According to the CEFR (2001, pp. 46-49), the collaborative tasks proposed by an AoA should set some kind of conditions and constraints and consider language use and the language user. That is, to carry out this type of tasks users must use communication strategies to navigate through communicative language activities. Established the main tenets of the AoA, and bearing in mind the practical part of our study, we also need to deepen on the roles of teachers and students within this new understanding of language learning.

2.2.1.3.1. TEACHER AND STUDENT'S ROLES

As explained in section 2.1.1.2., the learner, who is seen as a social agent in the AoA, needs to be guided in mobilizing all their resources to maximize the chances of communicating. In supporting the process, the teachers' role is mainly educating learners to be autonomous, which might seem contradictory at first, but autonomy needs to be taught. Researchers like Holec (1981) or Nunan (1997) already proposed a model of learners' autonomous learning consisting of five progressive levels or stages. Known for their work on promoting learners' autonomy, Holec and Nunan's ideas contributed and had a significant impact on language teaching methodologies, highlighting the importance of learner-centered approaches that prioritize individual agency and implication in the learning process. Years later, Zimmerman (2002) looked at autonomous learning as a process of mental skills being transformed into

academic skills. Scaffolding is a clear example of this process, since the success of task performance does depend to a great extent on previous preparation.

In shaping the discourse on language education, North and Piccardo (2019) have made significant contributions to the field through their research and publications. In their work *The Action-Oriented Approach,* North and Piccardo (2019) conclude that "it is no longer a question of passing on knowledge or exercising skills", nor even "applying" or "implementing a curriculum" (p. 251), but instead enact the curriculum (Graves, 2008), that is, to create the appropriate social environment for learners to act effectively. This focus shift to placing learners as the central axis can be hard to understand for some of those who have already been teaching for long or for teachers or practitioners who are not willing to modify their curriculums or have a flexible planning. Hence, it is convenient to look at more specific ways of carrying out this change and success in creating the conditions for the social agent to be successful.

Taking into account the above, we need to think of the roles of teachers and students in an AoA unfold in an online environment and wonder whether we should be considering further aspects regarding this need to provide students with autonomy for an effective practical implementation of linguistic mediation in online method. Yang and Huo (2020) have studied the effects of online teaching on students' autonomous learning with U-MOOCS[11] and conclude that "autonomous learning is a test for students with poor self-monitoring ability under the background of online teaching" (p. 5). They also add, about the teachers' role, that they need to "help students clarify their learning tasks and put forward flexible requirements" (Yang & Huo, 2020, p. 311). This was supported by another study by Zhang and Wu (2020), in stating that teachers must express clearly, accurately and specifically when guiding students to learn autonomously. Besides, this research does pinpoint two concerning issues to achieving learners' autonomy when teaching online: students' self-monitoring ability and poor teachers' guidance.

Using a methodological approach like the AoA with such big objectives is not an easy task. Providing and guiding students towards real-life scenarios requires a constant reflection and update of teaching practices, for which time and resources optimization is key. In the

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[11] U-MOOCS is the main platform used in Wuhan University of Technology (WUT).

case of online teaching, where communication with students mostly happens 24/7, time for revising and adjusting scenarios is considerably reduced. This ultimately leads, in many cases, to not having the chance to reflect that much, and instead, address prioritized tasks, like making sure content is covered before set examinations periods.

2.2.1.4. Common Reference Levels

It is under the context previously explained that the Common Reference Levels (CRL) are set. The CEFR (2001, pp. 21-22) justifies the scales' viability and transparency under four criteria: 'context-free', 'context-relevant', 'objectively determined', and 'adequate level number adopted', and follows a 'wide consensus' on six broad levels set to organize language learning and public recognition, as well as their nature:
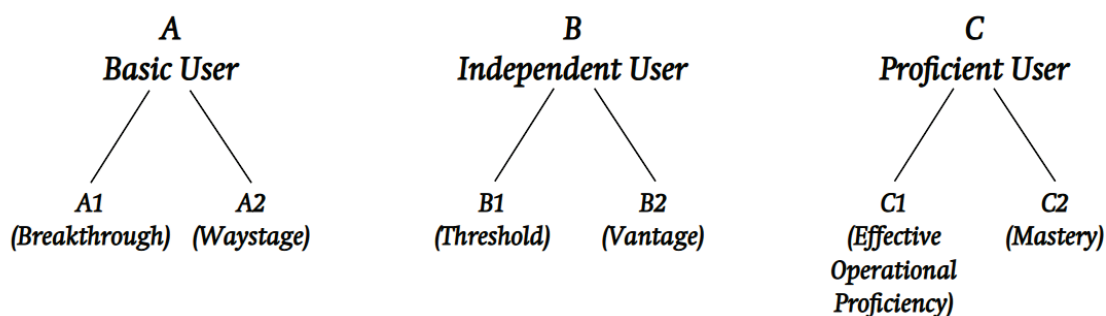
Figure 2. Three broad levels following a 'hypertext' branching principle (CEFR, 2001, p. 23).

Figure 2 shows broad levels for those institutions and users who seek a more holistic simple approach. However, thanks to the branching scheme Framework both teachers and users can opt for narrower ones, with a finer "layer of delicacy" with "subdivisions to be made without the reference to the main objective being referred to" (CEFR, 2001, p. 32), as shown in Figure 3:
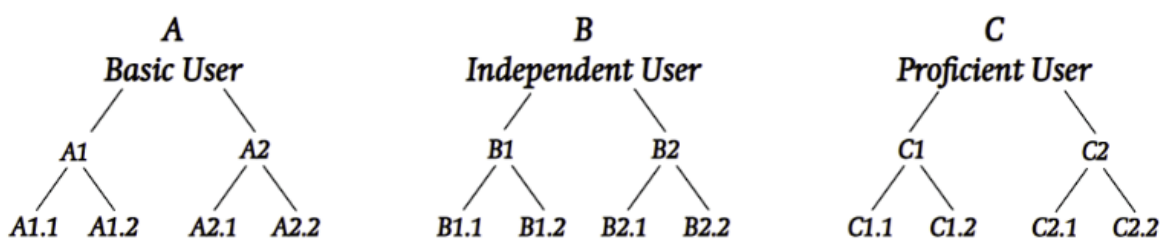
Figure 3. Adaptation of narrow levels showing basic, independence and proficiency branches (CEFR, 2001, p. 33).

Level formulation's detail will vary from non-specialist users to teachers and learners, "the common reference points are presented in different ways for different purposes" (CEFR, 2001, p. 24). Figures Figure 2 and Figure 3 showed the six levels used to create the scales, organized from the C2 level at the top, and the A1 level at the bottom. It is important to understand that "each level should be taken to subsume the levels below it on the scale" (CEFR, 2001, p. 36) and that is why descriptors do not constantly repeat what the candidate still does but what is new at that level; what the CEFR calls 'salient'. In the cases where the Framework leaves a gap in the middle of a scale, a meaningful distinction cannot easily be formulated' or it might not be relevant (CEFR, 2001, pp. 36-37).

As we can observe, the descriptive scheme shared in Figure 4 below has both a vertical and a horizontal dimension. The six levels of communicative proficiency range vertically from A1 to C2, counting on different scales for the different communicative language activities –listening and reading, spoken production, written production, spoken interaction, and written interaction. As we anticipated, in 2001 mediation was still in its early stages of growth, so this CEFR edition does not provide scales for mediation.

The vertical scales we are referring to are of course user- or learner-oriented since they are addressed to both users and instructors. Using Alderson's (1991) functional distinction, the Framework establishes three types of scales of proficiency with different types of scales: user-oriented, assessor-oriented, and constructor-oriented scales:
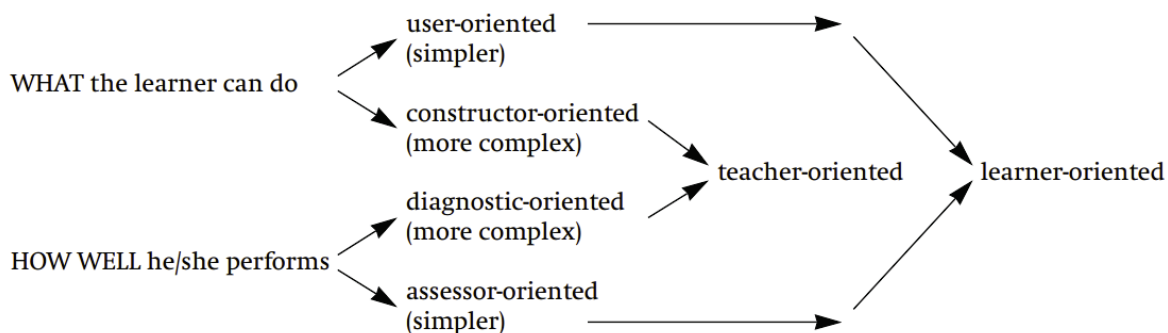
Figure 4. Orientations of scales of language proficiency (CEFR, 2001, p. 39).

As observed, they are organized according to two basic principles between which there should be certain consensus: what the learners can do and how well they perform. On what

the learners can do, we find on one side, scales including educational jargon, designed for practitioners, with special emphasis on nuances. Simpler and "more positively worded", the Framework also provides user-oriented scales. They "report typical or likely behaviors of learners at any given level" (CEFR, 2001, p. 37), and to our views, the mediated version of the CEFR for language users. Stopping for a second to consider the actual contact users have with the Framework, we can be almost certain that the only one most students have is, unfortunately, these user-oriented scales. These are usually shared with students throughout the entire process, either for formative assessment or for final one. The ideal setting would be to enhance their use for autonomous learning as well.

Complementing and scale-subordinated to the CEFR's descriptive scheme vertical dimension, the horizontal dimension explores the scales of competences and strategies – which we will throughout discuss in the next section, and communicative language activities. It is at this point that the Framework presents taxonomies for the analysis and study of language use, and refer to different aspects of context: domains, situations, conditions and constraints, the user/learner's mental context, the mental context of the interlocutor(s). With these taxonomies, we can explore the various contexts in which communication takes place. This includes examining the specific domains or areas where language is used, such as academic, professional, or social settings. Situational factors, such as the purpose of communication or the relationship between interlocutors, also play a crucial role in shaping language use. Additionally, understanding the user/learner's mental context involves considering factors like motivation, prior knowledge, and cognitive abilities that influence language learning and use. Similarly, the mental context of interlocutors including their beliefs, attitudes, and cultural background can affect communication dynamics.

The Framework considers various ways of presenting the CRL, responding to teachers and students' demands and previous knowledge. On one side, we can find the proposed CRL into cohesive paragraphs in a global scale, as exemplified in Table 1 of the Framework (see CEFR, 2001, p. 24). This one is probably best-known one, given its uncomplicated global depiction of the common reference points. Being user-oriented, it also facilitates curriculum planning for teachers. More detailed, and still a draft for a self-assessment orientation tool, Table 2 (CEFR, 2001, p. 26) is a self-assessment grid.

These tables we have referred to are made up after a selection of the so called 'illustrative descriptors', which refer to the vertical and horizontal dimensions of the descriptive scheme described at the beginning of this section. 'Can Do' descriptors are provided for communicative activities, and for some of the strategies learners use during communicative activities will be explored in more detail in the following section. Users of the Framework are suggested to evaluate to what extent the scales fit into their concern. In the case of this PhD dissertation, the exploration of these scales will allow us to approach the assessment in our practical proposal in Chapter 3.

2.2.1.5. Language use and the language user/learner

This section of the Framework is key in understanding the dynamic nature of language learning and the interconnectedness of language competences, cultural understanding, and communication skills in diverse contexts. Here the users of the Framework are provided with a more detailed definition of different aspects of context: domains, situations, conditions and constraints, the user/learner's mental context, and the mental context of the interlocutor(s). Understanding these aspects of the context is basic for language learners to develop communicative competence, adapt their language use to diverse situations, and engage effectively in real-life communication.

By considering the former aspects, learners can enhance their language skills and cultural awareness to interact meaningfully in a multilingual and multicultural world. By the same token, by exploring manifold communication themes, learners can develop language skills related to specific topics and enhance their ability to express ideas and opinions effectively in different contexts. While communication themes provide the context for language learning, communicative tasks and purposes offer opportunities for learners to apply their language skills in purposeful and authentic ways.

2.2.1.5.1. COMMUNICATIVE LANGUAGE ACTIVITIES AND STRATEGIES

These are essential components of language learning and proficiency development. Thus, the CEFR (2001) provides a deep analysis of both in Section 4.

a) Communicative language activities involve using language to interact with others, convey meaning, and achieve communicative goals. They can include conversations, discussions, role-plays, presentations, and more. By engaging in these, learners can practice language skills in authentic contexts.

b) Communicative language strategies are carefully developed in the CEFR (2001) and are kept in the 2020 version. They are key to performing communicative language activities involving different communicative events. In other words, they are techniques or approaches that language users employ to overcome communication barriers, enhance understanding, and ultimately achieve their communicative goals.

For the purposes of this PhD dissertation, we will here mention and add to the charts the ones for which illustrative scales have been provided in this 2001 version. Thus, Figure 5 shows an overall view of the communicative language activities (left-sided, dark blue) and strategies (left-sided, light blue):
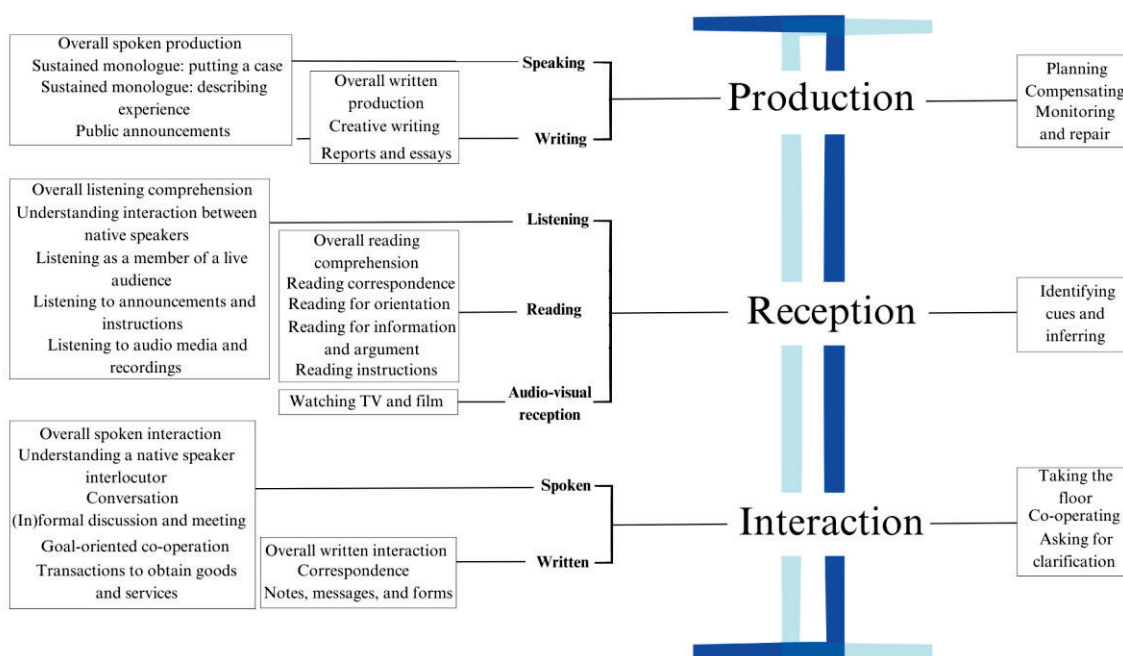
Figure 5. Activities and strategies illustrative scales provided. [Source: Self-elaboration].

The above set of activities and strategies are carefully developed and put into illustrative scales for Framework users between the pages 57 and 90 (CEFR, 2001); however, we will

devote a further analysis of them once updates and changes have been made in the CEFR-CV (2020); see section 2.2.3.3 in this work.

a. Productive activities and strategies (pp. 57-65). They focus on learners' ability to produce spoken or written language effectively. Productive activities can include role-plays, presentations, debates, etc. At this point, there are three: planning, compensating, and monitoring and repair.

b. Receptive activities and strategies (pp. 65-72). They focus on the learners' ability to understand and process spoken or written language. In listening activities, the Framework insists on exposing learners to authentic input, like listening to public announcements, media, or live speeches. Likewise, reading activities should expose learners to new vocabulary, idiomatic expressions, or grammatical structures, contributing to their language proficiency and lexical knowledge. In this vein, effective receptive strategies are those in which learners practice active listening and reading. Active listening includes note-taking so students need to take notes while listening, improving retention and comprehension. Skimming and scanning, in the case of reading, helps learners locate relevant details quickly.

c. Interactive activities and strategies (pp. 73-87). They focus on engaging learners in interactive tasks, thus promoting collaboration, teamwork, and mutual understanding among learners, as well as fostering a supportive and communicative learning environment. Effective interactive strategies include turn-taking and active listening, alongside conflict resolution and negotiation.

As we have commented on the previous paragraphs, the CEFR illustrative scales do not cover at this point every possible descriptor for all communicative activities and strategies presented in Figure 5 above. This is due to some reasons:

a. Specificity and scope. Given its aim to provide a broad framework for language proficiency teaching and assessment across various languages and contexts, the CEFR scales may not include highly specific or context-dependent descriptors for every communicative activity or strategy.

b. Development and adaptation. To provide all descriptors, the CEFR first needs to evaluate the integration of the existing ones to then see how it would expand to more specific branches of the proficiency levels.

c. Language diversity. Due to the variety in terms of structures, functions, and usage patterns, it is challenging to create universal descriptors to cover all linguistic nuances and cultural contexts across different languages.

Table 1 summarizes the descriptors missing for the different scales, which will help us compare this to upcoming versions of the Framework in regard to scales elaboration for communicative language activities and strategies.

	A1	A2	B1	B2	C1	C2
Sustained monologue: putting a case (e.g. in debate)	✕	✕			✕	✕
Public announcements	✕					✕
Reports and essays	✕	✕				
Planning	✕				✕	✕
Compensating	✕				✕	
Monitoring and repair	✕	✕				
Understanding conversation between native speakers	✕					✕
Listening as member of a live audience	✕	✕				
Listening to announcements and instructions						✕
Listening to audio media and recordings	✕					✕
Reading correspondence						✕
Reading for orientation					✕	✕
Reading for information and argument						✕
Reading instructions						✕
Watching TV and film	✕					✕
Identifying cues and inferring (spoken and written)	✕					✕
Informal discussion (with friends)	✕					✕
Formal discussion and meetings	✕					
Goal-oriented co-operation					✕	✕
Transactions to obtain goods and services					✕	✕
Information exchange					✕	✕
Overall written interaction						✕
Correspondence						✕
Notes, messages, and forms				✕	✕	✕
Taking the floor (Turn-taking)	✕					✕
Co-operating	✕					✕

Asking for clarification	✘				✘	✘

Table 1. Descriptors missing in activities and strategies illustrative scales. [Source: Self-elaboration].

Note that for some of the scales for both activities and strategies we do not have descriptors for, apart from following the Framework's advice of taking the nearest descriptor as a reference, we may count on a descriptor for the missing level in a similar scale. For example, in the case of "Sustained monologue: putting a case (e. g. in debate)", we do not have a descriptor for C2, but we do in *sustained monologue: describing experience*.

However, in highlighting intentions of the Framework to encourage learners to integrate mediating activities and strategies, we will very devote further attention, since it the scope of our study. This deeper analysis of this specific set of activities of strategies will facilitate a more solid analysis of the concept of linguistic mediation.

Mediation activities and strategies. Limited room is provided for mediation activities and strategies in this CEFR 2001, as no illustrative scales for mediating activities and strategies are available in this framework due to a lack of time. However, years later, a project aimed at developing them would be conducted by the CoE's Language Policy Programme. The CEFR 2001 defines mediation activities as:

> In mediating activities, the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages. (CEFR, 2001, p. 87)

In the CEFR 2001 we find what mediation activities and strategies involve, as, for example, mediation activities in both oral and written form:[12]

a. Oral mediation:
   1. Simultaneous
   2. Consecutive interpretation
   3. Informal interpretation
b. Written mediation:

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[12] As we will discuss in section 3.2.2.1.1. of this chapter, this is the distinction the OSL still makes: written and oral mediation.

1. Exact translation
2. Literary translation
3. Summarizing gist
4. Paraphrasing

These activities involved in both oral and written mediation seemed to be enough for entailing the process or 'digesting' the information to be mediated, but still, and considering we now count on a wider range of strategies, activities where the user's ability to conceive sociocultural aspects in their mediation seems to still be missing.

In lieu of the CEFR's (2001) efforts to start elaborating a Framework incorporating this interculturally-oriented thinking, the former set of activities somehow led users and practitioners, in their attempt to adopt this new vision, to wrong outcomes regarding their practical integration in the teaching practices. Among the most common misconceptions, mediation activities started to be simplified in many cases to translating. In fact, in a paper reporting the aforementioned project, North and Piccardo (2016, p. 6) explain that mediation tended to be reduced to interpretation and translation, since there was little focus on written interaction, which has since become one of the most frequent activities of our everyday lives due to the mass introduction of information and communication technologies.

In the need to encompass users' ability to perform mediation activities, the CEFR (2001) defines mediation strategies as "ways of coping with the demands of using finite resources to process information and establish equivalent meaning" (p. 87). They are first described here as four consisting of different stages language users go through while communicating, as adapted in Figure 6.
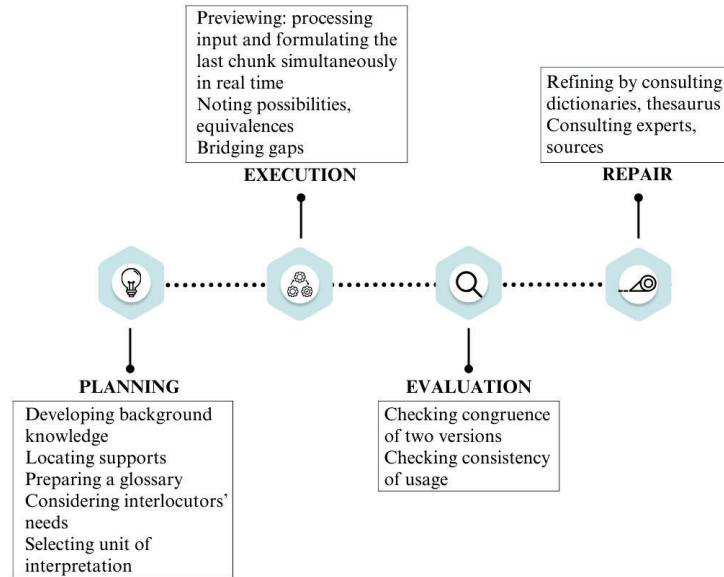
Figure 6. Mediation strategies in the CEFR 2001. [Source: Self-elaboration].

By understanding and engaging with these processes –planning, execution, evaluation, and repair– language users can certainly address communication obstacles, and improve their overall language proficiency. This consideration of the stages that learners go through while communicating implies the mere mobilization of the speakers' linguistic resources. Limiting the process to something done more individually, we seem to be missing the collaborative part and certain negotiation of meaning. In this sense, the approach adopted for mediation to take place strengthens the above-mentioned perception, as it will influence its integration within a dynamic and task-oriented framework.

However, many CEFR users at the time still found it difficult to understand and distinguish between mediation activities and strategies, since the traditional view of the act of communication implied the mere mobilization of the speakers' linguistic resources, and now learners have a wider range of activities and strategies to look at.

2.2.1.6. The user/learner's competences

The study of language competences in language learning has been explored through various sources; however, reviews concerning the development of techniques for testing language proficiency started to be considerably prolific during the 1970s, when researchers in the field began putting a greater emphasis on seeking reliable and more comprehensive methods of

testing speakers' level of proficiency. In this regard, Spolsky et al. (1968) noted that, before coming up with these effective techniques of evaluating proficiency in a second language, they need to find out what truly meant to know a language. Years later, Canale and Swain's (1980) model of communicative competence was pivotal in shaping the understanding of language proficiency and guiding teaching practices. This model provided a framework for understanding the multifaceted nature of language competence, and has guided language-teaching practices worldwide, especially in language assessment methodologies and pedagogical approaches. Besides, Canale (1987) himself emphasized the measurement of communicative competence, stressing the importance of ongoing review in this area. Many authors agree on the multifaceted nature of language competence, and state that language competence encompasses various aspects beyond just linguistic knowledge. In this regard, Jensen and Hansen (1995) add that it involves pragmatic knowledge, organizational knowledge, and strategic competence.

Resuming to the literature review on the definition of language competence, we are interested in investigating the practical *teachibility* of communication strategies, especially in the case of adults. It would be really helpful to know whether the fact that we are teaching adults implies certain variables like previous knowledge of personal skills than can potentially affect or enrich the acquisition of communication strategies when learning a second language. In this vein, Dörnyei (1995) sheds some light when suggesting that adult language learners possess a developed level of competence in applying communication strategies. Undoubtedly, these studies underscore the multifaceted nature of language competence, advocating for the consideration of various competences beyond linguistic knowledge. Despite the prolific research concerning this issue, there was a need to come to an agreement on the categorization of language competence. As described by the CEFR (2001), all human competences contribute to language users' ability to communicate, but it may be useful to identify those "less closely related to language" and those "more specific to linguistic competences". Both count on learners' previous experiences and are constantly developing (CEFR, 2001, p. 101).

General Competences

Declarative knowledge (savoir)	Knowledge of the world Sociocultural knowledge Intercultural awareness
Skills and know-how (savoir-faire)	Practical skills Social, living, vocational, professional, and leisure skills Intercultural skills and know-how
'Existential' competence (savoir-être)	Attitudes Motivations Values and beliefs Cognitive styles Personality factors
Ability to learn (savoir-apprendre)	Language and communication awareness General phonetic awareness and skill Study skills Heuristic skills

Figure 7. General competences presented in the CEFR 2001. [Source: Self-elaboration].

In the case of general competences shown in Figure 7, language users are to decide whether the 'sub competences' need to be encouraged, equipped or required to develop, and also whether these are being considered for language learning, teaching and assessment. Practitioners and learners are also encouraged to consider what steps are necessary to develop those and what skills the learners are assumed to have or need to be equipped with. These competences help us also ensure life-long learning, since all contribute to becoming increasingly independent in their learning and use of language. For both general and language communicative competences, the Framework provides a single scale of illustrative descriptors for all levels of proficiency: sociolinguistic appropriateness (CEFR, 2001, p. 122). Likewise, it is evident that learners mobilize their strategic competence.

In the case of communicative language competences, the Framework not only recommends users to consider target elements of each specific vocabulary for each task, but also the theoretical basis they use, for example in grammar (CEFR, 2001, p. 114).
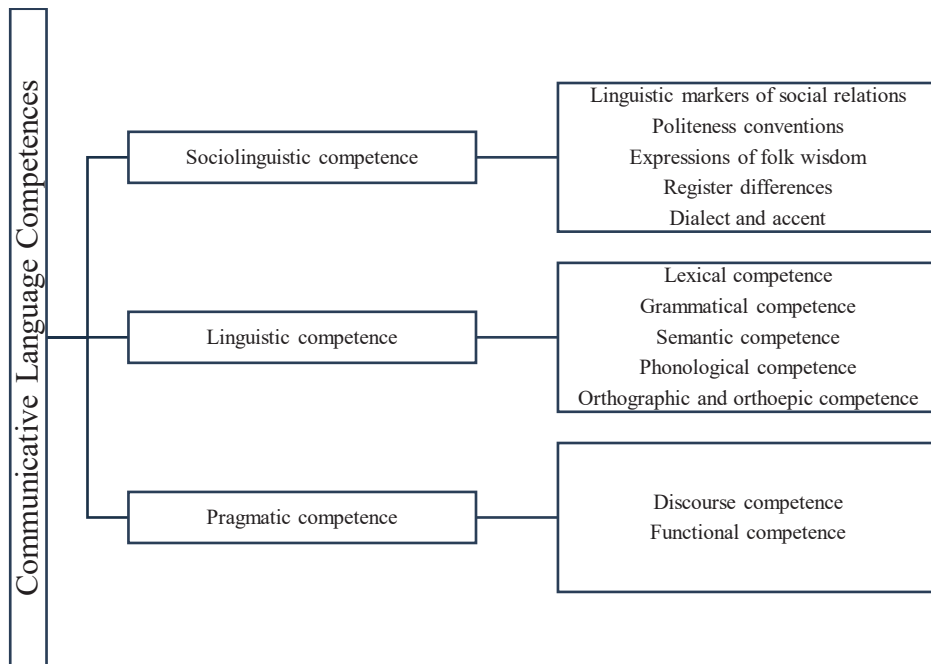
Figure 8. General competences presented in the CEFR 2001. [Source: Self-elaboration].

By developing the communicative language competences in Figure 8 above, individuals can engage in effective and meaningful communication across different contexts and situations. The CEFR (2001) provides a framework for assessing and developing these competences to support language learning and proficiency. Without any doubt, they need to be implemented during linguistic mediation activities. They are the key, that is, what really enables them to perform those activities and apply the strategies; it is like strength or flexibility for an aerial gymnast: they might know the technique for a reverse back flip but not have trained the strength or flexibility to be able to do so.

It can be gleaned from the variety of studies presented in this section that language competences go beyond speaker's knowledge of the linguistic aspect of language competence, and, in the case of language competences' acquisition among adults in second language learning, there are potential complexities involved in the process.

2.2.1.7. Language learning and teaching

In the realm of language learning, teaching, and assessment, several critical aspects need to be considered to ensure effective language education. Research has looked at both sides of

the process: teachers and students' role and responsibilities in the process. In some studies on the teacher's role in language learning and teaching, the literacy of language teachers is one of the fundamental issues; the assessment literacy, in particular, has a relevant function in the quality assurance of language testing and assessment (Vogt & Tsagari, 2014). In this regard, a considerable number of researchers place most of the responsibility on the teachers' side. Despite the emphasis on using assessment to enhance learning outcomes, many language teachers lack adequate preparation to conduct formative assessments in the classroom and interpret summative assessment data to improve instruction and learning (Lam, 2014).

Some authors have redirected their focus towards other key factors in the process of language learning. This is the case of the motivation and interest factor, which did not receive much attention traditionally mainly due to challenges in measurement (Gardner & Lambert, 1959). Nowadays researchers and practitioners in the field agree on the relevance of the affective and cognitive aspects of language assessment literacy, encompassing emotional inclinations and beliefs about assessment (Larenas & Brunfaut, 2022). In the context of language teaching during the COVID-19 pandemic, the shift to online teaching presented challenges and opportunities for language educators, highlighting the importance of adapting teaching methods to different modes of instruction (Sepulveda-Escobar & Morrison, 2020).

Concerning language learning and teaching, this section in the Framework provides insights into the diverse aspects of language learning, teaching, and assessment gathering literature review previous to its elaboration. It underscores the importance of considering various learning approaches, stakeholders' roles, mediating activities, teacher and learner's responsibilities, learning objectives, and effective language teaching strategies to enhance language acquisition and proficiency among learners. Counting on its description of learners' general and communicative competences (cf. subsection 2.2.1.5. in the CEFR) and user's ability to carry out them (subsection 2.2.1.4.), the statements of the aims and objectives of language learning and teaching can be easily elucidated.

Likewise, the breakdown of global categories into their components and providing scaling for them are indeed crucial when considering the development of plurilingual and pluricultural competences. The former are presented by the Framework as integral

components of language learning and communication within the CEFR. These competences enable individuals to navigate multilingual and multicultural environments, communicate effectively across languages and cultures, and develop a deeper understanding of diverse linguistic and sociocultural contexts. By fostering plurilingual and pluricultural competences, learners can enhance their communicative abilities, cultural awareness, and adaptability in an increasingly interconnected world. Possibly encouraging further research, this CEFR (2001) seems to have set the fuel to start claiming the role these competences deserve. In an educational context, a plurilingual approach fosters the incorporation of students' distinct linguistic background, encouraging the transfer of skills between languages and creating a more inclusive and effective learning environment (Stille & Cummins, 2013). Moreover, developing plurilingual and pluricultural competences is necessary for preparing individuals to engage in cultural interactions and effectively participate in a globalized world (Polyakova & Galstyan-Sargsyan, 2021). In this regard, the concept of *partial competence* in a particular language contributes to plurilingual competences and is not limited to developing a compartmentalized mastery of a FL. As stated in the Framework, this partial competence refers to:

> […] the development of a limited or compartmentalized mastery of a foreign language by a learner, but rather of seeing this proficiency, imperfect at a given moment, as forming part of a plurilingual competence which it enriches. It should also be pointed out that this 'partial' competence, which is part of a multiple competence, is at the same time a functional competence with respect to a specific limited objective (CEFR, 2001, p.135)

In this sense, partial competences can occur in all language activities, domains general competences, etc. In order words, the concept of partial competence should be considered in connection to the various elements of the model and diversity objectives outlined in Chapter 3. This issue has been widely explored, especially after the CEFR's recognition of the concept of partial competence. Research in the field of second language acquisition has shown that learners can excel in certain skills or competences. Studies focusing on pragmatic competence, like the works by Pearson (2006) or Taguchi (2011), demonstrate that adult second language learners can develop proficiency in pragmatic skills even at lower levels of proficiency. In the case of communicative language activities, research has shown that learners tend to be, for example, better at receptive than productive skills, as shown by the studies by Gibson et al. (2011) or Ribot et al. (2017).

Overall, in these lines we have aimed at highlighting the significance of plurilingual and pluricultural competences as revealed and stated in the CEFR 2001. Their significance lies in their capacity to broaden individuals' communicative repertories, foster intercultural understanding, and nurture a more inclusive and diverse language education environments. Being aware of the concept of partial competence will allow us to understand further insights into compartmentalized mastery of a foreign language in upcoming CEFR versions.

2.2.1.8. Tasks and their role in language teaching

In the light of the above, and with our views on the elaboration of a solid theoretical framework that supports our practical proposal later on, we will discuss how we can create the necessary conditions for learners to develop language competence within the classroom. For this purpose, a literature review on task performance in a pedagogical context can facilitate the exploration of the influence of tasks on language learning and teaching. Studies such as those by Fotos (1994), Reichelt (2001) or Skehan and Foster (1996) delve into the integration of grammar instruction and communicative language use through tasks. Additionally, research by DiPardo and Freedman (1988) and Seedhouse (1997) examines the relationship between pedagogy and interaction in language classrooms, emphasizing the importance of task-based approaches in fostering language development. In this sense, the CEFR (2001) now places tasks as a "feature of everyday life in the personal, public, educational or occupational domains", involving "the strategic interplay of specific competences" and task-related factors in order to carry out "a set of purposeful actions" (p. 157). In carrying out these tasks, learners need to mobilize all components of those competences, the strategies necessary "for task planning, execution, monitoring/evaluation, and (where necessary) repair" (CEFR, 2001, p. 159).

In considering task performance, this CEFR 2001 acknowledges that learners' performance in the tasks may be affected by different factors, like conditions and constraints,[13] which are to be taken into consideration as well to create to create purposeful, collaborative tasks. Thus, studies by Burshardt et al. (1984) or Stanley and Ginther (1991) had already explored the impact of task characteristics, goal setting, and task complexity on

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[13] The external conditions under which communication occurs impose various constraints on the user/learner and his/her interlocutors (CEFR, 2001, p.46).

performance outcomes, providing valuable insights into effective task design in language teaching. Moreover, Steers and Porter (1974) had identified six relatively distinct task goal attributes: 1) goal clarity or specificity, (2) goal difficulty, (3) participation in goal setting, (4) feedback on task performance, (5) peer competition for goal attainment, and (6) goal acceptance. Upon this research, and many other sources, this CEFR (2001) presents and helps its users design and tasks which provide opportunities for learners to use the language in meaningful contexts.

Following the CEFR's advice for users at the end of each of its sections, when selecting and designing tasks, it is essential to consider the following aspects:

a. Establish principles for selecting and prioritizing 'real-life' and 'pedagogical' tasks based on the intended objectives, which implies considering the relevance and authenticity of tasks to real-world situations, as well as their effectiveness in promoting learning outcomes.

b. Promote critical thinking, problem-solving, and creativity, allowing for differing interpretation and outcomes based on individual learner preferences and abilities.

c. Prioritize meaning-oriented activities (communicative activities or real-life simulations) and learning experiences focused on form (concentrating on the structural aspects of language). A balanced approach would involve integrating both to allow learners to develop both accuracy and fluency in a systematic and effective manner.

d. Recognize the dynamic interplay between individual abilities and task demands under varying conditions and constraints.

e. Tailor task parameters to create tasks that challenge learners at an appropriate level, promote engagement and motivation, and support individualized learning needs.

Having covered most of the most apparently key sections we need to consider when conceiving teaching and learning a second language, the CEFR moves on to explore the way to integrate the Framework into a teaching curriculum promoting cultural diversity.

2.2.1.9. Linguistic diversification and the curriculum

To situate users of the Framework into its practical integration into their teaching curricula, the CEFR (2001) starts this section by highlighting the importance of enhancing the development of plurilingual and pluricultural competence. Coste et al. (2009, pp. 21-23) conclude that a person has plurilingual competence whenever he is linguistically competent in each of the target languages, which are explored and learned in a plurilingual and pluricultural context, as opposed to knowing more than one language without mobilizing both as a social agent.

In section 6, the CEFR reflects on what learners need to acquire and restates the importance of setting aims and objectives of language learning and teaching based on observations of learners within a society, and their corresponding needs to present the plurilingual and pluricultural competence. Considered uneven and changing, the plurilingual and pluricultural competence allow users "to construct their linguistic and cultural identity through integrating into it a diversified experience of otherness" (CEFR, 2001, p. 134). Here the concept of partial competence in a particular language enters the game. This term acknowledges that language acquisition is a gradual process, and learners may exhibit varying levels of proficiency across different language skills, such as listening, speaking, reading, writing, or mediation. This view of the concept differs from a rigid vision of proficiency and allows learners and teachers to examine and compare speaker's competence in both languages, being part of a "multiple competence" (CEFR, 2001, p. 135). However, enacting that in a successful way is not an easy job, so educators should maximize practice opportunities and support learners whenever they may struggle with certain grammar rules, vocabulary usage, or cultural nuances, all leading to gaps in their overall language proficiency.

2.2.1.10. Assessment

Assessment plays a key role in second language learning as it provides valuable feedback to both learners and educators, turning essential for promoting continuous improvement, enhancing language proficiency, and fostering a supportive learning environment for learners of all levels. In this section, we aim to provide a brief but accurate review on assessment before the publication of the CEFR (2001).

Research in language assessment has been a steady, yet prolific, search for coherent classifications and effective ways to evaluate students' level proficiency. We have decided to focus on those providing a clear structure on the different types of assessment according to different purposes. In this regard, Brown and Hudson (1998) agree on three broad categories: a) selected-response assessments (including different types of questions: true-false, matching…), b) constructed-response assessments (including fill in the gaps, short answers…), and c) personal-response assessment (portfolio, self- or peer assessment…). We can elucidate a classification in terms of the degree of implication of the students. In other words, selected-response assessments provide a prompt, and students react to it and decide whether it is true or false, or one of the options provided is the correct one. This way, they could be regarded as testing students' reception skills or their skills to process and react to the information. In the case of constructed-response assessments, students are meant to produce a response, and elaborate it; that is, different skills can be tested with the former. By contrast, regarding personal-response assessment, Brown and Hudson (1998) open personal practice to a sharing, on the students' side, of their learning process and progress. In both the portfolio and peer-assessment, positive aspects of students' performances are to be encouraged and recognized, rather than giving the negative ones more attention than they actually have (errors or mistakes we discussed in section 2.2.1.2.2.).

In maintaining its descriptive rather than prescriptive character, and in a general approach to language teaching and learning, the Framework promoted a shared set of standards concerning assessment, enabling the correlation of different assessment approaches. Still, the CEFR (2001) sets some principles required in all kinds of assessment: validity, reliability, and accuracy of decisions. In the case of assessment, the Framework recaps on the context of language use, as well as on tasks and their role in language teaching to explain how to construct and conceive test items and how to elicit evidence of linguistic, sociolinguistic, and pragmatic competences relevant to language use. Here the scales play a very important role in relation to the achievement of objectives, since the Framework suggests users to consider descriptors of:

a. Communicative activities (located in section 4 of the CEFR). Insofar as the attainment of the objectives set in a given task, the CEFR distinguishes between three separate

ways in which the descriptors of communicative activities can be used: construction, reporting, and self- or teacher-assessment. Checklists or grids are clear examples of the latter.

b. Descriptors of aspects of proficiency related to particular competences (located in chapter 5), which can be utilized in two primary ways in relation to the achievement of objectives: 1) self- or teacher assessment, and 2) performance assessment.

In sum, there are three ways in which we need to look at the scales, ranging from a more general level to a more specific one in terms of presenting descriptors: a) scale, b) checklist, and c) grid. Scales offer a structured framework for assessing proficiency levels; checklists provide detailed criteria for tracking progress and completion of tasks; and grids allow the comparison of multiple criteria or dimensions in evaluating learners' performance. Each tool serves a specific purpose in the assessment process and contributes to a comprehensive evaluation of the learners' language abilities and achievements.

However, instead of prescriptive types or tools, the CEFR (2001) actually raises the debate on a number of different nuances in terms of assessment, as shown below:

1	Achievement assessment	Proficiency assessment
2	Norm-referencing (NR)	Criterion-referencing (CR)
3	Mastery learning CR	Continuum CR
4	Continuous assessment	Fixed assessment points
5	Formative assessment	Summative assessment
6	Direct assessment	Indirect assessment
7	Performance assessment	Knowledge assessment
8	Subjective assessment	Objective assessment
9	Checklist rating	Performance rating
10	Impression	Guided judgement
11	Holistic assessment	Analytic assessment
12	Series assessment	Category assessment
13	Assessment by others	Self-assessment

Table 2. Types of assessment (CEFR, 2001, p.183).

As noted in Table 2, there can be different types of assessment depending on aspects such as purpose, learners' performance, knowledge being tested, who is judging, objectivity- or subjectivity-oriented. The most frequent types of assessment found in regular courses to teach languages are:

a. Formative assessment. It occurs during the learning process and provides ongoing feedback to both learners and instructors. It helps identify areas of strength and weakness, allowing for adjustments to instruction and learning strategies.

b. Summative assessment. It takes place at the end of a learning period to evaluate the overall learning outcomes. It often involves standardized tests, final exams, or projects to measure the extent of learning that has occurred.

c. Diagnostic assessment. It is used to identify strengths and weaknesses in language skills to inform instructional planning.

Among all different types presented by the CEFR in Table 2, we would like to pay special attention as well to the types of assessment, which can lead to confusion either because they are similar to any other or because they are rarely used despite having great potential. Among these, we include continuous assessment/fixed point assessment and formative assessment. These two can seem to be pretty similar because of the labeling, but in fact they differ in a) timing, b) purpose, and c) feedback. In short, continuous assessment involves regularly evaluating students' performance throughout a course, while formative assessment focuses on providing feedback and adjusting instruction to enhance students' understanding and progress, also on a daily basis, meaning it occurs during instruction and learning activities. Both approaches are essential for supporting student learning, improving teaching practices, and promoting continuous growth.

2.2.2. CEFR: Companion Volume with New Descriptors (2018)

Before starting this section, we consider it necessary to explain how we will approach it for the purpose of readability, since the study of the CEFR's growth and consolidation requires a deeper level of attention alongside a solid theoretical framework. Insofar the level of detail in explaining the different sections of the CEFR in this Companion Volume, a revision of what was presented in the CEFR (2001) is preferred, to allow us to highlight the updates and

changes in specific sections already present in the CEFR. Thus, instead of following the Framework distribution of chapters as we did in the analysis of the CEFR (2001), we have opted for the following distribution:

      a. Expansion of the descriptors

      b. Changes to the existing descriptors

      c. Inclusion or Pre-A1 Level Descriptors

      d. Emphasis on learner as a social agent

      e. Promotion on educational reform

      f. Changes and updates concerning the concept of mediation

These updates and additions clearly contribute to building the landscape of an inclusive education for all. We will provide later in this section a deeper analysis on how each of those revisions originated and occurred, together with their implications for future versions and updates. However, this section (2.3.2.) will be presented in comparison to the description of the CEFR 2001 considerably shorter in length.

This first CEFR-CV was published in 2018 online in English and French, and it is a preliminary version of the 2020 update, published online in English and French. It revises, underlines, and expands the CEFR (2001), but it does not replace it. The CoE's program's main aim is to boost quality inclusive education for all, and the language part is mainly concerned with plurilingual and intercultural education.

2.2.2.1. Review and expansion of the descriptors

It introduced new descriptors for mediation and plurilingual and pluricultural competences. This time, the main aim was to provide an answer to nowadays language learning needs by incorporating the *can-do* descriptors to connect the syllabus contents to real world needs. They provided more specific and detailed descriptions of language proficiency at each level. These statements offer clear guidance on what learners should be able to do at each stage of their language learning journey. The revised descriptors now take into account the increasing importance of digital communication, digital literacy, and the use of technology for language learning and interaction.

Likewise, this CEFR-CV (2018) emphasizes the development of intercultural competence, recognizing the importance of understanding cultural nuances and differences in effective communication. This aspect is integrated into the descriptors across all proficiency levels. The updated descriptors acknowledge the use of multiple modes of communication, such as visual, auditory, and tactile elements, in language learning and expression. This reflects the diverse ways in which language is used and understood in contemporary contexts.

Last but not least, the language used in the descriptors has been refined to improve clarity and understanding. A list of changes to specific CEFR (2001) descriptors can be found in Appendix 7 of the CEFR-cv (2018, p.223).

2.2.2.2. Updates concerning the illustrative scales of mediation

However, among the different innovations to contribute to the process of co-construction of meaning to accomplish a real-life task, mediation activities were truly a game-changing asset for the CEFR (2001). That is, the CEFR-CV (2018) provided a range of descriptors for mediation, in general, but also for mediation strategies.

The following section will be essential in understanding the last update, the CEFR-CV (2020), since it fills the gap between the presentation at that point still in its infancy, of the concept of mediation by the creators and institutions contributing to the elaboration of the CEFR and what they rely on nowadays. This version already includes new descriptors for mediation activities, mediation strategies, and plurilingual and pluricultural competences, but we will mainly analyze updates concerning the illustrative descriptors of aspects of mediation.

As we have indicated in section 2.2.1.10. above, the concept of mediation is first presented in the CEFR (2001) as one more mode of communication together with listening, speaking, reading and writing; but the concept of mediation was not yet fully developed in that version. However, it set the appropriate scenario to do so in this 2018 version. We need to pinpoint certain key publications and events in the years between the publication of the CEFR in 2001 and this 2018 version, which ultimately led to the current vision and illustrative scales regarding mediation, as shown in Figure 9:
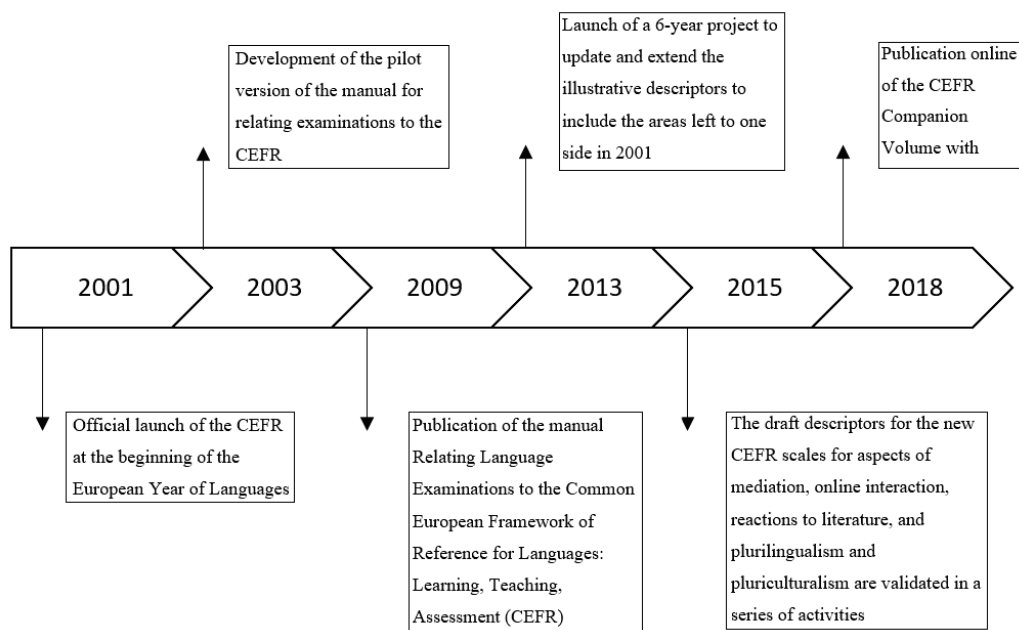
Figure 9. Development of the CEFR from 2001 to 2018. [Source: Self-elaboration].

After the official launch of the CEFR at the beginning of the European Year of Languages in 2001, numerous projects were conducted to ensure the expansion and enrichment of the illustrative descriptors to include the areas left to one side in 2001, among other aspects. By 2015, the draft descriptors for the new CEFR scales for linguistic mediation are piloted and validated. Between 2015 and 2018, most of the revisions specified at the beginning of this section are achieved. Looked at in more detail, the projects that took place during this time frame gradually elaborated on a vision of mediation that is very close to what we have nowadays. It would be therefore convenient to study what was specifically introduced and its implications for the upcoming update.

The impact of the consensus at the intergovernmental Language Policy (LP) Forum led to the development of language policies to address the challenges and responsibilities on the need for further development of current curricula and teaching practices. Among them, the development and validation of the scales for mediation, which are finally described in the report *Developing Illustrative Descriptors of Aspects of Mediation for the CEFR* (2016). They wanted to provide revised CEFR descriptors for a broader view of mediation presented in the CEFR (2001). Because of those projects, there are now mediation scales for a wider range of mediation activities and strategies, as seen in Figure 10:
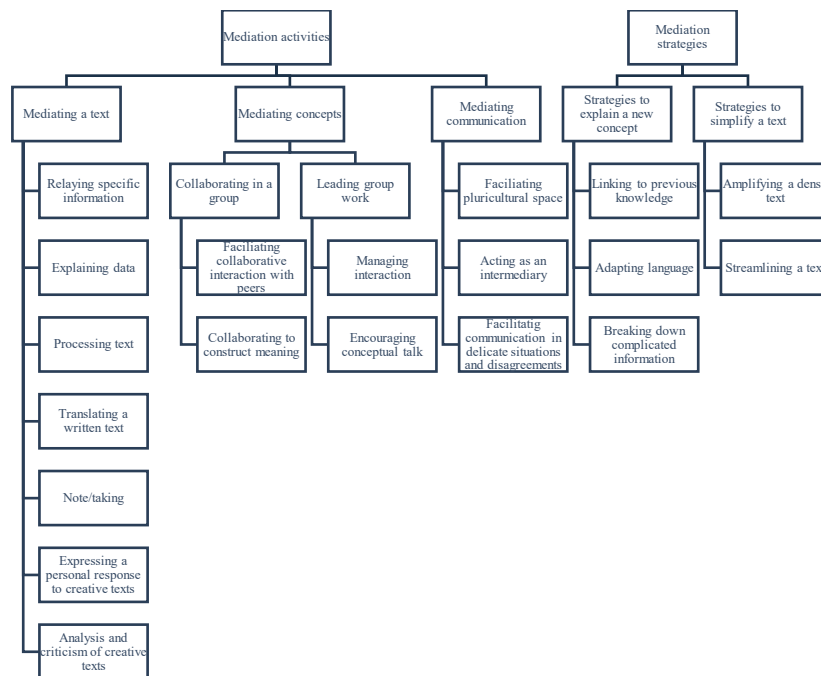
Figure 10. Mediation activities and strategies (CEFR Companion Volume with new descriptors, 2018, p. 104).

As we discussed in the previous section, in the CEFR (2001) mediation activities should focus on facilitating the proper conditions for the co-construction of meaning to occur. Thus, mediation was introduced with two key activities: (re)processing an existing text for (a) somebody else or (b) for learners themselves. The first type, especially, could produce communication failure since "in mediating activities, the language user is not concerned to express his/her own meaning, but simply to act as an intermediary between interlocutors who are unable to understand each other directly, normally (but not exclusively) speakers of different languages" (CEFR-CV, 2018, p. 87). To sort this inconvenience out, the CEFR-CV (2018) lists three broad categories for mediation activities, consisting of: (a) mediating a text, (b) mediating concepts, (c) and mediating communication, together with a detailed set of mediation strategies, as shown in Figure 10 above.

In the 2016 report mentioned before, the Framework users are provided with a brief definition of what category descriptors scales are and how progression looks like in the scales. Regarding mediation activities it is worth noting that the notion of:

- Mediating a text was further developed to include mediating a text for oneself (for example in taking notes during a lecture) or in expressing reactions to texts, particularly creative and literary ones (p. 25)

- Mediating concepts: including collaborating in a group and leading group work.

- Mediating communication is slightly modified in this Companion Volume, the descriptors for mediating communication pay more attention to "teachers, trainers, students and professionals who wish to develop their awareness and competence in this area" (p. 27); therefore, "the skills involved are also relevant to everyday social and/or workplace interactions" (p. 27).

Regarding mediation strategies, the CEFR-CV (2018) also provides a wider vision than the one in CEFR (2001), which was mainly concerned with translation. The idea in this volume is to update the strategies so they can respond to the demands of the mediation activities outlined above. Like any other project, it has some constraints, and considering that this work started in 1997 and has been on the run for more than 20 years now, the limitations of the CEFR as a guide for teaching and assessment are mainly restricted to interpretation issues. These restrictions include: a) interpretation challenges, b) implementation issues, and c) assessment validity.

2.2.2. CEFR: Companion Volume (2020)

Available in forty European and non-European languages, this user-friendly update of the CEFR (2001) is the recommended one for pedagogical use nowadays. It also allows the consultation of chapters of the CEFR (2001) edition through links. Since the 2001 edition was regarded as difficult to access by many language professionals and users, the document explicitly states that "The updated and extended version of the CEFR illustrative descriptors contained in this publication replaces the 2001 version of them" (CEFR-CV, 2020, p. 21).

The literature review concerning the CEFR is extensive and, given this is an update of the 2001 edition, we will mainly examine the adaptations and innovations. Thus, in order to keep certain coherence with the CEFR (2001), still valid and used as a reference, the

distribution of chapters in this CEFR-CV (2020) is slightly different to the one presented in the CEFR (2001) as illustrated in Table 3, which compares chapters distribution:

Chapter	CEFR (2001)	CEFR-CV (2020)
1	The Common European Framework in its Political and Educational Context	Introduction: Summary of changes to the illustrative descriptors
2	Approach Adopted	Key aspects of the CEFR for teaching and learning
3	Common Reference Levels	The CEFR Illustrative Descriptor Scales: Communicative Language Activities and Strategies
4	Language Use and The Language User/Learner	The CEFR Illustrative Descriptor Scales: Plurilingual and Pluricultural Competence
5	The user/Learner's competences	The CEFR Illustrative Descriptor Scales: Communicative Language Competences
6	Language learning and teaching	The CEFR Illustrative Descriptor Scales: Signing Competences
7	Tasks and their role in language teaching	
8	Linguistic diversification and the curriculum	
9	Assessment	

Table 3. Comparison of chapter distribution in CEFR 2001 and CEFR-CV 2020. [Source: Self-elaboration].

As we can observe, this 2020 version recapitulates the main tenets of the Framework presented in 2001 and maps out revisions and updates. It keeps from sections 3-5 roughly the same title, but this CEFR-CV (2020) involves changes and expansions in these sections that are aiming at covering the same aspects of language teaching and learning that were presented in the CEFR (2001): approach, scales for the CRL, and competences. However, sections 1 and 6 are considerably different. Section 2, for instance, seems like an introduction to the following chapters, making a brief comparison between what was stated already in the Framework and what is being expanded and why. This section also highlights key aspects of each section and how it has influenced teaching practices since then. Moreover, section 6 of

the CEFR-CV (2020) is devoted entirely to signing competences, since there are considerable changes in this area.

Considering the previous comparison, we will therefore focus in this section to explore those areas new, expanded or clarified. We are keeping the same chapter distribution as in the CEFR-CV (2020), as shown in Table 3 for readability and coherence purposes. Then, we will present the concept of uneven profiles, and finally, examine the updates concerning mediation.

2.2.3.1. Summary of changes to the illustrative descriptors

In the CEFR (2001) there was a need to first contextualize the Framework in the political and educational contexts while in this CEFR-CV (2020) version the need falls on the changes this version brings concerning the illustrative descriptors (see Table 1 on p. 23, and Table 2 on p. 25).

2.2.3.2. Key aspects of the CEFR for teaching and learning

Here we will carefully examine each of its sections relying on the distribution in this CEFR-CV (2020). The idea is to be able to discuss all changes in detail and evaluate their implications for both the Framework and the understanding of the teaching, learning and assessment of linguistic mediation.

2.2.3.2.1. AIMS

In this very first section, the CEFR-CV (2020) recapitulates on the priorities of the Framework established in Chapter 1 of the CEFR (2001), focusing on the momentum of educational reform initiated by the CoE. This section offers a mere restatement of what was already presented in Section 1 in the CEFR (2001) and connects the dots among the upcoming versions.

2.2.3.2.2. MEDIATION

Concerning the introduction of mediation, which we will discuss later in this chapter (see section 2.2.3.3.1.), it is acknowledged that it was not further developed due to the amount of information that was being presented within one single document. As a result, mediation in

the CEFR was misconstrued as interpretation and translation mostly, overlooking its multifaceted nature and failing to recognize the crucial role of mediators in bridging communication gaps and fostering understanding across languages (Liddicoat, 2015).

In the latest updated CEFR-CV (2020), mediation is one of the four modes in which its communication model is organized ("skills" are no longer overtly used in this regard). In fact, learners are now seen as social agents that:

> […] engage in receptive, productive, interactive or mediation activities or, more frequently, in a combination of two or more of them. While interaction stresses the social use of language, mediation encompasses and goes beyond that by focusing on making meaning and/or enabling communication beyond linguistic or cultural barriers. Both types of mediation rely on collaborative processes. (CoE, 2023, n. p.)

When learners/social agents engage in mediation activities they create the space and conditions for communicating and/or learning, (co)constructing new meaning, collaborating to make sense of a text, or conveying ideas and information to others.

Therefore, the Framework currently presents mediation in a more positive, real-world orientation that goes beyond teaching students the entire language: they should also be instructed on what they need to do with it in context and for successful communication. Since the AoA is one of the pillars of the CEFR, mediation considers the role of languages in processes like creating the space/conditions to construct learning, collaborating to construct meaning, passing information, explaining things, elaborating something that is too dense, and adapting language in the process (CEFR-CV, 2020, p. 90).

To include the innovations mentioned above, the CoE asked the Eurocentres Foundation[14] to help them run an exhaustive process consisting of five different stages or subprojects:

- Stage 1 (2014-15). This short stage aimed at "filling gaps in the illustrative descriptor scales published in 2001 with materials then available" (CEFR-CV, 2020, p. 14).

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[14] The Eurocentres Foundation is a non-profit organization devoted to promoting language learning and cultural exchange, operating language schools around the world. It is not only a founder member of Eaquals, but has also served as a consultant to the CoE since 1968 https://globalleaders.com.tr/images/filter-school/document/eurocentres.pdf [last accessed 1 May 2024]

- Stage 2 (2014-16). During this two-year stage, the CoE together with the co-working team developed the "descriptor scales for areas missing in the 2001 set, in particular for mediation" (CEFR-CV, 2020, p. 14).
- Stage 3 (2015-16). A new scale for phonological control was developed in this third stage (CEFR-CV, 2020, p. 15).
- Stage 4 (2015-19). Being the longest stage in the process, stage 4 finally developed descriptors for signing competences (CEFR-CV, 2020, p. 15).
- Stage 5 (2014-16). This last stage collated descriptors for young learners (CEFR-CV, 2020, p. 15).

As we have observed, illustrative descriptor scales were developed for mediation during stages 1 and 2, where the CoE and the Eurocentres Foundation used the same scales as they used to calibrate descriptors 20 years ago. Experts were also asked to determine whether the descriptors for mediation for different levels were potentially accessible to all learners and it was at that point when they finally came up with the scales. Figure 11 highlights the updates concerning meditation:

Mediation — The approach taken to mediation is broader than that presented in the CEFR 2001. In addition to a focus on activities to mediate a text, scales are provided for mediating concepts and for mediating communication, giving a total of 19 scales for mediation activities. Mediation strategies (5 scales) are concerned with strategies employed during the mediation process, rather than in preparation for it.

Figure 11. Summary of the updates concerning mediation (CEFR-CV, 2020, p. 24).

Even though we now have, as shown in this one, the scales for mediation communication and concepts are broadly described and updated, we will discuss later in section 3.2.2. of this chapter, the OSL still follows the illustrative descriptor scales provided in the CEFR (2001), so they do not consider the scales for mediating communication nor concepts.

2.2.3.2.3. IMPLEMENTING THE AoA

In helping Framework users implement the AoA, section 2.2. delves into the core principles that underpin the CEFR and its application in language education. What we considered of key interest in this section is the literature review and external sources it provides concerning

the implementation of the AoA since the CEFR (2001) was published, especially in terms of assessment, including:

- *Relating language examinations to the Common European Framework of Reference for Languages*, published by the CoE's Language Policy Division (North, 2009). This document provides a framework for aligning language examinations with the CEFR. It offers guidance on how language assessments can be structured and evaluated in accordance with the CEFR's proficiency levels and approach adopted.

- *Manual for language test development and examining* (CoE, 2011). Published by the Association of Language Testers in Europe (ALTE), this one is a valuable source for practitioners in the development and administration of language tests. This manual provides comprehensive guidelines and best practices for creating language assessments that are valid, reliable, and fair. It covers also manifold aspects of test development, such as item writing, test construction, standard setting, and score interpretation. By following the recommendations outlined in this manual, language test developers and examiners can ensure that their assessments accurately align with the established standards for language proficiency in the field.

- *Relating language examinations to the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)-Highlights from the manual* (CoE, 2011). As the former documents, this one also provides insights into how language examinations can be aligned with the CEFR in the context of learning, teaching, and assessment. It highlights key aspects from the CEFR manual, helping stakeholders in the language education field better understand how to integrate the CEFR into their assessment practices to promote more effective language learning and evaluation.

2.2.3.2.4. PLURILINGUAL AND PLURICULTURAL COMPETENCE

This section starts with a summary of the aims of the CEFR in terms of promoting plurilingualism and language education across Europe and beyond. In doing so, this CEFR-CV (2020) also delves into the implementation of the AoA, for which its main tenets were

presented in the CEFR (2001), stressing the need to construct meaning upon the learner's plurilingual and pluricultural repertoires. At this point, they encourage users to expand what was briefly presented concerning the former in two external documents: *Guide for the development and implementation of curricula for plurilingual and intercultural education,*[15] and the ECML's *Framework of Reference for Pluralistic Approaches to Languages and Cultures* (FREPA/CARAP).[16] In this regard, they go back to the concept of partial competences, introduced for the first time in the version 2 of the CEFR (1996) draft and discussed in section 2.2.1.6. of this dissertation; this version expands and moves on to uneven profiles, which we will discuss later on (see section 2.2.3.2.7.).

2.2.3.2.5. THE FRAMEWORK DESCRIPTIVE SCHEME

Section 2 in the CEFR-CV (2020) is of special interest since it enquires into the elements that have been further developed in the 2014-2017 project explored previously in section 2.2.2.2. beside some relevant external documents.

The CEFR-CV (2020) counts on a considerable period for research and growth since the Framework was first published. It has been observed in this time frame that practitioners have not really managed to fully integrate the CEFR into their teaching practices. Thus, a vast amount of research is devoted to helpING practitioners understand the Framework. Regarding external documents facilitating its understanding and interpretation, we consider relevant the guide *Pathways through assessing, learning, and teaching in the CEFR* (CoE, 2011). This guide shares an innovative way of reflecting on the multidimensionality of teaching, learning and assessment in line with the CEFR and it came out of the research encouraged by the CEFR (2001). In Section 8 on the CEFR, curriculum design was discussed, and new lines of investigation were put on the table.

2.2.3.2.6. THE COMMON REFERENCE LEVELS (CRL)

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[15] The guide for the development and implementation of curricula for plurilingual and intercultural education (Beacco et al., 2016) aims at "facilitating improved implementation of the values and principles of plurilingual an intercultural education in the teaching of all languages." (CoE, 2024)

[16] The FREPA/CARAP (Candelier et al., 2010) provides guidelines and resources for educators to implement pluralistic approaches to language teaching and learning, emphasizing the importance of recognizing and valuing the multiple languages and cultures present in educational settings.

In the introductory section to the CRLs, there is a brief reminder of where to find scales and grids in the CEFR (2001), together with a key clarification on the bottom and top levels in the CEFR scheme. As observed above, the period in between both publications has served to collate competing evidence and research on the practical implementation of the CEFR. Given the topic and context of this PhD dissertation, which sets the C levels as reference point to teach and assess linguistic mediation, we consider appropriate to delve into the understanding of this specific level of proficiency to untangle long-held debates on what it really entails.

In the case of level C2, the debate surrounding whether C2 mastery level is equivalent to native speaker proficiency is complex. While some sources suggest that C2 proficiency represents a level of mastery comparable to that of a native speaker (Walczak-Sroczyńska & Khvatov, 2020), other studies provide contrasting evidence. In this regard, Montrul and Slabakova (2003) indicate that, even at very advanced levels of proficiency, there could still be influences from one's first language, suggesting that achieving native-like proficiency at the C2 level may not be universal. Furthermore, Hoang and Boers (2016) highlight that learners who demonstrate mastery of multiword expressions are perceived as more proficient, indicating that specific linguistic competences may influence perceptions of proficiency levels. This aligns with the idea that language proficiency is multifaceted and can be influenced by various factors beyond just vocabulary size or grammatical accuracy. Against this complex debate after the establishment of the CRL in the CEFR (2001), the CEFR-CV (2020) considered appropriate to remark on the definition of the level C2. This way, it already stated in Section 3.6.:

> Level C2, whilst it has been termed "Mastery", is not intended to imply native-speaker or near native-speaker competence. What is intended is to characterize the degree of precision, appropriateness and ease with the language which typifies the speech of those who have been highly successful learners. (CoE, 2001)

Thus, the designation of level C2 as "Mastery" does not suggest native speaker or near-native speaker proficiency. Instead, it aims to depict the level of accuracy, suitability and fluency in language use that is characteristic of individuals who have excelled in their language learning endeavors. Thus, simple sections such as the CRL can be easily misunderstood or misconstrued, as is the case of these two levels.

This section is interesting since it allows us to explore CEFR profiles, and approach them from different angles to depict as accurately as possible the learner's stage and progress. The idea the Framework wants to transmit to users is that, in lieu of sticking to the CRL, they need to develop differentiated profiles for manifold purposes. Hence, this section looks at different CEFR profiles from different angles: profiles confined to one language, and plurilingual profiles, describing the users' competence in the different languages they speak. Within this distinction, we will also find the focus being brought to different aspects of their progress (*i.e.* their progression of oral comprehension across different languages, or overall proficiency in one language, etc.).

In this line, a new "needs profile" is presented in the CEFR-CV (2020), responding to what is called 'uneven profiles', counting on partial competences. Figure 12 and Figure 13 show profiles confined to one language including specific language communicative activities for two different profiles obtained from different models of ELPs (see section 2.2.1.1. in this dissertation):
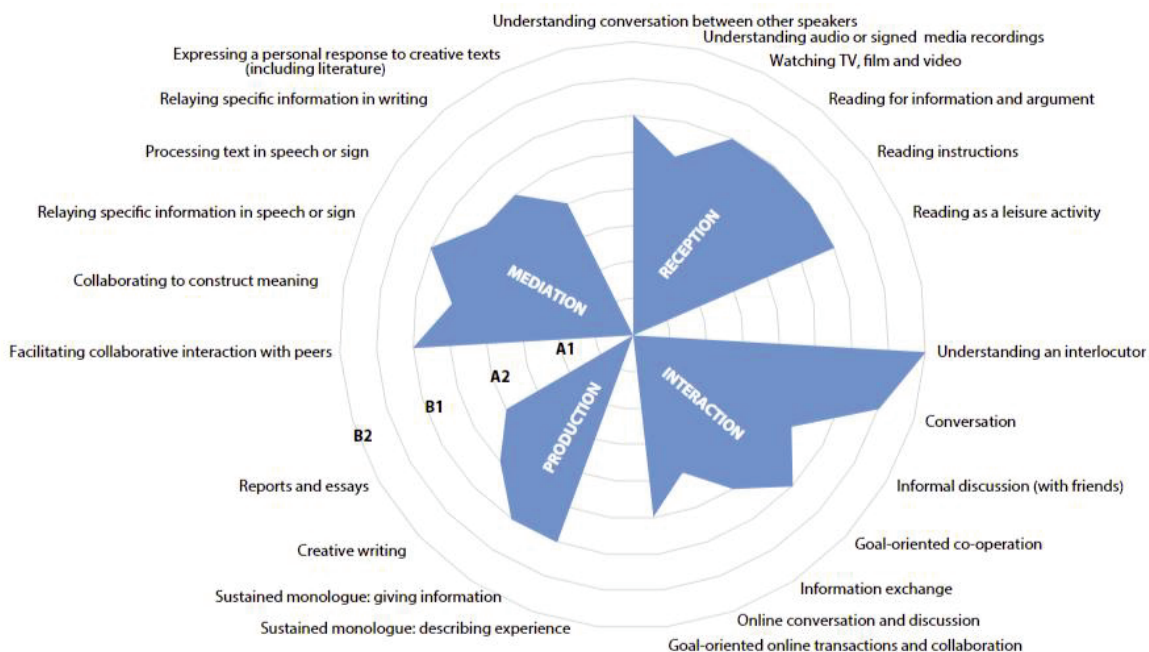
Figure 12. A fictional profile of needs in an additional language – lower secondary CLIL (CEFR-CV, 2020, p. 38).

The fictional profile of needs shown in Figure 12 includes only the descriptor scales for activities that are relevant for that specific fictional profile (outside the circles); in this case, the profile of a student in lower secondary education following the CLIL programs. Besides, Figure 12 presents a breakdown of CEFR's language proficiency levels, showing the progression of language skills from A1 to C2 level (in bold). The communicative language skills (reception, production, interaction, and mediation) are highlighted against blue. As observed, the learner whose profile is being depicted here clearly stands out in interaction skills, especially in activities concerned with understanding an interlocutor –situated in a B2 level– but seems to be weaker in interacting in online conversation and discussion –situated at a A2 level. In a way, looking at one of these needs profile can provide an invaluable insight into the learner's profile, as accurate as an x-ray.

By contrast, Figure 13 below represents a profile of needs in an additional language, the case of a fictional postgraduate natural sciences:
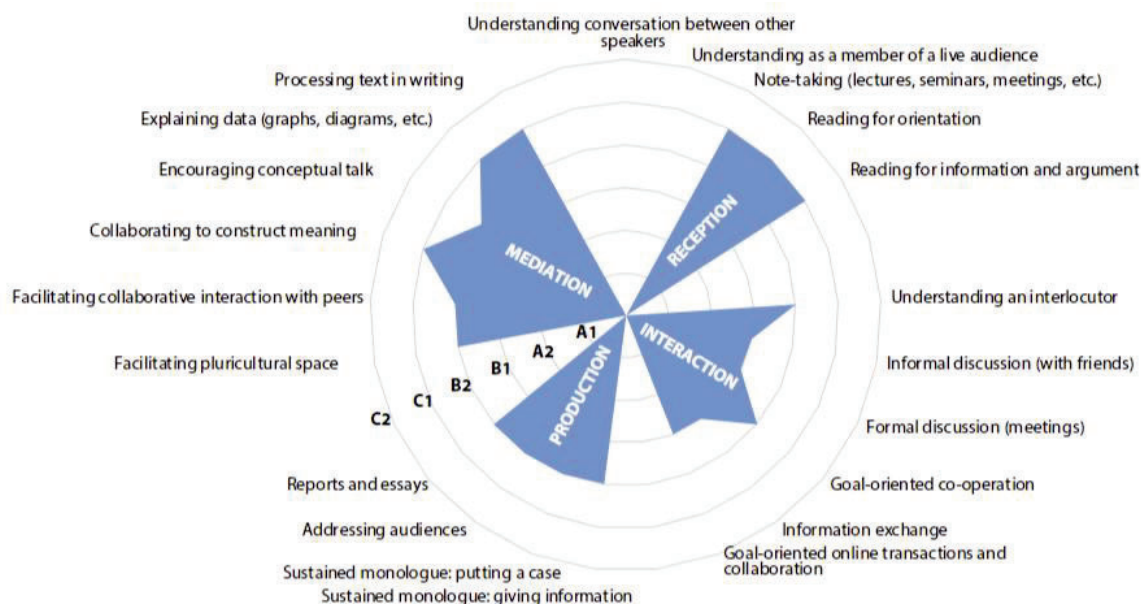
Figure 13. A profile of needs in an additional language – postgraduate natural sciences (fictional) (CEFR-CV, 2020, p. 39).

Following the same distribution as in Figure 12, we now see that the activities outside the circle have changed to address the specific language needs and competences required for academic and professional purposes in this context. We can observe how this student stands

out in reception (C1) while performing activities such as note-taking, reading for orientation and reading for information and argument; however, the same student stands out in mediation (C1) when collaborating to construct meaning, explaining data, and processing text in writing. On the contrary, this student is weaker at interaction, especially in informal discussions and information exchanges, and in the case of production, remains at a B2 level for all the communicative activities included.

There is another profile depicted in the CEFR-CV (2020): the plurilingual proficiency profile. This idea of providing an overview of the individual's proficiency in different languages at a given point in time comes from the ELP language passport. Figure 14 depicts a plurilingual proficiency profile with fewer categories, displaying the individual's language competences in different languages and skills using a regular hexagon consisting of compartmentalized areas:
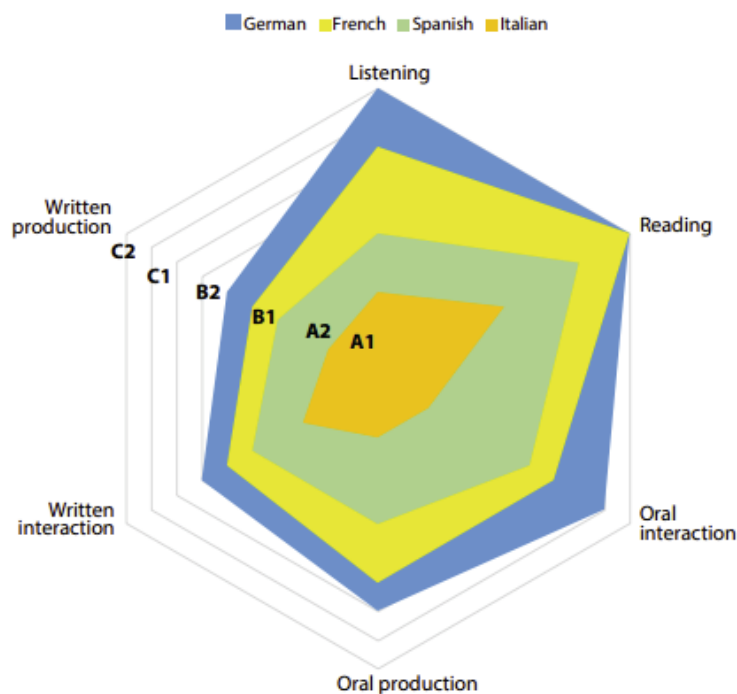
Figure 14. A plurilingual proficiency profile with fewer categories (CEFR-CV, 2020, p. 40).

In different colors, in the interior of the hexagon and reaching its outer areas, German and French are the languages this user is most competent in, following Spanish in green and finally Italian in orange. Outside the vertices are the different language skills across

languages. A third level of description is provided at the sides of the hexagon, ranging from A1 right in the center to C2 in the outer sections of the hexagon. Excelling in receptive skills in both German and French (C2), the profile depicted in Figure 14 seems to be weaker and production in the same languages and progressively weaker accordingly to their competence in the different languages.

Looking at the different communicative language skills outside the hexagon in Figure 14, it is surprising not to find mediation, while it does appear in Figure 12 and Figure 13. While there is no explanation in the CEFR-CV (2020) for this absence, we are inclined to believe there is a reasonable explanation behind it. The images shared so far (Figures 12, 13 and 14) do offer an accurate depiction of an individual's CEFR language proficiency profile; however, nowadays, we are more likely to find linear diagrams, for which we also need to rely on users' familiarity with the CEFR levels. In this regard, Figures 15 and 16 provide insights into language proficiency profiles as well:

Spanish	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1
Oral comprehension									
Reading comprehension									
Oral interaction									
Written interaction									
Oral production									
Written production									
Mediation									

Figure 15. A proficiency profile- overall proficiency in one language (CEFR-CV, 2020, p. 40).

Figure 15 illustrates a user's proficiency in a single language (Spanish in this example). On the top boxes, in a horizontal display, we find the proficiency levels, ranging from Pre-A1 to C2, indicating the progression of language skills from basic to advanced levels. Vertically we find the different communicative language skills –including this time mediation as well. Figure 15 therefore shows the development of language skills across different proficiency levels, highlighting the expected competences at each stage of language learning. The language user depicted could be close to achieving a B2 level in Spanish, excelling in reading comprehension (B2+) and already a B2 in oral production as well. However, a B1 in the rest of communicative skills is still observed (oral comprehension, oral interaction, written interaction, written production, and mediation).

As for plurilingual proficiency profiles in a linear dimension, Figure 16 shows oral comprehension across different languages:

	Pre-A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2	Above C2
English											
German											
French											
Spanish											
Italian											

Figure 16. A plurilingual proficiency profile - oral comprehension across languages (CEFR-CV, 2020, p. 40).

These different representations of profiles (linear or not) help different purposes. Users and practitioners may need a profile depiction to apply for a job that requires mainly oral interaction skills across different languages; for instance, a promoter in a touristic area trying to catch customers in the street, or a job that requires only oral production skills (this being the case of Figure 16). The user whose profile is being depicted in Figure 16 excels in English and German oral production and is a dependent user in the rest of languages. Following the example of the job search, a user with this profile could easily consider a position reading recorded announcements or any other job involving oral production mainly. Contrary to the widespread idea that a leaner's achievement or possession of a level means being equally good at all skills, what is called a 'flat profile', this model of needs profile shows partial competences of a learner in the different language activities.

Most of the time, uneven profiles are hard to monitor, but with the CEFR profile description guidelines and the ELP work on collating and spreading his work, communicative examinations[17] can recognize and test skills separately. Their purpose is to facilitate creating a differentiated needs profile. The introduction of this new needs profile aligns with one of the CoE's main objectives with the CEFR, which is to ensure quality inclusive education as a right of all citizens, helping immigrants integrate in the European Union (EU) by creating a differentiated needs profile. Uneven profiles help know and label those speakers who are often discouraged because of linear examinations and, leaving behind the reality of these speakers, who often need to understand and speak at a higher level than what they produce

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[17] Communicative examinations: a communicative test is one which requires the students to complete an authentic task (theteflacademy.com).

in a written form. This discrepancy is particularly relevant for new speakers of minority languages who may excel in spoken communication but struggle in written expression, as highlighted by Kircher et al. (2023).

Their study further supports the notion of uneven proficiency profiles between speaking and writing, showing that some heritage speakers of Spanish exhibit higher oral proficiency compared to their writing skills. This disparity in proficiency levels emphasizes the need to consider alternative assessment methods that capture speakers' true linguistic abilities beyond traditional written evaluations. The plurilingual proficiency profile thinks of immigrants and welcomes plurilingualism, constructing together. The variety of languages offers unique communicative advantages, more dialects, registers, accents. The more variety, the richer the competence. This idea has been supported by many professionals and researchers in the field, many of whom defined the plurilingual competence as the ability to use their plural repertories of linguistic and cultural resources to meet communication needs or interact with people from other backgrounds and contexts, as well as enrich that repertoire while doing so (Beacco et al., 2015, p. 23).

2.2.3.2.8. ILLUSTRATIVE DESCRIPTORS AND HOW TO USE THEM

These two sections provide valuable insights into the use of graphic profiles to describe language proficiency and the uneven nature of individual proficiency development. The set of illustrative descriptors published in 2001 was widely accepted, but it was also regarded as generic, using impressionistic terms, and containing inconsistencies (Deygers & Gorp, 2015). Working the set of illustrative descriptors as a test item bank, it allowed the expansion of more descriptors once developed and validated, as we explained in section 2.2.3.2.4. above. The CEFR (2001) text published much key information in one single volume and while things were changing, it is logical that it needed further revision and expansion, as they themselves specify in the Framework.

In how to use them, this section outlines a step-by-step process for defining curriculum aims from a needs profile, including selecting relevant descriptor scales, determining target levels, collating descriptors, and refining the list in consultation with stakeholders.

2.2.3.2.9. SOME USEFUL RESOURCES FOR THE CEFR IMPLEMENTATION

Together with the additional guidelines and manuals published to facilitate the understanding and use of the Framework, this section also offers a list of web resources and books to maximize the CEFR for language teaching and learning. Among the online resources listed, the following ones are found of special interest:

- *Common European Framework of Reference for Languages: Learning, teaching, assessment – A guide for users.*[18] Elaborated by multiple authors, this extensive guide provides practical exercises related to language issues to help learners become aware of their language use in both their first language and the language they are learning. It also explores communication strategies such as pre-planning, execution, monitoring, and repair actions in the different communicative activities alongside criteria descriptors for assessing overall proficiency at the different levels of proficiency; it is especially aimed at public examination syllabuses and teacher training programs. A guide like this one can fill the gaps in interpreting the dense theoretical part or aspects of the Framework.

- *From communicative to action-oriented*: *A research pathway*. Published in 2014 by Dr. Enrica Piccardo, we have decided to include it in our analysis given the level of accuracy and smoothness with which Piccardo recapitulates on the main aspects of the CEFR in terms of teaching, learning and assessment. She offers an accurate literature review to help expand knowledge and help practitioners and users of the Framework understand in depth the AoA role in the CEFR.

- *A quality assurance matrix for CEFR use*. Years later, after the publication of this CEFR-CV (2020), Piccardo herself, together with a team of researchers, launched the CEF-QualiMatrix project, a web-based tool to support CEFR-based innovation and help institutions and teachers and learners understand and implement the changes and updates concerning the Framework into their curriculums.[19]

2.2.3.3. The illustrative descriptor scales: Communicative language activities and strategies

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[18] See full text at: https://rm.coe.int/1680697848 - [last accessed: 8 October 2023]
[19] Available at www.ecml.at/CEFRqualitymatrix - [last accessed: 9 October 2023]

This section three in the CEFR-CV (2020) starts with a figure to depict reception activities and strategies with the new incorporation of new descriptors or scales for the following areas and continues with a summary per section of the main tenets already expressed in the CEFR in terms of objectives and considerations. We will therefore explore the changes and updates in the following sections.

2.2.3.3.1. COMMUNICATIVE LANGUAGE ACTIVITIES

Concerning communicative language activities, small changes in syntax of sentences and language have been made not only to facilitate the understanding of the illustrative descriptors, but also to reflect the current character of the CEFR, after all the sociocultural changes that shaped its growth since its first official publication in 2001 (see section 2.2.1.1. above). It is important to note how the space devoted to describing this section in the CEFR (2001) is 33 pages long (from page 57 to 90) and in the CEFR-CV 2020, they devote from page 47 to page 121 to communicative language activities and strategies. We are then looking at changes and updates in its different illustrative scales for reception, production, interaction and mediation activities,[20] since deeper attention has been given to the updates and scales expansions. Accordingly:

- **Reception activities** are classified into a) oral comprehension, b) audio-visual comprehension, and c) reading comprehension.

    a. Oral comprehension. The descriptor scales updated in this publication are the ones for oral comprehension and reading comprehension, and no new scales are added for reception ones. Here are some changes:

- CEFR (2001) overall *listening* comprehension is now overall *oral* comprehension.

- Changing the audience from *native speakers* to *other people*. Understanding conversation between native speakers is now understanding conversation between other people. It is easy to note how this change clearly depicts the

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[20] To consult the descriptors, see the Annex 7 (p. 258).

CEFR promotion of plurilingualism and intercultural diversity, removing the idea that native speaker skills equal perfection, and the rest is to be discarded.

- The word *listening* has been changed to *understanding* in the case of listening as a member of a live audience, listening to announcements and instructions, and listening to audio media and recordings.

b. There is a new scale for audio-visual comprehension, which includes watching TV, film, and video.

c. Visual reception (reading) activities are now called reading comprehension, among which we find the same illustrative scales (that is, overall reading comprehension, reading correspondence, reading for orientation, reading for information and argument, reading instructions), except for reading as a leisure activity, which is new in this CEFR-CV (2020).

- Production activities. Instead of *productive* activities, classified into: a) oral production activities and b) written production, scales are updated, and one more added.

a. Oral production (speaking) activities. One new illustrative scale has been added to the ones we already counted on published in 2001 (overall oral production, sustained monologue: describing experience; sustained monologue: giving information; sustained monologue: putting a case (e.g. in a debate), public announcements, addressing audiences) alongside new illustrative descriptors, as follows:

- New illustrative descriptors we were missing in 2001. For Pre-A1 included in the scales: overall oral production, sustained monologue: describing experience; and for levels A2 and C1 in the scale sustained monologue: putting a case (e.g. in a debate).

- The new scale added is sustained monologue: giving information (CEFR 2020, p. 63), focused on the ability to explain information to another person in a long turn, considering the content, and the levels of accurateness in doing so.

b. Written production activities. These include overall written production, creative writing, reports and essays. We also have new illustrative descriptors, but no new

illustrative scales are added. New illustrative descriptors for Pre-A1 in the scale: overall written production; and for A2 in the scale: reports and essays.

- **Interaction activities**. Now named *interaction* activities instead of *interactive*, these include: a) oral (instead of spoken), b) written, and c) online interaction.

a. Oral interaction. There are new illustrative descriptors and also one new scale.

- New illustrative descriptors for Pre-A1 level in overall oral interaction, understanding an interlocutor before referred to as understanding a *native speaker* interlocutor, conversation, obtaining gods and services, and information exchange illustrative scales. For the A1 level in informal discussion (with friends), for C1 in goal-oriented co-operation (cooking together, discussing a document, organizing an event), and obtaining gods and services, and for C2 level in informal discussion (with friends).

- New scale: Using telecommunications. Also present in the 2018 CEFR update, it depicts learners' ability to use the phone and inter-based apps for remote communication. It includes illustrative descriptors ranging from A2 level up to C2 level.

b. Written interaction. Although there are new illustrative descriptors, no new scales are added here.

- New illustrative descriptors for Pre-A1 overall written interaction, and correspondence. For B2 level in notes, messages and forms, and for the C2 level in overall written interaction and correspondence.

c. Online interaction. This new set of scales is added in the CEFR-CV (2020) to provide a set of illustrative descriptors to cover all those aspects of online communication that differ from face-to-face interaction. Thus, we are presented new scales for:

- Online conversation and discussion, involving manifold ways of interaction online. This scale explores key aspects of real time interaction, use of media, posting, participating with various interlocutors, etc. It provides illustrative descriptors for all proficiency levels, from Pre-A1 to C2.

- Goal-oriented online transactions and collaboration, which also offers illustrative descriptors for all proficiency levels. This new scale provides a structured framework for learners to advance from basic online interactions to complex collaborative work.

- Mediation activities. This is where the vast majority of updates concerning the CEFR (2001) appear. The descriptor scales for a) mediating a text, b) concepts and c) communication present in the 2018 update (see Figure 10, section 2.2.2.2. above) have been added to this publication. Due to their relevance to this PhD dissertation, each illustrative descriptor is presented individually in the following lines.

a. Mediating a text. A total of seven different illustrative scales are provided after some introductory key clarifications in understanding scales in this section. First, the idea that mediation occurs not only between different languages but also within one: "Language A and B may be different languages, varieties or modalities of the same language, different registers of the same variety, or any combination of the above. However, they may also be identical" (CEFR-CV, 2020, p. 92). Besides, it is also specified that under no circumstances are these illustrative described aimed at translation and interpretation competences. We therefore find the following illustrative scales in mediation activities:

- Relaying specific information. Very briefly, this scale involves extracting relevant details from a text or conversation and conveying them accurately to others. Within this activity, we find: a) Relying specific information in speech or sign, which is related to reading for orientation in the sense that users need to extract specific content for an audience (with descriptors ranging from Pre-A1 level to C1); and b) Relaying specific information in writing (with descriptors ranging from Pre-A1 level to B2).

- Explaining data. This scale involves the verbal interpretation and communication of information presented in different visual formats, such as graphs, diagrams, and charts. This scale counts on two different activities: a) Explaining data in speech or sign (descriptors from A2 to C2 levels); and b) Explaining data in writing (descriptors from B1 to C2).

- Processing text. This scale looks at the understanding of information and/or arguments presented to the language user to then transfer them effectively and coherently into another text. More specifically, this scale considers: a) Processing text in speech or sign; and b) Processing text in writing (descriptors from A1 to C2 levels in both scales).

- Translating a written text. With a remarked informed character, this scale is the only one that needs to be specifically done from language A to language B. We also need to remember at this point that any of the scales presented in mediation activities nor in the strategies aim at replacing or even behaving as translation and interpreting competences. Hence, this activity involves the process of converting the content of a written text from one language to another, and it includes two scales: a) Translating a written text in speech or sign; and b) Translating a written text in writing (descriptors from A1 to C2 levels in both scales).

- Note-taking (lectures, seminars, meetings, etc.). This crucial activity in both academic and professional environments requires users to capture key information from various sources (lectures, seminars, meetings…) and produce coherent notes. This scale includes descriptors from A2 to C2 levels, and it focuses on aspects such as accuracy of notes and real-time note-taking challenges.

- Expressing a personal response to creative texts (including literature). This activity allows analyzing users' skills in articulating their thoughts, feelings, and interpretations in response to a piece of art, such as novel, poem, play, or film. This scale provides descriptors for A1-C1 levels.

- Analysis and criticism of creative texts (including literature) involves examining and evaluating manifold aspects of a work of art to gain a deeper understanding of its themes, techniques and impact. The illustrative descriptors provided for this scale range from A2 to C2.

b. Mediating concepts. In mediating concepts, two main activities are considered for a more nuanced and comprehensive evaluation of learners' ability to engage with and understand complex ideas: a) Collaborating in a group; and b) Leading group

work. At the same time, these two scales are subdivided into four more, which are described in the following lines:

- Collaborating in a group. This scale includes: a) Facilitating collaborative interaction with peers that describes users' ability to enhance group dynamics and encourage participation by actively helping to invite others top speak, as well as provide coherence among the different contributions made; and b) Collaborating to construct meaning, involving a shared task or activity that requires everyone to contribute their perspectives, insights, and knowledge to collective gain a deeper understanding of the subject (with descriptors A1-C1 levels in both scales).

- Leading group work. This scale includes: a) Managing interaction, involving monitoring and guiding communicative activities within a group or even between multiple groups, typical teachers, or trainers work in charge of coordinating interactions among participants (with descriptors ranging from A2-C2); and b) Encouraging conceptual talk, which involves encouraging critical thinking during shred interaction, exploring aspects going beyond surface-level information exchange (with descriptors ranging from A1-C2).

c. Mediating communication. This set of activities expands and deepens in the social aspect briefly presented in the CEFR (2001) text, as it explores how users facilitate understanding among different participants with various sociocultural backgrounds, serving as a mediator bridging gaps. A total of three illustrative scales are provided in mediating communication: a) Facilitating pluricultural space; b) Acting as an intermediary in informal situations (with friends and colleagues); and c) Facilitating communication in delicate situations and disagreements.

- Facilitating pluricultural space. This scale facilitates the understanding of users' ability to create a shared environment where speakers from diverse sociocultural and linguistic backgrounds can mingle to collaborate effectively. It provides illustrative descriptors ranging from A1 to C2 levels.

- Acting as an intermediary in informal situations (with friends and colleagues). It refers to facilitating communication exchanges in informal situations but in

different fields (personal and working domains) by clarifying meaning and conveying key information to ensure understanding and communication flow. It provides illustrative descriptors ranging from A1 to C2.

- Facilitating communication in delicate situations and disagreements. It involves navigating emotional complexity while promoting open dialogue and staying neutral in potential conflicts. It provides illustrative descriptors ranging from A1 to C2.

We now finish this section providing a table that is meant to present an overview of changes and updates this CEFR-CV (2020) offers concerning reception, production, and interaction communicative activities. We have schematized the changes and updates presented so far in this section in Table 4, except for mediation, which is almost completely new in the CEFR-CV (2020), and therefore it has been explained before rather than included below.

		Original scales (section 4.4.)	New naming for the scales	New descriptors
R	Oral comprehension	Overall *listening* comprehension	Overall *oral* comprehension	Pre-A1
		Understanding conversation between *native speakers A2-C1*	Understanding conversation between *other people*	A1
		Listening as a member of a live audience B1-C2	*Understanding* as a member of a live audience	A1, A2
		Listening to announcements and instructions A1-C1	*Understanding* announcements and instructions	Pre-A1
		Listening to audio media and recordings A2-C1	*Understanding* audio (or signed) media and recordings	Pre-A1, A1
	Audio-visual comprehension	Watching TV and Film A2-C1	Watching TV and Film	Pre-A1, A1
	Reading comprehension	Overall reading comprehension A1-C2	Overall reading comprehension	Pre-A1
		Reading correspondence A1-C1	Reading correspondence	Pre-A1, C2
		Reading for orientation A1-B2	Reading for orientation	Pre-A1
		Reading for information and argument A1-C1	Reading for information and argument	Pre-A1, C2
		Reading instructions A1-C1	Reading instructions	Pre-A1
			Reading as a leisure activity (NEW)	From A1 to C2
P	Oral production	Overall oral production A1-C2	Overall oral production	Pre-A1
		Sustained monologue: describing experience A1-C2	Sustained monologue: describing experience	Pre-A1

		Original scales (section 4.4.)	New naming for the scales	New descriptors
			Sustained monologue: giving information (NEW)	A1-C1
		Sustained monologue: putting a case (e.g. in a debate) B1-B2	Sustained monologue: putting a case (e.g. in a debate)	A2, C1
		Public announcements A2-C1	Public announcements	
		Addressing audiences A1-C2	Addressing audiences	
	Written production	Overall written production A1/C2	Overall written production	Pre-A1
		Creative writing A1/C2	Creative writing	
		Reports and essays B1/C2	Reports and essays	A2
I	**Oral interaction**	Overall *spoken* interaction A1/C2	Overall *oral* interaction	Pre-A1
		Understanding *a native speaker* interlocutor A1-C2	Understanding an interlocutor Pre-A1-C2	Pre-A1
		Conversation A1/C2	Conversation	Pre-A1
		Informal discussion (with friends) A2/C1	Informal discussion (with friends)	A1, C2
		Formal discussion (meetings) A2/C2	Formal discussion (meetings)	
		Goal-oriented co-operation A1/B2	Goal-oriented co-operation	A1
		Transactions to obtain goods and services a1/b2	Obtaining goods and services	Pre-A1,C1
		Information exchange a1/b2	Information exchange	
		Interviewing and being interviewed a1/c2	Interviewing and being interviewed	
			Using telecommunications (NEW)	A2-C2
	Written interaction	Overall written interaction a1/c1	Overall written interaction	Pre-A1, C2
		Correspondence a1/c1	Correspondence	Pre-A1, C2
		Notes, message and forms a1/b1	Notes, message and forms	Pre-A1, B2
	Online interaction		Online conversation and discussion	Pre-A1- C2
			Goal-oriented online transactions and collaboration	Pre-A1- C2

Table 4. Overview of changes and updates in the CEFR-CV 2020. [Source: Self-elaboration].

2.2.3.3.2. COMMUNICATIVE LANGUAGE STRATEGIES

Having analyzed the illustrative scales for reception, production, interaction, and mediation activities, we now continue to explore the strategies learners need to navigate through those

activities successfully. In the process of enacting the activities expressed in the previous section, learners use certain strategies to achieve communication. To present them, we will follow the same order as in analyzing communicative language activities, both for readability purposes and to allow us a deeper exploration of each scale.

Reception strategies. Descriptor scales are updated in this publication for reception, but no scales are added. Thus, we find an illustrative scale for identifying cues and inferring (spoken, signed and written). This CEFR-CV (2020) does provide a descriptor for the Pre-A1, A1 levels and still provides the same descriptor for the C1 and C2 levels. These illustrative descriptors show progression from deducing meaning of unknown terms or even images (Pre-A1) to inferring mood and intentions out of contextual, grammatical and lexical cues to even predicting outcomes (C1).

Production strategies. Descriptor scales are updated in this publication for reception, but no scales are added. Production strategies include a) planning, b) compensating, and c) monitoring and repair, as follows:

a. Planning involves everything that happens before enacting the act of communication; the mental process users go through before speaking, signing or writing. The illustrative scale now provides illustrative descriptors ranging from A2 to C1, which used to be limited to A2-B2 in the CEFR (2001).

b. Compensating occurs during the act of communication, and it involves the strategies learners use to cope with lack of competence or when trying to find a key expression. In the case of compensating strategies, the 2001 illustrative scale ranged from A2-C2, repeating the B2 and C1 descriptors. We now count on different descriptors ranging from Pre-A1 level to C2 level.

c. Monitoring and repair also occur doing the act of communication. Monitoring and repair involves being aware of own mistakes and trying to fix them, so communication keeps on flowing. No illustrative descriptors have been added to this scale; we still count on illustrative descriptors ranging from B1 to C2 levels already present in the CEFR (2001).

Interaction strategies. Descriptor scales are updated in this publication for reception, but no scales are added. They include a) turntaking, b) co-operating, and c) asking for clarification.

a. Turn-taking. Referred to as *taking the floor* in the 2001 CEFR text, it counts on illustrative descriptors ranging from A2 to C2 –repeating C1 and C2 descriptors. This scale depicts learners' ability to take the initiative in a conversation or in a monologue or presentation. It looks like aspects concerning how to initiate, maintain and close a conversation or how to initiate and run a discourse.

b. Co-operating. It counted on illustrative descriptors ranging from A2 to C2 –repeating C1 and C2 descriptors– in the 2001 CEFR text, but we now have differentiated descriptors for C1 and C2 levels. This scale involves being in synergy with other speakers to help conversation flow.

c. Asking for clarification. It counted on illustrative descriptors ranging from A2 to C2 –repeating B2, C1, and C2 descriptors– in the 2001 CEFR text, but new illustrative descriptors are added here, specifically: for C1, and A2 levels.

Mediation strategies. As we observed with the communicative language activities, new descriptor scales are added, because we did not have any in the CEFR (2001). They are divided into a) strategies to explain a new concept, and b) strategies to simplify a text:

a. Strategies to explain a new concept. These strategies involve: a.1) linking to previous knowledge, a.2) adapting language, and a.3) breaking down complicated information.

a.1. Linking to previous knowledge. In order to help other interlocutors understand new information, users can try to connect background knowledge the other person can possess to make them understand the new information more effectively. Illustrative descriptors are provided for levels ranging from B1 to C2.

a.2. Adapting language. To make the message clearer to other interlocutors while transmitting new information, users can adapt not only their words but also syntax or register to facilitate understanding. Illustrative descriptors are provided for levels ranging from A2 to C2.

a.3. Breaking down complicated information. Together with linking to previous knowledge and adapting language, this scale describes users' ability to digest the

information to be transmitted and produce a more coherent or effective organization of key concepts or ideas to facilitate understanding.

b. Strategies to simplify a text. They are divided into two different scales: a) amplifying a dense text, and b) streamlining a text. They focus on making content more accessible, engaging, and avoid aspects that can impede the understating of any given text, such as density.

    b.1. Amplifying a dense text. This scale delves into the users' ability to expand a dense text by means of adding extra information than can help understand the new one. They can opt for repetition and redundancy or modifying style to make other speakers understand the original text. Illustrative descriptors are provided for levels ranging from B1 to C2.

    b.2. Streamlining a text. This scale is concerned with the exact opposite of what we depict in the previous scale (amplifying a dense text); it involves getting rid of not only unnecessary information but also 'shrink' the one given into straightforward ideas, avoid redundancy and extra examples. The objective is to provide a reorganization of ideas to either extract conclusions or compare or contrast information. Illustrative descriptors are provided for levels ranging from A2 to C2.

As we observed when describing the updates and changes concerning language communicative activities and strategies in general from the 2001 CEFR text to this CEFR-CV (2020), the illustrative descriptor scales for mediation activities, and specially strategies, will continue growing and adapting to the needs of speakers.

2.2.3.4. The CEFR illustrative descriptor scales: Plurilingual and pluricultural competence
This section is entirely new in the Framework, and it aims at expanding the notions of plurilingualism and pluriculturalism presented in the 2001 CEFR text. We now count on different scales for building on: a) pluricultural repertoire, b) plurilingual comprehension, and c) plurilingual repertoire.

2.2.3.4.1. BUILDING ON PLURICULTURAL REPERTOIRE

Building upon some key notions concerning intercultural competence in the 2001 CEFR text, this scale involves recognizing and evaluating different cultural, socio-pragmatic, and sociolinguistic conventions to minimize misunderstandings and cultural incidents. The illustrative descriptors provided for this scale range from A1 to C2 levels.

2.2.3.4.2. PLURILINGUAL COMPREHENSION

The aim represented in this scale is to achieve a communication goal relaying on learners' partial competences in different languages, as openly stated "what is calibrated in this scale is the practical functional ability to exploit plurilingualism for comprehension" (CEFR-CV, 2020, p. 126). The illustrative descriptors provided for this scale range from A1 to B2 levels, since users are expected to use their partial competence in more than one language, not necessarily having to master them to exploit their knowledge in them.

2.2.3.4.3. BUILDING ON PLURILINGUAL REPERTOIRE

Last but not least, this scale is built upon some sort of synergy between the former two illustrative scales as it involves harnessing linguistic diversity and proficiency in multiple languages to communicate effectively. Aspects such as flexibility and anticipation are key in this scale, which provides illustrative descriptors ranging from A1 to C2 levels.

2.2.3.5. The CEFR illustrative descriptor scales: Communicative language competences

Like we did when analyzing communicative language activities and strategies in this CEFR-CV (2020) analysis (see section 2.2.3.3.), we will focus on the updates and changes in comparison to the ones described in Chapter 5 in the 2001 CEFR text. Keeping the same classification of communicative language competences, this CEFR-CV (2020) distinguishes between a) linguistic competences, b) sociolinguistic competences, and c) pragmatic competences.

2.2.3.5.1. LINGUISTIC COMPETENCES

They encompass the knowledge and skills learners possess in any specific language concerning its structural components and rules. The 2001 CEFR text distinguished between a total of six illustrative scales: a) lexical competence, b) grammatical competence, c)

semantic competence, d) phonological competence, e) orthographic competence, and f) orthoepic competence, which have been modified to a) general linguistic range, b) vocabulary range, c) grammatical accuracy, d) vocabulary control, e) phonological control, and f) orthographic control.

a. General linguistic range. This scale depicts learners' attempts to cope with different limitations when expressing what they want to say. It thus looks at the type of language used and limitations, as it already did in the 2001 CEFR text. This time we do count on a new illustrative descriptor for the Pre-A1 level.

b. Vocabulary range. This scale now provides illustrative descriptors for levels ranging from A1 to C2 describing the breadth and variety of expressions used. Only small changes in the narrative of the descriptor have been made for readability purposes but no new illustrative descriptors are added to this scale.

c. Grammatical accuracy. This scale now provides illustrative descriptors for levels ranging from Pre-A1 to C2 to describe how accurately learners use that prefabricated language (grammar they have learnt) during production activities, while their focus is on fulfilling the given task. The new illustrative descriptor added involves the application of very simple principles of word/sign order in short statements, allowing those framework users who are still setting the ground find their place in the scale.

d. Vocabulary control. This scale now provides illustrative descriptors for levels ranging from A2 to C2 and similar to scale for vocabulary range; it concerns the learners' ability to use the most convenient or appropriate expression form their linguistic repertoire.

e. Phonological control. This scale now provides illustrative descriptors for levels ranging from A1 to C2, replacing the CEFR (2001) scale. Not so popular while being validated, the 2001 scale for phonological control seemed not to depict accurately the progression from B1 to B2 level in this scale. In fact, the B1 descriptor was already a bit unrealistic: "Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur (B1)" (CEFR, 2001, p. 117). Thus, this new scale adds aspects such as how well they control sound units, sentence phonetics, or articulation of sounds, differentiating between: 1) overall phonological control, 2) sound articulation, and 3) prosodic features.

f. Orthographic control. This scale now provides illustrative descriptors for levels ranging from A1 to C2. Even though this scale is usually misunderstood as only addressing written production, it not only involves users' ability to punctuate correctly, but also to spell accurately.

2.2.3.5.2. SOCIOLINGUISTIC COMPETENCE

This competence is *"concerned with the knowledge and skills require to deal with the social dimension of language use"* (CEFR, 2001, p. 118). In the Framework, it is dissected into a single illustrative scale: sociolinguistic appropriateness, which evaluates an individual's ability to use language in socially appropriate ways. This scale offers illustrative descriptors ranging from A1 to C2 levels, expressing how individuals can go from establishing basic social contact in a polite way (A1) to mediating effectively and naturally between users from different sociolinguistic backgrounds (C2).

2.2.3.5.3. PRAGMATIC COMPETENCE

The illustrative scales within pragmatic competence have been slightly modified in comparison to the CEFR (2001) text, which already counted on a) flexibility, b) turn-taking, c) thematic development, d) coherence and cohesion, e) spoken fluency, and f) propositional precision. We now find the following illustrative scales:

a. Flexibility. Adding a new illustrative descriptor for A1 level, this scale involves mainly adapting to new communicative situations by means of mobilizing own's linguistic competence to adapt to particular circumstances (A1) to showing great flexibility in emphasizing, highlighting nuances and getting rid of ambiguity (C2).
b. Turn-taking. In short, this scale is measuring learners' ability to interact effectively, by initiating, maintaining and closing conversations. This scale provides illustrative descriptors ranging from A2 to C1.
c. Thematic development. This scale evaluates to what extent leaners can present their ideas coherently to engage the audience. This scale provides illustrative descriptors ranging from A2 to C2. This new descriptor for the C2 level stresses their ability to fulfill all communicative purposes by using sufficient flexibility in communicating their ideas.

d. Coherence and cohesion. This scale delves into one aspect present in all different skills. It evaluates to what extent leaners are able to link ideas in coherent paragraphs using a wide range of cohesive devices. It provides illustrative descriptors ranging from levels A1 to C2.

e. Propositional precision. Key in conveying meaning, this scale concerns users' skills to effectively express their ideas to the level of detail required. It provides descriptors ranging from Pre-A1 to C2 level, in which this new Pre-A1 can already communicate very basic information about personal details in a simple way (Pre-A1) and a C2 user is expected to convey "finer shades of meaning" by means of using "a wide range of qualifying devices" (C2) (CEFR-CV, 2020, p. 141).

f. Fluency. This last scale within the pragmatic competence is concerned with users' ability "to construct utterances" in order to "maintain a lengthy production or conversation" (CEFR-CV, 2020, p. 142). It provides illustrative descriptors ranging from Pre-A1 to C2 levels, providing a new illustrative descriptor for the Pre-A1 level in comparison to the 2001 text, describing their ability to "manage very short, isolated, rehearsed utterances using gesture and signaled requests for help when necessary" (Pre-A1) (CEFR-CV, 2020, p. 142).

2.2.3.6. The CEFR illustrative descriptor scales: Signing competences

Most of the illustrative descriptors provided in the scales already analyzed so far are applicable to sign languages, thus, this CEFR-CV (2020) relates the categories for signing competences to linguistic, pragmatic, and sociolinguistic competences found in spoken languages. Given that signing competences do not play a crucial role in understanding mediation, these scales will be succinctly presented in Figure 17 below but no more room is provided for them in these pages.
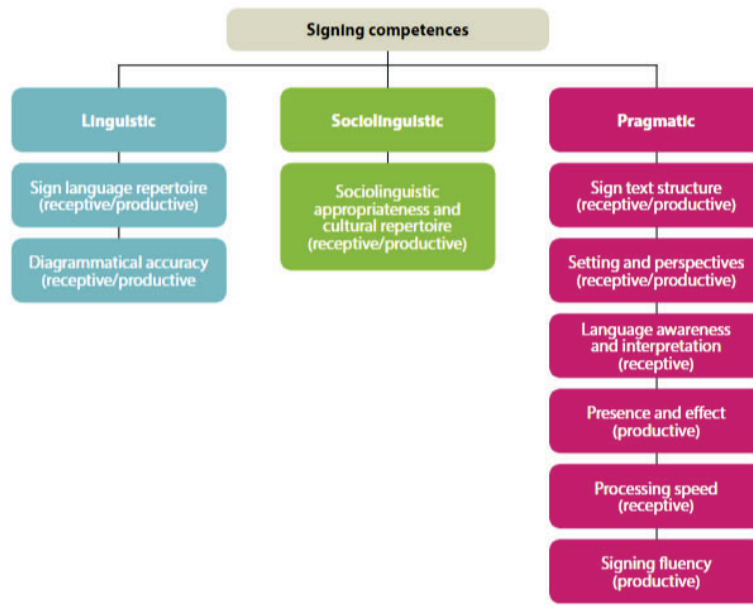
Figure 17. Illustrative scale for signing competences (CEFR-CV, 2020, p. 144).

As observed, the illustrative scales for signing competences offer a structured framework for evaluating and developing sign language skills across a) linguistic, b) sociolinguist and c) pragmatic competences.

a. Linguistic competence. The illustrative scales here look at aspects such as the range of signs and structures than an individual can produce (sign language repertoire), and the precision and correctness in using space and visual elements in sign language communication (diagrammatical accuracy).

b. Sociolinguistic competence. There is one single illustrative scale for sociolinguistic competence: sociolinguistic appropriateness and cultural repertoire (receptive/productive), aimed at describing users' ability to use sign language appropriately in different social and cultural contexts. This single scale is divided into specific descriptors for both receptive and productive modes, facilitating their interpretation in a practical integration of the Framework in a given teaching curriculum.

c. Pragmatic competence. Counting on six different illustrative scales, the pragmatic competence in sign languages addresses users' ability to structure signed texts effectively and interpret language in context, by interacting with fluency and efficiency.

2.2.3.7. Related seminars, guides and articles published after the CEFR-CV (2020)

In this PhD dissertation, we have been dealing with key aspects of the Framework, especially those ones concerning the correct integration and implementation of the CEFR changes and updates in FLT curricula. At this point, we would like to explore different webinars, guides, and articles that seek to provide coherence between the updates and changes in the CEFR-CV (2020) and its practical integration in the classrooms. Among the different workshops conducted, it is worth mentioning a couple of webinars:

- *Digital agency in social practice and language education: The CEFR Companion Volume and online interaction,* presented in the CEFR Webinar Series 2021 – Number 2, by Bernd Rüschoff. This webinar aimed to explore the evolving landscape of digital agency in language education, emphasizing the importance of line interaction, collaboration, and the integration of technology for effective language learning. It is of special interest given the fact that it provides practical examples of tasks to work on new illustrative descriptors, for example, an activity to work on how to express personal response to poetry.

- *Using the CEFR Companion Volume to enhance teacher agency in school-based language curriculum making*, by Daniela Fasoglio (2022). In this workshop, Fasoglio helps teachers engage in school-based curriculum development to enhance their agency and highlights the key aspects of the CEFR than can be used as a reference tool in curriculum making. Concerning mediation specifically, it clarifies differences between the three main modes in mediation: mediation of concepts, communication, and texts, providing with different practical tasks to work on them.

However, in terms of consultation documents, the publication of the *Enriching 21st century language education. The CEFR Companion Volume in practice* is key in understanding and effectively integrating all changes and updates concerning the Framework. This reference document is of paramount importance since it serves as a bridge between all the updates and implementation in the different CEFRs until now and its practical integration in the classroom. Consisting of twenty-three chapters and twenty appendices, it focuses on the

practical application of the CEFR-CV (2020). The main points covered in the document include:

- How to utilize the CEFR descriptors for task design, performance monitoring, and self-assessment
- Case studies from Spain, Switzerland, and Luxemburg showcasing the challenges in the application of CEFR descriptors in language education at different proficiency levels.
- The importance of plurilingual and pluricultural competence in language learning and teaching.
- Strategies for selecting appropriate authentic materials, integrating ICT in the classroom, and planning specific learning objectives.

Finally, yet importantly, among the research done in the practical implementation of the CEFR, we find Yamamoto and Nitta's article (2021) that delves into the importance of integrating assessment into classroom practice to enable learners to track their progress and achievement. The curriculum development process conducted at Rikkyo University is shared to highlight a design of a new English curriculum where students in various majors develop competences as social agents through situated actions in the classroom. With practical examples of group-presentation rubrics or specific framework design for specific courses, this work encourages further work on curriculum development and further refinement.

By sharing the former additional reference works to the Framework, we hope to have established a helpful set of consultation material to complement and support practitioners and learners' use of it. Throughout the present chapter, we have explored not only an effective definition and analysis of the concept of linguistic mediation but also done a journey throughout its different updates to meet two of the specific objectives stated in our introductory chapter:

1) Define the concept of mediation and contextualize it within FLT

2) Introduce and briefly outline the different updates of the CEFR focusing on the role of mediation to work on the co-construction of meaning

CHAPTER 3

CEFR's implementation in the online Official School of Languages (OSL)

3.1. CEFR: Going from international to a regional level

There is no denying that the CEFR is the basis for the teaching and assessment of languages at a European level nowadays, but then, institutions and centers in each country and even local governments have had the freedom to interpret it in its implementation in their own national curriculums. This makes the situation of the OSLs a complex one, since local governments have taken different approaches to their structure and organization, especially towards the implementation of linguistic mediation. In this section, we will analyze the difficulties in its implementation, methods, and strategies to learn it given the OSL context, especially regarding the assessment following the main tenets of AoA.

Considering the above mentioned, we will structure our analysis of the implementation of the CEFR at the OSLs from a more international context to then explore the incorporation of the CEFR at a national and local level, focusing finally on the relevance of the implementation of mediation and difficulties to do so.

3.1.1. CEFR implementation at a European level

After such developments and updates to promote plurilingualism and make the Framework more user-friendly, its implementation spread not only in Europe but also worldwide. The CEFR gained popularity in both European and non-European languages in state-held and private institutions, positioning the CEFR as "the main point of reference for comparing language proficiency levels across Europe" (Soliman, 2017, p. 120). There was a widespread concern towards its feasibility for teaching and assessing non-European languages; however, research has shown that the CEFR is widely used as a reference tool for teaching, and assessment globally (Zhao et al., 2017). In fact, in 2008, it was translated to Chinese.[21] Furthermore, the CEFR has been integrated into various educational systems, such as in

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[21] 欧洲理事会文化合作教育委员会编 刘骏 刘骏 傅荣 傅荣 李婷姐 李婷姐 & Council of Europe Council for Cultural Co-operation Education Committee (2008). 欧洲语言共同参考框架 : 学习 教学 评估 (Di 1 ban). 外语教学与研究出版社.

Indonesia, to support the development of 21st-century kills through English language learning (Miqawati et al., 2023). The CEFR has also been linked to initiatives like the European Association for Language Testing and Assessment (EALTA) and the UNIcert scheme, further solidifying its impact on language education in higher education settings (Little, 2012).

The fact that the CEFR is applicable to all languages and promotes real world functional objectives made its implementation smoother. It has become a fundamental reference framework for language teaching, learning, and assessment not on/at a global scale that made practitioners and researchers question its coherence and transparency, especially in examinations and certifications. In response, the CoE created a system of validation that would confirm the alignment of language tests with one or more levels of the CEFR, together with the publication of two guides: one for aligning language tests with the CEFR (2009)[22] and the other for developing tests with reference to the CEFR (2011).[23] After these guides, and after the updates concerning the CEFR, there was a need for a new handbook to support the alignment with the greatly expanded descriptive scheme of the CEFR, so they published in 2022 the handbook *Aligning language education with the CEFR*. This handbook also sets a theoretical background for the CEFR updates and deals with the process of standardization, offering guidelines for reporting and coordinating the implementation of CEFR in centers.

Nowadays, countries within the EU implement and use the CEFR to different degrees. Broek and Van den Ende (2013) explain that "whether the CEFR is used, depends to a large extent on whether the CEFR is implemented and used in curriculum development and is mentioned in (legal) guidance material (national curricula)" (p. 7). Thus, we will analyze the CEFR implementation from national and local levels in our next section.

3.1.2. CEFR implementation at national level

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[22]https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680667a2d, Strasbourg: Council of Europe, revised version, 2009. [last accessed: 1 May 2024]
[23]https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680667a2b, Strasbourg: Council of Europe, 2011. [last accessed: 1 May 2024]

Being the OSL a nation-wide network of schools in Spain, we consider it relevant to discuss the extent to which the CEFR is implemented in policy documents that regulate modern FLs in Spain, to later move to a local level. Regarding the implementation of the CEFR at a national level, we will approach it from the national curriculum perspective,[24] so presenting the different laws by which the teaching and assessment of FLs is regulated in the OSL.

At a national level, Spain relates its programs and policies to the CEFR, what is called 'statutory anchoring' of the CEFR in our education system, that implies that our national curriculum describes the exact learning outcomes in terms of the CEFR for all educational stages in regard to FLs. Research has shown that the CEFR has significantly influenced language teaching practices in Spain, particularly in secondary education, where teachers' perceptions of the CEFR underscore the Framework current impact on language teaching (Díez-Bedmar & Byram, 2018). Moreover, the CEFR has played a key role in shaping language proficiency assessments in Spain. More specifically, some studies have analyzed the level of implementation of the CEFR-CV (2020) in evaluating candidates in University Language Centres, emphasizing the impact of the Framework on language assessment practices (Díez-Bedmar & Luque-Agulló, 2023). This idea of needing more training for teachers in helping them integrate the updates and changes in the CEFR-CV is supported by Abidin and Hashim (2021), who state that the necessity for intensive training on the CEFR implementation has been emphasized as some teachers in Spain lacked a clear understating of the aims and objectives of the CEFR. Behind this gap in understanding, there is a volatile legal framework, which is built upon the constant changing educational reforms in Spain.

The CEFR has influenced language education policies in Spain. There is a key moment in the implementation of the CEFR, which is 2006, when the Spanish legislation was reformed to reflect the establishment of the different language proficiency levels (A1-C2) after the publication of the CEFR in 2001. They also assumed the evaluation criteria and the systems of accreditation and certification of language knowledge with respect to previous levels: basic, intermediate, and advanced. In 2013, the educational law *Ley Orgánica para la Mejora de la Calidad Educativa*, also known as LOMCE, set the fuel to a process of

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[24] The curriculum is the regulation of the elements that determine the teaching and learning processes for each cycle.

change in the teaching-learning process, including the incorporation of new instruments of assessment and the communicative approach as relevant methodology. Years later, and after the changes in Spain's political structure, the Organic Law 3/2020, also known as LOMLOE, was passed in 2020. This law would be implemented between 2021 and 2024, and among its aims, it encourages the continuous improvement of schools and the individualization of learning, giving a central role to the CEFR in FLs. Regarding how OSL arranges assessment, research shows that, at a national level, all OSL agree on the following types or periods for assessment regarding annual courses according to their curricula:

a) *Evaluación de diagnóstico*. Occurring during the first twenty days of class, this evaluation helps teachers make sure students are at the correct level.

b) *Evaluación final ordinaria y final extraordinaria*. Continuous evaluation requires students' regular attendance and participation in class, alongside different time grade tasks and monitoring and observation. The students' final grade will consist of progress achieved throughout the course together with two assessable set of sets conducted in two different periods (January and May).

Together with these assessments, there are also PCEIs, which are necessary in the majority of the communities in Spain to promote to the following level of proficiency.

These assessment systems are widely used across the OSLs in Spain, with slight modifications in terms of the number of tests and percentages; however, considering it is in the Canary Islands where the online OSL operates, it is necessary to look at assessment systems at a local level.

3.1.3. CEFR implementation at a local level

At a local level, the OSL follows the Decree 142/2018, October 8 (Boletín Oficial de Canarias (BOC) Nº 200. Tuesday, October 16, 2018), by which the ordination and curriculum of the teaching and certification of languages of special regime for the Canary Islands is established. There are certain differences in comparison to the implementation of the CEFR in the national curriculum for FLT, more specifically concerning the teaching and assessment of linguistic mediation. Analyzing these differences at this point of the PhD

dissertation will help us understand future choices made about the elaboration of the study cases in Chapter 4.

First, we need to understand how assessment works in the OSL and how it works in the online OSL. According to Decree 142/2018, we distinguish between the following types of assessment in the OSL in the Canary Islands in annual courses: a) *Evaluación de progreso,* and b) *Prueba de aprovechamiento*:

a) The progress check (*Evaluación de progreso*) occurs throughout the entire course, and it consists of the partial progress check and the final progress check. A heavy part of the progress check (60%) corresponds to microtasks,[25] within which are situated mediation tasks too.

   The partial progress check includes then the results students obtain out of the former microtasks (60% of the partial progress check), plus synchronous and asynchronous quizzes. Microtasks were first included in the syllabus in the course 2022-2023, and they replaced the previous blocks of exams before Christmas break (partial progress check). They have proved to be welcomed by students and teachers, since they allow a continuous assessment and more constant feedback than the one used to get with single blocks of tests per skill in the partial progress check.

b) *Prueba de aprovechamiento*: The final progress check (60% of the final overall mark of students) consists of the finals (*Evaluación de progreso* and *Evaluación de aprovechamiento*, done face to face for all modalities) that include all language communicative activities. It mainly provides information concerning the different course target objectives, content, and competences achievement.

Considering the above, the evaluation system in the case of the annual courses in the online OSL include the final evaluation of *Evaluación de progreso* and *Evaluación de aprovechamiento,* which consists then of the results obtained in the progress check (60%) together with the ones in their finals (40%). Of course, there are exceptions to these

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[25] Microtasks include short asynchronous (>15 mins) tasks that test all communicative language activities. They are distributed along the units and are available for students for 3 weeks each.

assessment percentages. In the case of students who have not passed nor sat the progress check examinations, a 100% would correspond to the finals.[26]

However, there is also another type of examination occurring in the OSLs, not only in the online modality: the PCEIs. It is also necessary to mention and discuss them here briefly because linguistic mediation is also contemplated in them. The evaluation of the students of languages and certification examinations of special regimen in the Canary Islands is regulated by the Order of September 15, 2022: RD 1/2019, January 11th, by which the main evaluation for B and C levels in the PCEI are set. It is at this point that mediation is first considered for assessment, and now present in 2019's latest resolution, November 18th, by which new instructions on the evaluation of PCEI are established, more specifically, in relation to the structure and assessment of the tests. These examinations consist now of five different parts for B and C levels: reading, listening, writing and mediation. In the case of A2 level, we only have mediation embedded in the oral production exam; that is, linguistic mediation is not assessed as a separate skill but embedded only in the oral production and interaction part.

Unlike in most OSL across Spain, the OSL in the Canary Islands are the only one in which students can promote to the next course/level of proficiency without having to sit the PCEI. This slight difference adds up to the aspects that make this modality more appealing, as already described at the beginning of the present chapter.

3.2. Implementation of linguistic mediation in the classrooms

While the concept of linguistic mediation was first mentioned by the CoE's initial work in 2001, it was with RD 1/2019, January 11, that linguistic mediation started to be included as a component in English as a FL (EFL) curricula among Spanish public teaching centers. Since then, its role in educational contexts has been of paramount importance. It contributes to reflect a shift of focus, from a traditional prescriptive of language learning to the establishment of knowledge and language negotiation. The researchers North and Piccardo

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[26] This may pose a higher challenge for those students who struggle with the recently incorporated mediation, being their performance in a single mediation a 100% of their final marks for mediation.

(2019) talk about 'enacting' rather than applying or integrating linguistic mediation in the curriculum, since it implies a shift in methodology, where we place the learner on the focus and respond to their learning demands in a linguistically diverse society.

3.2.1. Role of linguistic mediation in educational contexts

There is no doubt that mediation has played a key role in various fields; however, in language education, linguistic mediation is key since it allows us to reconceptualize languages not only as an activity (Lantolf & Thorne, 2007, p. 201), but also as a process that allows overcoming separation between individuals and culture/society (Engeström, 1999). A clear potential benefit of the implementation of linguistic mediation in the classrooms is CLIL classrooms, in which most of this PhD dissertation's subjects teach (see the Introduction above, section 1.4.2.). Indeed, within the field of applied language studies, researchers like Dalton-Puffer and Nikula (2006) state that the language and content demands of linguistic mediation in FLT have fostered dialogic interaction in CLIL classrooms, and in the case of the OSL, linguistic mediation has facilitated a more transparent and effective teaching and assessment of FLs.

3.2.2. Difficulties in the implementation of linguistic mediation

The difficulties in its implementation can arise from various factors. In fact, the deficiencies in addressing linguistic mediation in classrooms and the needs of teachers to enhance its implementation have been pinpointed as two major challenges. In this vein, Fernández-Álvarez and García-Hernández (2024) acknowledge a series of deficiencies occurring while addressing linguistic mediation in the classroom, alongside with teachers' needs in the process.

Considering that linguistic mediation was a relatively new 'skill' at the time, and the fact that little research had been done regarding its implementation in the OSLs, together with the 2020 global pandemic that dragged everyone's attention to online teaching and learning, the chances of a smooth, fully effective and practical implementation of linguistic mediation were rather low. Thus, we consider it necessary for the understanding of the online OSL's current scenario to address the difficulties in the implementation of linguistic

mediation in this section to provide a comprehensive approach that considers the practical constraints in educational settings during task elaboration in Chapter 4. These difficulties will be grouped into the ones arising from the complexity in the implementation of the CEFR in the complex Spanish teaching curricula and the "expected" misconceptions and misinterpretations in the implementation of linguistic mediation as a new skill.

3.2.2.1. Curriculum-related issues

After our analysis of the implementation of the CEFR from a general to a specific level in the present chapter (see sections 3.1.1., 3.1.2., and 3.1.3.), we can state that there is a long and slow journey between the introduction of linguistic mediation in the CEFR (2001) to its actual integration in the classrooms. Local governments must change the educational laws to modify their curricula, and it is not until 2019 when RD 1/2019 included linguistic mediation among the Spanish public teaching centers. This is why local governments still follow the CEFR (2001) and not the CEFR-CV (2020) updates, as is the case of the OSLs in the Canary Islands. This circumstance undoubtedly has certain pedagogical implications we need to study in order to provide a comprehensive approach to the practical implementation of linguistic mediation in the online OSL. Resulting from the fact previously explained, the difficulties in the teaching and assessment of this skill can be classified into:

3.2.2.1.1. DISTINCTION BETWEEN ORAL AND WRITTEN MEDIATION

As previously explained in section 3.3.2.1. above, when the concept of mediation was first introduced in the 2001 CEFR text, there was a distinction between oral and written mediation (see section 2.2.1.4.1.). It is the CEFR-VC (2018) –the one expanding and updating the concept of linguistic mediation– that we find, mediation activities and strategies, which can happen in an oral or written manner. Later on, the CEFR-CV (2020) would provide the expanded illustrative scales for both mediation activities and strategies for the different levels of proficiency.

At a pedagogical level, constricting linguistic mediation to only oral and written mediation implies ignoring the existing effective and enriching classification of illustrative descriptor scales for mediation activities, and strategies of mediation in the CEFR-CV (2020). On the one side, students cannot exploit the potential of mediation tasks, causing

them frustration and ultimately diminishing their performance in mediation activities. One the other side, the limitation of the strategies to only oral or written activities can even lead to the consequent distortion of the descriptor scales. This is the case, for instance, of notetaking, which is done only in a written form. The OSL adapts notetaking to what they call written mediation, so candidates do not have to participate in the conversation and take meaningful notes on what is being said while is being said and modify it through the course of the conversation. Instead, they read a text and 'summarize' the information, as shown in Figure 18:

TASK ONE (5 marks)
Read the instructions carefully and write an email of 60-70 words.

You are part of the management team in a Human Resources company, and one of the team members is worried about how procrastination can restrict employees' potential and disrupt teamwork. You think procrastination does have its advantages and after reading the following article on a website, you decide to write an email of 60-70 words to your partner summarising the main points.

Procrastinators, Take Heart

Procrastination is generally regarded as a dysfunctional behaviour, detrimental to productivity and linked to anxiety. New research finds an upside: in moderate amounts, it can lead people to more creative results.

In experiments among college students, researchers tempted participants to engage in low, moderate, or high degrees of procrastination by making varying numbers of funny YouTube videos available while they were supposed to be solving a business problem. Those who indulged in a moderate amount of procrastination (watched four videos) generated significantly more-creative ideas than those who procrastinated a little (one video) or a lot (eight videos). As long as people are intrinsically motivated, having a little distance from a problem means it can "incubate" while they are doing other things, helping them see it with fresh eyes and explore new solutions—but if they wait too long before returning to the task, their creativity is constrained by the looming deadline.

From Harvard Business Review September-October 2020

Figure 18. Written mediation task for C2 students in 2022 PCEI examinations. [Source: https://www.gobiernodecanarias.org/educacion/web/idiomas/pruebas/pruebas_certificacion/ documentos_interes/modelos-pruebas-cert-eoi/].

In the task above, students are provided with an abstract from an online article they need to simply summarize for a colleague concerned on the issue. However, if we think of the illustrative scales for mediation activities and strategies behind this task, red flags appear. What is it understood by 'summarize'? What are C2 level students supposed to understand by 'summarize'? To which illustrative descriptor scale within mediation activities is located the skill 'summarize'? Asking students to produce a summary of the text is undoubtedly too simple in comparison to what the CEFR states as mediation activities.

By the same token, the fact that the word 'summarize' is the instruction given in written mediation tasks at different levels of proficiency is also worrying. If we compare what a C2 student has to do in comparison to a B1, we find out that:

TASK ONE (5 marks)

Read the instructions carefully and write a summary of 40-50 words.

You work for a gym. Your boss has asked you to write a summary of the reviews posted by customers on an online forum. Read the reviews and write a summary, including the main positive and negative aspects mentioned by the reviewers.

If you do not follow the instructions, your work will not be assessed.

☺☺☺☺☺ Excellent personal training. Trainers who really care and help you achieve your goals. Small and private gym that feels more personal. Highly recommended!	☺☺☺ Clean and comfortable with a great team running the place. But not enough weightlifting equipment. Always have to wait.
☺☺☺ Staff is friendly and helpful, but the price is quite high.	☺ You continue to charge premium membership fees to use outdated, worn and even damaged equipment. Would be great if you regularly reinvested in your facilities.
☺☺☺☺ Staff are extremely helpful and approachable. Made me feel welcome and comfortable. Equipment is frequently sanitised, although a bit limited.	☺☺☺☺☺ This gym is always clean and the staff are very nice and professional. The best thing about the gym is the flexibility of the membership.

Figure 19. Written mediation task for B1 students in 2022 PCEI examinations. [Source: https://www.gobiernodecanarias.org/educacion/web/idiomas/pruebas/pruebas_certificacion/ documentos_interes/modelos-pruebas-cert-eoi/].

As we can see in Figure 19, B1 students also need to summarize a text. It is true that that the type of text provided for them to mediate is considerable easier to read than the one in Figure 18, but the product is still the same for those two distinct levels. Now, unless they have been trained following what a user of the language at their level is supposed to do in relation to something similar to summarizing, both students B1 and C2 would be doing the same in regard to mediation activities and strategies.

3.2.2.1.2. INDIVIDUAL PERFORMANCE OF LINGUISTIC MEDIATION TASKS

Alongside the fact that the OSLs stick to the distinction between written and oral mediation tasks, these are also restricted to individual performance. The reasons behind this decision

respond not only to the one being supported in this section but also to organizational-related issues. Individual performances are presumably easier to evaluate, especially during test administrations. However, there are pedagogical implications of this limitation, which interferes with the use and assessment of mediation activities and strategies above all, as well as with the realization of collaborative tasks. Students are limited to non-collaborative mediation, so they cannot construct meaning together, or learn how to lead a discussion. More precisely, the limitation to individual performance affects in:

a. Mediating a text, especially in speech or sign forms. For example, in the scale relaying specific information, the learner is expected to mediate information extracted from the target text, which can be in an oral or written form. In analyzing the illustrative descriptor for a C2 level of proficiency, we find "Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (in Language A)" (CEFR-CV, 2020, p. 94). This long, complex text can be given in speech or sign, which is not the case in the tasks in the OSL, which are limited to individual performance out of a given prompt in a written card. If students are asked in their oral mediation tasks in the OSL to talk on their own for 2-3 minutes with an input in a written form, the achievement of this scale is not feasible. Figure 20 shows the task students had to perform in the last 2023 PCEI examinations in the OSLs in the Canary Islands for certificating the C2 level of proficiency, which consisted of giving advice to a British friend on buying a house.

Figure 20. Oral mediation task for C2 students in 2023 PCEI examinations. [Source: https://www.gobiernodecanarias.org/educacion/web/idiomas/pruebas/pruebas_certificacion/ documentos_interes/modelos-pruebas-cert-eoi/].

As illustrated in Figure 20, oral mediation tasks ask students select the relevant information from a written input to produce an oral text within an established set of time, 2-3 minutes, which does not vary in the task constraints for the different levels of proficiency.

The drawbacks of limiting mediation tasks to individual performances are even clearer if we look at the scale to process a text: "Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out the sociocultural implications of the form of expression (*e.g.* understatement, irony, sarcasm) (C2 illustrative descriptor)" (CEFR-CV, 2020, p. 208). In interpreting irony or sarcasm, students are missing phonetic components like

intonation and rhythm, and, therefore, nuances coming out of them because they do not have another person to hear; they just rely on a written text or images. They talk on their own, there is no exchange of sounds, and hence this way the interpretation of nuances is lost.

b. Mediating concepts. When looking at a third scale to prove the drawbacks of this limitation, facilitating collaborating in a group and leading group work turn impossible with this system. In mediating concepts, interactions are a cornerstone. If students do not have anyone to interact with it is impossible for them to work on any of these scales (see section 2.2.3.3.1. above).

c. Mediating communication. Although the illustrative scales in mediating communication do not refer to speech, or written form, it is understood that they occur in both forms. Again, we find ourselves in the same situation; merely counting on a written text to individually perform a mediation task, students are completely missing the chance to interact. For this scale, students need to show interest and sensitivity to promote cultural understanding, or anticipate and deal with misunderstandings from sociocultural and sociolinguistic differences. That is, they "Can mediate effectively and naturally between members of their own and other communities, taking account of sociocultural and sociolinguistic differences", and "Can guide a sensitive discussion effectively, identifying nuances and undercurrents" (C2) (CEFR-CV, 2020, p. 114)

As we have observed, important illustrative descriptors are left behind with this limitation to individual performance in oral and written mediation tasks in the OSL. These key scales are pivotal in the CEFR's aims at providing linguistic diversity, so it is worth reconsidering the approach to the elaboration of tasks in examinations in the OSL.

In the case of mediation strategies, this limitation affects the exploitation and fulfillment of the strategies to explain a new concept. Especially in linking to previous knowledge, students are deprived from posing questions to encourage people think about their prior knowledge to help them establish a link to what is going to be explained. This makes it hard to know what the other person knows and how to link the new information to something they know.

3.2.2.1.3. LACK OF PLURILINGUAL AND PLURICULTURAL AWARENESS

Closely linked to what we have discussed in the previous sections, the lack of plurilingual and pluricultural awareness is also a collateral damage of the limitation to individual performance. However, what we aim to highlight now is the lack of inclusion of plurilingual and pluricultural awareness beginner's level have in mediation tasks. This statement can only be understood if we think of not only mediation tasks presented but also the assessment criteria and rubrics used to assess linguistic mediation at these beginner levels specifically. At those, users tend to have very limited pluricultural repertoire to effectively depict and include sociocultural aspects in their mediations, but it should be included anyways in tasks and their assessment, of course, in an extremely careful way. However, this might not be the case considering the way A2 students are assessed on their mediation skills, which is different to the way it is done in the rest of the levels of proficiency.

To see this clearer, in Figure 21 below we find an oral mediation task embedded with oral production aimed at an A2 level of proficiency that was used in the last 2020 PCEI examinations. In that task students need to pretend they are sending a voice phone-message suggesting new free time activities, which are outlined in the prompt they have to mediate. The prompt shows a poster, which is a kind of printable worksheet to learn the same of hobbies and free time activities in a class practice or as homework. Now, in providing chances for students to show plurilingual and pluricultural awareness, this task seems to fail to do it in a guided way for an A2. It is mentioned in the task that their "international group" is involved, but apart from that detail, students at this level would have to suppose a lot to get to express it with words in their mediation performance. On top of that, the time they have to complete the task is 2 minutes (similar to the one in much more advanced levels of proficiency).
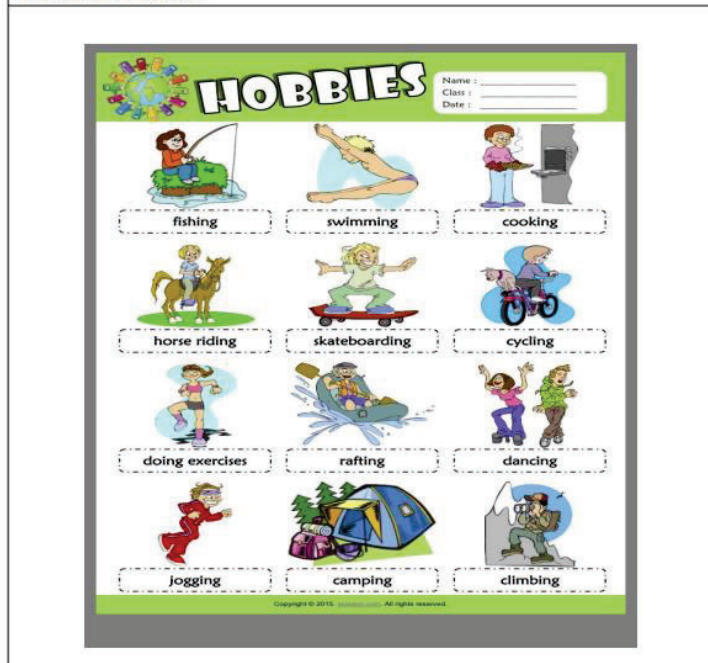
Figure 21. Oral production and mediation task for A2 Students in 2020 PCEI examinations.
[Source:https://www.gobiernodecanarias.org/educacion/web/idiomas/pruebas/pruebas_certi
ficacion/documentos_interes/modelos-pruebas-cert-eoi/].

Students do not find in the instructions that they need to consider the multicultural diversity in that group in their mediations, only that they need to suggest activities from the prompt to the rest. This leads to believe that there is not enough focus put onto plurilingual and pluricultural awareness in mediation tasks in the case of beginner levels of proficiency.

If we look at the rubric used to assess task in Figure 21, reproduced below in Figure 22, students are not assessed to what extent they are aware of plurilingual and pluricultural factors, which shows the official rubric used in the 2023/24 PCEI examinations to assess A2 students:

	COMPETENCIA LINGÜÍSTICA						COMPETENCIA SOCIOLINGÜÍSTICA Y PRAGMÁTICA			
	Competencia léxica	puntuación / 5	Competencia gramatical	puntuación / 5	Competencia fonética y fluidez	puntuación / 5	Competencia discursiva y organizativa	puntuación / 5	Adecuación a la tarea y mediación	puntuación / 5
5	❑ Utiliza un vocabulario variado sobre temas cotidianos, aunque con circunloquios y repeticiones. ❑ Su precisión léxica es alta en temas cotidianos, pero comete errores cuando intenta expresarse de manera más compleja.		❑ Utiliza diversas estructuras simples y fórmulas habituales en situaciones cotidianas. ❑ Comete errores que no impiden la comunicación. Hay una influencia evidente de otras lenguas.		❑ La pronunciación es inteligible en líneas generales y la acentuación, entonación y ritmo son aproximados, aunque hay imprecisiones recurrentes en ciertos sonidos y palabras y una marcada influencia de otras lenguas. ❑ Se expresa con cierta soltura aunque se detiene para pensar y corregirse.		❑ Utiliza las conjunciones más frecuentes y un número limitado de elementos de cohesión. Reformula aunque no siempre con éxito. ❑ Inicia, mantiene y finaliza su discurso de forma comprensible, aunque haya pausas. / Inicia, mantiene y finaliza una conversación comprensible, reformulando para confirmar comprensión mutua.		❑ Se expresa usando las normas de cortesía más importantes y un registro neutro. ❑ Desarrolla el contenido de la tarea propuesta aportando generalmente información relevante y comprensible. ❑ Hace accesible el texto fuente con cierta soltura, parafraseando y/o resumiendo sin apenas esfuerzo o reutilizando la estructura del texto.	
4	Comparte rasgos de la banda 3 y de la banda 5.									
3	❑ Utiliza un vocabulario básico relacionado con temas cotidianos. ❑ Su precisión léxica se limita solo a un pequeño repertorio relacionado con temas muy cotidianos.		❑ Utiliza estructuras simples y patrones memorizados. ❑ Comete errores de forma reiterada, aunque logra comunicarse.		❑ La pronunciación, aunque influenciada por otras lenguas, es clara en situaciones de comunicación simples; la acentuación, ritmo y entonación son adecuados en palabras cotidianas y frases simples, aunque el interlocutor a veces tenga que pedir que se repita el mensaje. ❑ Se expresa con frases cortas, aunque vacila de forma evidente y titubea al empezar a hablar.		❑ Utiliza las conjunciones más frecuentes para organizar un texto sencillo. ❑ Utiliza técnicas sencillas para iniciar, mantener o finalizar su monólogo / conversación.		❑ Se expresa de forma sencilla y con fórmulas de cortesía, con un registro neutro. ❑ Desarrolla el contenido de la tarea propuesta de forma sencilla, con alguna idea irrelevante. ❑ Hace accesible el texto fuente de forma sencilla y con algún esfuerzo, repitiendo y/o reformulando de forma sencilla y/o haciendo comentarios básicos.	
2	Comparte rasgos de la banda 1 y de la banda 3.									
1	❑ Utiliza un vocabulario básico relacionado con temas muy concretos. ❑ Su precisión léxica se limita solo a un repertorio muy concreto y básico.		❑ Utiliza las estructuras más simples de la lengua con un control muy limitado. ❑ Comete errores, excepto en unas pocas estructuras muy simples.		❑ Pronuncia y acentúa bien algunas palabras y frases muy sencillas. El interlocutor necesita hacer un esfuerzo para entender el mensaje. ❑ Se expresa con frases aprendidas y muchas pausas.		❑ Utiliza solo las conjunciones coordinadas. ❑ Utiliza las fórmulas más sencillas para participar en actos cotidianos muy concretos. / Participa en una conversación sencilla aunque dependa de repeticiones, reformulaciones y rectificaciones.		❑ Se expresa de forma muy sencilla para establecer contacto social básico. ❑ Comunica información básica y personal. ❑ Trata de hacer accesible el texto fuente usando palabras sencillas, signos de comunicación no verbal y/o frases memorizadas.	

Figure 22. Oral production and mediation assessment rubric for A2 students used in 2023/24 PCEI examinations. [Source: https://www.gobiernodecanarias.org/boc/2024/083/007.html].

Given the importance of plurilingual and pluricultural awareness in mediating activities and strategies, a careful reconsideration of the role it has in beginner levels is necessary if we want to include them in mediation scales as well.

3.2.2.2. Non-curricular aspects

Apart from the prejudicial implications of not considering the CEFR-CV (2020) updates, there are other aspects that also stop the OSL from implementing linguistic mediation effectively, related with the nature of language and heterogeneity in learners' needs profiles.

3.2.2.2.1. UNEVEN PROFILES COUNTING ON PARTIAL COMPETENCES

As in the case of the acquisition and development of all communicative skills, the presence of uneven profiles (discussed in section 2.2.3.2.7.) can put a great strain on the teaching of linguistic mediation strategies. This is especially true for students of English at the OSL in the online modality who are all teachers, and even more at advanced levels. The descriptor scales for the former strategies rely on a linguistic repertoire and plurilingual and pluricultural competences that a language learner with an uneven profile might be weak at, and, therefore, get frustrated easily when not being able to accomplish the C level corresponding descriptor scales for linguistic mediation strategies.

At the time linguistic mediation was introduced in the curriculum for the OSLs, we counted on the CEFR-CV (2018) as the only reference, and it has been four years since the publication of the CEFR-CV (2020) latest update. Apart from the guides and manuals for helping to introduce all changes and updates (see section 2.4.), very little research on the field has been done, especially with specific study cases in the OSLs.

Unfortunately, various reasons have impeded a smooth inclusion of linguistic mediation in FLT, but little by little, there is a growing concern about implementing linguistic mediation effectively and more training and research is being done, so we will contribute with ours mostly in Chapter 4.

3.3. Towards Action-oriented Scenarios (AoS)

As discussed in the previous sections, one of the main innovations of the CEFR (2020) is the adoption of a project-oriented perspective. In this section, we will be first digging in on the notions of competences and language as socialization to understand why it is so hard for learners to perform well in mediation tasks, and then we will discuss the most suitable methodologies to teach mediation including learning through AoS. This section will help us understand the elaboration and assessment of tasks presented in Chapter 4.

3.3.1. The notions of competence and language as socialization

Bringing communication to the center of the teaching and learning process means breaking with the way most of these students first got in contact with the English language. At the time most of our study subjects learned English at school, the notion of competence meant knowing rules and theoretically knowing how to use them but did not include the actual use of the language (Chosmky, 1980). Years later, Chomsky's vision of *competence* was overcome by Hymes's (1972) concept of communicative competence, which added the social and motivation factors to those rules learners had to systematically apply to communicate. It also shifted the focus from just linguistic knowledge to the ability to use language effectively in various contexts. Savignon (2017) stated that this broader view of competence acknowledges the importance of not only grammar and vocabulary, but also the ability to

communicate appropriately and effectively in real life-situations. Thus, what was understood as being competent in a language gradually changed over the years and, little by little, students started to get used to tasks that required fluency and social interactions.

Nevertheless, this paradigm shift –also reflected throughout the years in the CEFR– has made this generation of students struggle with the notion of competence. They feel more comfortable memorizing a linguistic repertoire and participating in accurately guided interactions. This is partly because of self-confidence issues in regard to their level of proficiency in the language. There is a vast amount of research exploring why second-language learners are reluctant and find real life scenarios in class threatening. In some cases, the willingness to communicate in a second language is related to attributes such as communication apprehension and perceived communication competence, which can influence learners' confidence levels in using English in various contexts (MacIntyre et al., 1998).

Considering the shift and how hard it is adapting to it, it is understandable that students can be reluctant to work with real life scenarios in the case of linguistic mediation. By the same token, it is also hard to understand that linguistic competence is not the focus in this case, but the strategies used to navigate a real-life situation.

3.3.2. The AoA at a practical dimension

Once having explored the AoA in section 2.1.1.2., and the implications of the paradigm shift regarding the concept of competence in section 3.4.1., it is key for this PhD dissertation to look at the AoA from its practical dimension. Before discussing the main tenets of a practical implementation of the AoA to teach linguistic mediation, we would like to mention that the suggestions expressed here are not meant to be prescriptive, but merely intend to share our approach to teach linguistic mediation given the context described throughout this work and considering the tenets of the AoA. Embracing this approach to teach linguistic mediation in the OSL requires certain steps or aspects to reconsider, discussed in the following sections.

3.3.2.1. Boosting collaborative tasks

According to Piccardo and North (2019, pp. 190-191), action-oriented tasks try to break down the walls of the classroom and connect it with the outside world, recreating what social agents do in everyday life. In this regard, and according to our experience, role-playing and collaborative tasks help abate their fear of public speaking and lack of fluency. In fact, scientific evidence supports the use of pair or small group communicative activity in students with second language learning disabilities to boost opportunities for feedback and discussion about language forms (Adams, 2007).

However, as mentioned above (see section 3.3.2.1.2.), mediation tasks in the PCEI examinations are set for individual performance, as are the class practices. In this context, it is complex to introduce collaborative tasks during the lessons knowing that students will not have to face this in their PCEI examinations. Most students really want to get the certificate, so, despite being just an annual course, teachers are encouraged to also prepare students in annual courses with PCEI-oriented tasks. In this sense, it is teachers' responsibility to make sure all types of tasks (including collaborative ones) are used in the classroom even though they are not assessed during PCEI. However, lack of knowledge, practice and research on the topic can lead to the complete omission of collaborative tasks if they are not contemplated in assessment.

Most activities used when teaching mediation strategies should, therefore, be set in pairs or groups. Students are expected to mediate a text for themselves first but then there is always a part in which they actually transmit it and negotiate meaning with another person or group. Given that in this dissertation we work with small sample groups of students rather than large class sizes, we are able to implement this method and use different tasks to meet the needs and skills of different students' profiles within the group.

3.3.2.2. Scaffolding

As learners accomplish better in a collaborative setting, scaffolding is an effective teaching and learning strategy in language learning, as it engages learners in collaborative activities (Walqui, 2006), and, by helping each other on tasks, they become effective participants and develop their understanding (Salma, 2020). *Social scaffolding* refers to the actors who support, organize and guide learning dynamics corresponding to the human mediation which

is related to the social interaction that occurs during the learning process (Grossen & Bachmann, 2000; Perret-Clermont, 1980).

According to Walqui (2006), we can distinguish six different types of scaffolding to use with language learners: modelling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. Since learners need to mobilize their competences to engage in the different communicative activities, and specifically in mediation, successfully completing a task implies reconsidering also the task length, so in our AoS we will devote more than the official 2-3-minute performance.

In contextualizing, it is important to put language in meaningful context, which implies choosing the context relevant for the task (Walqui, 2006). It is here where we think of domains (see section 2.2.1.3.), and then think of our students' interests and real-life oriented goals. Thus, we need to scaffold to teach our students according to these goals. In this case, we are looking at a different type of scaffolding where we scaffold the task to adapt to our students' interests. In fact, researchers pinpoint the role of scaffolding in enhancing motivation, including self-efficacy (Belland et al., 2013; Bixler, 2007; Tuckman, 2007).

The fact that we must stick to the national curriculum for school of languages, which of course includes assessment criteria and competences given or rooted by the CEFR, makes us also stick to tasks for all skills students are assessed on. Thus, those certain types of activities shape and limit –in the worst case– our teaching tools. On top of that, students with this profile demand examinations preparation to make sure they pass their exams and get the certificate. All this leads to putting the focus on, and now even more, the most recent mediation tasks, which are given the way they were presented to users by the OSLs.[27]

3.3.2.3. Error treatment in the AoA

One more point to consider when implementing the AoA is how errors are to be addressed. In this regard, it seems fair to examine the concept of *error* first.

To begin with, we need to look for an appropriate definition of *error* for the purpose of this study. One that would fit the purpose is Chaudron's (1986), who suggests that an error

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[27] These aspects are some highlights or key things we will include in tasks elaboration in Chapter 4.

is "linguistic forms or content that differs from native speaker norms or facts, and 'any other behavior signaled by the teacher as needing improvement" (p. 23). It can be inferred from Chaudron's words that errors also include aspects beyond inconsistencies between L1 and L2, which are also to be considered. Errors can provide them with valuable information about learner's difficulties in acquiring the language, and therefore might not necessarily be treated as something completely negative in all cases. In this regard, Doff (1993) claims that:

> Students' errors are a very useful way of showing what they have and have not learned. So instead of seeing error negatively, as a sign of failure, we can see them positively as an indication of what we still need to teach. Obviously, if we try to prevent students from making errors we can never find out what they do not know. (p. 188)

Regarding the difference between *error* and *mistake,* Chaudron (1986) also looked at slightly differing connotations between error and mistake when attempting at devising when learners' errors should be corrected. After examining several studies of error correction in L2 classrooms –with both kids and adults– insofar error correction, he backed up Hendrickson's work (1977), which concluded that sometimes errors do not need to be corrected. This would be the case of communicative activities which are not that confined to 'manipulative grammar practice' (Chaudron, 1986, p. 49). In this vein, we need to deepen on what we consider an error and if so, then determine whether it is to be corrected or not depending on the nature of the communicative activity. However, because errors signify a gap in learners' language owing to their lack of a particular language principle, what about those other external factors (such as nervousness, fatigue…) that can lead students to fail?

The debate on error vs mistake is a delicate and long-lasting one. Apart from giving us relevant information about the process, it is worth distinguishing between not only types of errors, but also error versus mistakes, which Corder (1967) already did. According to him, the term error is something deeper than mistake, since it is related to the essential knowledge of the language. Over the years, there has been a consensus towards the differences between both. According to Ellis (1997), errors are some kind of systematic deviation made by learners who are still struggling to nail the rules of the second language. In the case of mistakes, Scovel's (2001) definition of mistake is fair accurate: "Mistakes occur in spite of what a learner knows, they signify a temporary lapse in linguistic ability" (p. 48).

From Chaudron's (1986) work, we consider relevant to highlight his perception of error correction as having an 'inhibitory' effect, and teachers' authority, unlike in any regular human interaction, to having the "automatic right to impose judgment on the others' behavior" (p. 43). Thus, he insists on the need to address errors in a constructive and informative manner, as opposed to stigmatizing them.

Chaudron (1986) was not alone in this thought. Touchie (1986) also dealt with error treatment and limited general guidelines in correcting second language learning errors as:

- Correct errors affecting intelligibility. By reviewing and revising the content, ensuring proper grammar, punctuation, and coherence, one can improve the intelligibility of the message being conveyed.
- Focus on high frequency and generality errors. It is important to pay attention to common mistakes that occur frequently across a wide range of contexts. These errors often involve grammatical rules, usage conventions, or language structures that are commonly misused or misunderstood by speakers.
- Mind stigmatizing or irritating errors. Being mindful of the negative impact that stigmatizing or irritating errors can have may help avoid perpetuating stereotypes or discrimination and avoid frustration or misunderstandings.

In following these guidelines, we also infer the need to acknowledge and address errors in a respectful and supportive manner, to ultimately create a more inclusive and positive environment for learning and growth.

When teaching adults, as is the case in this study, we need to consider learners' attitudes towards the correction of mistakes, and specially avoid hindering oral participation. In the case of the online OSL, where some of the sessions are even recorded while students interact on the screen, error correction turns into a delicate aspect. It is important to recall Touchie's (1986) aims in being mindful of the negative impact that stigmatizing or irritating errors may have can avoid frustration or misunderstandings.

In this regard, Pineda (2018) has investigated on error correction and repair moves in synchronous learning activities, and reaches the conclusion that "synchronous learning activities prompt the production of explicit corrections" (p. 1). However, considering the

characteristics of synchronous sessions, where we have a ratio of 10-15 students interacting, might not allow teachers to jump on to correcting everyone. In this regard, Pineda (2018) found out that "the deployment of explicit corrections generates the production of repair moves that lead to learning" (p. 1). These repair moves are referred to as practices for dealing with problems or trouble in speaking (Lyster & Ranta, 1997).

In the case of the online OSL, of course there is a communicative approach and AoA guiding us into using methodologies that engage learners and prepare them as social agents, but it does depend to a great extent on teachers' tastes and pedagogical decisions, and group of students. Luckily, learning using online platforms and videoconferencing tools provides you with miscellaneous solutions for all types of feedback. Automatic feedback for asynchronous work can be enabled in Moodle platform, which has proved to be a non-threatening to correct errors; the same happens during synchronous sessions when using Class Collaborate. Students can be grouped into reduced groups and then sent to different rooms in the video call during the session. This way, they are allowed to have some peer-correction that combines with explicit feedback from the teacher. When referring to explicit feedback in the blackboard during synchronous sessions, and counting on Blackboard (BB) chat, we can also provide feedback in an anonymous way, only chatting with the target student. Also, not being as threatening as verbally stating the mistake, body language can help us communicate when an error is made.

3.3.3. Assessment considering a social context

Being aware of the role of assessment is crucial in exploring the CEFR's implementation in the online OSL. As we have pointed out in previous sections, integrating the AoA is necessary if we want to consider the notions of competence and language as socialization and encompass a social context when teaching linguistic mediation. The idea of embedding assessment in teaching by using it as a guiding force and an engine for the iterative learning process that the AoA advocates is represented in Figure 23:
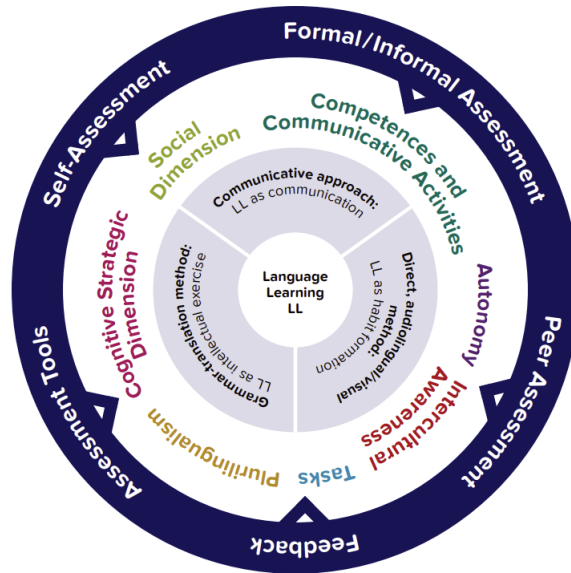
Figure 23. The Action-Oriented Approach - AoA (Piccardo, 2014a, p. 4).

Figure 23 contemplates the different methods from which the AoA nourishes. Piccardo and North's (2019) idea was to depict the fact that flexibility characterizes the approach, in which the different methods used, and the tasks will respond to the learner's needs rather than implementing one single method in the class. As shown in Figure 23, the different forms of assessment –in the outer circle– are linked to the different dimensions of the AoA. Therefore, there needs to be a synergy between assessment and planning, and one powerful link can be the descriptors aimed at in the scenario, which are meant to be used to create the assessment rubrics/grids. Among the five different types the 2001 CEFR distinguishes, there are innovations in the CEFR-CV (2020) concerning the self-assessment grid, an essential component of the ELP including 34 scales. The CEFR-CV (2020) expanded them with online interaction and mediation. In Piccardo and North's (2019) words: "The AoA translated the philosophy of the CEFR into pedagogy" (p. 148).

To finish this section, we will have a look at the materials and resources provided to facilitate the implementation of this paradigm shift to learners seen as social agents concerning assessment. Apart from the extra resources we mentioned in section 2.4. to help implement the CEFR into different teaching curricula, the CoE also published related documents on testing and assessment such as the *Manual for relating language examinations to the CEFR* (CoE, 2009) and the *Manual for language test development and examining*

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(CoE, 2011). Both provide tools on assessment practices. Beside assessment grids, which are meant to be not only teacher-oriented but also student-oriented, there is also a process of observation, which includes monitoring, checklists, and, of course, self-assessment check lists.

3.4. Weaknesses of the online OSL assessing linguistic mediation

Before starting this section, it is important to remember that teacher-oriented observation checklists and student-oriented self-assessment checklists are not mandatory in the OSL; it is up to each teacher to use them. What the curriculum provides for assessment is, in both the course finals and the PCEIs, is a final summative assessment-oriented rubric (see Annex 7 in this work).

Taking into account the principles of the AoA and all aspects discussed so far regarding linguistic mediation, and counting on our experience, we therefore consider that the main weaknesses of the online OSL in terms of assessment can be grouped into three:

1. Same final summative assessment. The oriented rubric is used for both assessing and providing feedback to students. Student-oriented grids are essential because they are free from educational jargon, allowing students to understand the descriptors and ultimately be more aware of their learning process.
2. There is no proper feedback for continuous and formative assessment of mediation. During the PCEIs, they usually see these grids to assess mediation for the first time, that is, it happens at the time of revising their results.
3. These same assessment grids are the ones they give us as reference for the entire course and are meant to be adapted for formative assessment. The impact of this on the students' learning process will be discussed in Chapter 5 later.

3.5. Importance of students' digital competence

With the growth of a transhumanist vision, and knowing the pedagogical challenges it entails, for a 100% effective online teaching of linguistic mediation we need to consider students' digital competence and not assume it based on other factors such as age group, for example.

Janschitz and Penker (2022) acknowledge the fact that "the use of digital technologies has become a central cultural technique that increasingly determines educational opportunities, the possibility of upward social mobility, participation in social life and good job prospects" (p. 127). And these are the main wishes the Framework has for its users. The former authors also pinpoint the COVID-19 pandemic as the culprit in exposing and highlighting digital flaws and challenges in school systems.

3.5.1. The myth of the 'digital native'

It is generally assumed that age plays a key role in determining a person's digital competence, as the case of people born in the late 1990s, first named *digital natives* by Prensky (2001). According to this author, these people are fluent in digital language (videogames, computers, etc.) just because they were born in a technologically rich environment. The logics behind are that this technologically rich environment implies a gradual and hypothetical change in humans' brain structure to adapt and process input in a completely different way from older generations –called *digital immigrants*. More precisely, Prensky (2001) refers to the ability of engaging in faster information processing, multitasking, parallel processes, or having better internet navigation skills, among others. However, and with the years, numerous studies have highlighted differences in youngsters' access and usage of digital devices (Moreno et al., 2022; Pickup, 2022). Thus, not all young people are necessarily digital natives. It would be too risky to affirm that the entire generation is tech savvy.

Reid et al. (2023) define *digital literacy* nowadays as a "foundational skill and an integral requirement for lifelong learning", including "the ability to search efficiently, critique information and recognize the inherent risk of bias in information sources" (p. 573). The concept of digital literacy challenges the concept of digital native as Reid et al. (2023) conclude. In their opinion, assuming that being a digital native equals possessing digital literacy has resulted in deficits in multiple and varied education programs which include digital literacy skills as part of their undergraduate curricula. They believe that these competences should also be developed and contextualized to individual jurisdictions. In the context of this PhD dissertation, and regarding learning linguistic mediation, such differences in their attitude towards digitalization can result in digital inequalities and prevent students from optimizing the use of mediation strategies in online sessions.

There are others who also disagree with Prensky's (2001) identification of age as a key factor in determining a person's digital competence. Carrington (2008) believes digital natives are defined by their exposition or experience in using technology. However, and in regard to online teaching and learning of FL, students' experience in using technology is not the only factor, but also their ability navigating through the Internet. The use of social media platforms, the infinite amount of input online users receive could be considered apart, and essential to succeed in learning and teaching online.

3.5.2. The implementation of new technologies in the process of teaching and learning a foreign language

That technology is nowadays present in every area of our life is also more than evident in the educational field. All the technological applications in education have implied a process of adaptation in many aspects: infrastructure, resources rearrangement, curriculum, teacher training, projects, etc. From the very moment computers were introduced in the classrooms, platforms to share communication with students were created, and now we even have teaching which happens online. Such a change has implied many adaptations in the educational field, and also a new mindset and reconsideration of teaching values and methodologies. By the same token, according to many scholars in the field, this technological revolution in education highlighted weaknesses in many aspects and started providing solutions to walk towards guarantying teaching quality (Kamalov, 2023; Meisuri, 2023; Romero-Alonso, 2019).

3.5.3. The impact of Artificial Technology (AI) technology in teaching and learning foreign languages

The fact that there is not yet any universally accepted definition of AI gives us a clue on how big its impact is. Gbadegeshin et al. (2021) did a literature review and interviewed experts on the meaning of AI to try to pave the way for scholars and practitioners on how AI should be defined and understood. They conclude that:

> AI is a "system" not only a technology that can make use of data, learn by itself and act on its lessons to perform assigned task (s) effectively and efficiently in any environment. This system must be trained initially (either by humans or another system). It can automate a process, direct itself and continuously learn from its activities. It can also act appropriately, independently, and intelligently with little human

input. It contains different forms of software and/or devices. It is created by humans. It is built on understanding of existing phenomena, and it acts wisely based on its understanding. (p. 475)

Worth highlighting is that these authors believe AI can also act appropriately and independently, with little human input. Considering the use of AI in the educational field, and that no matter which type of technology we use in the class, the teacher's role is always foremost to make everything work. The human part is always necessary and decisive at the same time.

CHAPTER 4

Action-oriented scenarios and linguistic mediation in the OSL (I): Needs analysis

4.1. Introduction

In this chapter, we seek to set the ground for the teaching and assessment of AoS[28] in the context of the online OSL at a more practical level than what we have done so far. For our study, we deemed it necessary to have a more specific context within the online OSL to prove the effectiveness of AoS to teach linguistic mediation. To do so, we first conducted a survey on teachers' perceptions of some specific aspects mentioned throughout the previous chapters –insofar teaching and assessment of linguistic mediation. That is, we gathered data from the teachers at the online OSL for needs analysis considering aspects like the procedures, methods and instruments by which the AoS are usually presented. Likewise, we also needed to look at participants' profiles concerning the necessary aspects to teach mediation in an online OSL, like the relevance of students' digital competence in the implementation of ICT in the process of teaching and learning a language. Thus, it is important to explain that there will be descriptors for two different processes, the procedures to collect data to know what teachers know, and the description of the study, subject, instruments, procedures and treatment of data with the AoS.

4.2. Methodology

4.2.1. Study subjects

The preliminary survey conducted was focused on a group of teachers at the online OSL. A total of 24 teachers were polled. They all count on on-the-job training on how to teach and assess linguistic mediation and have all taught or assessed mediation at some point since its introduction in the curriculum (2019). These teachers belong to three language departments: English, French, and German. Their grasp of the concept of mediation and their teaching and assessment practices are key to understanding the current scenario and address the practical implementation of linguistic mediation.

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[28] The use of the term 'scenario' was borrowed from North and Piccardo's (2019) work in their book *The-action oriented approach* referenced in the previous chapters.

4.2.2. Instruments used

To collect information from this study group (teachers currently teaching at the OSL), we conducted a poll on teachers' perception of the teaching and assessment of linguistic mediation, upon which we have later designed the AoS aiming at filling those gaps and difficulties detected, mainly arising from misunderstandings in integrating linguistic mediation in the classroom (see Chapter 5 and 6 ensuing).

4.2.2.1. Google form (teachers)[29]

We conducted a questionnaire among the teachers currently teaching at the online OSL in the Canary Islands to gain a more valuable and reliable insight on the practical implementation of linguistic mediation in the OSL. The questionnaire's language was Spanish, since it was distributed to all teachers in the online OSL, which encompassed also German and French language teachers. We included them all because, regardless of the language course they teach, they all teach linguistic mediation.

Once the questionnaire was designed, we required the first headmaster and the principal for permission to send it through email to the three language departments. The questionnaire fitted into the objectives of the center insofar as the standardization of official rubrics during PCEI examinations and the webinars planned for the *Plan de Formación del Centro* (PFC), which facilitated its welcoming. Since this questionnaire was enabled for a period of five months (Oct 2023 – Feb 2024), it allowed us to gather data from teachers once started the course and during on-the-job training period in the online OSL. We received interesting feedback on the type of questions and help materials referenced, which were facilitated for further consultation.

The questionnaire is divided into three different sections tackling three key aspects in the teaching and assessment of linguistic mediation: a) What teachers and students know, b) what they think of mediation tasks, and c) what they think of official mediation rubrics imposed in the PCEIs. Before the questions in each section, a brief description is given so participants understand them effectively.

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[29] See Annex 1 of this PhD dissertation for consultation.

The type of questions used in the questionnaire were mainly: multiple options, rank from 1-5, yes/no, and write your own answer. It was divided into the three different sections detailed below and translated into English:

1. **Understanding the concept of linguistic mediation.** Not only did we want to know how teachers understand linguistic mediation, but also what they perceive from students during their teaching experience. Teachers' perceptions and observations are key to understanding what is happening during the practical implementation of linguistic mediation. In this section of the form, we aimed at obtaining information about teachers' view on:

   - The OSL dichotomy between oral and written mediation
   - Whether they considered their students awareness of the distinction between mediation activity and strategy
   - The number of mediation strategies their students know

   We also tackled some connected, general aspects concerning the assessment of linguistic mediation to finding out whether both teachers and students knew where the focus is to be placed when evaluating students' performances in linguistic mediation activities. Finally, yet importantly, we added a question to obtain information about their background knowledge on mediation and their corresponding sources.

2. **Official rubrics.** In section 2 of the form, we redirected our attention to the use and practical implementation of the current official rubrics to assess linguistic mediation tasks. We asked teachers directly to rate their effectiveness in general, and then we dug into more specific aspects about its practical use, such as whether they get to transmit the message clearly to students, or if, on the contrary, aspects such as educational jargon stopped students from understanding the descriptors, or also criteria used for assessment.

   This second section aimed at a detailed observation of teachers' own perception of the official rubrics, which has been a hot debated topic for years in the center. Teachers tend to have a strong opinion on imposed rubrics, especially if they are to participate in PCEI examinations where they need to assess candidates and then face revisions where they rely on official rubrics. A combination of yes/no answers opened

the debate to then move on to long answers to facilitate more specific information that shed some light on teachers' rating of the official rubrics to assess linguistic mediation both during annual courses and in PCEI examinations.

3. **Mediation tasks**. This third section of the questionnaire aimed at gathering data about teachers' perceptions on mediation tasks, either obtained from previous PCEI calls or of their own elaboration. The information about teachers' understanding on the elaboration process of mediation tasks is key in finding out possible gaps or misinterpretations of the curriculum or the CEFR. More specifically, we asked about references or guidelines available for use, since this is one of the most common complaints among teachers seeking an effective assessment of these tasks. We asked them to recall experience from previous courses, and the last September PCEI extraordinary call (year 2023) to reflect on tasks' achievement feasibility. Some questions relied on their perception being more subjective and some others referred to general outcomes of students they assessed during both annual courses and PCEI calls.

4.3. Results and highlights

This PhD dissertation considers the key role teachers have in the practical implementation of linguistic mediation in the (virtual) classroom. Thus, following an AoA, we pretend to evaluate to what extent different aspects in teachers' understanding of the practical implementation of linguistic mediation affects students' performances, to ultimately try to target these issues in our elaboration of the AoS (see Chapters 5 and 6).

The analysis of teachers' answers to the questions in the questionnaire will be done in the same order as presented to the study subjects, so we can recapitalize the purpose they serve and connect results to our previous chapters, gaining a more practical insight into the teachers' view of linguistic mediation. We present quantitative data graphically to facilitate its analysis, explaining them from a descriptive and statistical perspective.

4.3.1. Section one: Understanding the concept of linguistic mediation

In this section, we aimed at exploring teachers' approach to linguistic mediation. We would like to highlight some specific data, which will explain possible gaps in this study or even

support our initial hypothesis on whether there is the need for more training on the teaching and assessing of linguistic mediation.

Having discussed in this PhD dissertation the challenges arising from the distinction the OSLs in regard to whether it is in a written or spoken form, we wanted to know how this is transmitted to students and how teachers approach this distinction. Teachers had to rate from 1-5 whether their students understood what to do in written and oral mediation. In most cases, they do, but do not fully know what to do, and even a small number of them consider it is not enough. As shown in Figure 24 below, a total of 71.4% of the teachers asked consider that their students can understand what to do in both forms of mediation established in the OSL, while the rest of teachers (26.6%) admits that their students could have a better understanding of both mediation tasks. Worth noting is the fact that not even one teacher selected 4 or above, which points out the need for more research in the field.
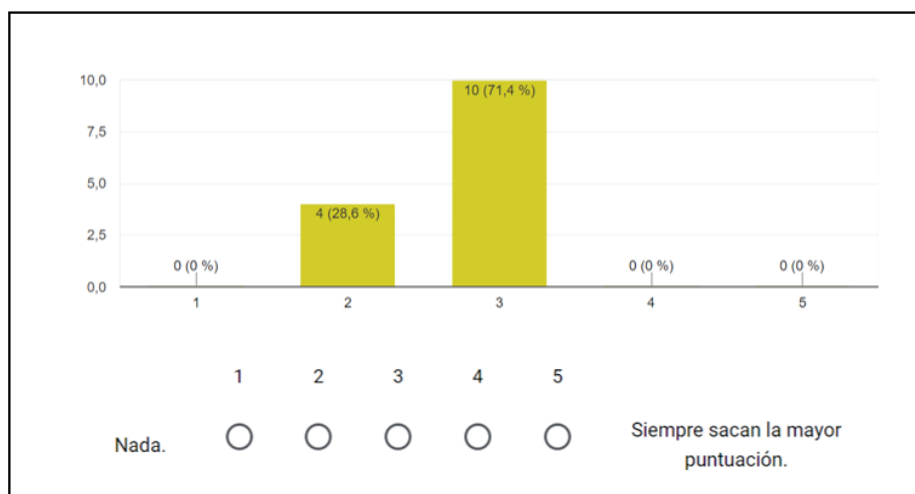
Figure 24. Bar chart showing results to the question: "¿Crees que tus alumnos entienden qué tienen que hacer en las tareas de mediación escrita y oral?" (Question 1, Section 1). [Source: Self-elaboration]

Since students face two 'different' types of mediation, we then asked teachers whether their students knew how to distinguish between mediation activity and mediation strategy, because splitting between oral and written mediation could lead to seeing mediation as two different "skills": one used when it is written and another one when it is oral. So, we wanted to elucidate whether they know the real difference between activity and strategy, and, more importantly, whether their students knew this as well. To our surprise, the results in Figure

25 show that most students do not know there is a difference between an activity and a strategy of mediation, but there is also a promising 13.3% of teachers who affirm their students do know about them, which could also imply they understand there is no difference between the strategies we use for 'written' and 'oral' mediation.
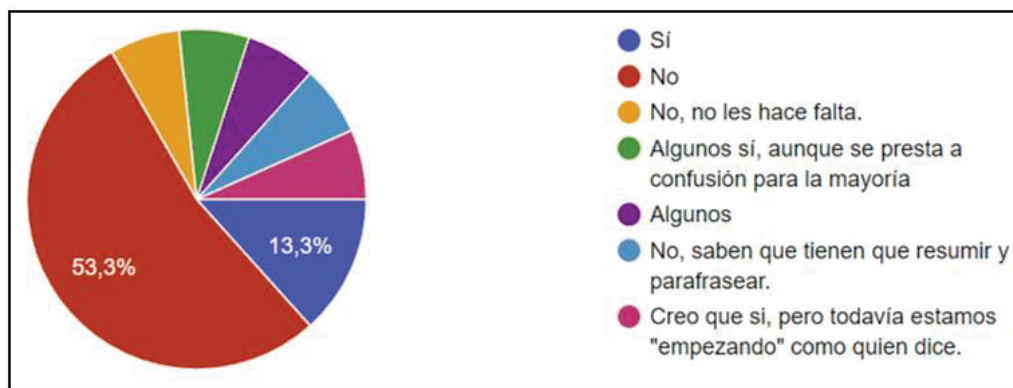
Figure 25. Pie chart showing results to the question: "¿Crees que tu grupo actual de alumnos sabría distinguir entre actividad y estrategia de mediación?" (Question 2, Section 1). [Source: Self-elaboration]

Question 2 explores how teachers feel towards this dichotomy and the results are reflected in Figure 25. There are different attitudes and approaches insofar as the use of mediation strategies. A 13.3 % of the teachers asked believes that the illustrative scales of descriptors for mediation strategies are limited to one form of communication –either written or oral, while the majority –a 46% of the polled– agrees on using all illustrative scales of descriptors for mediation strategies no matter it is a written or oral form. There is also a considerable 26.7% of teachers who acknowledged that they had not considered a distinction between mediation strategies used in an oral and written form.
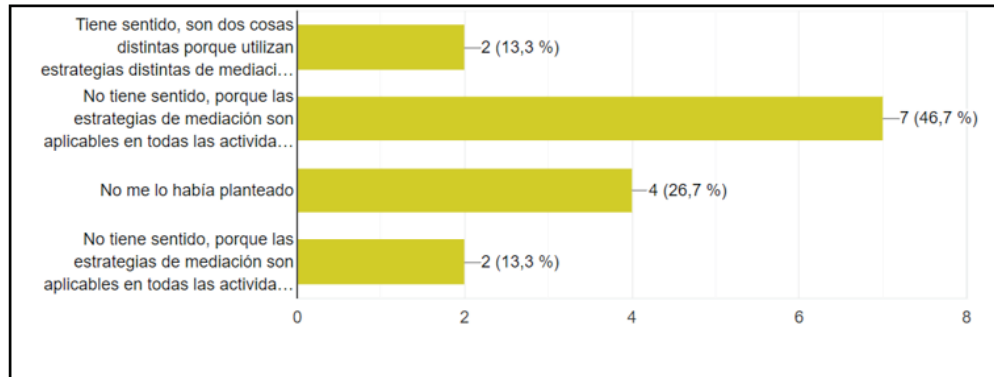
Figure 26. Bar chart showing results to the question: "¿Qué opinas de la distinción entre mediación escrita y oral?" (Question 7, Section 1). [Source: Self-elaboration]

Further ahead Question 7 aims at seeking answers on students' understanding of mediation strategies according to teachers' observations, which can keep some sort of connection between teachers understanding of the former. The idea was to start exploring their understanding of mediation strategies to later find out if it was the only strategy used in summarizing, as discussed in section 3.3.2.1.1., or if there was any distinction between oral and written mediation at all. The question asked was "How many mediation strategies do your students know?", and different ranges were provided, as shown in Figure 27 below.

- Blue: 0-3 mediation strategies
- Green: only a couple
- Red: 3-5
- Yellow: 5-8

Considering mediation strategies currently fall into five different categories, the fact that 80% of students know between 0-3 can either mean that they know few of them or the fact that they are simplifying the strategies to explain a new concept and the ones to simplify a text into rephrasing and using connectors.
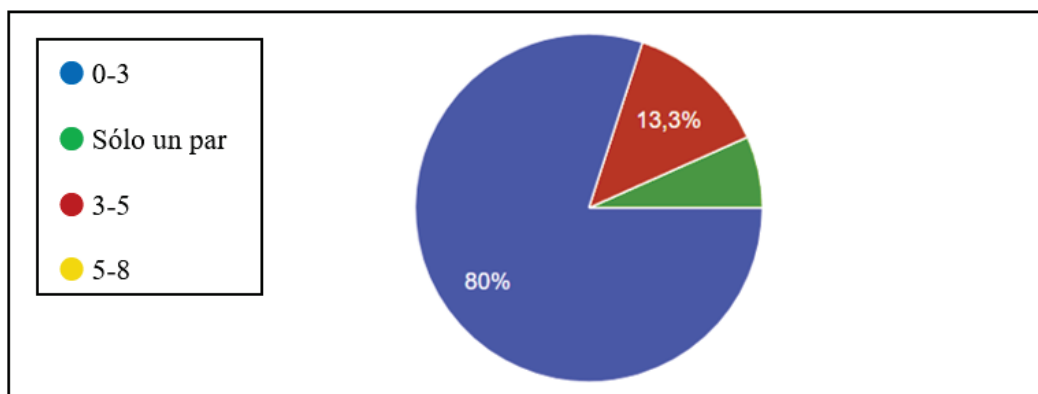
Figure 27. Pie chart showing teachers' results to the question: "¿Cuántas estrategias de mediación crees que conoce tu grupo actual de alumnos?" (Question 3, Section 1). [Source: Self-elaboration]

Something we also considered would help us delve into students' understanding of mediation strategies was to ask about their performance in mediation tasks. We specifically asked in Question 4 whether students could add extra information that is not provided in the task (blue), as part of mediation strategies or not (red) Figure 28 shows teachers' answers to this question:
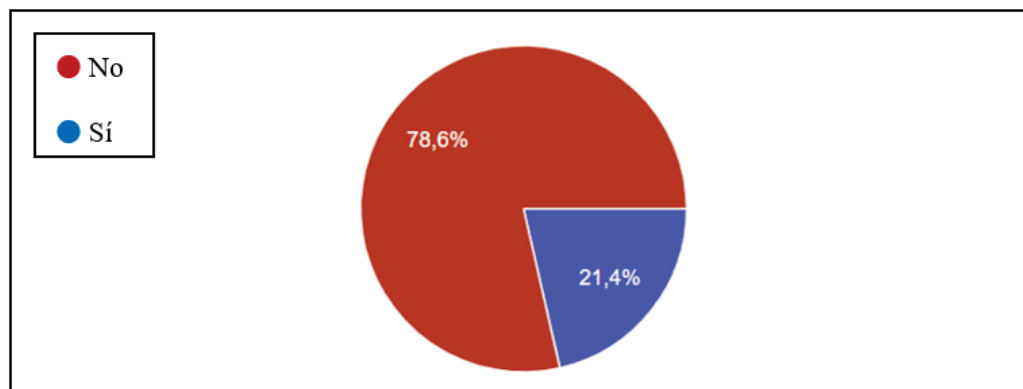
Figure 28. Pie chart showing results to the question: "¿Pueden los alumnos añadir información que no viene en la tarea de mediación?" (Question 4, Section 1). [Source: Self-elaboration]

Most teachers (78.6%) tell their students they cannot add extra information to the task, as opposed to 21.4% of teachers who allow them to do so. At a practical level, this dichotomy can be translated into students knowing the mediation strategies and those who are limited to rephrase and use connectors. In other words, the fact that students do not add extra information makes it impossible to carry out mediation strategies. For example, how can you provide a definition or examples if you have to stick to the input? Or how are you going to

amplify a text with necessary information for the audience to understand the message? Students need also to connect the information in the input that is to be transmitted –and new for the audience– by linking as well to previous knowledge, and here they can choose to connect it to whatever they consider relevant for the given profile of the audience (a friend, a colleague, an expert…). This is an aspect that will be considered in the elaboration and scaffolding of the AoS in Chapter 6.

Not only can this issue mean that they are prevented from using the mediation strategies, but also that it is their linguistic competence what is being assessed instead. So, we decided to ask Questions 5 and 6 dealing with the role of linguistic competence on mediation tasks. Firstly, Question 5 asked whether mistakes related to students' linguistic competence were considered when assessing mediation tasks, more specifically, if they were penalized. Three options were given: a) Yes (blue), b) No (red), c) Only if they impede communication (yellow). Accordingly, the results obtained and graphically represented in Figure 29 are of special interest. Regarding teachers' understanding on the focus of what we are assessing in linguistic mediation, the 92% of negative answers to Question 5 in yellow can make us conclude that the vast majority of teachers are not exclusively assessing students' linguistic competence when teaching and assessing linguistic mediation. However, there is still 7.7% of them who do believe students' linguistic competence does play a main role in mediation.
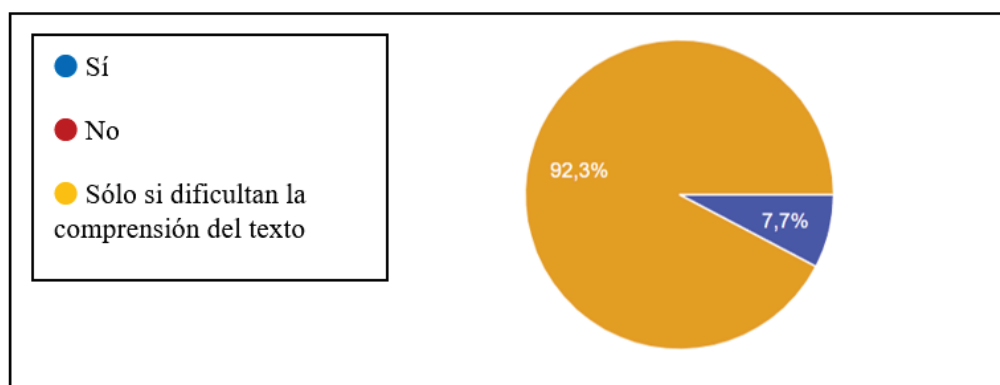
Figure 29. Pie chart with teachers' answers to the question: "¿Podría un alumno suspender la mediación escrita u oral si comete numerosos fallos de gramática de niveles anteriores?" (Question 5, Section 1). [Source: Self-elaboration]

Moreover, to know more about the type of mistakes concerning students' linguistic competence can affect a successful mediation performance, Question 6 asked teachers to share an example of misuse of any aspect of their linguistic competence that would mean an instant failure in their task, indicating the target level of proficiency. The results included the miscellaneous answers are displayed in Figure 30.
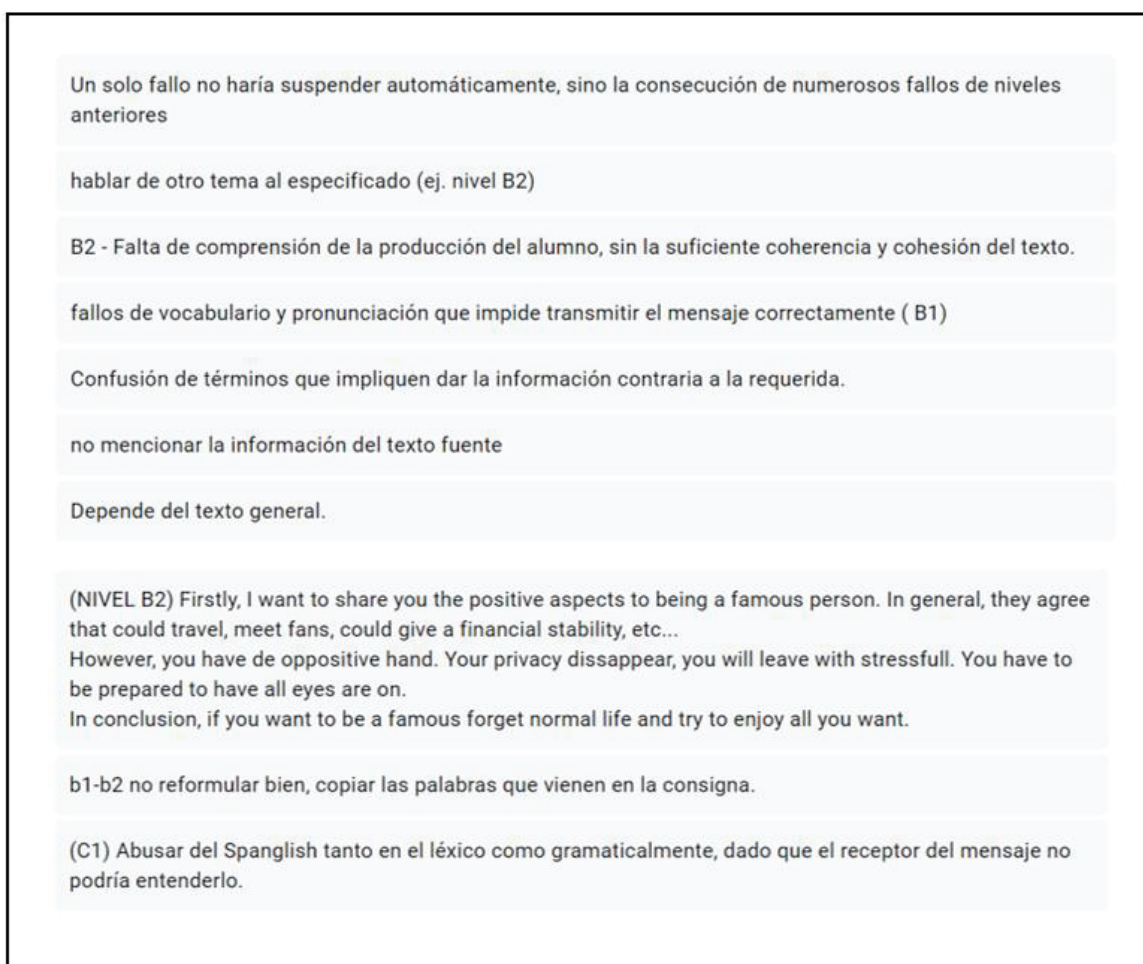
Figure 30. Example of teachers' long answers to the question: "Share an example of misuse of any aspect of their linguistic competence that would mean an instant failure in their task" (Question 6, Section 1). [Source: Self-elaboration]

The information given was reavealing on to what extent the linguistic competence is relevant to fullfil a mediation task, according to the teachers. The following answers were provided:[30]

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[30] My translation into English (for coherence's sake).

- "A single mistake will not imply failing, but a combination of mistakes belonging to previous levels"
- "Talking about a non-related topic"
- "Intelligibility of the task due to coherence and cohesion issues"
- "Mistakes in vocabulary accuracy and phonetic control"
- "Misuse of specific terms that lead to inconsistencies within the given task"
- "Not mentioning the information from the input provided to mediate with"
- "Mistakes in paraphrasing the content from the text to be mediated, using the exact same words given in the input"
- "Translating literally from mother tongue and transferring grammar patterns"

By providing flexible questions to the OSL teachers, we obtained valuable information not only concerning the types of mistakes leading to failure in mediation performances, but also about relevant aspects such as plurilingual profiles leveraging of their linguistic competence in doing so. Worth noting is that some influence from the official assessment rubrics is noticeable. Many answers mention aspects that appear in the official rubric: rephrase, vocabulary and grammar mistakes, mention a different topic, etc. but there is still a major focus on the linguistic competence put in mediation tasks.

4.3.2. Section two. Teachers' view on assessment of linguistic mediation: The official rubrics to assess linguistic mediation

To gain a more reliable insight into the practical implementation of linguistic mediation in the OSL, we specifically asked about its practical assessment. We decided to start straight away with knowing whether teachers believe the current ones work or not, to then elicit why. Thus, Figure 31 shows the results to this question:
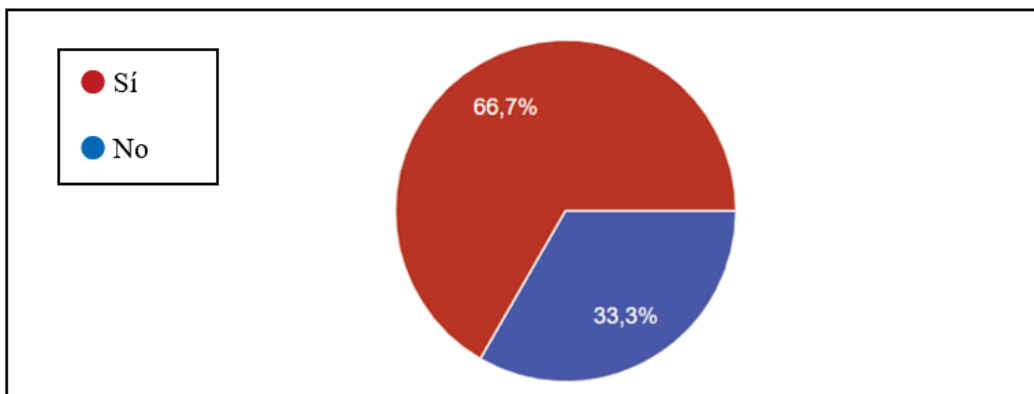
Figure 31. Pie chart with teachers' long answers to the question: "¿Consideras que es necesaria la creación de nuevas rúbricas oficiales para evaluar la mediación lingüística en la EOI?" (Question 1, Section 2). [Source: Self-elaboration]

As observed in Figure 31, a 66.7% of the teachers consider that the elaboration of new rubrics is necessary, as opposed to a 33.3% who approves the current ones used during PCEI examinations. In this sense, we had to find out which aspects or features of these rubrics needed further consideration. To be more specific, they would change the aspects shown below:

Figure 32. Teachers long answers to the question: "¿Qué cambiarías de las rúbricas de mediación oficiales?" (Question 2, Section 2). [Source: Self-elaboration]

The answers to this question can be grouped into three categories: a) teachers who consider rubrics are correct as they are, b) those who consider there are some wrong aspects, and c) those who believe rubrics are not the real obstacle to a smooth integration of linguistic mediation. Thus, to Question 2 in section 2: "What aspects would you change from the official rubrics used to assess linguistic mediation in PCEI examinations?", we find the following answers:[31]

- "Everything"
- "The rubric is not important, we first need to be sure of what to assess and how, there is still a lot of confusion among teachers in that regard"
- "I would not know what to change"
- "There exist redundancies in descriptors in the rubrics"
- "More transparency and accuracy in their expression"

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[31] My translation into English (for coherence's sake).

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- "I consider people in charge of the elaboration rubrics know more than I do"
- "Does not know/does not answer"
- "Rubrics should facilitate providing intelligible feedback to students"
- "There should also be descriptors to assess students' linguistic competence"

Out of those varied answers, we can elucidate that most teachers asked believe these rubrics should be modified in some way –either with more accurate illustrative descriptors or the inclusion of illustrative descriptors reflecting students' linguistic competence. In this sense, answers of this nature in Question 2 (see Figure 32) align with what we have observed in the previous answers concerning the role of linguistic competence in linguistic mediation task assessment.

To double check the teachers' impression of the structure and effectiveness of the current rubrics, Question 4 in Figure 33 asks whether teachers believe the official rubrics to assess linguistic mediation effectiveness and facilitate the feedback to students or not, which implies not only teachers understanding it, despite all possible flaws, but also students understanding it. The answer to this question was limited to yes/ no since we wanted teachers to finally position and evaluate whether there is any aspect to be changed when recalling those moments in which they have to justify students' mediation performances during PCEI examinations.
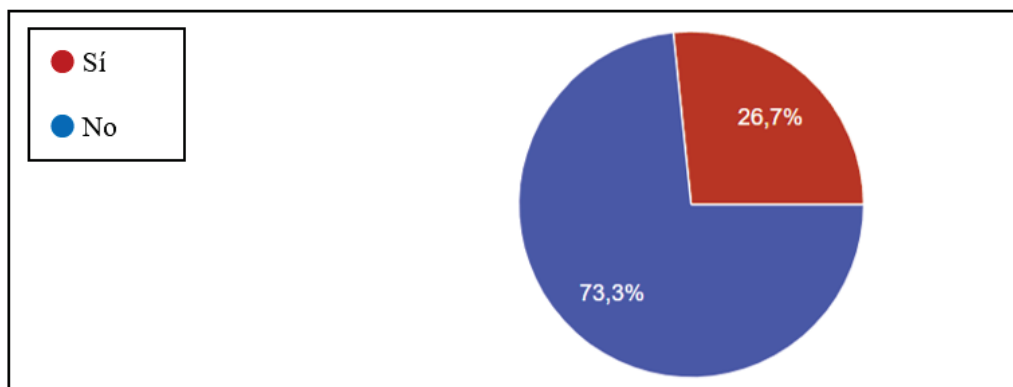
Figure 33. Pie chart showing results to the question: "¿Alguna vez te ha resultado difícil justificar la nota de un alumno en mediación en PCEI usando las rúbricas actuales?" (Question 4, Section 2. [Source: Self-elaboration]

As observed in Figure 33, the 73% of the OSL teachers surveyed have at some point found it hard to justify their students' results in linguistic mediation when using the current official

rubrics, against a 26.7 % who has not. This 73% is slightly higher than the amount we expected after reading the results to Question 2 (see Figure 32), which can mean that even though some teachers agree that they would not change a word in these rubrics, it has been hard to justify students' results in revisions.

Connected to the above, we ask for more details about it in Question 5: Do you think that using the rubric when giving feedback to students makes students satisfied with their results? The results are displayed in Figure 34, in which we observe that the 21.4% in blue gives us key information because it coincides with the small number of teachers (see Figure 24) who considered the rubrics were fine as they are.
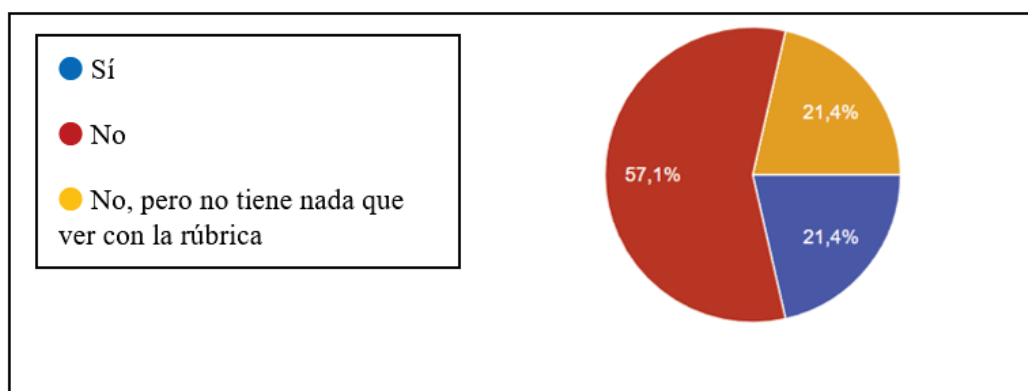
Figure 34. Pie chart showing results to the question: "¿Crees que al enseñar/comentar la rúbrica en una revisión de examen en PCEI el alumno queda satisfecho con la puntuación obtenida?" (Question 5, Section 2). [Source: Self-elaboration]

The extent to which teachers agree on the effectiveness of the current official mediation rubrics is rather wide, so we decided to narrow the focus of the question to whether they benefit or impair students. The results are shown in Figure 35:
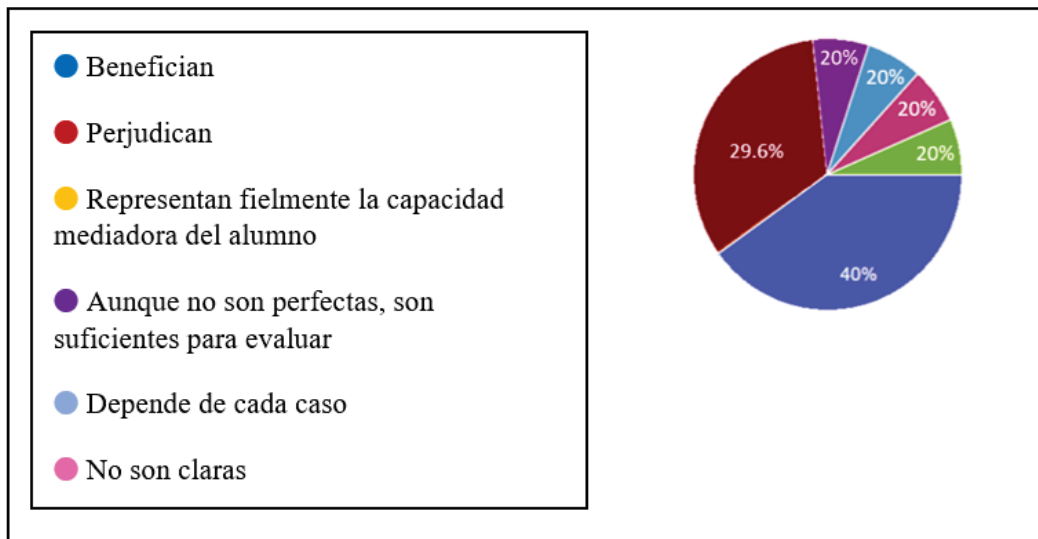
Figure 35. Pie chart showing results to the question: "¿Crees que las rúbricas de mediación de PCEI favorecen o perjudican al alumno?" (Question 6, Section 2). [Source: Self-elaboration]

In Question 6, section 2, the subjects could describe the PCEI rubrics' influence on students' assessment of linguistic mediation as: a) beneficial, b) impairing, and c) others. Surprisingly, 40% of the teachers asked believe these rubrics favor students, against a 29.6% who thinks that it is not the case. In c) others, we received valuable feedback on aspects that either benefit or impair students' assessment of mediation tasks, for which percentages are not given as they represent single manually introduced answers. For instance, represented in yellow, those who believe the rubrics describe student's mediating capacity reliably. In the same line, we find in purple those teachers asked who believe that despite not being flawless, they are more than enough to assess students' mediation skills. Also, there are those who believe it depends on each case, in light blue. Finally, there is another group within teachers asked who agree on the fact that the official rubrics to assess linguistic mediation are not clear.

4.3.3. Section three. Gathering data: Elaboration and assessment of mediation tasks

The main aim of the questions in this last section was to gather data on the teachers' perception on the elaboration and criteria applied when assessing mediation tasks. Question 1 gave us the basis to contextualize the rest and understand the following answers. We wanted to know where they start from when creating a task and what they use as a reference. Thus, teachers were asked which sources they consult when elaboration mediation tasks. Three

options were given to choose from: a) available PCEI models from previous years (in blue), b) the official rubric used to assess linguistic mediation (in red), and c) others (in yellow). The teachers asked added their own options in c) others, represented in green and purple in Figure 36 below:
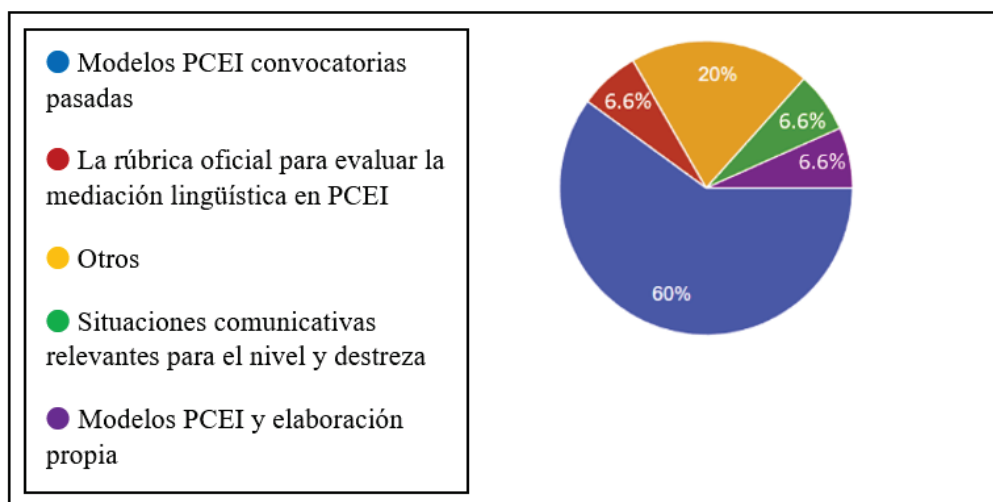

Figure 36. Pie Chart showing results to the question: "¿Qué usas como referencia al crear una tarea de mediación" (Question 1, Section 3). [Source: Self-elaboration].

We could therefore assume that there is need for reconsidering what is being done in the online OSL at the moment regarding the elaboration and assessment of mediation tasks. Concerning assessment, we wanted to know about the students' degree of accomplishment and whether the current system is working or not in terms of results. Thus, Question 2 asks directly about results: "Out of all mediation tasks you have graded…

- Blue: few have obtained the maximum score
- Red: the majority of students pass
- Purple: the majority has obtained the maximum score
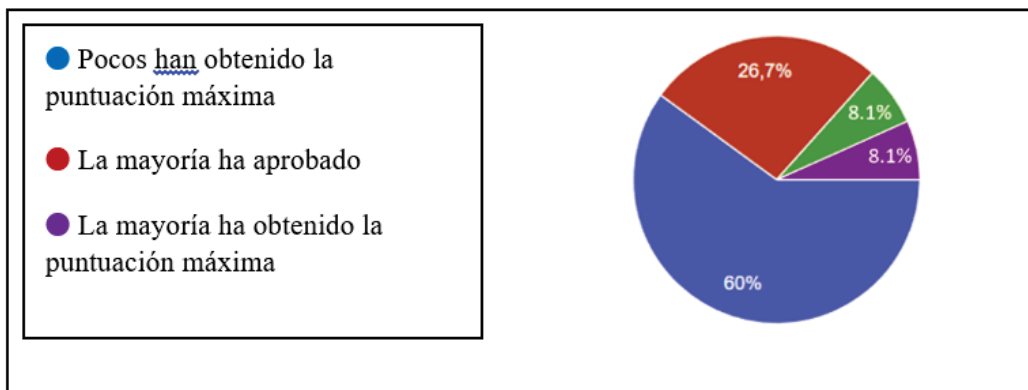
Figure 37. Pie chart showing results to the question: "De todas las tareas de mediación que has corregido..." (Question 2, Section 3). [Source: Self-elaboration]

It would be too much coincidence that the majority of students are not able to score the maximum because they have not learnt how to mediate, which leads us to think that the mistake can be in the way we teach or assess linguistic mediation. Consequently, Question 3 in section 3 can support our thoughts regarding the approach to plurilingual and pluricultural competences. We have discussed in this PhD dissertation (see section 2.2.3.2.3.), that one of the main criticisms to the PCEI official rubrics is that it requires from students to identify sociocultural background and pinpoint sociocultural implications in response to the sociocultural and pluricultural competences that the curriculum establishes as compulsory. However, the task does not really provide the necessary information to do so. The results from Question 7 are presented in Figure 38 and they indicate that almost three quarters of the teachers (71.4%) agree that the task does not provide enough information for students to identify those sociocultural components, and a 28.6% of the teaching staff think they do sometimes. It is worth mentioning that not even one believes that the current mediation tasks allow students to highlight and discuss sociocultural aspects –requisite in the rubric to achieve a band 3 or more.
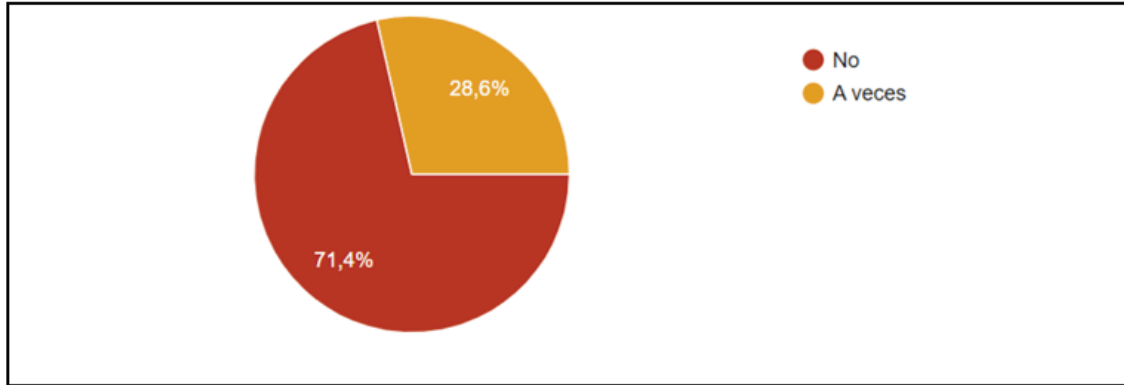
Figure 38. Pie chart showing results to the question: "En la rúbrica oficial de Mediación en PCEI, a partir de los niveles B, aparece como requisito que el alumno incluya aspectos socioculturales (ver imagen). ¿Crees que la tarea da la suficiente información como para que el alumno haga lo que aparece resaltado en amarillo?" [Source: Self-elaboration]

CHAPTER 5

Action-oriented scenarios and linguistic mediation in the OSL (II): Design, activities and assessment

5.1. Introduction

When introducing the methodology used for the more practical part of this PhD dissertation (see section 4.2.), we presented the AoS as the second key element in the study, in close connection with the results of the questionnaire to gather data on teachers' perception of the teaching and assessment of linguistic mediation. The key role and effectiveness of the platform Moodle to teach and assess AoS in the online modality will be proved in the present chapter to: 1) explain they main tenets in the elaboration and structure of the AoS that will be presented in Chapter 6; 2) present the activities and resources included in the tasks in the AoS, and 3) provide assessment tools for them.

5.2. Design of AoS: Criteria and structure

In Chapter 3, section 3.2.2., we pinpointed two major challenges in the practical integration of not only the CEFR-CV (2018, 2020) updates and changes, but more specifically linguistic mediation in the classrooms. These include the evident deficiencies in addressing linguistic mediation in classrooms and that teachers' need to enhance its implementation more strongly. In our effort to address the difficulties concerning both non-curricular and curricular aspects, the following criteria were considered in the elaboration process of AoS to deal with linguistic mediation:

a. Careful selection of a feasible number of relevant descriptors adapted to the specific task.
b. Scaffolding according to uneven profiles.
c. Elaboration of student- and teacher-oriented assessment rubrics.
d. Encouraging learners to reflect on similarities and differences between languages and cultures and use their own experiences in the process.
e. Thinking of where and how students' plurilingual repertoire can be involved.

f. Monitoring the process of students' performance and adjusting the scenario for future use.

Additionally, it is important to explain that the structure followed in the AoS presented in this chapter are based upon the templates offered by the Lindicre Program (see section 4.3.2.), which provide information about the illustrative descriptor scales used aimed at each task. With our views on proving the effectivity of the Moodle platform to teach and assess linguistic mediation, the focus will be on the Lindicre Project ones, rather than specifying the illustrative descriptor scales for each of the different competences and strategies. Thus, we present the AoS in charts (see Chapter 6), each organized in ten different sections as follows:

1. Overview. Brief explanation of the task. It includes the context of the scenario, specifying what problem is to be solved and additional details learners need to know.

2. Target learners. Same for all charts, given the needs, objectives, and profile of our study subjects (see section 4.2.1.)

3. Languages. Not only English but also different languages learners have some sort of competence in. Despite not focusing on plurilingual profiles, the use of other languages is also registered and encouraged in some scenarios.

4. CEFR Level. The study subjects described in this study and for whom the action-oriented scenarios are designed, are working on an annual course to acquire a C2 level of proficiency.

5. Domain. Different domains will be looked at in the different scenarios (occupational, educational, personal…).

6. Plurilingual and pluricultural competences. These are adapted to the specific task. We decided to include the scales included in plurilingual and pluricultural competences due to the challenges they pose insofar as the mediation of concepts and communication.

7. Communicative language competences: A reduced number of them is provided in each chart, that is, only the ones necessary to guarantee the achievement of the target illustrative descriptors for mediation strategies.

8. Mediation activities from which the context of the task is built, so an accurate selection and adaptation of the illustrative descriptors will be set in each scenario.

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9. Mediation strategies. There will be a limited selection of them to maintain the feasibility of the task, and that selection is carefully adapted to perform the targeted illustrative descriptors for mediation activities.

10. Moodle resources to teach mediation. The last section of the chart is where we indicate the Moodle activities and resources to perform the scenarios (see section 5.2.1.).

To have in mind the big picture, *i.e.* the CEFR relevant aspects in successfully learning a new language and deal with linguistic diversity, teachers need to look for a synergy between the former ten elements that provide a coherence to facilitate the teaching of linguistic mediation.

5.3. Elaboration of activities to perform the AoS

In this section, it is necessary to present the platform Moodle officially and explain how it allows the online OSL to run via a combination of both synchronous and asynchronous work (see section 3.1.3. above). By explaining Moodle resources, it will be easier to understand the enacting of the tasks in the AoS in Chapter 5 of this PhD dissertation, alongside scaffolding decisions (see Chapter 7). The idea is to prove Moodle's viability to teach and assess linguistic mediation.

5.3.1. Moodle resources

The Moodle platform is nowadays used for "hundreds of millions of people in thousands of educational institutions and organizations around the globe" as a "toolbox to manage their online learning", as stated in their website.[32] Free to download, modify and share with others, this open-source learning[33] platform was the online platform selected by the Consejería de Educación del Gobierno de Canarias to be used for the online OSL. The platform is used as a physical classroom for students to attend the different sessions (big group, orientation and speaking sessions), according to the organization of sessions we provided in section 3.1.3.

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[32] Visit: https://moodle.com/about/ [last accessed: Dec 12 2023]
[33] The term 'open source' refers to something people can modify and share because its design is publicly accessible (https://moodle.com/about/open-source/, [last accessed Dec 30 2023]

The rest is asynchronous work in the platform. When setting asynchronous work in the platform, we consider everything that comes in the unit plan that does not need to be presented with the aid of the teacher, including material to boost and assess the teaching practice, motivate students, and support learning in general. In addition, Moodle offers various activities and resources that allow us to carry out different types of assessment in many ways. For example, for the final assessment, the online OSL divides between synchronous and asynchronous tests. That is to say, we have tests that student must do in a specific date at home, like right before the *Evaluación final de progreso* (explained in Chapter 1), or the compulsory ones for each unit, for which we use questionnaires to set time availability and time limit of their attempts, and of course, limit the number of attempts to students. We also have synchronous tests in which students connect to their speaking session, with their cameras on and muted and do their exams in the BB Class session with their group.

In proving Moodle's effectiveness to facilitate the teaching and assessment of AoS, we need to review the different activities and resources it includes. Now we will present them in order of relevance, that is, starting from the ones we use most or for more basic functions during synchronous sessions and providing a brief explanation of main functions and utilities. In the case of activities and resources in Moodle suggested for the assessment of the AoS (see section 5.3. further below).

5.3.1.1. Moodle and BB Class

Moodle allows users to add external tools to their Moodle virtual campus without having to log in a second time to the connecting site. To connect to the different sessions and exams, the online OSL uses the external tool BB Class. BB Class is a tool offered by BB Inc., a rather popular web-based platform for online learning. BB Inc. offers many apps for students, instructors and developers, *i.e.* SafeAssign, BB Class Learn App, or Predict, to monitor a student's probability of passing a course. It allows teachers to have synchronous sessions to meet students using a completely web-based interface. The idea was to choose an intuitive and effective tool to hold our different sessions. Teachers then create rooms in BB Class and students join with a link that is automatically provided once the teacher-moderator creates

the session. Once in the session, moderators[34] can share the AoS with the students and do and monitor the included activities with them.

Students join the session as attendees, and here sessions are set in such a way that students are participants or presenters in most cases, and teachers are moderators. Thus, functions such as group creation and session moderation are limited to teachers. The most used functions here are sharing content and breaking out groups.

5.3.1.2. H5P content

H5P is an abbreviation for HTML5 Package. It is a plugin that can be embedded to create interactive content like books, games, and quizzes on Moodle and has varied and useful functions. All content types are easily combinable, that is, they can be mixed to create tailored practice for students. For example, the interactive book or the branching AoS allows users to work on other H5P content types. In terms of scoring and tracking, all H5P content enables users to edit the scoring options, including type and timing. Translations options and help sections are also provided, with illustrative animations if needed. Finally, with metadata sections, users will be able to add licensing information about each specific activity, together with a comment section for students.

In my experience, the H5P interactive book is highly effective when it comes to gathering practice on one topic, or, in this case, build up an AoS using only one tool. I have selected H5P content for most of the AoS due to two of its main features: flexibility and manageability. The H5P content allows combining many different types of questions and embedding external context, which is key to provide the AoS with real-life input and turn learners into social agents with them being connected to a laptop at home. By the same token, all Moodle resources suggested in the charts are user-friendly, encourage active participation and could be considered low-risk to students, that is, they do not have to expose themselves as they would do face to face to participate because they have a variety of ways and tools to share their views without leaving their comfort zone.

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[34] Users can have different roles: moderators, presenters, or participants. Teachers usually have the role of moderators, since they have special functions, such as recording, sharing, grouping, and monitoring the sessions (www.help.blackboard.com). [Last accessed: October 7 2023]

Given their importance in online environments it is useful to look at different activities that can be embedded in the H5P Interactive Book.

5.3.1.2.1. H5P ACCORDION

The H5P Accordion tool allows us to present information grouped into different sections or categories. Its utility relies on optimizing visual space of the activity and avoiding overwhelming students with information they might not need to always see.

5.3.1.2.2. H5P INTERACTIVE VIDEO

Similar to the H5P Interactive Book, the H5P Interactive Video can also be embedded and, at the same time, welcomes a combination of different embedded questions, including question types like:

- Drag and drop into text. Missing words have to be dragged into gaps in a paragraph or text.
- Gapfill. Students need to type in the right answer.
- Mark the words. The user is to mark specific words in a text, following given instructions on which criteria to be used.
- Single-choice. Students need to select one correct answer per question.
- Multiple-choice. Students can select more than one correct answer per question.
- True or false. Students are given only two choices for an answer to this kind of question.

5.3.1.2.3. H5P SORT THE PARAGRAPHS

The H5P Sort the Paragraphs is a free content type for sorting texts and paragraphs. It is very easy to use since users only need to type or even paste in a list of paragraphs that will be randomized. For these reasons, we added this activity to the second scenario (see section 6.2.) to train how to streamline a text by working on cohesion and coherence ordering the paragraphs and discarding unnecessary ones.

5.3.1.2.4. H5P IMAGE CHOICE

The H5P Image Choice is a free content type that allows you to upload image choice questions together with some instructions or questions for students to select. A H5P Image Choice is added in AoS number 4 (see section 6.4.) for students to select examples of cultural appropriation and appreciation and outline a personal interpretation of the images (see Annex 2 in this PhD dissertation).

5.3.1.2.5. H5P Dialogue Cards

The Dialogue Cards enable users to create a set of cards with room for extra content on the other side of the cards. With them, in the AoS number 4 (see section 6.4.), the students discuss several types of cultural appropriation by providing extended definitions and explanations that draw on either previous knowledge, or any other behaviors that contribute to oppression, providing them with examples on the other side of the card only if they need them, just by turning them. They work with quotes and practice citing while making their point.

5.3.1.2.6. H5P Image slider

This free H5P-based tool allows users to create responsive imagine sliders with a full-screen mode to present visual content in an engaging way. In the case of mediation activities, this tool has proved to be really effective in enabling a more elaborate presentation of the task.

5.3.1.3. E-voting tool

Moodle's E-voting tools allow users to vote on any topic suggested. It gives the teacher information in real time about students' choices and preferences, and it captures the attention of large groups. It can be used to present and activate students' knowledge about any topic, as well as for both teaching and assessment. In this PhD dissertation, an E-voting tool is used in the AoS number 2 (see section 6.2.) to test students' prior knowledge on online auctions and to activate specific vocabulary related to online car auctions.

Tracking and assessment of students' answers is quite simple, since voting options are offered by the teacher and the students' product is just their vote, so there is no need to analyze and mark their text.

5.3.1.4. Uniform Resource Locator (URL)

Embedding links to a file, website or video in a textbox is one of the most used and useful Moodle's plug-ins. The fact that we can connect Moodle's platform to the real world by embedding URLs allows us to really put students in the right place to practice all mediation activities and strategies. In the AoS number two, for instance, I used it to add Chad Littlefield's *Talk your way into tomorrow* website (2023),[35] a kind of ChatGPT[36] for them to work on elaborating and providing examples by asking chat ChatGPT to explain in different ways how online auctions work and provide endless examples (see Annex 3 in this work). Also, this URL facilitated and enabled access to Littlefield's ChatGPT to let them try and understand how ChatGPT works. One URL we will find a lot in our AoS is the one to the website Genially,[37] where we create presentations for both synchronous and asynchronous work (mainly scaffolding).

Considering that we can embed URLs in Moodle, we have total freedom to use all external sources we want, which turns this one into one of the most used Moodle resources for teaching purposes.

5.3.1.5. Moodle's forums

Moodle's forums allow us to start discussions. It offers different types for students to interact with in the Moodle course. We just need to give a name a description, and then choose the type of forum, the rest has to do with limiting students' answers. Forum discussions can even be sent to the gradebook. I added a forum to the AoS number two (see section 6.2.) to train how to mediate concepts by collaborating to construct meaning (see Annex 4 in this work).

5.3.1.6. Moodle's Lightbox Gallery

The Lightbox Gallery allows users to show a combination of images in their Moodle course, which can be connected and labeled. Moodle's Lightbox Gallery can adapt to the teachers' needs for multiple purposes and, contrary to labels, the Moodle's Lightbox Gallery has no

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[35] https://weand.me/tomorrow/ [Last accessed Feb 17 2024]
[36] ChatGPT is a free-to-use AI system. GPT stands for Generative Pre-training Transformer (https://www.iotforall.com/what-does-gpt-stand-for, [Last accessed Feb 17 2024])
[37] Genially is an online tool that allows you to create interactive images, presentations, infographics, maps, quizzed, breakouts, portfolios and more. (https://elearningindustry.com/directory/elearning-software/genially, last accessed 17/02)

limit of pictures to be uploaded and it can be displayed. Once in lightbox mode, students can like, leave comments, and navigate through the gallery clicking the thumbnails. I used it in the AoS number three (see section 6.3.) to visualize stereotypes and facilitate the debate about Korean culture (see Annex 5 in this work).

5.3.1.7. Chat

The Chat activity enables users to have a real-time synchronous discussion in a Moodle course (see Annex 6). I added a chat activity to the AoS number three (see section 6.3.), where we expect students to get familiar with the different stages of culture shock to perform the scenario. Students support their experiences with the information about the stages provided by a graph. They are also encouraged to use more accurate vocabulary, so we facilitated the use of an interactive wheel of emotions.[38]

5.3.1.8. Questionnaires

This activity allows users to survey students for the purpose of gathering information. It can be used for diagnosing, formative and final assessment. Requiring some medium-advanced skills and some training or time to explore, we need to look at the questionnaire general editing options and then at questions administration. When edited correctly, questionnaires can be effective during asynchronous and synchronous assessment.

5.4. AoS assessment: Rubrics for mediation used in the OSLs

In Chapter 1 we introduced the assessment of linguistic mediation, revealing that the rubrics offered in official certification examinations in the OSLs have not proven to be the most effective way to teach students strategies to mediate (see especially section 1.2.4.). In Chapter 2 we discussed the effectiveness of the OSL assessment of linguistic mediation, acknowledging that these rubrics need to reflect all descriptors provided by the 2020 CEFR-CV updates (see section 2.3.2.). Thus, we agree on the need for new rubrics to assess linguistic mediation in the OSL.

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[38] https://www.6seconds.org/2022/03/13/plutchik-wheel-emotions/ last accessed 19/02.

Given there is a Commission in charge of designing these rubrics, the teachers at the OSL can only change the ones used for formative assessment and insist on modifications in the rubrics. However, here we provide an alternative as a contribution to implement more transparent criteria to assess linguistic mediation. This contribution results from and is supported by two key aspects: a) the need for more specific rubrics with illustrative descriptors included in the updates and changes to the 2001 CEFR text identified in section 3.5. above, and b) the data gathered with the questionnaire to teachers on their perceptions on the teaching and assessment of linguistic mediation (see section 4.3.). We will first briefly describe the official one used in PCEI examinations to then explain our proposal, which will include not only an alternative for the official rubric to assess mediation but also Moodle resources and activities to evaluate the AoS presented in the Chapter 6.

5.4.1. Analysis of the official rubrics used to assess mediation: Weak points

Table 5To address the myriad challenges concerning the effective assessment of linguistic mediation, we now offer a deeper analysis of the official rubrics provided for its assessment during PCEI examinations.

Table 5 shows an adaptation of the final summative assessment rubric contained in the curriculum mentioned in section 3.2., where one mainly sees the descriptors for assessing linguistic mediation; note that there is one for oral mediation and another for the written one.[39]

Capacidad mediadora	Adecuación a la tarea
• Hace accesible el texto fuente con seguridad, identificando matices y el trasfondo sociocultural o aspectos velados, adaptando la lengua con sofisticación haciéndolo más explícito a su interlocutor/a. • Transmite, con seguridad, y elocuencia información relevante incluyendo aspectos valorativos, trasfondo y sutilezas de forma precisa, y con un repertorio lingüístico flexible y sin limitaciones. *(only oral)*	• Desarrolla la tarea de forma eficaz y conceptualmente compleja transmitiendo con sofisticación el texto fuente, por lo que se ajusta sin limitaciones a las instrucciones. • Identifica de forma fiable y eficaz las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información compleja, aspectos valorativos y/o matices relevantes para él/ella. *(oral and written)*

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[39] See the original rubrics provided by the *DGFPEA* (see Annex 7 in this work).

Capacidad mediadora	Adecuación a la tarea
• Transmite información compleja, incluyendo aspectos valorativos, trasfondo y sutilezas de forma precisa y sofisticada en un texto eficaz, con estructura propia y con un repertorio lingüístico sin limitaciones. *(only written)*	
• Hace accesible el texto fuente de manera efectiva, explicando sutilezas, señalando implicaciones socioculturales, adaptando la lengua con detalle y haciendo que sea más explícito para su interlocutor/a. • Transmite, con seguridad, información compleja, los matices y el trasfondo, de forma cómoda y eficaz, sin restricciones y un repertorio lingüístico amplio y flexible. *(only oral)* • Transmite información completa, los matices y el trasfondo, con seguridad y eficacia, en un texto claro, bien estructurado y un repertorio lingüístico amplio y flexible. *(only written)*	• Desarrolla la tarea con precisión transmitiendo con comodidad el texto fuente, por lo que se ajusta de manera efectiva a las instrucciones. • Identifica de forma fiable las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información, argumentos complejos y/o matices relevantes para él/ella.
• Hace accesible el texto fuente de forma eficaz, parafraseando con precisión, explicando algunas sutilezas, anticipando malentendidos y haciendo que sea menos complejo para su interlocutor/a. • Transmite, con fluidez y espontaneidad, información relevante, con distinciones sutiles, y argumentos, sin esfuerzo y uso flexible de la lengua. *(only oral)*	• Desarrolla la tarea con eficacia transmitiendo con claridad el texto fuente, por lo que se ajusta sin esfuerzo a las instrucciones. • Identifica claramente las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información y/o argumentos complejos y relevantes para él/ella.

Table 5. Final summative assessment grid for linguistic mediation at the OSL. [Source: Self-elaboration]

The rubric in Table 5 is the OSL's interpretation of the assessment suggested by the CEFR (2001). There is a selection of descriptors appearing in the CEFR (2001) being translated into Spanish and squeezed into two main scales: a) capacidad mediadora –mediating skill, and b) adecuación a la tarea –task adequacy. Each of them includes different descriptors, but in the case of a) and in b) there are only two. In analyzing the descriptors provided in this official rubric for the C2 level of proficiency in mediation, we expected to find inconsistencies or weak aspects that can be improved (due to the results of the questionnaire, mainly). In doing so, we analyzed the different descriptors:

a) Mediating skill. It comprises three descriptors and it assesses: 1) Learners' ability to facilitate the information in the source text, identifying nuances, and the sociocultural background or implicit meanings. In doing so, the students' skill to adapt language is also evaluated; 2) Learners' ability to transmit confidently and with eloquence relevant information including evaluative aspects, background information in an accurate way, and with a wide and flexible linguistic repertoire; and 3) Learners' ability to communicate complex information including evaluative aspects, background information and subtleties in an accurate and sophisticated way in an effective text with their own structure and with a linguistic repertoire with no limitations.

b) Task adequacy. This scale consists of two descriptors: 1) The learner carries out the task in an effective and conceptually complex way, transmitting in an effective way the source text so adapts with no restrictions to the task instructions; and 2) The learner identifies in an effective and relying way the needs or obstacles impeding their interlocutor understand the source text, so they select complex information, evaluative aspects or relevant nuances for the interlocutor.

In general, not only is a certain redundancy found in the skills being assessed, but also lack of accuracy in their description. The illustrative scales available in the CEFR-CV (2020) are disguised in the descriptors in Table 4. More specifically, the weak aspects of the official rubrics can be summarized as follows:

- **Grading system.** From 1-5 marks, being 5 maximum per block. The descriptors belonging to band 5 are what they are supposed to do according to the translation of the descriptors in the Framework, and below there are adaptations with slight differences that reduce the effectiveness of the original descriptor for C2. This can be demotivating for students who are given a band 1 or 2, because being this a C2, the descriptor for band 1 has no problem at all in terms of fulfilling the task, so students do not really know what they did wrong.

- **Language it is given in (Spanish).** They are considered official and, therefore, centers are obliged to use them in Spanish. This can be confusing for students and teachers. Since these students do not count on self-assessment checklists or grids,

they tend to ignore most of the educational jargon, so using these grids in Spanish makes it even harder for them to understand and connect them to their performance. What we find here is a totally teacher-oriented assessment grid, which corresponds to the translation to Spanish of the overall descriptors for mediation.

- **Target descriptors.** It is important to try to understand on our own the connection between the former and the descriptor scales provided by the Framework for the different mediation activities and strategies. These descriptors supposedly correspond to the descriptors for strategies, but they do not mention which activities they are assessing. There is no distinction of descriptors assessing mediating texts, nor concepts nor communication. The same descriptors are given for written and oral performance, only changing the second of each band.

- **Sociocultural aspects.** Sociocultural aspects are mandatory there, but the tasks they provide for examinations do not provide so much room for that (see OSL PCEI model tasks in Annexes 8 & 9 in this work).

Of course, collaborative activities are not considered in these examinations, so some of the descriptors in this rubric are impossible to fulfill, since there is no feedback from the hearer in this case to make sure information is transmitted smoothly.

5.3.2. New rubric proposal to assess linguistic mediation

In this PhD dissertation, we present an alternative rubric to assess linguistic mediation for the C2 level of proficiency, focused on mediation strategies, and aimed to put a solution to the potential difficulties discussed in the previous section concerning the official rubrics. Our suggested changes in regard to the existing ones can be summarized into the six points below:

- Focus on mediation strategies rather than on students' linguistic competence.
- No division between written and oral mediation, so we assess students' ability to use mediation strategies, no matter if it is written or oral form.
- Mediation is not limited to individual practice, and thus all descriptors are welcome.
- Room for all mediation strategies to later limit the ones we assess per task.

- Encouraging grading of the descriptors. Students will know what we expect from them regarding mediation strategies at the target level but also what they are supposed to know already.

- Free from educational jargon. The language descriptors are described in the Framework is much more user-friendly than the ones in the rubrics currently used in the OSL.

Considering the aspects outlined above, Table 6 shows our rubric proposal to assess students' use of mediation strategies:[40]

Strategies		Illustrative Descriptors	Mark
Explaining a new concept	Linking to previous knowledge	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.	1.5
		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.	0.75
		Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	0.5
	Adapting language	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.	1.5
		Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their own field of specialization. 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. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.	0.75
		Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	0.5
	Breaking down complicated information	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.	1.5
		Can facilitate understanding of a complex issue by highlighting and categorizing the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.	0.75
		Can make a complicated issue easier to understand by presenting the components of the argument separately. Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	0.5
Strategies to simplify a text	Amplifying a dense text	Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.	1.5

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[40] In this PhD dissertation, they have been adapted for readability's sake. Find the original rubric in Moodle format in the Annex 7.

		Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. 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.	0.75
		Can make the content of a text on a subject in their fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments. Can make concepts on subjects in their fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.	0.5
	Streamlining a text	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.	1.5
		Can reorganize a complex source text in order to focus on the points of most relevance to the target audience.	0,75
		Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.	0,5

Table 6. Rubric's proposal to assess students' use of mediation strategies. [Source: Self-elaboration]

Table 6 includes the illustrative descriptors for the mediation strategies targeted at a C2 level, weighting the maximum score, and then descriptors for the same scale for previous levels: C1 and B2. The idea is to both assess and inform the student at which point he or she is now, and also clarify and show differences in performance in the same scale for different levels. Out of all the descriptors provided, teachers are to select a feasible number of them, to make sure students have the chance to coherently use those strategies in the scenario with a time limit. Apart from the rubrics, there are more tools in Moodle for formative assessment of the above-suggested AoS and linguistic mediation performance in general.

5.5. Assessing the AoS

Following the tenets of the action-oriented approach and the vision of language offered by the CEFR in the previous chapters, we provide a learner-oriented checklist made up from the descriptors targeted in the scenarios, using Moodle's checklist, on what the learner can do (using Alderson's functional distinction between scales of proficiency we explained in Chapter 2, see section 2.2.1.3.). This checklist can function for self-assessment or as a teacher observation checklist. Students can tick it themselves or it can be limited to teacher use. In

the following subsections, we will explain the options that these checklists offer and how to adapt them for the assessment of AoS.

5.5.1. Creating learner-oriented checklists

The different illustrative descriptors targeted in the scenario were easily added as items (appearing on top), which can be constantly updated, granting flexible teaching and assessment. The descriptors have been adapted and are free from educational jargon, still accurate, and are specific to the different scenarios (in this case, we show it for the AoS number 1, see section 6.2.). Links can also be added to the items to be opened in a new window if enabled. This is useful because sometimes students are not able to say whether they have fulfilled the item or not, so they can be redirected to the scenario or tool necessary to find out, like a quiz or effective demonstration (*e. g.* recorded performance).

Equally flexible in its editing options, Moodle's checklist allows users to import and export items, so descriptors can be saved in Moodle's question bank and used and shared by teachers administrating the Moodle campus.
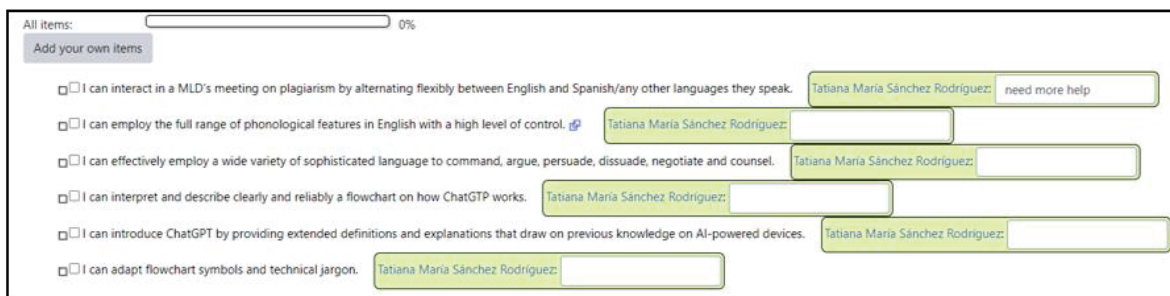
Figure 39. Students' view of the observation checklist. [Source: Self-elaboration]

Students can also add their own items while they see their own progress, which is highly enriching for the scenario and for scaffolding. This is key because according to Alderson's (2009) distinction, learners also should be able to say how well they perform in those scales; by having the chance to add their own items, learners can also register how well they did.

5.5.2. How to use Moodle checklists

As we mentioned before, both teachers and students can tick the items in Moodle's checklists. Students need to tick yes/no and have the chance to write comments for themselves or for the teachers (*e. g.* "I need more guidelines here").

However, there are certain functions limited to teachers' use, like viewing an overall and individual progress of students, as shown in Figure 40:
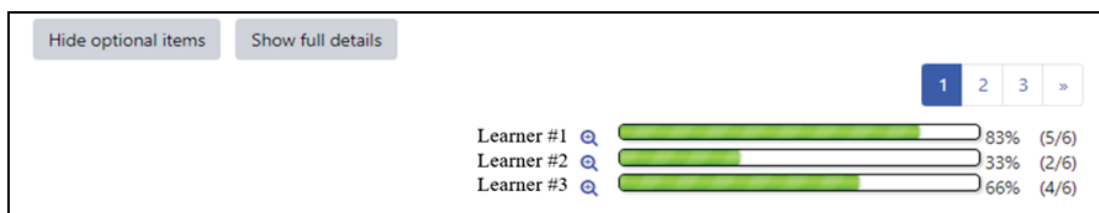
Figure 40. Teacher's view of Moodle's observation checklist. [Source: Self-elaboration]

The progress bars in green in Figure 40 show general percentages of descriptors achievements. They facilitate teacher's monitoring of the different scenarios during a long term and compare performances, gaining valuable information for general progress in their understanding of linguistic mediation. Once clicked in, it shows full detail of descriptors' achievements per student, as shown in Figure 41:

Figure 41. Moodle's observation checklist completed. [Source: Self-elaboration]

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This function offers a more accurate depiction of students' progress concerning the illustrative descriptors set for the task –stated on top in bold. It is also a rather simple process since the target descriptors are the ones corresponding to the target level of proficiency in mediation –a C2 level. Possibly one of Moodle's checklists' most convenient features is its flexibility in terms of modifying the descriptors and whether they have been achieved or not. This allows further revision of tasks and considerations, maybe not present at the time the task was elaborated. For example, during the performance of a mediation task, candidates can mobilize mediation strategies you had not expected for that specific task, still, worth being considered in the process of acquisition of the set of mediation strategies. Note that the toggle options, for both columns and rows, allow teachers to update answers (YES/NO).

CHAPTER 6

Action-oriented scenarios and linguistic mediation at the online OSL (III): Assessing effectiveness

6.1. Introduction

Before starting this chapter, it is important to mention that we intend to offer researchers, practitioners and readers in general just a few practical examples of the theoretical and conceptual discussion of Chapters 1, 2 and 3, and encourage further research in the field. Together with the questionnaire to teachers (see Chapter 5), the AoS, already introduced in Chapter 4, section 4.3.2., are used in this study to collate information about their understanding of linguistic mediation.

The focus upon which the AoS revolve around changes from only targeting the training of specific mediation strategies to also tackling weaknesses concerning the practical implementation of linguistic mediation in general. Scenarios are presented here in the order the illustrative scales for mediation strategies appear in the CEFR, except for the last ones; that is scenarios number 4 and 5. We will start each scenario providing a brief explanation of the mediation strategy targeted. In particular, scenario number 4 aims at putting a solution to two of the weaknesses pinpointed in the practical implementation of the linguistic mediation in the OSL: leaving room for creativity in mediating, and also highlighting sociocultural aspects (see section 3.4.3.). In this sense, dealing with phenomena that jeopardize cultural diversity turns fundamental, especially in the case of mastery levels of proficiency of the language. Finally, yet importantly, we will present scenario number 5, in which the focus is on presenting a task where the interaction is key.

6.2. AoS #1: Teaching how to explain a new concept

According to the CEFR-CV (2020, p. 118), linking to previous knowledge consists of three main sub strategies: a) posing questions to encourage people to activate prior knowledge; b) making comparisons and/or links between new and prior knowledge; and c) providing examples and definitions. The Framework offers illustrative descriptors for these strategies for almost all levels of proficiency; for example, a C2 user is expected to raise spontaneous

definitions of complex concepts that draw on previous knowledge (CEFR-CV, 2020, p. 118). In this scenario, we will focus on teaching students how to explain a new concept by linking to previous knowledge and adapting language. The descriptors for C2 level for the former strategies have been adapted to the context and situation generated in each scenario.

In this case, these strategies are to be applied to a specific activity to mediate texts; namely: explaining data in speech. This one is about describing graphic material on familiar topics (*e. g.* flow charts, weather charts), presenting trends in graphs, commenting on bar charts, and selecting and interpreting the salient, relevant points of empirical data presented graphically. As with the strategies, the Framework shows progression up the scale of descriptors.

1	Title: Can students use ChatGPT to complete their essays?
1.1. Overview. You teach English in the Modern Languages Department, and this last semester you have caught several examples of students using artificial-intelligence-driven language programs like ChatGPT to complete their essays and meet course deadlines. Most of your department colleagues at Modern languages do not even know how ChatGPT works so you kindly explain it to them using a flowchart you found on Zapier.com –a no-code automation company's website– at a round-table event at all languages work/coordination meeting (see Annex 10). Your aim is to discuss whether the use of ChatGPT is to be banned for student's tasks or not.	
1.2. Target learners: Secondary and primary teachers	
1.3. Languages • Main target language: English • Other language(s) involved: Various, depending on flowcharts technical vocabulary and students' plurilingual repertoires (Spanish mainly)	
1.4. CEFR level: C2	
1.5. Domain: Educational	
1.6. Plurilingual and pluricultural competence • Building on plurilingual repertoire: Can interact in a Modern Languages' Department meeting on plagiarism by alternating flexibly between English and Spanish, if necessary, explaining the different contributions made.	

1.7. Communicative language competences expressed through Can Do statements (HOW):
• Linguistic competence
  Phonological control: can employ the full range of phonological features in English with a high level of control –including prosodic features such as word and sentence stress, rhythm and intonation– so that the finer points of their message are clear and precise.
• Sociolinguistic competence
  Sociolinguistic appropriateness: can effectively employ a wide variety of sophisticated language to command, argue, persuade, dissuade, negotiate and counsel.	

1.8. Mediation activities expressed through Can Do statements (WHAT): - Mediating a text: explaining data in speech	

• Can interpret and describe clearly and reliably a flowchart on how ChatGPT works.[41]	
1.9. Mediation strategies expressed through Can Do statements (HOW): - To explain a new concept 　• Linking to previous knowledge: can introduce ChatGPT by providing extended definitions and explanations that draw on previous knowledge on AI-powered devices. 　• Adapting language: can adapt flowchart symbols and technical jargon in order to present the different steps of reinforcement learning in a register and degree of sophistication and detail appropriate to department staff.	
1.10. Moodle resources and activities 　• BB Class 　• H5P Interactive book including: 　　○ Text: to present the task 　　○ Accordion: to add the target descriptors 　　○ Image: to add the input 　　○ Interactive video: for students to identify the target mediation strategies being used to describe how ChatGPT works through popping up questions	

Table 7. Outline Action-oriented Scenario #1. [Source: Self-elaboration]

The context for the mediation task in this first scenario has been designed in such a way that it can be performed individually or in a group. All interlocutors would receive the same card to then hold a discussion on the topic or, on the contrary, one speaker discussing the issue on his/her own.

6.3. AoS #2: Teaching how to simplify a text

This time we bring our attention to strategies to simplify a text, more specifically by amplifying a dense text. According to the Framework, amplifying a dense text implies discarding any obstacle to understanding, by expanding key information by including helpful details, reasoning and explanatory comments, among others (CEFR-CV, 2020, p. 121). We have selected this strategy because it is one of the weakest aspects of the OSL, since students tend to do summaries of the text instead, as we already explained in section 3.2.2.

2	Title: Purchasing a used car
2.1. Overview: Your recently married friends are on the brink of purchasing a suspiciously cheap used Chevrolet Silverado through a customer-oriented online car auction, where you can bid on cards and other vehicles from the USA. They send you a screenshot of the vehicle details and bid information	

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[41] Note that the scales for mediating a text contain a reference to 'language A' and 'language B'. It is meant to be cross-linguistic mediation, but this mode is not on in the OSL, so we stick to communication within one target language (English) in this specific task (CEFR-CV, 2020, p. 250).

together with the sale information (see Annex 11) for you to tell them whether it is in good conditions and possible shipping expenses and asks if you have any idea of how online auctions work.
2.2. Target learners: Secondary and primary teachers
2.3. Languages • Main target language: English • Other language(s) involved: Various, depending on the invoice of car purchase's technical vocabulary and acronyms and students plurilingual repertoires
2.4. CEFR level: C2
2.5. Domain: occupational
2.6. Plurilingual and pluricultural competence expressed through Can Do statements (WHAT): • Plurilingual comprehension: can use their knowledge of contrasting genre conventions and textual patterns in Spanish and any other languages they might speak in order to support comprehension.

2.7. Communicative language competences expressed through Can Do statements (WHAT):
• Pragmatic competence
   - Propositional precision: can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of qualifying devices (*e.g.* adverbs expressing degree, clauses expressing limitations).
   - Can also give emphasis, differentiate and eliminate ambiguity.

2.8. Mediation activities - Mediating concepts: collaborating in a group • Collaborating to construct meaning: can summarize, evaluate and link the various contributions in order to facilitate agreement on a solution or a way forward.
2.9. Mediation strategies - To simplify a text: • Amplifying a dense text: can elucidate the information about online auctions by elaborating and providing examples.
2.10. Moodle resources and activities: • BB Class • E-voting:[42] to test students' prior knowledge on online auctions and to activate specific vocabulary related to online car auctions. • URL: to add Chad Littlefield's *Talk your way into tomorrow* website. ChatGPT for them to work on elaborating and providing examples by asking ChatGPT to explain in different ways how online auctions work and provide endless examples. • Forum: to train how to mediate concepts, collaborating to construct meaning.

Table 8. Action-oriented Scenario #2. [Source: Self-elaboration]

Table 8, the domain this time is occupational and, as in scenario 1, we thought of another real-life situation our students can encounter, purchasing a car. Students had to transmit information presented in a screenshot showing the vehicle details and shipping costs. For this

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[42] E-voting allows you to see students' answers and redirect and reshape your approach or materials in the scenario.

scenario, the collaboration of various interlocutors is needed, but it can be easily adapted to be performed individually.

6.4. AoS #3: Combining how to explain a new concept and to simplify a text

This time we will target mediating communication –facilitating pluricultural space– by asking students to mediate between speakers and guide a discussion effectively. The strategies to be used here are a combination of the former that is, a) to explain a new concept by breaking down complicated information this time, and b) streamlining the text to simplify it.

3	Title: Navigating (the) culture shock
3.1. Overview: You are now participating in the program Erasmus+ for teachers in Korea and you are finding it hard to navigate through the distress phase of culture shock. Encouraged by an Instagram's reel, you drag your British colleague to an expat counsellor to try to overcome culture shock. This Korean counsellor was an expat for 15 years in Spain and offers you a pamphlet with the different stages of culture shock for you to relate (see Annex 12). Express how you feel at this moment as an expat and help your friend interact, he is struggling with the language and ashamed to use the language in public. On top of that, he has not even heard of the term culture shock.	
3.2. Target learners: secondary and primary teachers.	
3.3. Languages • main target language: English. • other language(s) involved: various, depending on students' plurilingual repertoires.	
3.4. CEFR level: C2	
3.5. Domain: personal.	
3.6. Plurilingual and pluricultural competence expressed through CAN Do statements (What): • Building on pluricultural repertoire: can initiate and control their actions and forms of expression according to context, showing awareness of cultural differences between the Spanish and Korean cultures and making subtle adjustments in order to prevent and/or repair misunderstandings and cultural incidents.	
3.7. Communicative language competences expressed through CAN Do statements (What): • Pragmatic competence - Flexibility: can show great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity.	
3.8. Mediation activities Mediating communication: facilitating pluricultural space • Can mediate effectively and naturally between members of their own and other communities, taking account of sociocultural and sociolinguistic differences.	

	• Can guide a sensitive discussion effectively, identifying nuances and undercurrents of the process of culture shock and its different stages.
3.9. Mediation strategies	
To explain a new concept: • Breaking down complicated information: can facilitate understanding of the process of culture shock by explaining the relationship of the different stages to their own experience and encourage different ways of approaching it. To simplify a text: • Streamlining a text: can redraft the infographic, improving coherence, cohesion, and the flow of the argument, while removing sections unnecessary for its purpose.	
3.10. Moodle resources and activities	
• BB Class. • Lightbox gallery: To visualize stereotypes and facilitate debate between Korean culture. • H5P Sort the paragraphs: To train how to streamline a text by working on cohesion and coherence ordering the paragraphs and also discarding unnecessary ones. • Chat: using an <u>interactive wheel of emotions</u>, students support their experiences to explain the graph with more precise vocabulary, helping them redraft the graph.	

Table 9. Action-oriented Scenario #3. [Source: Self-elaboration]

This scenario provides students with the opportunity to mediate mediation and work on how to facilitate a pluricultural space. This activity of mediation is rarely trained during the course due to the limitations we have pointed out concerning the delay in integrating the updates and changes of the CEFR 2001.

6.5. AoS #4: Focusing on creativity and sociocultural aspects

We considered it of paramount importance to provide also a scenario that highlights the discussion of sociocultural aspects bringing those to the focus.

Table 10 offers practice in mediating a text by expressing a personal response to creative texts with views to provide room for creativity and openness. Thus, there is meant to be a synergy between the learners' plurilingual and pluricultural competences, and their ability to explain a new concept by linking it to previous/prior knowledge.

4	Title: From cultural appropriation to cultural appreciation
4.1.	**Overview:** you and some friends have just watched Cameron's long-awaited sequel, "Avatar: The way of water" and although this is sci-fi, you cannot help but identifying Black and Indigenous cultures being portrayed. However, very few —if not none of— the actors are actually white. You start thinking of how fiction often draws upon reality and a debate arises. Use examples of cultures being wrongly or

deceptively represented in movies, novels, shows, etc. through questionable scenes, cast selection, or even themes to prove your point. Think also of cultural appropriation in the language, for example the adoption of iconography of another culture. Think of different forms of cultural appropriation and express a personal response. Use the passage of the article provided to help you gather ideas (see annex 13).
4.2. Target learners: secondary and primary teachers
4.3. Languages   - main target language: English   - other language(s) involved: various, depending on the papers' technical vocabulary and students plurilingual repertoires
4.4. CEFR level: C2
4.5. Domain: personal
4.6. Plurilingual and pluricultural competence expressed through CAN Do statements (What):   Plurilingual comprehension: can use their knowledge of contrasting genre conventions and textual patterns in the languages used in the movie and its roots in different real-life culture in order to identify language cultural appropriation in movies.
4.7. Communicative language competences expressed through Can Do statements (HOW):   - Linguistic competence General linguistic range: can exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity. No signs of having to restrict what they want to say.   - Pragmatic Turn-taking: can select a suitable phrase from a readily available range of discourse functions to preface their remarks appropriately in order to get the floor, or to gain time and keep the floor while thinking.
4.8. Mediation activities Mediating a text: expressing a personal response to creative texts (no descriptors available for C2, see C1 below).   - Can describe in detail a personal interpretation of a film/show, outlining their reactions to certain features and explaining in which form cultural appropriation takes place.   - Can outline a personal interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
4.9. Mediation strategies To explain a new concept: Linking to previous knowledge: can introduce different types of cultural appropriation by providing extended definitions and explanations that draw on previous knowledge on any other behaviors that contribute to oppression, like blackfacing (in this case blue facing)…
4.10. Moodle resources and activities   - BB Class   - H5P Image choice: students select examples of cultural appropriation and appreciation and outline a personal interpretation of the images.   - Dialogue cards: students discuss different types of cultural appropriation by providing extended definitions and explanations that draw on previous knowledge on any other behaviors that contribute to oppression. They work with quotes and practice citing while making their point.

•	Chat: students are encouraged to use their knowledge of contrasting genre conventions and textual patterns in the languages used in the movie and its roots in different real-life culture in order to identify language cultural appropriation in movies.

Table 10. Action-oriented Scenario #4. [Source: Self-elaboration]

The context of scenario number 4 became especially relevant since the debate around cultural appropriation and how to avoid it is key in promoting linguistic diversity, one of the main cornerstones of the CEFR's aims. In doing so, teaching students how to go through processes or phenomena that occur when trying to promote linguistic diversity can be very useful. In this vein, cultural appropriation can have negative impacts on cultural diversity as it involves the borrowing or adoption of elements form one culture by another without permission, often leading to misrepresentation, misuse, and theft of cultural heritage (Gertner, 2019).

6.6. AoS #5: Practicing an interaction-based scenario

To finish our proposal for AoS, we will now offer an interaction-based scenario with differentiated cards for student A (see Table 11) and B (Table 12). So far, the scenarios presented are meant to be done individually or in pairs, and to be adapted for the target purpose, but in this one we wanted to exemplify how combining instructions for both candidates would be so both can have an even participation in the task.

5A	**Title:** A call-to action video (student A)
5.1.	**Overview:** Your friend wants to make a call-to-action video to explain to neighbors the need to preserve local business in your area. S/he has thought of storytelling, and already has the script and storyboard. S/he has no idea whatsoever of how to record it, but s/he insisted it needs to embrace local culture and leave a lasting impression on viewers. You found this information about camera shots and angles used in the cinema industry and decide to give him/her some ideas (see Annex 14).
5.2.	**Target learners:** secondary and primary teachers
5.3.	**Languages** main target language: English. other language(s) involved: various, depending on the papers' technical vocabulary and students plurilingual repertoires.
5.4.	**CEFR level:** C2
5.5.	**Domain:** personal
5.6.	**Plurilingual and Pluricultural competence** expressed through CAN Do statements (What): • Plurilingual comprehension: Can use their knowledge of contrasting genre conventions and textual patterns in languages in their plurilingual repertoire in order to support comprehension.
5.7.	**Communicative language competences** expressed through Can Do statements (HOW):

	• Linguistic competence: Pragmatic: Flexibility

5.8.	**Mediation activities**

Mediating a text: expressing a personal response to creative texts (no descriptors available for C2, see C1)

- Can describe in detail a personal interpretation of a work, outlining their reactions to certain features and explaining their significance.
- Can outline a personal interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.

5.9.	**Mediation strategies**

To explain a new concept:
- Linking to previous knowledge: Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.
- Adapting language: 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.

5.10.	**Moodle resources and activities**

- BB Class.
- H5P Image choice: students select examples of cultural appropriation and appreciation and outline a personal interpretation of the images.
- Dialogue cards: students discuss different types of cultural appropriation by providing extended definitions and explanations that draw on previous knowledge on any other behaviors that contribute to oppression. They work with quotes and practice citing while making their point.
- Chat: students are encouraged to use their knowledge of contrasting genre conventions and textual patterns in the languages used in the movie and its roots in different real-life culture in order to identify language cultural appropriation in movies.
- H5P: Scaffolding scenario 5: video tool, drag and drop, dialogue cards.

Table 11. Action-oriented Scenario #5, Student A. [Source: Self-elaboration]

5B	**Title:** A call-to action video (student B)
5.1. Overview: You are making a call-to-action video to raise awareness of the need to preserve local business in your area. Storytelling is what you have decided to do, and already have the script and storyboard. However, you ask a friend for help to record the entire thing, but you need to explain to him exactly how you want to be or which aspects you want to be highlighted. Using your notes (see Annex 15)	
5.2. , talk to him and explain what you want and what you need.	
5.3. Target learners: secondary and primary teachers	
5.4. Languages:	
main target language: English. other language(s) involved: various, depending on the papers' technical vocabulary and students plurilingual repertoires.	
5.5. CEFR level: C2	
5.6. Domain: personal	

5.7. Plurilingual and Pluricultural competence expressed through CAN Do statements (What):   • Plurilingual comprehension: Plurilingual comprehension: Can use their knowledge of contrasting genre conventions and textual patterns in languages in their plurilingual repertoire in order to support comprehension.
5.8. Communicative language competences expressed through Can Do statements (HOW):   Linguistic competence: Pragmatic: Flexibility
5.9. Mediation activities: Mediating a text: expressing a personal response to creative texts (no descriptors available for C2, see C1):   • Can describe in detail a personal interpretation of a work, outlining their reactions to certain features and explaining their significance.   • Can outline a personal interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.
5.10. Mediation strategies   To simplify a text: • Amplifying a dense text: Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.   • Streamlining a text: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.
5.10. Moodle resources and activities
• BB Class.   • H5P Image choice: students select examples of cultural appropriation and appreciation and outline a personal interpretation of the images.   • Dialogue cards: students discuss different types of cultural appropriation by providing extended definitions and explanations that draw on previous knowledge on any other behaviors that contribute to oppression. They work with quotes and practice citing while making their point.   • Chat: students are encouraged to use their knowledge of contrasting genre conventions and textual patterns in the languages used in the movie and its roots in different real-life culture in order to identify language cultural appropriation in movies.   • Grammar for speaking: students work on grammar structures they can use to train their mediation strategies.

Table 12. Action-oriented Scenario #5, Student B. [Source: Self-elaboration]

Our intention in being flexible towards the individual or collaborative performance of the scenarios was to offer practitioners teaching mediation in the OSL a solution to have scenarios than can be used for training being collaborative, on the one hand, and combine them with scenarios to be done individually to train for PCEI examinations in the OSL, on the other.

Concerning the assessment of the AoS presented above, in Chapter 7 we will provide not only observations on students' performances, but also the assessment of some of them using the rubrics suggested in section 5.3.2.

CHAPTER 7

Action-oriented scenarios and linguistic mediation at the online OSL (IV): Analysis of students' use of mediation strategies

7.1. Introduction

We began Chapter 6 by highlighting the key tenets of AoS to teach linguistic mediation in the OSLs and concluded it having shared five practical examples of AoS (see Tables 8-12). Now, in this chapter, we are sharing/describing some of the students' performances in the AoS previously presented while optimizing Moodle resources and activities to enhance the teaching and assessment of mediation strategies (see Chapter 5, especially sections 5.2.1. and 5.3.2.).

Before getting to that point, we need to recapitulate first on the information we gave to our students and what we are asking them to do. We then are focusing on the results obtained from two of the AoS −AoS number 1 and AoS number 5− so we can analyze and study them and gain a more accurate insight to assess the results.

Having discussed the AoA in section 3.4.2., we aimed at putting together everything discussed in Chapters 1 and 2 to teach mediation strategies to our students. The challenge was to overcome some of the difficulties expressed in section 3.2.2. of Chapter 3, which could be very broadly grouped into: a) poor attempts in interpreting the scales for mediation strategies, and b) a concerning gap in research and materials in the field.

Among all the different AoS we shared in Chapter 6, we decided to bring the focus into two particular scenarios, namely: numbers one and five. While the AoS number one was specifically designed to be done individually, the AoS number five was designed to be done in pairs. This way, we can show how students perform their mediation strategies when it is a monologue and when it is an interaction, helping us see which positive or negative aspects both modalities have when teaching/learning linguistic mediation.

The reasons that led us to choose the former two scenarios are varied. In the case of the AoS number one, the need to share an example of a monologue to be loyal to the modality used in the OSLs, and in the case of scenario number five for two main reasons: a) the context has the potential to be designed as an interaction, and b) it offers the chance to exploit all

scales for mediation, and some of them can only be done if there is another speaker to interact with. Besides, another important reason to choose the AoS number five was the fact that students had enough time to get familiar with the procedure, the labelling in the previous four different scenarios, the different course tasks, and the platform.

7.2. Students' performances in Aos #1: Can students use ChatGPT to complete their essays?

7.2.1. Requisites: Task and descriptors

In this section, we will analyze scenario number one and start by recapitulating on the main requisites for C2 students and the descriptors we will assess them on. As we already explained, the scenario number one was designed to be done individually, following the monologue-based type of performance in the OSLs uses in linguistic mediation tests. Students had to mediate a text, this time an infographic (see Annex 10 in this work), to explain what Chat-GPT is and whether its use for academic papers at your home faculty is to be banned or not.

The domain is educational and, to mediate the source text, they had to explain data out loud, and the mediation strategies set for the task were the ones to explain a new concept, that is, linking to previous/prior knowledge and adapting language.

7.2.2. Scaffolding: Teaching needs

The sources consulted in section 3.4.2.2. introduced scaffolding as an instructional relationship between adult and child to solve a certain problem (Wood et al., 1976), and were compared it to Vygotsky's (1978) zone of proximal development in the sense that there is one person assisting others when solving a problem. In that respect we defined scaffolding as including different forms of help or adaptation, such as adapting task length and putting language in meaningful contexts, but also adapting to our students' interests, as established by Walqui (2006). Thus, the following sections will look at aspects of the AoS under consideration for which students may need scaffolding. These aspects will seek to support the acquisition of those mediation strategies targeted in each of the scenarios presented in Chapter 6. In the case of scenario number 1, we will present different Moodle resources and

activities that can be used to enhance the acquisition of the different mediation strategies to be able to explain a new concept in the tests.

7.2.2.1. Proposal to scaffold strategies to explain a new concept in AoS #1

Considering the relevance of scaffolding in teaching and learning a new language, we prepared a set of activities to help students learn how to explain a new concept in this specific scenario and domain: the educational one.

The Moodle activity we decided to use in this scenario was Moodle H5P tool, particularly a H5P interactive book and a H5P interactive video. With the former, we added different types of activities that we will present below.

Consisting of two different chapters, our interactive book starts with an accordion in chapter 1 to provide students with an adapted version of the descriptors for the mediation strategies to explain a new concept. That is to say, they have at hand an exact description adapted to this scenario in particular for them to fully understand the descriptor, to make it more specific to the task and avoid ignoring what the descriptor really says due to educational jargon or too general examples (see Annex 16 in this work).

Once students know they are learning how to link to previous knowledge and adapt their language, we show practical examples and guide them into analyzing why they are that effective. To do so, we use the Moodle H5P interactive video tool, which allows us to insert miscellaneous types of questions in external videos embedded in the H5P.

The H5P interactive video (see Annex 17 in this work) was part of the students' asynchronous work on the platform. It belongs to a YouTube channel set of videos where experts explain one concept into five different levels of difficulty. We estimated this practice to last for approximately one hour, since we always time the amount of asynchronous work the students do on the platform to meet the unit plan timing.

This H5P interactive video included several embedded questions to target different aspects of the target mediating strategies. These activities are grouped into types of questions, which are explained in more detail:

- **Mark the words** (one activity). Here we wanted students to think of the intonation and stress Professor Ramanathan places on some of the words to redirect the attention of the listener, so an activity for students to mark the words where he places the stress was included (see Annex 18 in this work).

- **Fill in the gap(s)** (three activities). We used this type of question on three occasions: 1) In his explanation to the graduate student, Professor Ramanathan provides a clear definition for quantum sensing, so we asked students to rephrase the information using a given grammar structure. The objective was to show and train them on how to adapt the language by modifying syntax; by forcing them to rephrase the source text using a specific and given grammar structure, we showed one way to adapt their language (see Annex 19 in this work); 2) We considered of highest importance to add enough practice for students to deal with different ways of using the grammar items we work on throughout the course to adapt their language while explaining a new concept. We also added an exercise for them to find the words for definitions of scientific vocabulary used by Professor Ramanathan to encourage the use of varied and accurate lexis while adapting their language (see Annex 20 in this work). By assisting our students in mastering how to define scientific terms, we facilitated the acquisition of both mediation strategies for explaining a new concept: linking to previous knowledge and adapting language, which, in the case of a C2 level student, implies introducing complex concepts (*e. g.* scientific notions) by providing extended definitions and explanations that draw on (the) prior (relevant) knowledge. The difficulty in the language that is being adapted gradually increases as it moves on to a higher level of expertise of the audience. At this point, Professor Ramanathan is talking to a colleague, that is, he is linking to previous knowledge and adapting for someone, so our questions for students to acquire these mediation strategies increase. On this occasion, it is very important to remember that this scaffolding practice is being done in an asynchronous way, so while maintaining the difficulty we need to think of guided activities that are effective for our purposes.

- **Drag-and-drop** (one activity). After having practiced how to modify syntax with that fill-in-the-gap exercise, we moved on to how to modify lexis to adapt their language so that the message is effectively transmitted considering the audience's

shared knowledge and profile(s). We selected a drag-and-drop type of question for the purpose (see Annex 21 in this work).

- **Single-choice** (two activities). We added two activities of this type in the scaffolding of the AoS number 1. The first consisted in adding a single-choice question to this interactive video to work on how to link to previous knowledge. In this case, we compared the new concept to different topics the audience could know, such as x-rays, and Magnetic Resonance Imaging (MRI) (see Annex 22 in this work). The second was a single-choice exercise to identify specific grammar structures in Professor Ramanathan's explanation to an expert, consisting of participle clause, cleft sentence or introductory it. The three of them belong to the target level of proficiency (C2) (see Annex 23 in this work).

- **Long answer**. We also added more general and open questions after these first guided ones, to start giving students some autonomy in adapting their language and linking to previous knowledge (see Annex 24 in this work). These questions are for students to reflect on them and elaborate their own answer counting on the information given by Professor Ramanathan, linking to previous knowledge and adapting their language displaying the techniques shown in the questions embedded in the H5P interactive video. This can then be done as a form of brainstorming in a synchronous way when explaining the task in the AoS number 1 during the speaking session. One of the hardest challenges non-native speakers face in their attempts to exploit their linguistic competence, especially linguistic complexity, is using new grammar structures in the target language to talk about new concepts or ideas (Green-Reynolds, 2016).

- **True/False** (two activities). First, we opted then for a true/false question (see Annex 25 in this work) to check on students' understanding of the information. True or false type of questions are one of the most guided ones, and there is very little room for error. According to Lake (2015), true or false questions are not effective enough for student assessment since they test the "most basic level of knowledge", and only test their ability to "recognize a fact as familiar" (para. 1-2). However, he identifies them as "the easiest question format on which to guess correctly" (Lake, 2015, para. 1-2). All this makes true or false questions not only "easy to create, administer and grade"

but also "non-threatening due to a lack of mental challenge and a high chance of success" (Lake, 2015, para.1-2). Therefore, to match the increasing level of difficulty when linking to previous knowledge and adapting language when mediating for a colleague, true or false questions are a non-threatening way that enhances and boosts students' engagement. Secondly, we added one more true/false question, this time using a noun clause starting with a *wh*-word, so we both check how Professor Ramanathan has adapted his language in terms of syntax (see Annex 26 in this work).

After this exhaustive scaffolding for the AoS number one, where students had previously done this at home in an asynchronous way, we had a synchronous session to perform the scenario using the external tool BB Class.

7.2.3. Sample student performance and answer

In this section, we seek to display in the clearest way possible students' reaction to our AoS number 1. We have decided to consider the following criteria:

- *Learner's linguistic profile*. The performance we selected to be analyzed in this scenario is from a student who started the course in a very comfortable position. However, this student had zero to no knowledge of mediation since it is his first year in the OSL, which is a curious case since at a C2 level students are very likely to have studied the rest of the previous years in the same center. This student reported having studied and worked abroad for several years but had never really studied English outside school.
- *Learner's digital skills*. This student finds it easy to follow the sessions and has successfully completed asynchronous work before.

As a reference point, we reproduce the transcript of his monologue in Table 13 below, which took approximately 3 minutes, so we can analyze it in section 7.2.4.1.

Good morning to everyone and thank you all for joining this meeting. I am pleased 1
you could all find the time to attend this extraordinary meeting and to read the attached
flowchart I shared with you on Drive.

Look, I know we are all concerned with plagiarism at this point, I honestly have
been thinking and thinking… and yet it keeps on my nerves. Having taught English in 5
this department for more than 5 years now, I reckon the fact it's time we face the music,
and, you know, do something about it! With this in mind, I've gathered you all here
today.

Whether you already know about different methods students use to cheat on papers,
it's time we do some research and find out about the cutting-edge technology for 10
cheating: ChatGPT Chat GPT.

Please grab and have a look at the flowchart I sent you last week (pause) This
flowchart explains how ChatGPT works, and I think it's important to understand first
what it is so then we can decide on whether we allow students to use it or not. Is that
okay with you all? (pause) Well, so there we go! 15

So…according to this flowchart, which by the way I found while reading a very
interesting article called 'Mind the Hallucination Effect: How AI Platforms like
ChatGPT Can Generate Misleading Content', there are different stepts involved:

So, were I the student, I'd need to introduce something like an initial idea, which is
analyzed by this chat to give me a response. Like social media, Facebook, Instagram, 20
ChatGPT chat gpt uses its algorithms to give me a response.

I once read about something called 'deep learning' in one of my Monday sessions
and it is simply amazing how you can literally teach computers what you want them to
know at a simple scale which is later amplified and expanded with literally no limits.
So imagine I want to teach my smartphone how to recognize my face to unlock my 25
phone. I first need to let my phone scan my face in different positions so it can recognize
patterns and then unlock my phone whenever I look at the camera. It is as if the
computer learned from you to then help you do staff that humans can't simply do, either
cause it would be too much work or simply endless.

So, what ChatGPT does is to search in its database of information relevant 30
information connected to what I type in. How? Well, by identifying key words and stuff.

Now, what really worries me is the part in which ChatGPT does generate a
grammatically Correct and contextually relevant answer. There is something called
natural language processing, which is what machines use to do this. So here is where
we have to like reflect and come to an agreement. Is it legit for students attempting at 35
developing their linguistic competence to ask a machine to do the work for them? What
do you guys think?

I honestly don't know if there is such a big difference between ChatGPT and other
resources students are already allowed to use, such as Grammarly or other self-
correction tools. Now, the way I see it, ChatGPT goes a step further, and it is our duty 40
as members of the modern languages department to put an end to this situation.

Feel free to share any comments or add any details in the meeting report if you wish.
That being said, I hope we can meet again in a couple of days to reconsider the editorial
choice for the department.

Thank you all for being here. Have a lovely day! 45

Table 13. Transcript of selected students' monologue. [Source: Self-elaboration].

7.2.4. Assessment

With views on assessing the answers in Table 13, the following two subsections will provide a detailed evaluation of the student's performance looking at specific examples to be discussed. In addition, the second subsection will grade it by using the rubrics suggested in this PhD dissertation to assess linguistic mediation performances (see section 5.3.2.).

7.2.4.1. Use of mediation strategies

As advanced, the student performing in the AoS number one was expected to use two of the mediation strategies to explain a new concept. Here, ChatGPT was the main concept to be explained, but there were also some other key terms to understand the main one, such as 'deep learning' or 'natural language processing'.

The adapted descriptors for the use of the target mediation strategies in this particular AoS include the one below:

- Linking to previous knowledge: Can introduce ChatGPT by providing extended definitions and explanations that draw on previous knowledge on AI-powered devices.
- Adapting language: Can adapt flowchart symbols and technical jargon in order to present the different steps of reinforcement learning in a register and degree of sophistication and detail appropriate to department staff.

With this in mind, we have selected a few examples from the student's monologic performance (reproduced in Table 13) where she tries to link to previous knowledge (first descriptor).

First of all, by providing a simple comparison (example [1]), the student manages to draw on previous knowledge on AI-powered devices, since most members in the department will know about Facebook given their age group or Instagram. By the same token, she provides more connections to previous knowledge:

[1] … Like social media, Facebook, Instagram, ChatGPT uses its algorithms to give me a response. (lines 20-21)

Then, in explaining 'deep learning' (example [2]), this student describes how your smartphone –something everyone owns and understands nowadays– uses facial recognition and how you set it. By exemplifying a common scientific process to everyone, she manages to explain this new complex one as follows:

[2] … So imagine I want to teach my smartphone how to recognize my face to unlock my phone. I first need to let my phone scan my face in different positions so it can recognize patterns and then unlock my phone whenever I look at the camera. (lines 25-27)

On the other hand, we now look for examples in which the student adapts his language, grammar or vocabulary (second descriptor), and whether she deploys any of the grammar items or techniques we trained during the scaffolding. In the example [3], this student uses an inversion in the second conditional to position the view on the students' side:

[3] … So, were I the student, I'd need to introduce something like an initial idea, which is analyzed by this chat to give me a response. (lines 19–20)

In example [4], we see how the student tries to redirect the attention of the audience by fronting the most important part of the information with a pseudo-cleft sentence:

[4] … So, what ChatGPT does is to search in its database of information relevant information connected to what I type in. (lines 30–31)

Another example of the use of a pseudo-cleft sentence to redirect the attention is the following:

[5] Now, what really worries me is the part in which ChatGPT does generate a grammatically correct and contextually relevant answer (lines 32-33)

We can observe that this student has managed to boost his linguistic competence to be able to effectively draw on previous knowledge and adapt his language to engage the audience. Likewise, she succeeded in redirecting (their) attention to the new concepts to be explained and the main one to be transmitted from the source text.

However, one aspect of this student's performance that could be improved is register and tone. The register used is not specifically formal nor neutral, given the audience he is

addressing. He is at work, not talking to friends, so something this student could have improved is the level of formality when supporting his ideas or explaining new concepts by providing a scientific-based definition, as in [6] below:

[6] I once read about something called 'deep learning' in one of my Monday sessions and it is simply amazing how you can literally teach computers what you want them to know at a simple scale which is later amplified and expanded with literally no limits. (lines 22–24)

To upgrade the level of formality and be more academic in tone, he could have used an introductory it or simply refer to group opinions, for instance.

7.2.4.2. Grading students' use of mediation strategies

To evaluate/assess how students used mediation strategies, we applied the rubrics we suggested in section 5.3.2., but adapted to only target two of the mediation strategies to explain a new concept, as shown in Table 14.

Explaining a new concept	Linking to previous knowledge	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.	3
		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.	2
		Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	1
	Adapting language	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.	3
		Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their own field of specialization. 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. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.	2
		Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	1

Table 14. Assessment rubric for linguistic mediation for student's performing AoS #1. [Source: Self-elaboration]

As we commented in section 3.7.2. in Chapter 3, erasing the idea that this mediation strategy is simply about summarizing was not an easy task. Nevertheless, and after having studied this case, we can actually state that, with an effective and intense scaffolding, being this synchronous or asynchronous way, it is possible to activate students' mediation strategies to link to previous knowledge and adapt their language.

7.3. Students' performances in Aos #5

Having analyzed one of the performances obtained from AoS number 1, we now aim at analyzing an interaction-based scenario, and we will see two different pairs of students to add variety in linguistic profiles and, therefore, obtain a more valuable insight.

7.3.1. Requisites: Task and descriptors

Student A needs to mediate a text for a friend who needs that information to create a call-to-action video. This text is actually a display of different camera angles and shots (see Annex 18 in this work). Student A then needs to describe in detail the different angles and the effects they can have on viewers. Student A is also in charge of helping Student B channel certain emotions towards the preservation of the area though the camera angles and shots used, so they also need to outline a personal interpretation of the work being created. Student B was the one wanting to create the video and transmit to Student A the main aspects to be dealt with in the call-to-action video by outlining some notes (see Annex 15 in this work).

As we already explained in Chapter 6 when we first presented scenario number five, Student B will focus on how to simplify a text while Student A is expected to be explaining new concepts with their input.

7.3.2. Scaffolding: Teaching needs

Before the presentation of the AoS number 5, students had to first go through different preparatory activities such as practicing ways to explain a new concept and to simplify a text. In this case, we mainly counted on Moodle's H5P content and embedded different types of activities. The scaffolding for this scenario combined asynchronous and asynchronous work for students, as explained in the following subsections.

7.3.2.1. Proposal to scaffold strategies to explain a new concept

In the case of Student A, we started with an H5P to work on different strategies to explain a new concept. In the first chapter, we added an introductory video to highlight the relevance of providing clear definitions in discussions. In the video, Professor Donald Hoffman, expert in cognitive science, explained that "if we really want to have an intelligent and informative and helpful discussion, we need to make sure that we are using terms in a well-defined way, that other people understand" (0:39-0:55 min.). This practice was set as autonomous work, so students could calmly and comfortably analyze definitions in discussions at their own pace.

Using the same H5P, and in the same chapter, we designed a short follow-up activity to be done in a synchronous way during our speaking session. It consisted of the three parts a definition should have, according to Purdue's University website (see Annex 27 in this work). Students had to read three different examples and identify those parts in them in a drag-the-words exercise (see Annex 28 in this work).

Considering the practical administration of these exercises during the synchronous session, in which students are divided into smaller groups, we had to find a way to allow them to share their screens while working with their groups. To do so, we turned participants in the blackboard session into presenters, so they could enable the function of sharing content to share the H5P in their own Moodle courses to display it for their groups and be able to follow the exercise easily. Besides, also to be done in groups during our synchronous session, we added a new exercise to our H5P: Moodle's dialogue cards to continue practicing on clear definitions (see Annex 29 in this work). The words in the cards are words appearing on their input in scenario number five.

Now, if we go back to the descriptor for linking to previous knowledge for a C2 level of proficiency learner, it is not only about providing clear definitions but also making connections and assumptions on what the other person may know about the new concept you are trying to explain. We thought of a brainstorming where students shared silently the first thing that came to their minds when hearing the words presented on a list to help them train this part. After a couple of minutes, they show their cards and we compare answers, explaining why they have written those words and what the connection is.

In the case of adapting language, a different chapter in the H5P was created. Students at this level of proficiency are meant to adapt the language of a very wide range of texts to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned. Here we work on grammar, syntax and lexis, so we designed different activities for this purpose. Most of them to be done in an asynchronous way, to let students reflect on their answers.

According to the Framework, at this level of proficiency, students are expected to "show great flexibility in reformulating ideas in differing linguistic forms to give emphasis, differentiate according to the situation, interlocutor, etc. and to eliminate ambiguity" (CEFR-CV, 2020, p. 138). Therefore, for this activity, we asked students to rephrase some ideas and bring the focus of attention to certain parts in the sentence, some nuances. To do so, students had to use varied grammar structures, specially fronting and cleft sentences. The activity selected was a fill-in-the-gap activity (see Annex 30 in this work), which was added within a new chapter of the H5P. The aim was to show students clear examples on how to use grammar with a purpose, not just because they must accomplish a rubric but because they want to highlight nuances in their messages.

The next strategy students need to work on to explain a new concept is breaking down complicated information. One of the most common mistakes when teaching/learning this strategy, according to our experience, is understanding it as breaking down information within a text rather than breaking down information about a complex term. So, during our sessions in a synchronous way, we first explained this to students. We held this debate in the main room, with all students together, to be able to monitor and redirect it. Having clarified this, we now move on to a rather guided practice, as shown in Annex 32 in this work. Using a multiple-choice activity, we asked students to select a) what aspects are necessary to understand the concept, b) which are parts or features of it, or c) which others need to be considered in relation to the complex concept we are trying to explain. This part was done in small groups, for fear that students would feel under pressure if the teacher was hearing their answers. To compensate for the lack of teacher's surveillance and guidance, we enabled automatic feedback in this specific exercise. The idea was to give students some freedom to explore their answers with their peers, while divided into groups. Note that while students

are working into small groups and, therefore, sent to different rooms inside the same session, the teacher can only enter one small group at once, leaving the rest of the small groups 'unattended'.

By providing automatic feedback, we can compensate for the lack of monitoring while being divided into groups. We used this feedback to inform students that they should avoid unnecessary aspects that are not closely related to the new term they are trying to explain, which would distract the listener (find an example in Annex 32 in this work). The fact that we can provide feedback for wrong answers allows us to guide the online teaching closely, to the extent that we can easily support it in synchronous sessions, but it is also effective in an asynchronous way.

7.3.2.2. Proposal to scaffold for strategies to simplify a text

Regarding the strategies student B needs to work on, it is important to remember that both students will do the same scaffolding, so they train both strategies: how to explain a new concept and how to simplify a text. Here students need to assist students in amplifying a dense text and streamlining a text, broadly speaking.

When amplifying a dense text, we need to help students elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples (CEFR-CV, 2020, p. 122). But before exploring the scaffolding for this strategy, we need to clarify the concept of 'dense' because another common mistake when interpreting the strategies for teaching/learning is to think of a dense text as a large text, which is not necessarily the case. A text can be dense for many reasons. The main and most common ones are information density and complexity in language (lexical density, for example). In other words, we measure how dense a text is by considering how difficult it is to read and understand. According to Ipek (2011), "variations in text density levels may affect the interaction between perception and communication, which deals with the reduction of information time and the number of words in a text. Text density is significantly related to manipulating the content, the presenting time, and reading skills" (p. 167).

This being explained, we acknowledge the need to teach students about text density to students when approaching this strategy. In a synchronous session, with our group of

students, we basically elicit this information from them by sharing a few instances and asking them to say what makes those texts dense. This technique is commonly known as brainstorming and it becomes more effective within a group than when it is done individually, as it gives all students a chance to think and contribute to the learning process. Numerous researchers have supported this idea and added brainstorming reliability when "developing and enhancing critical thinking skills, helping student's thinking to explore new options instead of merely receiving information from a teacher" (Li et al., 2019, p. 116). When aiming at teaching students' mediation strategies to link to explain a new concept, and trying to connect to previous knowledge, brainstorming fits perfectly our needs, given that:

> […] the purpose of brainstorming is to activate learner's creative thinking skills to connect new knowledge to old ones, make new connections, rearrange, or reverse knowledge, and make connections between different concepts, generating new ideas by making new connections and applying knowledge to new areas. (Syukri et al., 2023, p. 20)

To generate the brainstorming, we decided to share some examples of dense texts by using the activity image slider in another chapter of the H5P (see Annex 33 in this work). This activity enables users to display different images in an appealing way. Images then appear in a carousel with navigational arrows on each side, facilitating readability. This activity is meant to be done in a synchronous way since we need to support the image slide with a discussion where we elicit different aspects of the texts that turn them into dense ones.

Once we worked on the concept of dense texts with students, we then tackled the strategies. We first worked on how to amplify it by elucidating the information given in texts on complex academic or professional topics by elaborating and providing examples. To assist students in developing their thoughts, we made students work on an article from a website about village preservation[43] through some guided questions that highlighted the most relevant ideas (see Annex 34 in this work). During our speaking session, in a synchronous way, students practiced how to find relevant information within a dense text with a lot of dates and references to historic events, with descriptive language for the architecture of the building.

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[43] See - https://www.villagepreservation.org/campaign-update/explore-local-small-businesses-and-discover-big-local-history/ (last accessed – 28 October 2023)

Concerning streamlining a text, we started by focusing on how to redraft a complex source text, by improving coherence, cohesion, while removing unnecessary sections. We recycled the text we used to elucidate relevant information from a complex source and decided to work on exercises to redraft it. We used a single-choice question type to guide students in finding which paragraphs are completely necessary to understand the need to preserve the building and why (see Annex 35 in this work). With this exercise, students realized that they constantly need to return to the main point of the article to really know which parts are simply not completely necessary to be transmitted.

To help students work on the tone and register they use when explaining new concepts, we amplified our scaffolding practice. We introduced practice on sharing group opinions and added a Genially presentation including very guided practice to be done either in a synchronous or asynchronous way by students. This slide presented different ways to refer to group opinions to support ideas and explanations of scientific-based or technical concepts, as shown in Figure 42:
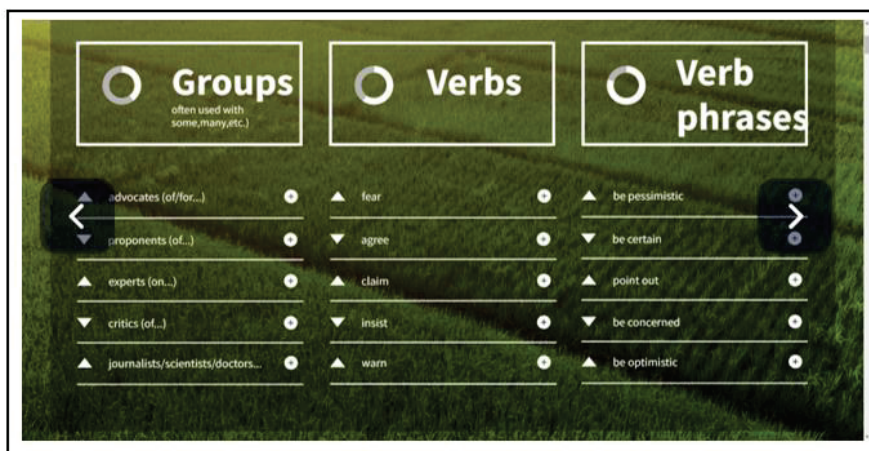
Figure 42. Groups, verbs, and verb phrases that can be used when referring to group opinions.
[Source: Self-elaboration]

Once presented and discussed additional groups, verbs, and verb phrases that can also be used for the same purpose, we moved to a rather guided practice in which students watched a video of a five-minute debate sharing what both advocates and critics think of genetically modified food (GMF).

Students were required to transmit the different ideas in the debate using the groups, verbs and verb phrases shared in the previous slide. Model answers included: 'Advocates are certain that GMF can bring enormous benefits to mankind' or 'Critics are concerned about what kinds of agricultural systems we want'.

To finish this practice, we thought of an interaction where students, in a synchronous way during our speaking sessions, role-played a conversation at a grocery store. Taking turns to suggest grocery items in a given chart, they referred first to a positive and then a negative group opinion. They were also free to make further suggestions using their own ideas. Figure 43 shows the chart with grocery items we would provide students with for the interaction:

GROCERY ITEM	POSITIVES	NEGATIVES
fruit juice	contains a lot of vitamins	can have much sugar as soda
tomatoes	may fight some kinds of cancer	tomato farm workers not always well paid
GM salmon	completely safe to eat	likely to escape into the environment
beef	high in protein	raising beed may harm the environment
organic appples	fight tooth decay	go bad faster than conventional apples

Figure 43. Chart with grocery items. [Source: Self-elaboration]

It would be necessary to keep on revising scenarios considering these and other aspects relevant in students understanding of the mediation strategies and maybe external factors that can affect or alter their performance in any way.

In providing coherence and cohesion, we thought of an exercise where students had to work on enhancing their fluency while they cared about grammar and vocabulary accuracy and connectors. When outlining a text, the overall text's structure needs to be supported by several key parts if it is to be successful (Priyatmojo, 2021). Thus, if a text lacks consistency and the arrangement of concepts can pique the reader's interest, the text's construction is incomplete (Dewi, 2021). With aims at helping students streamline dense texts, we prepared a Genially presentation that provided students with different prompts related to scientific

advances and very guided steps to improve fluency which, at the same time, maintained coherence and cohesion through the setting of some requirements in their performances:

- Step 1: Read the prompts and reach with a consistent topic sentence and supporting details.
- Step 2: Take 5 minutes to plan your ideas before you start.
- Step 3: Use the target vocabulary and grammar.
- Step 4: Discuss the topic for exactly 1 min and 30 seconds.

Students were provided with different prompts (*e. g.* AI taking over jobs) for them to talk about the topic for one minute and a half. They could count on a five-minute preparation time to make sure they included all requirements.

Once we provided students with the prompt –a straightforward thought related to the main topic for them to talk for one minute and a half– we showed students the requirements that would ideally turn their answers into coherent texts, as shown in Figure 44:
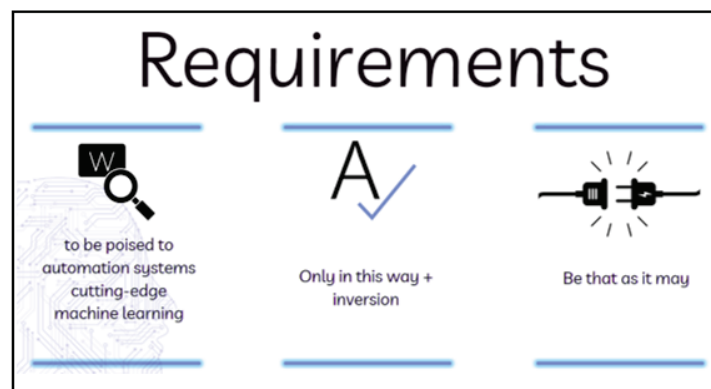
Figure 44. Requirements to main coherence and cohesion. [Source: Self-elaboration]

To make sure students had a previous idea of what one minute and a half on the topic with those requirements sounds like, we also provided a model answer for them to read on their own before starting to draft their own answers, as shown in Figure 45:
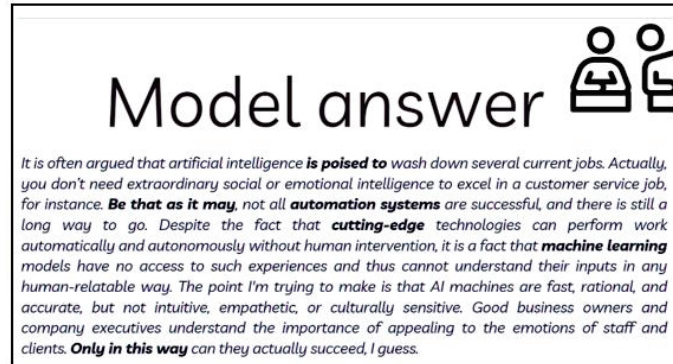
Figure 45. Model answer to the exercise to improve coherence and cohesion. [Source: Self-elaboration]

After analyzing the model answer, we discussed during our synchronous session in the BB Class how the different grammar items were included, connectors, and specific language that helped to create a coherent text.

As Hanh (2021) points out, the challenge in scaffolding this mediation strategy heavily relied on these non-native language students possibly encountering challenges like "poor topical knowledge, mother tongue interference, inadequate grammar knowledge and vocabulary, and ineffective ways of organizing texts" (p. 74), which are very common in these types of processes. According to authors like Risdaneva and Dahliana (2019) or Sukawatie (2018), non-native speakers can struggle to translate their native tongue into the target language and come up with ideas and organizing them logically.

However, using Halliday's (2014) thematic structure and theme progression approach, these non-native speakers would find it easier to create a text that is both well-organized and meaningful.

7.3.3. Students answers and performances to AoS #5

As we already mentioned before starting to analyze scenario number 5, two different conversations are to be studied in a systematic and careful way for a better vision of the effectiveness of the scenario. We have chosen to analyze two different conversations for scenario number five responding to two criteria:

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- *Learners' linguistic profiles*. Participants in conversation number one (see Table 15) started the course in a very comfortable position. They are both English language teachers. One of them is already familiar with linguistic mediation and the other one even with the strategies. Conversely, participants in conversation number two are struggling to match the level of their partners in the course (C2 level). Being both participants in conversation number 2 uneven profiles, we sought to find out whether they had managed to achieve the C2 illustrative descriptors for mediations strategies, after all the previous scaffolding to AoS number five.

- *Learners' digital skills*. In conversation number one, both are considered digital natives. However, participants in conversation number two (see Table 16) are struggling to match the level of their partners in the course (C2 level) and are not that tech savvy. In fact, student A in conversation number two loses track of the conversation whenever she needs to look at the source text to see the information to be transmitted.

| Student B: | So, hi, Diego! How are you doing? | 1 |

Student A: Oh! I'm fine, how are you?

Student B: Good, I've just had a busy week. So you know I've been like…lately, I've been pretty worried about the future of local business in my area, you know? I do enjoy buying from locals, like there are some unique 5 products that I can only find here, and I… You know I live in a village, and… not just like food, but also clothing and other staff I want. And… some of them are on the brink of shutting down, 'cause they don't have like enough costumers and then people are like buying things in malls, and all the staff. So… I think we need to do something about it, I 10 thought of a call to action video, and I thought of a 'storytelling thing', but I have no idea of how to record it, how to elaborate it, and I was just wondering if you could give me a hand.

Student A: Oh sure, well, eh…I know the situation in your village, and I'm not a magician, but I asked to an abominable intelligence, AI, to provide me 15 with some tips in order to create a more `efficient` video. If you want to the call the action of the viewers, and also to the population that consume those products in your village. Well, for instance, well, first of all, it is said that context is very, very…one of the main points, you need to show to the viewers where are those shops… 20

Student B: Local businesses, yes.

Student A: Yeah, those local business, so, you have to give some context, so the first thing you should do, following those tips, is establishing those connections, for instance, showing the whole area and what's around them, do you agree? 25

Student B: How can I do that? Yeah, no, I love it, I think that's necessary, so the viewer has, you know an impression, like an overall view, but I don't know how to do that, how can I do that with my camera?

Student A: Well, you can do some screenshots from the air if you have a drone, or you can do some 'Spiderman' staff, you can climb to a wall and then 30 you can take some shots, or maybe you can record with your camera. But, that's for the whole context, and for the whole area, but the next step, which is one of the most important ones right now, is to mix some close-medium range captions, or maybe you can give a subjective vision of the area and the commerce with, you record over the 35 shoulder, like a third-person shooter, you have the camera right here (gesture showing the camera placed over the shoulder) and it can follow you wherever you go.

Student B: Yeah, sure, I see what you mean, yeah.

Student A: And then the viewer can see what you are—can see the person, and 40 also see how you react on that.

Student B: Yeah, that's great, that's a very good one, and that's very, very, very specific. Cause you know? Not only do I want to show, like the amount of business we have, with this shot, but I also wanna make sure that I have some points clear in the video. Like for example, the need to 45

	preserve the local culture, like I wanna tell people 'Look, we need to support local artisans, we need to support and maintain local traditions', but, how can I show that? Like, how can I show the importance of traditions, and local products, and also different aspects like for example, environmental sustainability? 50
Student A:	Well, a technique you can use is following the... like *National Geographic* or channels like *Viajar* do, is, you can record in a festivity, in which the local business are on the top.
Student B:	Yeah...that's good, like in a fair? For example?
Student A:	Yeah, not only can you mix the traditional staff that they sell, but also 55 how people act in those events, and what they consume on the shops.
Student B:	Oh... all right...that's very good! And maybe short interviews with them, I could add.
Student A:	Yeah... that's why the over-the-shoulder shot is why...also you can change it and try to use a reverse shot, in which the viewer sees the 60 perspective of the one who is being interviewed and she's the protagonist or the conductor of the event.
Student B:	So the focus is on the other person, the focus is on the facial expressions of the person who is talking so we can see, like how affected they are, or how worried they are, how concerned they are. 65 That's very important because I was like trying to find the way to... to really make these points clear, like I wanted to make sure people understand that by supporting local business we also care about the environment and we also support entrepreneurship. That's something very important that I wanted to make clear as well, like I would love 70 to see also examples in my video of locals who've managed to start their own business and how important it is for them to keep it in their own area, like they don't really have to travel to for example, mainland to sell their products. I wanna show in this video, the chance and, and, how some people have managed to be relevant in our area, with their 75 local products.
Student A:	Well, if the next step is to support the entrepreneurship and cultural action of new investors in the village, maybe, well, it is difficult for a video, but maybe we can try to create subjective... (pause) captions or subjective records of how not the customers, but the ones who sell in 80 the shops, the ones that are in the line of the buyer, how they feel, and the impressions they have, because, maybe they can provide some important information, make the new investors feel pity and invest on them. Everything is possible!
Student B:	That's a very good idea, because I can have a little bit of everything. 85 I'm gonna have in my vision, like a more personal view with these close shots, and I'm also gonna have this overall view where I see everything in context, so I feel like that was very useful, thank you soo much! and I feel like now I can create my video, I may wanna also need to call you again to help me record it and put everything all 90 together, but so far I have a few examples, a few clear examples of shots that I can use, so thank you so much!

Table 15. Transcript of selected students' interaction #1. [Source: Self-elaboration]

Student B:	Hi, Elsa!	1

Student A: Hi, Rubén!

Student B: Okay, as you know, I'm trying to create a video about… showing our town, an ideal, well, something I really wanted to do, showing artificial intelligence, in the video in order to develop local businesses but taking into account different aspects. So, I know that you are really good at creating videos, so I just wanted to know if you could give me tips or help me create the video.

Student A: Well, you know, normally I have some eee… (pause) this is one my hobbies, normally I'm with my camera taking photos or recording I know some types of shots. You can start for example with the establishing one, that means that you can see the whole place in once, that you are going to focus and step by step you can change to different angles, for example, the one like if you are flying like a bird, eeee… or the other one in which you are like a worm and you are on the floor, and you are looking at something that's really high. So changing the angles could be really great.

Student B: But the main problem here is that I don't know how to do it taking into account two main ideas, for example, I want to show our viewers that our new local business are ecofriendly, so no carbon footprints, so I don't know how to deal with that. And at the same time I just want to show our viewers how banks would help us if we want to open new ecofriendly business here in our town. You know? If you want to create an ecofriendly business, the banks are going to provide you with money because it is a good way for them, local councils would have more income, taxes, and whatever, so I'm not sure how to or which angles we can use to show our viewers those ideas: being ecofriendly and having money.

Student A: You can have a shot with a point of view, that means you can focus on a leave or something that is natural, that representing that you are going to focus on natural things, and bio products for example. And then you can do a cut-away inside of the bank, that means, you are going to do a shot about the people and the situation that live inside a bank. And maybe you then can focus on just two persons that are speaking and do a two-shot, you can see the figure, the whole figure of the people who are speaking, maybe inside the bank, but not in a really close positions, but in a medium position.

Student B: I forgot sorry to mention, I think that's a very good idea. They are good ideas of course, you know more than me! But something I really forgot to tell you is that I just want to show people's personalities. You know how our local business have personalities, so it's a way to encourage other towns to come to our town and buy things here and invest their money here in our town, so I don't know which angle would be the best one to express that. Could you please help me?

Student A: So, that rings a bell to me, you could use one that is called over-the-shoulder one, that means that you look that you are behind the shoulder of someone and you can see the face of another one. It's not a really close one, but then you can change to a more really close upper shot,

	that means that you only see the whole face of the person who is speaking maybe.	50
Student B:	Cool! At the same time, we are also showing our feelings, so it's something that I really want to show, so it's a good way to do two things at the same time.	
Student A:	Yeah if you want to be really pro, you can use the extreme close up, so you can see every spot on the skin of the persons face so it would be really dramatic.	55

Table 16. Transcript of selected students' interaction #2. [Source: Self-elaboration]

7.3.4. Assessment

Following the same structure displayed when analyzing students' performance to scenario number 1, the following subsections will provide a deeper analysis together with the mark obtained using the suggested rubric.

7.3.4.1. Students' use of mediation strategies

Here we analyze students' performances in the two different conversations selected for the study. We will first focus on Student A in both conversations and then move into Student B's performance.

- *Mediation strategy: Trying to explain a new concept*

Student A - Conversation #1

During the scaffolding stage, we worked on how to provide clear definitions in discussions. Thus, what we expect to find is clear definitions based upon a concise, logical pattern that includes as much information as it can within a minimum amount of space.

Student A did provide clear definitions such as the one reproduced in the following excerpt:

[7] … also you can change it and try to use a reverse shot, in which the viewer sees the perspective of the one who is being interviewed and she's the protagonist or the conductor of the event. (lines 59-62)

After the scaffolding, Student A was also able to make connections and assumptions on what the other person may know regarding the new concept. In [8] below, we notice that, by

comparing it to what happens in online games or channels Student B could have seen, Student A is creating a visual image and elaborating on an effective definition:

> [8] … you record over the shoulder, like a third-person shooter, you have the camera right here (gesture showing the camera placed over the shoulder) and it can follow you wherever you go. (lines 35-38)

In the case of adapting language, we look at Student A's text in terms of changes in syntax or lexis that help the other student understand the new concept better. In example [9], Student A uses relative clauses to bring the attention to the people who are to be recorded and how. By placing the determiner 'the' and saying 'the one', it is conveyed that no one would be better to show that feeling, they are 'the ones':

> [9] … captions or subjective records of how not the customers, but the ones who sell in the shops, the ones that are in the line of the buyer. (lines 79-81)

In sum, when Student A is adapting lexis, he manages to get rid of difficult terminology in the input and aims at shots and camera angles that are easy to guess using common sense: close-medium range captions or over-the-shoulder shots. Besides, in breaking down complicated information, Student A does a good job by only focusing on two of the shots and explaining them while telling Student B how to use them to control the audience's perspective. The explanations are well integrated for the purpose of the conversation, very natural.

Student A - Conversation #2

Before analyzing this conversation, we consider it necessary to share our general impressions on the level of achievement of the students regarding their use of mediation strategies despite their uneven profiles. Despite the focus of the task is not on the students' linguistic competence, but on being able to carry out the different strategies, these students' uneven profiles and consequent gaps in linguistic competence prevented them from completely or efficiently fulfilling the descriptors for this C level of proficiency. Having said this, let us analyze Student A's performance in conversation number two.

In trying to explain new concepts, Student A managed to present and name different types of camera shots but failed in naming and explaining them, as shown in this fragment/excerpt:

> [10] … for example, the one like if you are flying like a bird, eeee… or the other one in which you are like a worn and you are on the floor and you are looking at something that's really high. (lines 14-16)

The sentence in [10] is completely misleading, since the name of the angle worms-eye view was not said as such, but instead some sort of distorted –due to error in grammar and syntax- explanation of it. However, Student A did manage to provide rather clear explanations of certain new concepts:

> [11] ... You can start for example with the establishing one, that means that you can see the whole place in once … (lines 11-12)

Despite some grammar mistakes, like the expression 'in once' to mean with a single shot or at same time, Student A was able to provide an explanation that Student B could grasp. However, Student A was not able to establish any type of link to previous knowledge that could help Student B understand the type of camera angle better.

According to what C2 level of proficiency descriptors for mediations strategies consisting of adapting language, Student A was below the expected level of performance. In lieu of assisting coherence and cohesion to their text, Student A's use of grammar and lexis impeding communication in numerous occasions:

> [12] … or the other one in which you are like a worm and you are on the floor, and you are looking at something that's really high (lines 15-16)

The use of coordinated clauses in a row with the same conjunction 'and' to keep on adding information, instead of building a more solid and self-explanatory connection between the different ideas, makes it, according to our view, an ineffective elaboration of the new concept. Let us take another example:

> [13] And then you can do a cut-away inside of the bank, that means, you are going to do a shot about the people and the situation that live inside a bank (lines 31-33)

The relative clause "that live inside a bank" was meant to express everything or all actions that take place or occur inside a bank. The wrong use of the transitive verb 'live' is possibly due to a translation from Spanish yet it is already removing the chance of any possible connotations since the basic meaning is already hard to grasp.

We can conclude that breaking down complicated information was a mediation strategy Student A used to select relevant information to be transmitted, but he was perhaps responding to the needs of Student B who had very specific demands in terms of the type of scenarios they wanted to create. We missed Student A explaining the relationships of parts to the whole, and also encouraging different ways of approaching the topic. Maybe they could have pinpointed the use of camera angles and shots to create unique effects when depicting reality.

- *Mediation strategy: Trying to simplify a text*

Student B - Conversation #1

As explained before, Student B was expected to use strategies to simplify a text after the scaffolding to amplify and streamline it. The text Student B was given was dense because it included a lot of information and very accurate terms that probably needed further explanation. This time we look for occasions in which Student B elucidated the information given in their input, that is, the notes on a clipboard, which listed different reasons why we need to support local business.

Student B does make clear its main point, and thus we can consider that he has managed to elucidate the main information, which is that all points there serve the same purpose: preserve local culture. Thus, this student constantly repeats and reminds Student A that this needs to be clear in the video.

Student B also redrafts the source text by not really mentioning all the points but instead transmitting a reorganization of the information in such a way that all elements revolve around the idea of the urgent need to make people understand the need to preserve local culture through supporting local business. Example [14] reproduces an excerpt in which Student B redrafts the source text:

[14] I also wanna make sure that I have some points clear in the video. Like for example, the need to preserve the local culture, like I wanna tell people 'Look, we need to support local artisans, we need to support and maintain local traditions', but, how can I show that? Like, how can I show the importance of traditions, and local products, and also different aspects like for example, environmental sustainability? (lines 44-50)

Here, Student B is connecting different points to explain their relevance for the whole and maintain the flow of the text; it is like a conversation with a friend in which you are asking for advice on how to do something real for which they need actual help.

Student B - Conversation #2

Firstly, it is important to note that despite Student B is struggling to meet the C level descriptors due to his uneven profile, he took the lead in the conversation and was a positive factor for the conversation to flow.

In simplifying the source text, Student B made content in the notes more accessible by explaining difficult aspects explicitly and adding helpful details. He also added redundancy and modified the style and register. This corresponds to descriptor for B2/C1 level, as we will see when we share the rubric in section 7.4.2. Examples of this can be found in [15], which reproduces the part where Student B expands information on environmental sustainability and entrepreneurship:

[15] And at the same time I just want to show our viewers how banks would help us if we want to open new ecofriendly business here in our town. You know? If you want to create an ecofriendly business, the banks are going to provide you with money because it is a good way for them, local councils would have more income, taxes, and whatever, so I'm not sure how to or which angles we can use to show our viewers those ideas: being ecofriendly and having money (lines 21-28)

We can observe how Student B amplifies this part of the source text to state the connection between fostering entrepreneurship of local business and environmental sustainability. Of course, there are potential ways of making these points more accessible to Student A by caring more about style, avoiding some grammar mistakes, or adding different expressions to keep a balance between accuracy and fluency when elucidating the main ideas in the source text, as shown in example [16]:

[16] And at the same time I just want to show our viewers how banks would help us if we want to open (decided to start) new ecofriendly business here in our town. You know? If you want to create an ecofriendly business, the banks are going to provide you with money because it is a good way for them, it's a win-win situation (adding idioms would help the flow of the conversation and also help student B save words), local councils would have more income, taxes, and whatever (lack of accuracy), so I'm not sure how to or which angles we can use to show our viewers those ideas: being ecofriendly and having money (having money is not precisely what we expect to obtain, instead we could say financial stability). (lines 21-28)

In his attempt to streamline the source text, we could say that Student B removed unnecessary parts of the source text but maybe failed at maintaining the cohesion in his redraft. Let us analyze this part of the conversation where Student A presents a new type of camera angle and mildly says it shows the 'whole face of the person who is speaking':

[17] <u>Student A</u>: So, that rings a bell to me, you could use one that is called over-the-shoulder one, that means that you look that you are behind the shoulder of someone and you can see the face of another one. It's not a really close one, but then you can change to a more really close upper shot, that means that you only see the whole face of the person who is speaking maybe.
<u>Student B</u>: Cool! At the same time, we are also showing our feelings, so it's something that I really want to show, so it's a good way to do two things at the same time. (lines 45-53)

When Student B reacts to the new information, he recapitulates by saying that we also show our feelings, but it is not ours, it is theirs. Some expression or modal verb expressing possibility is missing, because it may or may not manage to show the participant's feelings. Thus, we can conclude that Student B fails to keep the cohesion of the argument.

7.3.4.2. Grading students' use of mediation strategies

In this last section of the analysis of students' performances on scenario number five, we aim at grading the two conversations described in the previous section. We will first confirm the mediation strategies being assessed in the case of the four students (A and B) by stating the illustrative descriptors targeted when we presented the scenarios in Chapter 6.

<u>Student A</u>: Strategies to explain a new concept

- Linking to previous knowledge: Can introduce complex concepts (*e. g.* scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.

- Adapting language: 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.

- Breaking down complicated information: Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.

Student B: Strategies to simplify a text

- Amplifying a dense text: Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.

- Streamlining a text: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.

To measure to what extent these students have achieved the descriptors, we used the assessment rubric suggested in section 5.3.2. to evaluate the students' use of mediation strategies. This time, we are using two different rubrics to assess these students, one for Student A focused on the mediation strategies specified above, and another one to assess Student B, focused on strategies to simplify a text. Thus, Table 17 shows an adaptation of the assessment rubric in Moodle assignments for Student A:

Mediation strategies		Illustrative Descriptors	Marks
	Explaining a new concept	Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.	3
		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.	2
		Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).	1

Mediation strategies		Illustrative Descriptors	Marks
Linking to previous knowledge	Adapting language	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.	3
		Can explain technical terminology and difficult concepts when communicating with non-experts about matters within their own field of specialization. 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. Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a recipient who does not have specialist knowledge.	2
		Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with.	1
	Breaking down complicated information	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.	3
		Can facilitate understanding of a complex issue by highlighting and categorizing the main points, presenting them in a logically connected pattern, and reinforcing the message by repeating the key aspects in different ways.	2
		Can make a complicated issue easier to understand by presenting the components of the argument separately. Can make a complicated process easier to understand by breaking it down into a series of smaller steps.	1

Table 17. Adaptation of Moodle rubric in the assignment tool.[44] [Source: Self-elaboration]

Thus, considering our analysis in section 7.3.4.1. each students' performance in conversations number 1 and 2 would score the following:

	Student A: Conversation #1	Student A: Conversation #2
Strategy	Descriptors (achievement)	
Explaining a new concept	Can introduce complex concepts (*e. g.* scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed (3/3)	Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s) (1/3)

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[44] For formatting purposes, the assessment rubric embedded in the assignment tool in Moodle we used to assess students' performances in our course has been adapted to a table.

Adapting language	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 (3/3)	Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences. Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with (1/3)
Breaking down complicated information	Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it (3/3)	Can make a complicated issue easier to understand by presenting the components of the argument separately. Can make a complicated process easier to understand by breaking it down into a series of smaller steps (1/3)
	Total score: 9/9 marks	**Total score: 3/9 marks**

Table 18. Student A's scores in conversations #1 and #2. [Source: Self-elaboration]

In the case of Student B, the rubric presented in
Table 19 includes descriptors to assess mediation strategies to simplify a text:

Mediation strategies		**Illustrative Descriptors**	**Marks**
Simplifying a text	Amplifying a dense text	Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.	3
		Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. 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.	2
		Can make the content of a text on a subject in their fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments. Can make concepts on subjects in their fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points. Can make new information more accessible by using repetition and adding illustrations.	1
	Streamlining a text	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.	3
		Can reorganize a complex source text in order to focus on the points of most relevance to the target audience.	2
		Can simplify a source text by excluding non-relevant or repetitive information and taking	1

		into consideration the intended audience. Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer.	

Table 19. Adaptation of Moodle rubric in the assignment tool. [Source: Self-elaboration]

Now, if we look back at our analysis of Student B performances in the two conversations in scenario number 5, they obtain the following grades:

	Student B: Conversation #1	Student B: Conversation #2
Strategy	Descriptors (achievement)	
Amplifying a dense text	Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples (3/3)	Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail. 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 (2/3)
Streamlining a text	Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose (3/3)	Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience. Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them. Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer (1/3)
	Total score:6/6 marks	**Total score: 3/6 marks**

Table 20. Student B's scores in conversations #1 and #2. [Source: Self-elaboration]

CHAPTER 8

Findings and discussion

8.1. Adjusting AoS for future use

We turn now to tackle some considerations and elements to be addressed when designing the scenarios and the scaffolding process to help students solve the task. From this point, we aim to delve into the observations made in the previous chapter insofar as students' performances in mediation tasks depicted in each of the two AoS selected.

After reviewing the design, activities, performance and assessment of scenarios one and five (see Chapters 5 and 7), we have identified some aspects that need reconsideration, as follows:

a) **Plurilingual and pluricultural competence.** Guaranteeing the effective integration of the plurilingual and pluricultural competence in mediation practices in key. In doing so, careful and thoughtful planning on the illustrative descriptors selected from the rest of the scales is a must. In this sense, we have to make sure we plan in advance whether it is going to be a monologue or interaction to make sure we do not select any descriptor that implies alternating between English and any other language they may speak. If it is a monologue, then it could be artificial to force students to switch languages (see section 8.1.1.).

b) **Communicative language competence.** It is of outmost importance to adapt CEFR descriptors for mediation strategies to the target level of proficiency. Despite the CEFR efforts in providing a perfect and user-friendly description of speakers' ability to mediate, sometimes we have learners who are to be placed somewhere in between two levels, or who share features for different levels for miscellaneous reasons (uneven profiles, motivation issues, digital skills…). Thus, we should also be adapting the target descriptors we select when we elaborate an AoS (see section 8.1.2.).

c) **Mediation activities and strategies.** We have observed that despite having prepared what we believed to be an intense scaffolding to train students to perform in the scenarios, it was not enough for some of the participants. Thus, we need a more accurate scaffolding taking into account the uneven profiles.

d) **Source texts.** In the elaboration of the five AoS presented in Chapter 6, we selected the source input after having a clear communicative situation in our heads and a feasible situation and designing the task accordingly. We could say that our source input selection relies on the demands of the person we are mediating for. However, it is worth reflecting on the relevance of the input provided in mediation tasks. Whether we are mediating communication, concepts, or texts is relevant insofar determining the role the input should have in the task. If it is a text that is being mediated, then it might be convenient to first select the text and then find the mediation strategies that best help transmit the information in it. The truth is that there is not much practical research done in the field, since, at this point, many approaches to teaching linguistic mediation are still too theoretical.

Having agreed on the former four aspects to be specially considered in the teaching of linguistic mediation, the following sections will look at the AoS analyzed in Chapter 7 to see how those aspects (a, b, c, and d above) can be updated.

8.1.1. AoS #1: Can students use ChatGPT to complete their essays?
The AoS number 1 presented different challenges for students in terms of their ability to process information from a text; for instance, maintaining or improving coherence. Considering the different aspects that need to be revised from the scenarios (see section 8.1.), we propose the following adjustments and modifications:

a) **Plurilingual and pluricultural competence**. For a more effective integration of this competence, we need to select an illustrative descriptor that can occur in the case of a monologue. Being a monologue, scenario number 1 needs to count on one scale that does not necessarily require the participation with more speakers; thus, we can opt for the one commented on in section 2.2.3.4.2.: "Plurilingual comprehension (B2): Can use their knowledge for contrasting genre conventions and textual patterns in languages in their plurilingual repertoire in order to support comprehension" (CEFR-CV, 2020, p. 126). This descriptor belonging to the plurilingual and pluricultural competence scale can be fully exploited in case of a monologue, as it has to do with the students' own ability to use their plurilingual repertoire to support comprehension.

Conversely, if we think of an interaction-type AoS, we could then have the chance to train those descriptors including the necessary participation of the rest of the speakers; for example, descriptors in the scales building on plurilingual repertoire, in which we find aspects that characterize both the other two scales: building on pluricultural repertoire and plurilingual comprehension. An interaction-based scenario will therefore provide the necessary room and conditions for:

- (C2) "Interact in a multilingual context on abstract and specialized topics by alternating flexibly between languages in their plurilingual repertoire and if necessary explaining the different contributions made" (CEFR-CV, 2020, p. 128).

- (C2) "Explore similarities and differences between metaphors and other figures of speech in the languages in their plurilingual repertoire either for rhetorical or for fun" (CEFR-CV, 2020, p. 128).

b) **Communicative language competence**. In this case, we provided students with an alternate version of the scale instead of downgrading straightforward to the descriptor in the previous level (C1 or B2). We find a 'level' in between for those who are still on the brink of acquiring them but still do not fall into insufficient outcomes in their attempts. Thus, to explain a new concept we would adapt the following strategies as follows:

- Linking to previous knowledge: Can introduce ChatGPT by providing ~~extended~~ definitions and explanations that draw on previous knowledge on AI-powered devices.

- Adapting language: Can adapt flowchart symbols and technical jargon in order to present the different steps of reinforcement learning. ~~in a register and degree of sophistication and detail appropriate to department staff~~.

Note that, in this case, we have decided to remove some of the specifications: 'extended definitions' and 'in a register and degree of sophistication and detail appropriate to department staff' since small gradual changes can help students reach the target descriptor of the level in their use of mediation strategies.

c) **Mediation activities and strategies**. A more accurate scaffolding was also designed to adjust these scenarios for future use. We included mainly activities to reinforce

some specific aspects concerning students' mobilization of their linguistic competence to support the use of mediation strategies. However, some difficulties in maintaining a formal register were identified in students' performance in scenario number 1. So, for instance, one of the students was talking to colleagues in the same department at the faculty and still the language and structures used did not completely show that degree of sophistication expected for a C2 level of proficiency (see example [6] above in Chapter 7).

d) **Source texts**. After consulting the manuals previously mentioned (see section 2.4.) and doing a brief literature review on the steps or procedures when creating a mediation task and, more specifically, input selection if a test is to be mediated, we have found some interesting ideas. Stathoupoulou (2015) believes domains are to be selected first when starting to design a mediation task. Then we need to find a balance between students' interests and those domains. For example, if our students are not working yet but it is the educational and personal domain they need to mediate in, then our task should focus on those domains. Thus, the input selected should match that and expose students to the registers, for example, used in that domain. In the case of scenario number 1, the selected infographic to be mediated tries to explain how ChatGPT works to solve a situation in the educational domain. However, and despite inviting students to a more technical vocabulary use and formal register, the input itself might not be of students' interest or might be not that accessible to non-specialists in the field of artificial intelligence. Thus, one aspect that needs to be considered is the difficulties the source text can pose.

8.1.2. AoS #5: A call-to-action video

Here we will consider the same aspects we used when adjusting scenario one, as follows:

a) **Plurilingual and pluricultural competence.** In the case of scenario number five, both students had plurilingual comprehension as target descriptors of the scale: "Can use their knowledge of contrasting genre conventions and textual patterns in languages in their plurilingual repertoire in order to support comprehension" (CEFR-CV, 2020, p.126). In doing so, and considering observations shared in Chapter 7 (see

section 7.3.4.), a more detailed scaffolding is necessary, given the difficulties arising from social exchanges.

b) **Communicative language competence.** For this level of proficiency and for this scenario in particular, Student A was expected to explain a new concept by:

- Linking to previous knowledge: Can introduce complex concepts (*e. g.* scientific notions) by providing extended definitions and explanations that draw on previous knowledge that can be assumed.

- Adapting language: 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.

Here, we could easily adapt the descriptors above as we did for scenario number one but, given the personal domain this scenario is contextualized in –conversation between friends, the focus might not need to be on the register and degree of sophistication they use. Instead, it should be put on to what extent they naturally use C2 level grammar structures when adapting their language. Considering this, we could adapt the second descriptor in the scale to something like: "Adapting language: Can adapt the language of a very wide range of texts, integrating the use of complex grammar, in a natural way, in order to present the main content."

In the case of Student B, the original descriptors for amplifying a dense text and streamlining a text are defined as followed:

- Amplifying a dense text: Can elucidate the information given in texts on complex academic or professional topics by elaborating and providing examples.

- Streamlining a text: Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, while removing sections unnecessary for its purpose.

Given what we observed in the two conversations analyzed, these are feasible target descriptors, but only if we prepare students to do so and improvise when they have no previous knowledge on the topic and the source text is not clarifying either.

c) **Mediating activities and strategies**. We noticed that the most salient challenge in scenario number 5 was how to teach students effectively to simplify a text, and one of the easiest ways to provide them with further practice when adjusting the scenario is pinpointing the need for reading for leisure.

Numerous studies, like the ones by Bernal and Bernal (2020), or Lalicic and Dubravac (2021), agree on the fact that reading well is paramount for language learners. By reading, students unconsciously train how to retain information and enhance their skills to streamline a text. Notwithstanding, students are in most cases reluctant to read in a foreign language due to the challenges it poses, such as new vocabulary, different structures, and, in nowadays society, the growth of technology (Safei & Ekasari, 2022). Extensive reading, also known as pleasure reading or self-selected reading, could be the cure for such obstacles the EFL students have. Studies have proven that this type of reading is the key to achieving higher reading proficiency (Krashen, 1993). According to Ng et al. (2019), "if an ER program engenders positive feelings toward reading and English learning in general, learner's language proficiency may increase over time" (p. 181).

d) **Source texts**. Stathoupoulou (2015) believed domains played a central role in selecting the source text to be mediated with. In the case of scenario number 5, we counted on two different source texts to be mediated, both facilitating the communicative situation for the given domain: personal. In the case of the source text selected for Student A, students had to select from a wide variety of camera angles, which one would serve for Student's B purpose. Student B had a screenshot of a notebook with some notes on it. Those notes were short statements of the ideas that were to be shown in the video and, therefore, expressed to Student A. Focusing on the two source texts selected, we can agree on the fact that they enabled students to perform the targeted mediation strategies in the scenario number 5.

8.1.3. Main challenges of the teaching and assessment of linguistic mediation online

Not only is it necessary to look at different ways to adjust the scenarios for future use, but also to other aspects involved in the teaching and assessment of linguistic mediation that can be challenging. This is the case with the platform Moodle and its occasional technical issues.

8.1.3.1. Moodle and BB Class's technical issues

During the last course (2023/24), it has been reported occasional mistakes and malfunctions in the platform Moodle. The reasons behind are manifold, including updates, shared spaces, enrolling methods, collapse…

In the various years I have worked with the platform in the online OSL, we have experienced cases in which it fails, maybe due to an overload system failure or because some planned updates are being carried out. Users commonly report failures and server errors, as rated in the forum section Moodle reviews:[45]
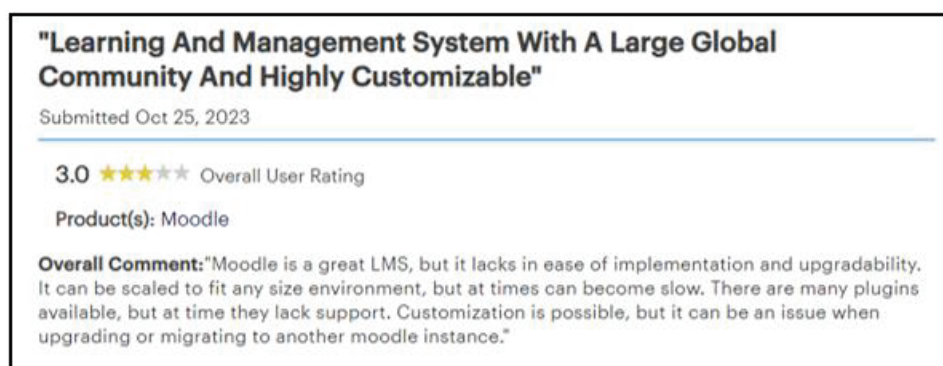
Figure 46. User's review about Moodle's implementation and upgradability. [Source: https://gtnr.it/3WX85t2].

This user complains about experiencing difficulties when upgrading and migrating to other Moodle instances. In the case of the online OSL, several teachers fail to use all functions available in their campuses due to technical problems. Functions specially for sharing content with another Moodle courses teachers have, *i. e.*, importing or exporting, or using the sharing cart. Technical issues include as well adding user overrides in Moodle questionnaires. This is a concerning matter not only for teachers but for students as well, who sometimes have to deal with messy or unexpected changes in their deadlines of configuration of their different Moodle courses.[46]

Also, if students want to use their phones for joining the sessions –something we do not recommend them to do and is actually forbidden during examinations– they are at risk of having some

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[45] See - https://www.gartner.com/reviews/market/higher-education-learning-management-systems/vendor/moodle/product/moodle (last accessed: 24, November 2023)

[46] It is important to know that the Consejería de Educación uses the platform Moodle for on-the-job online training, which is why students in this case, who are also teachers for the Consejería, are very likely to have more than one Moodle course in their walls.

functions disabled or losing any work that is being done at the moment in the platform, as the user explains in

Figure 47:
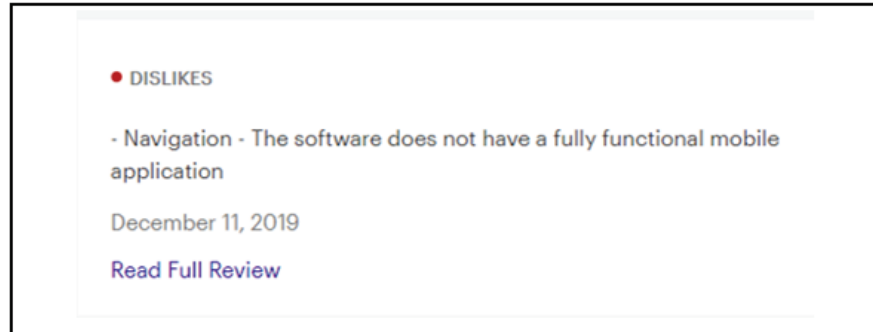
Figure 47. User's review about Moodle navigation in smartphones. [Source: https://gtnr.it/3WX85t2]

As mentioned in section 1.2.3., very frequently, students' busy schedules do not allow them to be at home at the time of their weekly sessions (3 per week). Instead of missing the session, many opt for using their phones if being late. In these cases, not being able to follow the session or see the materials that are being shared, not being properly heard, or not hearing the others, are new worth-considering discouraging factors, since they can make a student quit the course.

Other aspects users have reported is the high level of expertise required in some ocassions; for example, what has to do with "background work" (set image converters, update it regularly, deal with extra plugins…) which can be actually overwhelming for those who are not tech-savvy. This can discourage both teachers and students from continuing using the platform or simply activate automatic pilot during the course and try to certificate the hours.

These are various instances in which the platform and also the external tool BB Class fail, which unfortunately occur in everyday sessions and situations. However, what can cause a more dramatic impact is the platform or blackboard failing during examinations without previous notice. Logging into Moodle using the phone app is forbidden during examinations in the online OSL, since they might need to count on computer screens they can easily handle in time-limited performances. Take for instance the example of students who use their phone

and are able to see the source text, distracting them from providing coherence and cohesion to their speech.

Given the fact that one main objectives of this PhD dissertation was to prove Moodle's viability to teach and assess linguistic mediation online, we consider it vital to also explore its feasibility when looking at these technical issues from two different angles:

a) **During synchronous tests**. Unexpected cuts in the platform or troublesome updates can result in the loss of students' attempts in a questionnaire or task. In the case of synchronous examinations, students are asked to all join their groups, mute their microphones, connect their cameras and start their attempts. Synchronous tests last for 45 minutes maximum, as they are done during the scheduled class sessions. Given the former constraints for synchronous tests, the accuracy and efficiency with which we deal with arising inconveniences is key. What is done then is to inform the student struggling with their attempt that a new user override will be added to regain access. By deleting the failed attempt, we can give that student a second chance to solve the questionnaire. Given that there is a strict time limit, if the error occurs when time has almost gone, we reschedule the test with previously prearranged and shared dates. As we mentioned before, all participants are to be muted not to disturb each other, so when a student needs to report a technical problem, this communication happens in Blackboard Collaborate Ultra Chat, which is private during synchronous examinations; that is, only moderators can use the chat with participants. This way, we can avoid bothering other students when negotiating a solution with a specific participant.

b) **Asynchronous examinations**. Here, failed attempts are slightly easier to handle. Asynchronous examinations include questionnaires and tasks which are available for a couple of weeks, so there is a wider margin for solving technical issues. Cases in which the students' attempt is gone once submitted are very common. After dealing with the consequences of losing attempts, it was agreed to ask students to do a screenshot of their answers before submitting. In cases of questionnaires containing several items, record screening is advised.

The use of digital technologies implies not only benefitting from its positive implications for learning, but also understanding that the new technologies cannot work in isolation. In the field of education, the level of expertise required to handle difficulties arising from the use of online platforms and online communication might not be found in all teachers. However, despite not being able to fix technical issues, we can all observe and learn from experience to minimize the impact of these issues and adapt our teaching practices to the use of digital technologies.

8.1.3.2. Plagiarism

Plagiarism in online learning has become a significant concern in educational settings. Underwood and Szabó (2003) already highlighted that some factors, such as Internet experience, acceptability of cheating, and assessment of risk, influence students' acceptance of plagiarism as a means to achieve academic goals. When learning online, and being given all the freedom online learning provides, one might have the temptation to look for some extra help in cases in which face-to-face learning is neither allowed, let us say, during assignments or final examinations. Unfortunately, this is common in the online modality of the OSL, mainly addressed to teachers in the Canary Islands wanting to certify their level of English to teach in bilingual programs like CLIL.

This idea is supported by Rodrigues et al. (2023), who acknowledge AI as an asset to not only innovate in the field but also ensure continuous student learning, but at the same time warn about the threat to academic integrity. In this vein, Gamage et al. (2022) have also focused on teaching tools including AI, such as Moodle, which are in constant transformation to incorporate AT-driven tools and resources with aims to address academic integrity in this regard.

To effectively address plagiarism in online teaching, the teachers at the online OSL can implement various strategies depending on the demands and needs of both the course and students. Thus, synchronous examinations are precisely for that: to monitor students' attempts and be there during their attempts. Research emphasizes the importance of instructors' presence in online learning environments to guide and mentor students' work, which can deter plagiarism (Richardson et al., 2015).

Together with synchronous examinations, more accurate and varied practices to fight against plagiarism in submitted works or even synchronous productions have developed in the online OSL, as discussed in section 8.2.2.3.

8.2. Discussion

From the literature research carried out for this PhD dissertation, we can note and pinpoint that the teaching of linguistic mediation in online settings has not received much academic attention so far. To our knowledge, there is little research on this particular topic up to now, and, therefore, on the common understanding of linguistic mediation by both teachers and students. Besides, and equally remarkable, there is an urgent need for more accessible, realistic and updated materials to carry out a practical and smooth implementation of linguistic mediation in online learning modalities. This sharply contrasts with reality since, at this point, we can state is that not only is there an undeniable growing interest on the field after its implementation in the local curriculum in 2019, but also an increasing relevance in the national curriculum, in official certification examination processes and within the EU in regard to a quality education for all.

Our findings have led us to identify the necessary changes in teaching linguistic mediation in the online OSL and approach to potential challenges, having to do not only with the way the OSLs have understood and implemented the concept from the CEFR, but also factors related to students' varied and, in some cases, uneven profiles or what to do in case the Moodle platform fails.

8.2.1. Necessary changes towards a more practical implementation of linguistic mediation online

Regarding the way linguistic mediation is understood, interpreted and applied considering its conceptualization in the CEFR (2001, 2016) and Companion Volumes (2018, 2020), we offer some alternatives to how this fundamental skill is taught and assessed in online formal contexts considering the AoS designed to assess the effectiveness of Moodle platform and the official rubrics (see Chapter 6) and the students' performance results previously described (see Chapter 7).

8.2.1.1. Reconsideration of teachers' role

Another key aspect that needs further research and reconsideration is the teachers' role in the practical and effective teaching and assessment of linguistic mediation. In Chapter 3, we explored teachers' understanding of linguistic mediation and observations from their students' process in learning mediation strategies. We could note that there is a vast majority of teachers who are still confused about the teaching of linguistic mediation and also students who are struggling to grasp it.

Considering what we have discussed in this PhD dissertation and, more particularly, what we deduced in section 4.3.2., we acknowledge the need for more teacher training; not only to achieve an effective teaching on assessment on linguistic mediation that combines the national curriculum for EFL in Spain and the Framework main tenets, but also to be able to teach linguistic mediation in the most effective way.

More precisely, we observed gaps when interpreting the CEFR to carry out a practical implementation. As we discussed in Chapter 2, time is a resource that needs to be optimized in online learning. To be able to follow an AoA, teachers need to have more time to reflect on the teaching process to rectify and successfully enact the curriculum. The way to make this happen implies changes on a bigger scale that is out of scope of the teaching field, having to do more with infrastructure and resources distribution and management. What we can adapt and consider for further research are changes in the distribution of teachers working hours, so that they could have more time devoted to reflecting to pass their curriculums considering an AoA.

8.2.1.2. Plurilingual and pluricultural competence

One relevant aspect in the teaching and learning of linguistic mediation is the role of plurilingual and pluricultural competence in the national curriculum given that plurilingual and pluricultural education is a major policy aim in Europe. Due to its presence in the curriculum and in the official rubric to assess mediation, its understanding and effective teaching was considered worth minding. At a practical level, during the elaboration of the

AoS, we realized the plurilingual and pluricultural competence was one of the first things teachers try to include, because leaving this component for the last step when the entire task is designed already is definitely a mistake. It is hard to teach this competence because we think of introducing rather than integrate.

Including a sociocultural component in tasks sometimes depends on the level of students and their profiles, but we need to make sure we provide room for sociocultural competence: no matter the level, we need to incorporate this component.

8.2.1.3. Cross-linguistic mediation

For the same reason, another fact that interferes with an effective integration of the former competences is Spanish not being allowed in training nor in examinations since cross-linguistic mediation is not included in the OSL. This aspect needs further discussion and revision, since being able to exploit all available linguistic resources in order to communicate is part of the plurilingual and pluricultural competence. Since students are counting on this one, it is nonsense not to include cross-linguistic mediation in their curriculum. In fact, we did include it in our AoS (see Chapter 3) to fully exploit the scenarios and be able to aim at an effective teaching of mediation strategies.

8.2.1.4. Linguistic competence

According to our findings, one more factor that is stopping the OSL is the wrong heavy presence of the linguistic competence when assessing the students' performances in linguistic mediation. After having analyzed in Chapter 2 all factors that the CEFR considers relevant in the teaching and learning of a foreign language, we concluded that the linguistic competence is not the focus when teaching or assessing linguistic mediation; however, the OSL does that.

In this regard, we assume that, even though the students' linguistic competence is necessary also when assessing linguistic mediation, we should not be placing it in a central role in terms of weight in grading nor relevance. Thus, a limited and careful selection of the targeted scales within the linguistic competence is recommended during the elaboration of the AoS. We also need to stop thinking of penalizing mistakes in students' linguistic

competences and follow the CEFR instructions: the need to take account of the complexity of the language rather than just registering mistakes (CEFR-CV, 2020, p. 130). This is something the OSL does very well; in fact, they always encourage teachers to act along these lines.

8.2.1.5. Domains

This PhD dissertation has analyzed the approach the OSL curriculum does to language learning and more specifically to the Framework, and we identify two more aspects that can be improved, apart from assessment, when interpreting the concept on linguistic mediation from the CEFR: domains and competences.

Bearing in mind that the proficiency level we used to explore a practical implementation of the teaching and assessment of linguistic mediation was a C2 level, we dare to say that the domains included in the scales for mediating activities for C2 are sometimes too far from a regular person, *i. e.* non-academic. Even though C levels devote certain and equal importance to all domains, including academic, users may want to mediate in more varied contexts. Although the personal side is included, it is still too elaborate in some cases. Special attention must be brought when situating tasks in the personal domain, since we have to make sure they do cover realistic scenarios where a C2 can truly exploit the descriptor. Since the Spanish curriculum for teaching and learning FLs gives competences a central role, the way we connect curriculum content to this section of competences in the Framework is key to teach and assess mediation in a feasible and effective way.

For both teachers and students, we once again state the importance of reading the relevant sections of the Framework that facilitate the understanding of what each competence implies. A short description is provided before displaying the scales for each competence, together with notes on some occasions –which are necessary to read beforehand– and it is extremely useful since it provides an overall view of how that competence looks like when being performed at all CEFR levels of proficiency. Our observations point out that there is a misconception of the concept of competence in regard to the teaching of mediation.

We included previous scaffolding to students attempt to perform the AoS (see section 8.1.), and after having analyzed the requisites and transcripts of the conversations (see

section 7.3.4.), we concluded with the assessment of students according to the suggested rubrics in Chapter 2 and proceeded to suggest adjustment of the scenarios for future use.

8.2.1.6. Digital competence

For students to follow the courses effortlessly, the OSL teachers are required to have a B1 digital competence course completed. This means they can arrange their content and teach without difficulties in online environments. However, there needs to be a consensus and a way to proceed that is unified to smooth students' transitions into one campus to another when they enroll in different courses in the online OSL or when they pass the course and have a new teacher with a new campus. By the same token, students are advised they need to be digitally competent to follow our courses. However, the former conditions are not always the case. As already discussed in Chapter 4, the study group and the AoS and tasks were designed for has an age range from 25-55, which is considerably wide. That is why we have to look at different levels of digital competence and consider them when planning teaching and, especially, the assessment of linguistic mediation online. The results obtained point to the fact that it would be convenient to find different ways to fill in the gaps in their digital competence to make sure it is not a barrier to learning linguistic mediation, but, instead, a motivating factor and resource.

Therefore, to successfully navigate through the possible difficulties arising from the gaps in both teachers and students' digital competence, some possible solutions could be:

a) On-the-job training guaranteeing Moodle's platform user-friendly arrangement. There are certain common features to all campuses in the online OSL (tabs distribution, official documents, units' distributions for year courses…) aimed at providing unity to the digital display of the courses. Be that as it may, given the fact that platforms can be considered something flexible that adapts to meet not only the needs of the course, but learners and teachers' demands as well, this training can be a reliable way to ensure courses' usability.

b) Shared campuses. Having campuses where all teachers are enrolled allows them to have editable examples of what is to be done on their own platforms.

c) Establishing a B1 level of digital competence for students as well. This measure could be quite effective. If it has not been applied yet it is because this OSL is

still growing, so it needs big enrolling figures and to avoid increasing students' dropout rates.

d) Exploit office hours. Office hours are usually deserted since students barely use them and prefer emails or ask during synchronous lessons. However, solving doubts while connected to Blackboard Collaborate Ultra allows both teachers and students to more effectively depict the issue by sharing the screen and seeing each other's faces and hearing. Thus, optimizing office hours to solve questions also dealing with the use of the platform and communication with students through the platform, among others, can be highly beneficial.

e) Help forums. Also placed in the front section of courses in the online OSL, help forums with forced subscription modes are provided to the students to ask what they need regarding any academic element. This way everyone can see and clarify their possible questions.

8.2.1.7. Need for new rubrics in linguistic mediation

As already discussed, there is no way we can reverse the downward spiral we are in if we do not set a solid basis for the teaching and assessment of linguistic mediation. Rubrics are mostly seen as an assessment tool, but, for sure, its use for formative assessment is highly recommended, as we have observed throughout this PhD dissertation, and especially in online teaching and learning.

It is important at this point to explain the process by which rubrics are created and the potential options to change them if we want to apply these observations. There is a Commission in the OSLs in charge of creating these rubrics (see section 5.3.1.), formed by active teachers from the different schools of languages. If you do not manage to belong to one of those Commissions, you can either reach them and ask for the change (utopia), or at least implement the change in your sessions for formative assessment, but that is it. Students will anyway find the official rubric in the PCEI. A subsequent debate arises: Is it pedagogically convenient to use a more realistic approach to mediation in formative assessment, during the course, despite the fact that students will find an unconnected official rubric for linguistic mediation in their finals, and also, the PCEI? Or, on the contrary, is it

more effective to use the unconnected official rubrics during the entire year despite they make no sense, so students are already used to that nonsense before they reach their finals?

The fact that the official rubrics to assess linguistic mediation offered in the curriculum of the certification examinations had certain characteristics shapes not only teachers and students' understanding of mediation, but also limits their performances when mediating. These aspects were grouped into three different sections: a) tailored rubrics for formative assessment, b) official rubrics being in Spanish, and c) teachers training in using the rubrics for mediation.

8.2.1.8. Tailored rubrics for formative assessment

Concerning also the official rubrics to assess linguistic mediation, another aspect that needs further study and reconsideration is the elaboration of rubrics for formative assessment with tailored and more scenario-aimed descriptors, minding uneven profiles. Apart from final and official certification examinations, there needs to be also rubrics tailored to the process of observation, which includes monitoring, checklists and, of course, self-assessment checklists. Mainly for formative assessment and training, we adapt official rubrics for all the language activities to monitor students' progress until they reach the objectives in the scales in the CEFR. In the case of mediation, we need a little push since it is a relatively recent skill/competence that is having different outcomes, and how much it differs from the updates in the CEFR concerning linguistic mediation.

However, the assessment rubrics are the only ones published in the curriculum of the OSL and the only ones 'known' by both students and teachers, which should be further studied and reconsidered. This way, we would include all parallel type of assessment which is not being enough importance at the moment (peer, self-assessment…), turning the observation process more reliable and effective.

The fact that we do not have separate or tailored rubrics for the different types of assessment, alongside the official rubric is still unknown to many students until the very moment of the revision of the exam, turns the situation into a complex one. These same assessment grids are the ones they give us as reference for the entire course and are meant to be adapted for formative assessment.

The self-assessment grids the ELP provides are also of major importance since they connect the ELP and the CEFR per se. Not only do they help learners to profile their main language skills, but also help users connect and understand what the mediation activities look like in real life (job meeting, friends gathering…) and what they are being asked to do when using the mediation strategies, also referred to as 'communication strategies' (CEFR-CV, 2020, p. 117).

8.2.1.9. Official rubrics being in Spanish

The last aspect to be further revised in future studies considering the official rubric to assess linguistic mediation is the language they are given in and set for use: Spanish. The fact that teachers are obliged to use them in Spanish when assessing contributes to a poor understanding of the descriptors, in many cases mainly because of educational jargon. In regard to this issue, we insist on the use of Moodle's observation checklists, mentioned in section 5.4.2. Conveniently flexible, these Moodle-based checklists allow both teachers and students to constantly update the items, adapting to students' progress by scaffolding the target ones, because they are either at that moment below the required level or slightly above and they need something else (very motivating and boosting autonomy).

8.2.1.10. Teachers training in using the rubrics for mediation

This might be one of the most concerning issues regarding the practical assessment of mediation in the OSLs now. On top of that, and depending on the teacher's encouragement of the adapted formative assessment rubrics and the students' engagement in the course, students frequently see first the final summative assessment grids the moment they fail and go to revise their exams. That is, they are not aware of the 'descriptors' they were supposed to fulfil during their tasks up to a later stage in the course. Considering that the assessment rubrics provided to teachers and available online for students for the PCEI are the ones used for formative assessment as well, the teachers should be encouraged to adapt them for formative assessment. By doing this, students not only would be more prepared for their exams but also understand feedback when they feel and come to revise their exams.

Therefore, we consider there is need for more teacher training in using the rubrics for linguistic mediation effectively to finally carry out a finely-tuned assessment that combines the national curriculum for EFL in Spain and the Framework main tenets and updates.

8.2.2. Main challenges of the teaching and assessment of linguistic mediation online

In this last section, we aim at providing possible solutions to the main challenges for both teachers and students when facing the teaching and assessment of linguistic mediation online (see section 3.5.), which fall into external and internal factors, that is, Moodle's technical problems and students and teachers' use of it.

8.2.2.1. Technical problems

As we already discussed in Chapter 3, the weaknesses of Moodle and, more specifically, problems with the tool BB Class, can be frustrating for both students and teachers. After considering the input we have received from the questionnaires, together with my experience teaching in the online OSL and the elaboration of this PhD dissertation, we share the following possible solutions we have found these years and expand them:

a) Manual on technical issues for the teaching board. The teaching board at the online OSL has been collating technical issues' reports and solutions throughout the recent years and elaborating a manual to help teachers face common daily technical issues and deal with them, as well as to provide comfort to the student. This manual includes frequently asked questions (FAQ) and feasible solutions for the long and short term, concerning issues with BB Class, potential technical problems during synchronous examinations, and user problems, among others. We recommend it to be a collaborative document so it can be revised and updated by the entire team; in the case of the online OSL, it is in our public serves and shared campuses.

b) *Kit Digital* on technical issues for online OSL students. It is an area available at all campuses. Placed on the front page, a text area tool displays access to ignition to the Moodle platform, basic knowledge of the Moodle user, and FAQ.

c) External links to access synchronous sessions. The problems mentioned in Chapter 4 can make students struggle when trying to access their synchronous

sessions. Thus, what we do is to provide them with a more traditional resource, a PDF with all the links so they can access directly without having to go through Moodle in case it is not working.

d) Individualized and specialized technical support for the online OSL. Acknowledging these solutions far from achievable, it is still worth to be considered for the future. Nowadays, it is impossible to have technical support only in charge of our school, but we do have one for the platform, one for CAU_CE, and another for Blackboard Collaborate Ultra, so we need to make sure we all report technical issues. The ideal situation would be to have our own to avoid long waits or inaccurate responses from overloaded technical support teams.

8.2.2.2. Plagiarism

With the experience gained throughout all these years, and the collaboration and work of the entire teaching staff, I have managed to have a rather wide vision of this issue. We have elaborated an internal guide in which we have gathered different experiences and tips for the elaboration of synchronous and asynchronous tests in the platform to avoid different forms of plagiarism.

a) Configuration of tests in synchronous examinations. In the questionnaire setting, we select the option of safe exam browser and also in case of some specific exams, we ask students to connect to the session. When we require the use of Safe Exam Browser, students can only attempt the quiz using this browser, which has different available options:
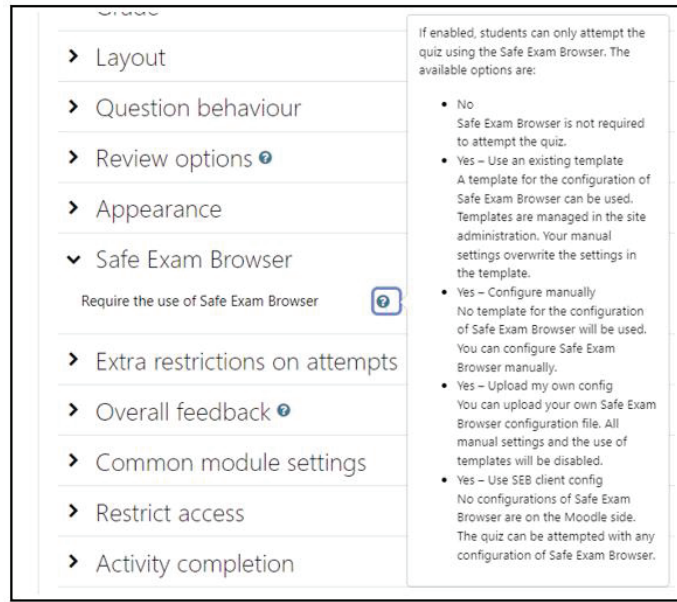
Figure 48. Available options when enabling safe exam browser in Moodle Questionnaires. [Source: Self-elaboration]

Despite being useful in preventing students from entering different websites for consultation during examinations, or even online translators or holding videocalls, the use of the Safe Exam Browser can sometimes be too tricky and it does require previous training with students. Students need to download first a plugin with the program and then make sure it works well and that all plugins are correctly activated to do their attempt. Attempting to use the safe browser with no previous training or advice could result in students experiencing difficulties and wasting their attempt during a synchronous test in which you have to monitor more students, or maybe while studying during the weekend.

b) Quiz questions format. Regarding the format, instead of introducing the source text of the test in an html format, as text, we use a screenshot so they cannot copy the text to google it. We also try to hide any relevant source that can guide students into the original text online.

c) Quiz questions administration. As for the questions administration, we add questions randomly, selecting them from previously built categories in the question bank. This way, and considering that sometimes examinations are done in a synchronous way and that different group of students belonging to the same

course will have the same exam, creating questionnaires with randomly selected questions from extensive question bank categories has proved to be an effective way to dissuade students from saving tests in their computer after screenshotting the questions and sharing them with partners.

d) Quiz questions authenticity. Respect to the types of questions we can use to avoid plagiarism, and in the case of reading tests in which we usually provide students with a source text and then ask questions, we either select original texts (articles, guidelines, papers…) or encourage the use of listening tests and their questions using their audio transcriptions adapted into texts. This way, students will not find it.

CHAPTER 9

Concluding remarks

9.1. Summary of key findings and implications

In this concluding chapter, we present a brief review of the chapters covered across this PhD dissertation together with its implications for educators, researchers in the field, educational institutions and students. The introduction of linguistic mediation in the CEFR (2001) and later on in the national and regional curricula has been in the scope of attention for the last 20 years, mainly due to the need to adapt the teaching and learning to help speakers linguistically navigate through Baumann's (2000) liquid modernity (see Chapter 1). There was a need to have a common, transparent record of how to do it: thus, the CEFR was designed and implemented at an international level (see Chapter 2).

At the same time, the digital era has transformed the way we teach and learn languages nowadays, and more and more people opt for online learning, especially after the pandemic we experienced between 2019-2021. The Spanish government was forced to find the way to offer students the change to continue their studies while in a lockdown andwe were not allowed to attend classes. After this, online learning proved to be a good option not only during a lockdown but also in more cases in which students do not have the time or the means to attend face-to-face lessons. This rapid and unstoppable change or viability of online learning/teaching, present for many years already, brought to light many challenges and gaps in the FLT, like, for example, teachers and students' lack of digital competence or the need for more research concerning linguistic mediation.

Our initial purpose was to prove the viability to teach and learn linguistic mediation online, as well as to find out which activities or resources and what the best way to attend different student profiles is. We also needed to know about the role teachers play in the teaching of linguistic mediation how their understanding of the concept and practical implementation was affecting students understanding of mediation and consequently their performance in official examinations. We did this through action research, giving out a questionnaire to 26 teachers in the online OSL, belonging to the three different existing department in the center: English, French, and German. The objective was to obtain a more valuable insight into their understanding of linguistic mediation and how they teach and

assess it. We also questioned the viability and effectiveness of the current official rubrics used in the OSLs to assess linguistic mediation (see Chapter 4).

To get it, we elaborated five different AoS that included all relevant aspects to teach linguistic mediation (see Chapter 6). We also elaborated scaffolding for the different scenarios that we were going to carry out before asking students to perform them (see Chapter 7). The context for which we elaborated the scenarios was the online OSL in the Canary Islands, and the level of proficiency was C2 level. Again, with action research, we asked students enrolled in the C2 level annual course to perform the different AoS with their corresponding scaffolding. Out of all conversations we heard from students, we selected a total of three to be shared and analyzed (see Chapter 8).

For the elaboration of the AoS, we took into consideration everything we discussed in the Introduction concerning the concept of mediation in the CEFR and methodology (see Chapter 1). Likewise, we took into account the different CEFR editions and Companion Volumes from its creation up to the very last update, including every volume in between (see Chapter 2). Special attention was brought to uneven profiles –which influenced our choice of selection of performances to be analyzed. Of course, relevant aspects discussed about the CEFR implementation at a European level and then national to local levels, and, more specifically, practical implementation of linguistic mediation in the classrooms influenced our elaboration and design of the scenarios, especially the fact that the OSLs still to the CEFR 2001 version for many aspects concerning linguistic mediation. All these factors, together with the AoA methodology suggested by the CEFR (see section 2.2.1.3.) and a reevaluation of the way OSL assesses linguistic mediation, shaped our decisions when creating the AoS to prove Moodle's viability to teach and assess linguistic mediation in the online OSL.

9.2. Research limitations

Despite the strengths of our research methodology, and as every research, this PhD dissertation has its limitations, due to restrictions in methodology and research design. These limitations may impact its scope and applicability. Something that deserves a reconsideration is the methodology to be used in the teaching and assessment of linguistic mediation online, and make sure the AoA is being appropriately understood and applied in regards to linguistic

mediation, or, if there are more potentially convenient methods that could be used. In portraying the change from a static view of language to a dynamic view of co-construction of meaning (see the Introduction to this work), it is necessary to constantly update and revise methodologies, especially in this change to online teaching/learning. At this point, after the AoA was first suggested in the CEFR (2001) as a core method, we are still missing more data from research that inspires and contributes to the conceptualization of its practical implementation.

One of the critical limitation of this study is that only the online OSL was selected for the research as educational scenario for the study of linguistic mediation and assessment, being quite different from the rest of regulated educational environments in which linguistic mediation needs to be studied. There are also some methodological limitations. Although a mixed-methodology approach has provided valuable insights on a both a theoretical and practical approach to the teaching and assessment of linguistic mediation, practical constraints may limit the sample size, duration of data collection, and the scope of methods applied. The selection of subjects performing the AoS proposed in this PhD dissertation may also affect or limit the results insofar interests and purposes established. In the case of the group of students with uneven proficiency profiles, or including students misplaced in that course, it can require a different scaffolding process.

9.3. Further research on the topic

This PhD dissertation leaves the door wide open to manifold approaches and future lines of investigation. The literature review in our research has shed some light on the –at the moment– latent incoherence between the updates and revisions of the CEFR in regard to the concept of linguistic mediation and its interpretation in the curriculum for teaching and assessment of linguistic mediation in the OSLs. In this vein, the use of ICT in the scope of FLT has proved to offer endless opportunities, but it requires a certain degree of expertise to run a course online, not only to use the platform but to communicate with students, and effectively target objectives. More research is needed, however, to investigate relevant variables regarding these main requirements in the online teaching field.

The gaps identified in this PhD dissertation are significant for future research. Some gaps include the analysis of different educational contexts in which linguistic mediation occurs and comparing Moodle with other online platforms concerning the resources and activities offered.

As mentioned in section 9.2. above, one of the main limitations in this study was the restriction of the educational context to prove the effectivity of the platform Moodle for the teaching and assessment of linguistic mediation. Therefore, an area of future study could be a study examining this into other regulated contexts, such as graduate and postgraduate courses at university or official certification training courses in both public and private educational institutions. Further research is needed to outline the use of online platforms and AI in comparison to other online educational platforms, with qualitative studies needed, particularly focusing on students' perspectives.

In this PhD dissertation, we have covered the basics; we have analyzed the current vision and practical implementation of linguistic mediation in the OSL. However, once we reach a consensus on what to teach and how, we need a new stage in which we produce and explore more accurate ways of teaching it, trying out more innovative methodologies that serve the same purpose and fit into the national curriculum.

After having tried to teach mediation strategies to students presenting uneven profiles, we can conclude that there is a need to adapt the descriptors for those uneven profiles or, at least, encourage practitioners and teachers work in tailoring them to uneven profiles.

There are still many other potential lines of investigation concerning the teaching and assessment of linguistic mediation. The results and observations made in Chapter 8 suggest that it is worth considering the investigation of further factors preventing students from a satisfactory acquisition of mediation strategies. In this PhD dissertation we have mainly focused on aspects of a practical implementation of the linguistic mediation in the classroom looking at the way we understand and apply the CEFR, and looking at the way the national and local curriculum ask us to teach and assess mediation. A consensus needs to be achieved when it comes to aspects such as the type of linguistic mediation to be assessed or characteristics of mediation tasks in certification examinations. This would facilitate the

process, since students would have to do the same in each community and could use available online practice materials freely.

We hope that the present investigation done in the linguistic field helps to achieve a smooth and effective implementation of linguistic mediation not only in the curriculum but also in the classrooms. In other words, we expect to encourage other researchers and practitioners to continue researching on different resources to teach linguistic mediation online, maybe different platforms or resources in Moodle responding to upcoming updates. The need for a strong and prolific 'learning community' where worldwide teachers, practitioners and researchers collaborate, reflect, and share with each other. Without any doubt, the work done regarding linguistic mediation needs to be constantly revised, given potential updates in the CEFR concerning new scales and descriptors that are not available now, as to possible additions to respond to new speakers' demands in this global context.

9.4. A final note

This last chapter has shed some light on the different angles from which we looked at the efforts put into a practical implementation of linguistic mediation in the classroom. This PhD dissertation, by combining a theoretical and practical approach to the teaching and assessment of linguistic mediation in online learning platforms, is a contribution to that envision. It is hoped that studies such as this one will share meaningful approaches to the teaching and assessment of linguistic mediation in the near future.

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APPENDIX

First section: Understanding the concept of linguistic mediation.

---

1. Do you consider your students know what to do in oral and written mediation tasks?

	1	2	3	4	5	
Nothing	○	○	○	○	○	They always obtain the maximum score

2. Do you believe your current group of students would know how to distinguish between activity and strategy of mediation?
   - ○ Yes
   - ○ No
   - ○ No, they do not need to
   - ○ Other

3. How many strategies do your students know?
   - ○ 0-3
   - ○ 3-5
   - ○ 5-8

4. Can students add extra information – not included in the input- when performing a mediation task?
   - ○ Yes
   - ○ No

5. Could a student fail the written or oral mediation test if they commit numerous grammar mistakes that show a lower level of proficiency?
   - ○ Yes
   - ○ No
   - ○ Only if they impede communication

6. Share an example of misuse of any aspect of their linguistic competence that would mean an instant failure in their task (indicate level of proficiency)

Long answer:

_____

7. What is your opinion about the distinction between oral and written mediation?

   ○ Makes sense, they are two different things and therefore require different mediation strategies
   ○ Does not make sense, mediation strategies can be applied to all activities of mediation
   ○ I had not thought about it

8. Should linguistic mediation be assessed in pairs or individually (as it is done nowadays)?
   ○ Individually
   ○ In pairs

9. How have you learned about linguistic mediation?

   ○ On-the-job training

   ○ By myself

   ○ Through the Internet

   ○ Using common sense

   ○ Using the curriculum

   ○ Using the CEFR

   ○ Colleague

10. Would you consider more training on teaching and assessing linguistic mediation useful?

   ○ Yes
   ○ No

Second section: official rubrics

1. Do you consider there is a need for new official rubrics to assess linguistic mediation in the OSLs?

   ○ Yes
   ○ No

2. What would you change in the official rubrics to assess linguistic mediation in the OSLs?

Long answer:

_____

3. Rate the effectiveness of official rubrics to assess written and oral mediation in the OSL.

1	2	3	4	5
○	○	○	○	○

4. Have you found it hard to justify students' results in linguistic mediation when using the current official rubrics?

○ Yes
○ No

5. Do you consider that the current official rubrics help students understand their results?

○ Yes
○ No

6. Do the current official rubrics affect positively or negatively on students' progress?

○ Positively
○ Negatively

Third section: Mediation tasks

1. What do you use as guideline or reference to elaborate a mediation task?

○ Online PCEI samples
○ The current official rubric to assess mediation in the OSLs
○ Others

2. Out of all mediation tasks you have revised…

○ Few have obtained the maximum score
○ The majority has succeeded

○ The majority has obtained the maximum score

3. What do you use as a reference to grade students' mediation tasks?

○ The current official rubric
○ The curriculum
○ Common sense

4. Is providing sample answers to your students' mediation tasks hard for you?

○ Yes
○ No

Annex 2. *H5P Image Choice question in AoS #4.*

Annex 3. *URL to Chad Littlefield's Talk your way into tomorrow website in AoS #2*

Talk Your Way Into Tomorrow by Chad Littlefield

Mark as done

Annex 4. *Moodle's forum in AoS #2*

Collaborating to construct meaning

Mark as done

Online car auctions:

    1. How do they work?
    2. Reliable?

React to others' opinions and share your own views on the topic. Remember to **summarize**, **evaluate** and **link** the various contributions to **facilitate agreement** on a solution or a way forward.

Annex 5. *Moodle's lightbox gallery in AoS #3*

Annex 6. *Chat in AoS #3*

Scenario 3: Culture shock

Mark as done

The Global Experiences web page (https://www.globalexperiences.com/blog/culture-shock/) describes the phases of culture shock using the diagram shown here. Using this interactive wheel of emotions, relate to the stages with own experience.

Taken and adapted from https://sphweb.bumc.bu.edu/otlt/mph-modules/PH/CulturalAwareness/CulturalAwareness7.html
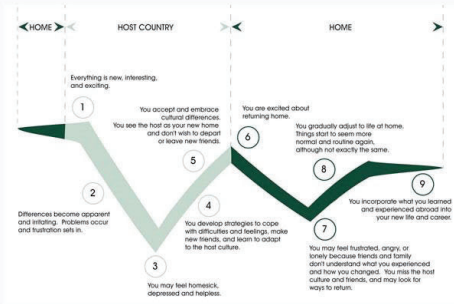
Enter the chat   Use more accessible interface

Annex 7. *Official rubric provided by the DGFPEA to assess linguistic mediation at a C2 level of proficiency*

	Capacidad mediadora	Puntuación /5	Adecuación de la tarea	Puntuación /5
5	• Hace accesible el texto fuente con seguridad, identificando matices y el trasfondo sociocultural o aspectos velados, adaptando la lengua con sofisticación haciéndolo más explícito a su interlocutor/a. • Transmite con seguridad y elocuencia información relevante incluyendo aspectos valorativos, trasfondo y sutilezas de forma precisa, y con un repertorio lingüístico flexible y sin limitaciones.		• Desarrolla la tarea de forma eficaz y conceptualmente compleja transmitiendo con sofisticación el texto fuente, por lo que se ajusta sin limitaciones a las instrucciones. • Identifica de forma fiable y eficaz las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información compleja, aspectos valorativos y/o matices relevantes para él/ella.	
4	Comparte rasgos de la banda 5 y de la banda 3.			
3	• Hace accesible el texto fuente de manera efectiva, explicando sutilezas, señalando implicaciones socioculturales, adaptando la lengua con detalle y haciendo que sea más explícito para su interlocutor/a. • Transmite, con seguridad, información compleja, los matices y el trasfondo, de forma cómoda y eficaz, sin restricciones y un repertorio lingüístico amplio y flexible.		• Desarrolla la tarea con precisión transmitiendo con comodidad el texto fuente, por lo que se ajusta de manera efectiva a las instrucciones. • Identifica de forma fiable las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información, argumentos complejos y/o matices relevantes para él/ella.	
2	Comparte rasgos de la banda 3 y de la banda 1.			
1	• Hace accesible el texto fuente de forma eficaz, parafraseando con precisión, explicando algunas sutilezas, anticipando malentendidos y haciendo que sea menos complejo para su interlocutor/a. • Transmite, con fluidez y espontaneidad, información relevante, con distinciones sutiles, y argumentos, sin esfuerzo y uso flexible de la lengua.		• Desarrolla la tarea con eficacia transmitiendo con claridad el texto fuente, por lo que se ajusta sin esfuerzo a las instrucciones. • Identifica claramente las necesidades y/o dificultades de su interlocutor/a, por lo que selecciona información y/o argumentos complejos y relevantes para él/ella.	

Annex 8. *OSL PCEI B2 model task #1*

TAREA 2: MEDIACIÓN ORAL

In your English class, while talking about healthy life style, you have been discussing how essential sleep. Your teacher has told you and your partner to look for information about this issue and present it to the class.

Here's part of an article you found searching the net. You had problems in downloading the whole article and your partner has the rest. Read your text to extract the most important information to share with your partner. Together you have to decide what you'll include in your presentation.

Why Can't I Sleep? Sleep Help For Teens AND Parents

We talked to Candance Alfano, clinical psychologist at the Sleep and Anxiety Center of Huston, about how we can help ourselves and our teens get the rest we need.

Why is it hard to sleep?

Sleep is the first biological system to malfunction when we're stressed. This is partly because of hormonal and biological change, but also because of the thoughts and worries that become more prevalent during times of stress.

The loss of routine makes it hard to sleep. Regularity is something important in a good night sleep.

Why is it important to have a sleep schedule?

Creating routines is critical for everything we do, in particular our sleep. Having a sleep schedule provides certain cues for feeling sleepy and for waking up. Sometimes, it may be tempting to sleep in or stay up late, but our sleep is regulated by an internal clock. That clock functions best when we set it to the same time every day.

Side- effects of not sleeping properly
- When we get inadequate amounts of sleep, we are more likely to have acne.
[...]

https://yourteenmag.com/health/physical-health/why-cant-i-sleep

TAREA 2: COPRODUCCIÓN DE TEXTOS ORALES Y MEDIACIÓN

You and your partner need to study for a very important exam. You found this information online about tips to revise before exams, and you thought it was a good idea to share it with him/her. Discuss with your partner the tips below and decide which ones are the most important for you.

Revision tips

⏱ **Eat breakfast:** skipping breakfast can reduce your ability to recall information effectively.

⏱ **Put your phone away:** phones (particularly social media) are distracting. When revising place your phone out of sight and out of mind.

⏱ **Start revising early:** an athlete does not train the day before a competition! Space out your revision. Spacing allows you time to forget and relearn.

⏱ **Test yourself:** test yourself at the end of a revision session.
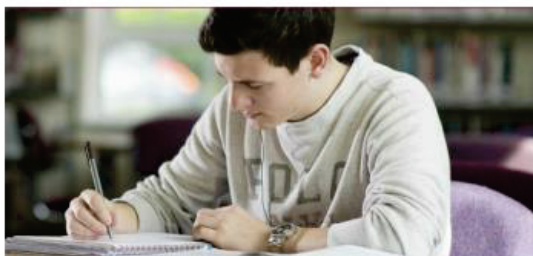
revision-exam-tips/

INSTRUCTIONS
- **Preparation time: 5 minutes**
- **Interaction time: 3-4 minutes**
- You can take notes during the preparation time. You can only use these notes as a guideline.
- The test will be recorded.

Annex 10. *Infographic to be mediated with in AoS #1. (Source:*
https://composeandconsult.com/the-edit-effect/ai-platforms-hallucination-effect-content-
generation).
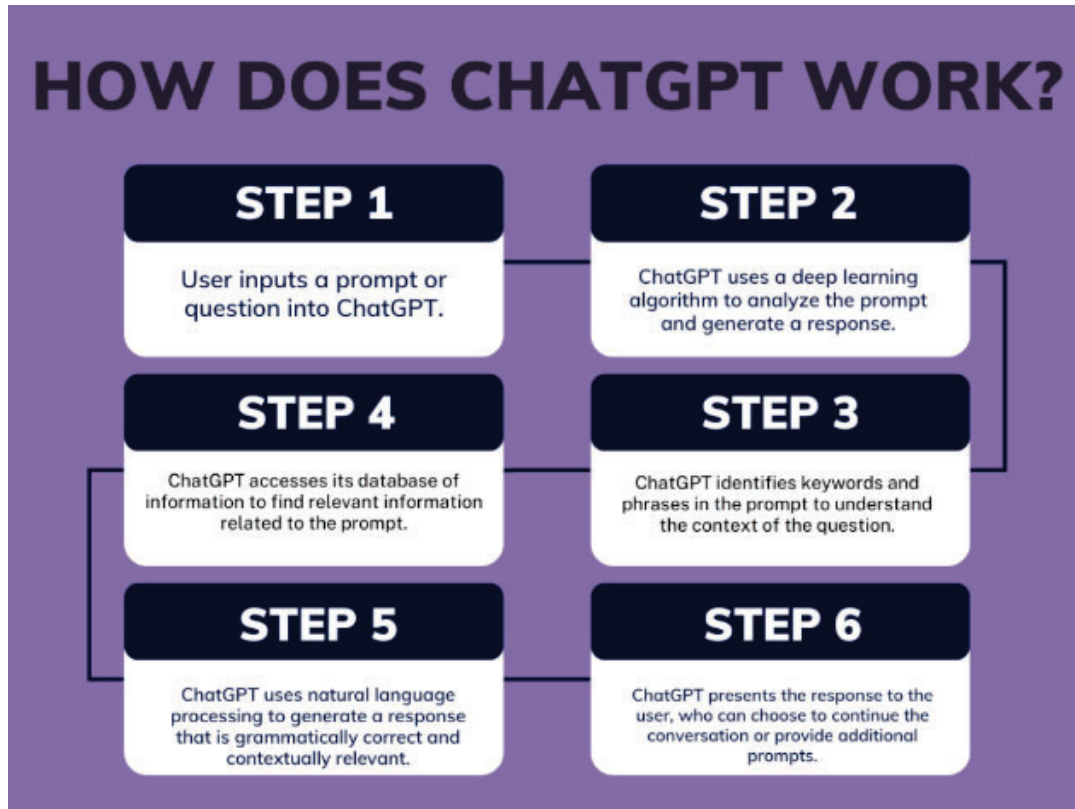
Annex 11. *Screenshot of vehicle details and bid information used in AoS #2 (Source:*
https://ecarstrade.com/blog/types-of-online-car-auctions).

Annex 12. *Pamphlet showing the different stages of culture shock used in AoS #3 (Source: https://www.sharethelove.blog/livingabroad/cultureshock/).*
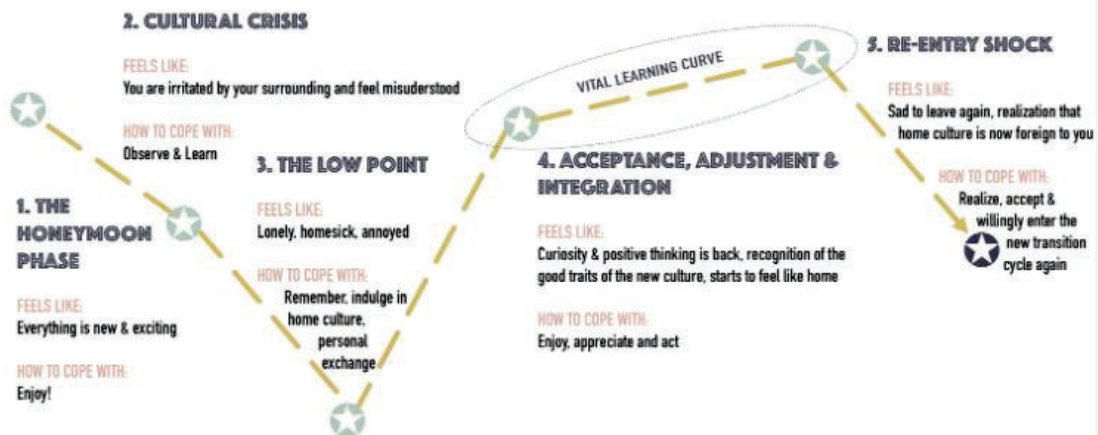
Annex 13. *Article passage used in AoS # 4 (Source:*
https://floridaseminoletourism.com/cultural-appropriation-vs-cultural-appreciation/).

CULTURAL APPROPRIATION VS. CULTURAL APPRECIATION: WHERE IS THE LINE?

Welcome to another installment in our series about the ethics around Native American art and culture! Last **week**, we explored the American Indian Arts and Crafts Act of 1990, and how to be an ethical consumer of Native art. A hot topic recently, cultural appropriation can be a flashy media headline we often ignore. But what is it really? This week we will explore cultural appropriation, what it is, and what YOU can do. Avoid falling into the trap of appropriation! Follow along for tips to respectfully appreciate Native art and culture.

WHAT IS CULTURAL APPROPRIATION?

A news article pops up with "cultural appropriation" in the headline. Do you know what it means? Cultural appropriation is commonly used to identify when the imagery, fashion, practices, music, or artifacts of a culture are removed from their original context. The significance is ignored and they are taken and used by someone else.

But, this definition can go further than the surface level. Originally, the term was mostly used in academic spaces to talk about colonialism and power dynamics between majority and minority groups. According to Rodgers (2006) there are four types of cultural appropriation: exchange, dominance, exploitation, and transculturation. In this blog post, we will talk about the form we most identify with as cultural appropriation– exploitation. The article's citation can be found at the end of this blog post if you would like to learn more about the other forms of cultural appropriation.

EXPLOITATION

The term 'cultural appropriation' has made it out of academia and into public discourse. When you hear about cultural appropriation today, it is most likely exploitation. It is "the appropriation of elements of a subordinate culture without substantive reciprocity, permission, and/or compensation" (Rodgers 2006). Someone from another culture takes elements of a subordinate, marginalized, or colonized culture. Power dynamics also come into play. Traits of the subordinate culture are "cherry picked" by someone of a dominant culture. Often, the appropriation serves to reinforce the established power dynamic and ends up harming the marginalized culture.

Annex 14. *Information about camera angles and shots provided to student A in AoS #5 (Source: https://www.studiobinder.com/blog/types-of-camera-shot-angles-in-film/).*

Shot 1	Shot 2	Shot 3
Low Angle	High Angle	Dutch Angle

Shot 4	Shot 5	Shot 6
Overhead Shot	Eye Level	Shoulder Level
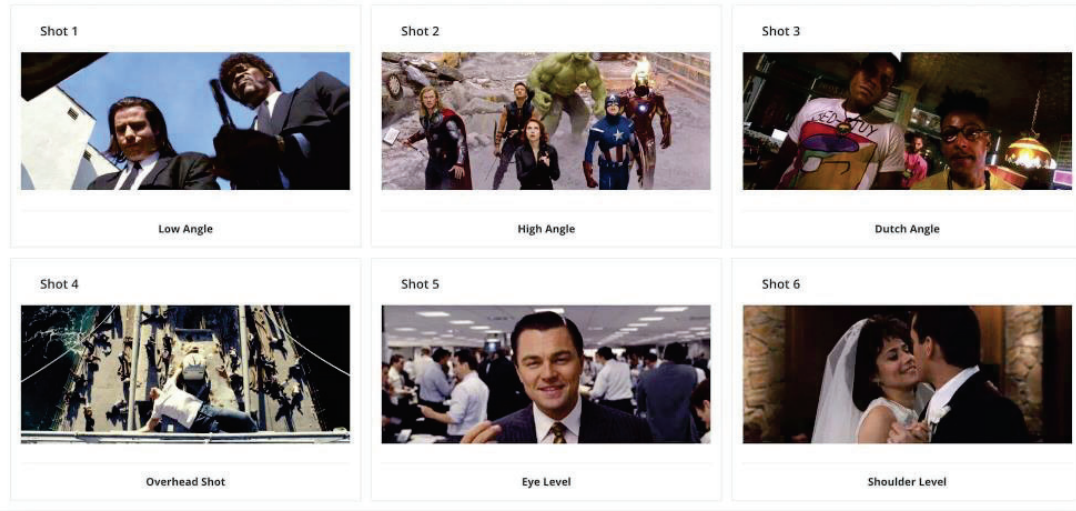
Annex 15. *Notes provided to student B in AoS #5.*

1. Boosting The Local Economy
Spurring economic growth.
Creating job opportunities.
Enhancing tax revenue.
Supporting community development.

2. Environmental Sustainability
Reducing Carbon Footprint
Encouraging Green Practices
Supporting Sustainable Agriculture

3. Preserving Local Culture
Promoting Unique Local Products
Maintaining Local Traditions
Celebrating Diversity
Supporting Local Artisans

4. Supporting Entrepreneurship
Fostering innovation
Encouraging Creativity
Supporting New And Small Businesses
Promoting Local Success Stories

Annex 16. *Accordion tool included in H5P Interactive book to scaffold AoS #1.*

Annex 17. *H5P Interactive video as part of scaffolding to AoS #1.*

Annex 18. *H5P interactive Video with Mark the Words Exercise included as part of scaffolding to AoS #1.*

Annex 19. *H5P Interactive video with fill-in-the-gap exercise included as part of scaffolding to AoS #1.*

College Professor Explains One Concept in 5 Levels of Difficulty | WIRED

Make sure you understood what we can do with quantum sensing by rephrasing the information using the word given.

_____ able to give us the ultimate limit of sensitivity, quantum sensors are also gonna be really reliable.

Check

Annex 20. *Find-the-word exercise within H5P Interactive included as part of scaffolding to AoS #1.*
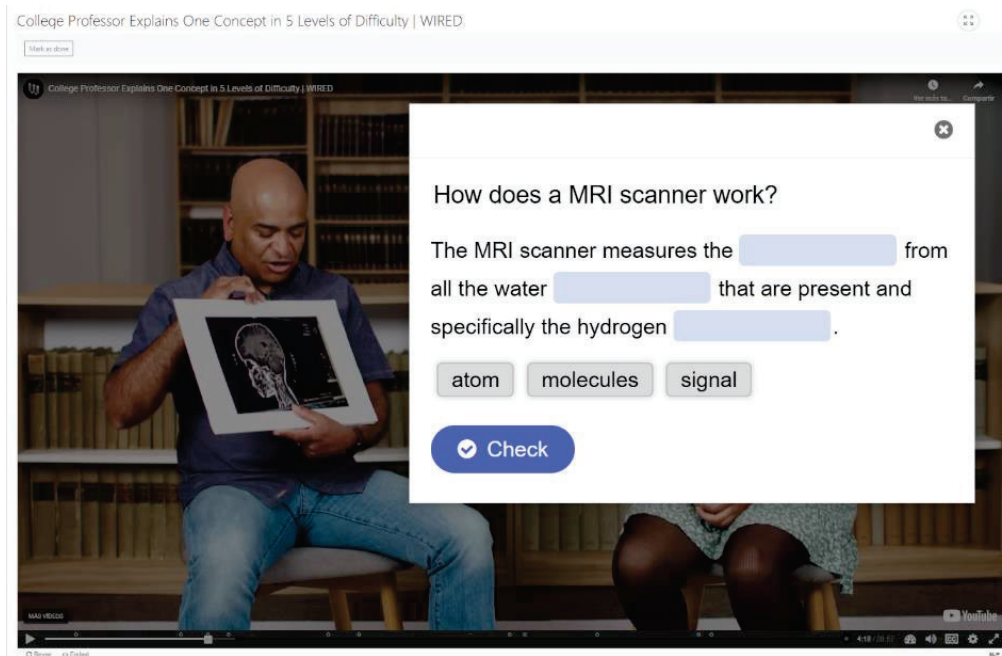
Annex 21. *Drag-and-drop exercise within H5P Interactive included as part of scaffolding to AoS #1.*
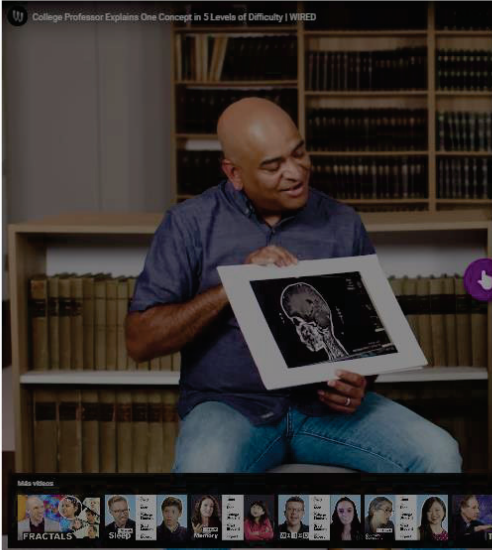
Annex 22. *First single-choice exercise within H5P Interactive included as part of scaffolding to AoS #1.*
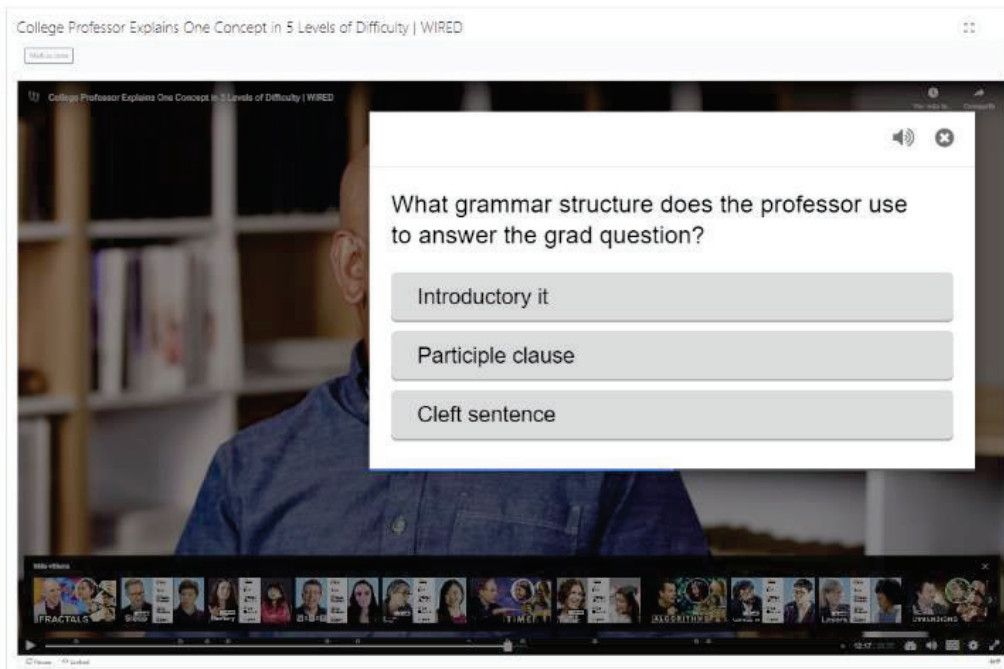
Annex 23. *Second single-choice exercise within H5P Interactive included as part of scaffolding to AoS #1.*

Annex 24. *Long-answer exercise within H5P Interactive included as part of scaffolding to AoS #1.*

College Professor Explains One Concept in 5 Levels of Difficulty | WIRED

How are GPS related to an atomic clock?
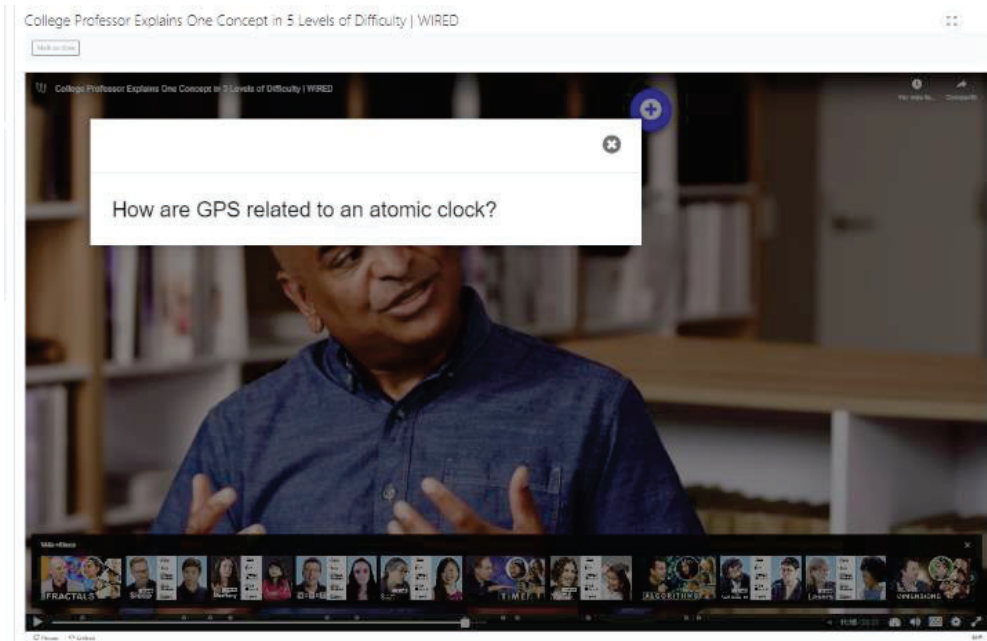
Annex 25. *True-or-false exercise within H5P Interactive included as part of scaffolding to AoS #1.*
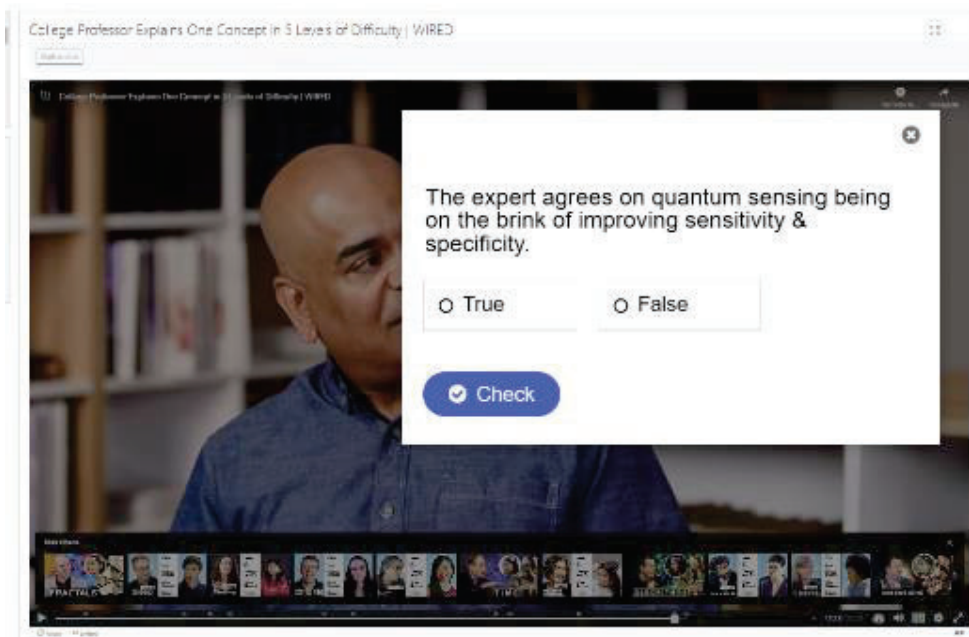
Annex 26. *True-or-false exercise starting with a noun clause within H5P Interactive included as part of scaffolding to AoS #1.*

Annex 27. *Three parts a definition should consist of (Source: https://owl.purdue.edu/owl/general_writing/common_writing_assignments/definitions.html #:~:text=A%20formal%20definition%20consists%20of,all%20others%20of%20its%20class).*

Writing Definitions

A formal definition is based upon a concise, logical pattern that includes as much information as it can within a minimum amount of space. The primary reason to include definitions in your writing is to avoid misunderstanding with your audience. A formal definition consists of three parts:

1. The term (word or phrase) to be defined

2. The class of object or concept to which the term belongs

3. The differentiating characteristics that distinguish it from all others of its class

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/definitions.html

Annex 28. *Drag-and-Drop tool for students to identify the different parts in a definition.*

Drag the words into the correct boxes

For example:

	differentiating characteristics
	term
	class

Water (_____) is a liquid (_____) made up of molecules of hydrogen and oxygen in the ratio of 2 to 1 (_____).

✓ Check

Drag the words into the correct boxes

	differentiating characteristics
	term
	class

Comic books (_____) are sequential and narrative publications (_____) consisting of illustrations, captions, dialogue balloons, and often focus on super-powered heroes (_____).

✓ Check

Drag the words into the correct boxes

	term
	differentiating characteristics
	class

Astronomy (_____) is a branch of scientific study (_____) primarily concerned with celestial objects inside and outside of the earth's atmosphere (_____).

✓ Check

Annex 29. *Dialogue cards within H5P Interactive book to scaffold strategies to explain a new concept.*

birds-eye view
term
class
differentiating characteristic

Turn

Card 1 of 4

Annex 30. *Fill-in-the-gap exercise within H5P Interactive book to scaffold strategies to explain a new concept.*

Annex 31. *Example of multiple-choice question within the H5P to exemplify how to break down complicated information.*

Close-up shot

☐ viewer's perspective

☐ Pixels

☐ examples in movies- eg. the shining.

✓ Check

Annex 32. *Example of feedback in multiple-choice question within the H5P to exemplify how to break down complicated information.*

Close-up shot

viewer's perspective	☑
✗ Pixels	☐
not really neccesary, too much detail. Avoid unnecesary information to make your message clear and avoid distracting the other person.	
examples in movies- eg. the shining.	☑

0/2   ↻ Retry

Annex 33. *Image slide activity to share examples of dense texts.*

- When was the building created?

- What was the sociopolitical scenario at the time?

- Who used these buildings as inspiration for their work?

Annex 35. *Single-choice question to help students identify unnecessary information.*

Think of **coherence and cohesion** and the **flow** of the text we have just read. Is there any **unnecessary information** to understand its need to preserve it?

Paragraph 1 provides ...

Interesting, general information about the building but not vital to understand the need to preserve it.

Vital information to understand the need to preserve the building.