

‘Please, May I Offer You Some Feedback?’: Co-Constructing Learning and Meaning through English Intralinguistic Mediation and Telecollaborative Practices

Note: This is the accepted (authors’) version. The final version of this book chapter will appear in *Peer-to-Peer Learning in Online and Hybrid Education*.

Bibliographic information:

Editorial: IGI Global

ISBN13: 9798337317328

ISBN13 Softcover: 9798337317335

EISBN13: 9798337317342

DOI: 10.4018/979-8-3373-1732-8

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Abstract: Mediation is a social and lifelong learning strategy that English as a Foreign Language (EFL) learners use to facilitate meaning-making and communication in professional and daily life contexts. This qualitative research examines the communicative function of intralinguistic mediation through monologues and dialogues in a telecollaborative learning environment using the digital tool *Flipgrid*. The study involved two groups: 1) Postgraduate Content Language Integrated Learning (CLIL) pre-service teachers and 2) Telecommunications Engineering learners, both using EFL and *Flipgrid*. Participants created video-based oral assignments addressing topical issues, while providing peer feedback to enhance reflective learning. The study employed rubrics and thematic analysis to evaluate *Flipgrid* and feedback quality, categorising feedback into linguistic accuracy, content development and effective communication. Findings indicate that *Flipgrid* served as an effective telecollaborative platform, fostering active participation, social agency s and mediation skills. Learners acted as mediators by linking individual with broader community discussions. Additionally, the study highlights how specific mediation strategies, such as paraphrasing and summarising, improved oral communication. These findings offer pedagogical insights for EFL practitioners, emphasising the value of telecollaboration and mediation strategies in enhancing EFL communicative competence.

Keywords: Intralinguistic mediation, telecollaboration, English language learning, peer feedback

1. Introduction

The *Companion Volume of the Common European Framework of References for Languages* (CEFR/CV, 2020) emphasises mediation as a recurrent concept in present Foreign Language (FL) education. Specifically, the CEFR/CV provides descriptors that guide the development of intralinguistic mediation tasks, such as those involving paraphrasing, summarisation and clarification. These descriptors explicitly outline the competencies learners should acquire, such as “can paraphrase information to help others understand” or “can summarise discussions and convey key points clearly”. These guidelines directly shape the design of mediation tasks, ensuring students engage in tasks and promote active communication and collaborative meaning-making. In the context of this study, the CEFR/CV descriptors form the basis for structuring telecollaborative learning tasks, where learners act as mediators to facilitate understanding and enhance their linguistic and communicative competencies.

Mediating oral or written communication is a common practice for English as Foreign Language (EFL) learners, who frequently encounter situations where they must produce, interpret and convey ideas for themselves or others. Intralinguistic mediation (English to English), established in a sociocultural learning framework, occurs when two people communicate a message, resulting in knowledge and interaction (Piccardo, North & Goodier, 2019; Vygotsky, 1981). In practical terms, intralinguistic mediation can be seen in tasks such as paraphrasing a complex idea in simpler terms, summarising key points of a discussion or clarifying vocabulary, phrases or communication for others. The tasks often take place in collaborative settings, such as group discussions, peer feedback exchanges, reflective practices or video-based assignments, where learners help each other to understand and engage with content. By facilitating these forms of mediating communication, learners not only enhance their linguistic proficiency but also foster critical thinking and active participation in meaningful conversations.

Furthermore, the CEFR/CV depicts mediation as both a sociocultural communicative language activity and a strategy that adapts to specific real-time contexts in which learners become active agents (Piccardo, North & Goodier, 2019). Mediation, therefore, is necessarily linked to the other three communication modes: production, reception and interaction. This study deals with intralinguistic mediation by focusing on how learners use these strategies in real-world communicative situations, enhancing both language competence and interpersonal interaction skills.

Moreover, foreign language acquisition in a telecollaborative learning environment has been reported as a constructive learning approach among peers (Ebadi & Rahimi, 2019; González-Lloret, 2020; González-Lloret & Ortega, 2014; Hauck & Satar, 2018). Peer feedback allows students to engage in self/team-reflection and enhance learning by providing constructive comments, suggestions and evaluations on each other's work, performance or skills.

Despite growing interest in communicative mediation, research on intralinguistic mediation -particularly in telecollaborative learning environments- remains scarce. While existing studies have explored mediation in interlinguistic contexts, fewer have examined how EFL learners engage in intralinguistic mediation to facilitate peer communication and feedback. This study addresses this gap by investigating how EFL learners use intralinguistic mediation strategies to enhance communicative competence and collaborative learning. Specifically, it examines how mediation is enacted through video-based interactions on *Flipgrid*, an interactive platform designed to foster asynchronous oral communication and feedback. Unlike traditional text-based forums, blogs or synchronous tools, *Flipgrid* enables to create, share and respond to video-based content, promoting active engagement, multimodal communication and reflexive feedback practices.

The hypothesis of this study is that the social dimension of learning is shaped by the active role of EFL learners, who co-construct meaning, communication and peer feedback through the production of videos and the corresponding reception, interaction, and mediation processes. To explore this hypothesis, the following research questions were posed:

RQ1. How did CLIL and Telecommunications students perform the intralinguistic mediation task when working on the same topics, in terms of linguistic accuracy, fluency, verbal and non-verbal communication and interactional competence?

RQ2. How did EFL learners provide peer feedback in both written and oral formats, and what quantitative/qualitative differences were observed in the nature and content of feedback across these two modes?

2. Literature Review

Telecollaborative communicative mediation

The CEFR/CV (2020) defines mediation as a skill that positions the learners an active participant and a social agent, engaged in communicative activities that link the individual with the community. In contrast to the traditional four skills of listening, speaking, reading and writing (Lado, 1961), modern language learning frameworks emphasise four key communicative functions of the foreign language: production, reception, interaction and mediation. These functions shift the focus toward task-based assessment, where learners actively co-construct meaning through collaborative engagement, as a key performance in communication. Mediation, in particular, serves as a bridge between reception and production, requiring learners to interpret, adapt and relay information to

different audiences. For example, mediation tasks may involve summarising complex texts for peers, facilitating discussions in multilingual settings or paraphrasing academic or specific content for diverse audiences. By integrating interaction and mediation, EFL learners navigate between social and individual dimensions, enhancing both their language competence and collaborative communication skills.

Mediation has always been part of EFL communication programmes, but it is sometimes perceived as a novel concept by some language teachers (Kossakowska-Pisarek et al., 2022). Cognitive growth through mediation, social interactions and cultural tools such as speech is crucial in any communicative learning approach (Guerrero Nieto, 2007; Marginson & Dang, 2017; Vygotsky, 1981, 1986; Author 1, 2022). In communicative learning approaches, mediation is not limited to face-to-face interaction; it extends to digital and global learning contexts, where learners actively construct meaning through collaborative engagement. This foundation naturally leads to the integration of mediation strategies in telecollaborative environments, which enhance learners' productive and receptive communication skills through intercultural social interaction -a key component for foreign language learning (Briggs, 2016; Chapelle, 2019; O'Dowd & Dooly, 2020; O'Dowd, 2021). A recent study by Author 1 and X (2022) explored the use of effective multimodal communication in a telecollaborative debate for students of two subjects oriented to English for Specific Purposes (ESP) at two distant universities. The findings reported that interactive tasks such as telecollaborative debates are more engaging and motivating for students. Learners not only enhanced their performative communication skills and argumentation but also developed specific vocabulary and scientific knowledge, leading to increased self-confidence and self-efficacy. Telecollaborative interaction engages participants worldwide in collectively co-constructing or mediating meaning in discussions on various topics.

Research has demonstrated the benefits of incorporating technology into language teaching and learning, highlighting its role in enhancing collaboration and interaction in educational settings (Ebadi & Rahimi, 2019; González-Lloret, 2020; González-Lloret & Ortega, 2014; Hauck & Satar, 2018). As a result, both technological and pedagogical advancements are now integrated into educational programmes, whether conducted on-site or remotely, through digital resources that actively promote learner engagement. Rather than merely supporting traditional teaching methods, technology-mediated language learning leverages digital tools to foster collaborative and productive interactions in mobile telecollaborative scenarios (Kukulska-Hulme & Viberg, 2018).

One particular relevant approach is the Trialogical Learning Approach (TLA), which aligns closely with communicative mediation by fostering technology-mediated collaborative skills (Sansone et al., 2019). TLA emphasises co-construction of knowledge through active participation in shared problem-solving and knowledge creation. Among its six different design principles (DPs), several are relevant to mediation tasks using *Flipgrid*: ‘supporting interaction between personal and social levels’ (DP2), ‘emphasising development through transformation and reflection between various forms of knowledge and practices’, (DP4) and ‘providing flexible tool mediation’ (DP6) (Sansone et al., 2019, p. 7). The latter is particularly significant as it endorses the need for adequate and diverse technologies, such as *Flipgrid*, that engage participants in collaborative learning, social interaction and meaning-making.

The asynchronous video-based format of *Flipgrid* fosters mediation by allowing learners to engage in dialogue, clarify meaning and provide structured feedback, which aligns with TLS emphasis on peer interaction and reflective learning. It enables users to mediate knowledge through digital discussions, reinforcing both oral and written communication skills. Moreover, *Flipgrid* supports multimodal engagement through

video recordings, text-based comments and emoji-based reactions, creating a flexible and inclusive learning space that enhances students' ability to interpret, reformulate and co-construct meaning collaboratively. This capacity to mediate between different ideas and perspectives in a telecollaborative setting is relevant to EFL learning, where learners must navigate linguistic and cultural differences in real-world communication.

Furthermore, performing intralinguistic communicative mediation with telecollaborative tools such as *Flipgrid* can be motivating for learners who want to explore complex language and structures in different domains: the public, the personal, the educational and the occupational (CEFR/CV, 2020). Mediation is not just about translating or interpreting a message from one language to the other (interlinguistic), but it also incorporates 'the intralinguistic dimension, which could be in the target language so that the learner seeks strategies to express themselves in the foreign language (North & Piccardo, 2016, p. 8). As reported by the CEFR/CV (2020), mediation is a key communicative function that enables interaction between two or more speakers or groups. EFL learners can mediate texts, concepts and communication, actively negotiating meaning by interpreting, clarifying or explaining information in their own words. This negotiation of meaning is deeply intertwined with the other communicative functions of reception, interaction, reception and mediation, which collectively support effective communication and knowledge co-construction.

Peer feedback

Within a constructivist learning approach, assessment is not merely an evaluation tool but an integral part of the learning process, an opportunity to learn in and of itself (Andrade & Brookhart, 2020; Boud & Falchikov, 2007; Race, 2009; Sambell et al., 2019). In this framework, peer feedback serves as a mechanism for socially shared regulation of learning, allowing students to co-construct knowledge, reflect on their progress and refine

their communicative competence. Rather than perceiving assessment as an external or difficult hurdle, learners see it as a means to bridge the gap between their current abilities and their potential as active social agents and learners (Hattie & Timperley, 2007, p. 90).

Peer assessment, as defined by Topping (2009), is ‘an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal-status learners’ (pp. 20-21). Through oral feedback, learners engage in the negotiation of meaning, revising and restructuring their speech to enhance clarity and communicative effectiveness. Students engage in socially shared regulation of learning (Greene & Azevedo, 2007; Panadero & Järvelä, 2015), where decisions are reached together. This interaction aligns with mediation, where students not only evaluate but also reformulate and reinterpret messages to support mutual understanding. Research highlights several pedagogical benefits such as stronger motivation, a greater sense of accountability and responsibility and more active involvement in learning (Topping, 1998; Xu et al., 2022).

Although peer feedback in oral tasks remains underexplored compared to written feedback on written assignments (Clayton Bernard & Kermarrec, 2022; Homayouni 2022), existing studies demonstrate its effectiveness. Zheng et al. (2021) found that peer-assessment triggered more satisfactory improved oral performance, as learners compared their speech with that of their peers, revised drafts accordingly and developed a more effective critical awareness of their oral performance strengths and weaknesses. Similarly, Homayouni (2022) highlighted the role of scaffolded peer learning in enhancing speaking skills, vocabulary retention and learner autonomy, while fostering collaboration. Our study extends these findings by exploring peer feedback in a telecollaborative learning environment using *Flipgrid*, where learners mediate oral communication through video-based interactions. By analysing the nature of both written

and oral feedback, as well as its impact on communicative mediation, this research aims to provide a more nuanced understanding on how EFL learners co-construct meaning and negotiate messages through peer assessment in real-world communicative contexts.

3. Methodology

The study was designed to investigate the social dimension of learning by focusing on the active role of EFL learners as they co-construct meaning, communication, and peer feedback through video production and subsequent interaction and mediation. This case study employed a qualitative data analysis methodology complemented by video artefacts analysis to explore participants' experiences with mediation and peer feedback. The research involved 11 postgraduate students from a master's degree in Content and Language Integrated Learning (CLIL) and 12 postgraduate learners from a master's programme in Telecommunications Engineering at the Universidad de Las Palmas de Gran Canaria (ULPGC), Spain. Participants were selected through purposive sampling, ensuring the representation of learners engaging in distinct yet complementary academic disciplines where English as a Foreign Language (EFL) plays a crucial role. Notably, CLIL and Telecoms students were situated at distinct campuses, approximately a 20-minute drive apart, which added a layer of telecollaborative interaction mediated through Flipgrid. While CLIL students specialised in bilingual language education and pedagogy, Telecoms students focused on international communication and English for Specific Purposes (ESP) in the field of telecommunications. This disciplinary contrast allowed for comparative analysis in terms of linguistic accuracy, fluency, and peer feedback styles, directly addressing RQ1 and RQ2 concerning performance and feedback differences.

All participants had a certified English proficiency level ranging from B2 to C1 according to the Common European Framework of Reference for Languages (CEFR), with CLIL students generally attaining C1 and Telecoms students ranging between B2

and B2+. In terms of digital literacy, most CLIL students had prior experience with interactive platforms and video-based tools used in teacher training (e.g., Padlet, Edpuzzle, Moodle), while Telecoms students were more familiar with general-purpose video conferencing and technical platforms but had limited exposure to educational telecollaboration tools. Before the task, all participants received an introductory session on using Flipgrid, ensuring a minimum common level of digital competence for the telecollaborative activity.

Despite their differing academic orientations, both groups shared a common objective of enhancing their EFL proficiency through mediation and telecollaborative interaction. Additionally, participant diversity in terms of disciplinary background and prior experience with mediation was considered, as these factors, could influence the dynamics of peer feedback and meaning-making in the study.

Procedure

The telecollaborative communicative task of intralinguistic mediation required students to create and record monologues or dialogues. Subsequently, they were to interpret their peers' contributions and provide feedback in the EFL setting. The topics were selected by the instructors rather than by the students, ensuring that all participants engaged with the same content and facilitating a comparative analysis of their mediation strategies. This decision was pedagogically motivated by the need to foster a structured yet flexible learning environment, where students could focus on mediation and feedback rather than topic selection. Moreover, using a neutral, non-field-specific topics encouraged learners to develop their communicative competence beyond their disciplinary domains. It was, hence, innovative for students to analyse whether the same issue was approached differently by each group and to assess their ability to comprehend and engage with their

peers' perspectives by watching the instant recorded videos of the telecollaborative tool *Flipgrid*.

The intralinguistic mediation task comprised a blended learning scenario that combined face-to-face preparation and delivery with the recording and posting of videos on *Flipgrid*. This set up facilitated telecollaborative exchanges for topic interpretation content discussion, and language peer feedback among participants from both postgraduate degrees. Peer feedback focused on topic delivery regarding content and language use, interpretation and mediation. The telecollaborative task was structured into three steps:

(1) Topic preparation (5 mins) - Production mode

Students reviewed the given topic and planned their response, considering how to structure their ideas effectively for communication.

(2) Topic delivery, mediation, and recording (2-3 mins) – Production, mediation and reception modes

In this phase, students produced their response in the form of a monologue or dialogue while engaging in mediation by reformulating, summarising or clarifying information for their audience. At the same time, they had to anticipate how their peers would receive and interpret their message, fostering an awareness of clarity, coherence and effective communication.

(3) Topic interpretation and peer feedback (30-40 mins) – Interaction and mediation modes

Participants watched their peers' recordings, engaging in reception by understanding the conveyed message and mediation by interpreting and responding with constructive

feedback. This feedback process involved identifying strengths and areas for improvement thus reinforcing their role as both learners and social agents (evaluators) in a shared communicative space.

Once participants accessed *Flipgrid*, they provided constructive peer feedback, either in written or oral comments. *Flipgrid* enabled interaction and dynamic engagement by allowing students to highlight specific moments in their peers' recording and provide targeted feedback, which included assessing aspects such as pronunciation, fluency and coherence. The feedback guidelines (Appendix B) provided a more extensive and structured framework that included key aspects such as: verbal and non-verbal language, coherence, approach/performance of the topic, comprehension, pronunciation, fluency, intonation and overall, effective communication skills. While these guidelines served as prompts, students were not required to address all items, allowing for flexibility in their responses. This ensured feedback remained meaningful rather than formulaic, enabling students to critically engage with their peers' work while developing their analytical and evaluative skills in a telecollaborative environment

Instruments and Data Collection

The research instruments and data collected for analysis and interpretation included the archival work produced by participants (videos and the corresponding peer feedback provided as written posts or oral video comments). All data were posted on *Flipgrid* by the participants. The analysis followed a qualitative content and a mediation discourse approach. Specifically, thematic coding and discourse analysis was employed to systematically analyse the videos and peer feedback, identifying partners and key themes related to communication and mediation. This method ensures that the analysis is rigorous and offers insights into the ways students engage in peer feedback and mediation tasks.

The evaluation criteria used to assess the task (Appendix B) focused on various aspects of oral communication, including pronunciation, fluency, coherence, and the effectiveness of feedback. As previously mentioned, a brief outline of these criteria is provided to contextualise the data collection and ensure transparency in how the data was analysed.

4. Findings

RQ1. How did CLIL and Telecommunications students perform the intralinguistic mediation task when working on the same topics, in terms of linguistic accuracy, fluency, verbal and non-verbal communication and interactional competence?

The results indicate that both CLIL and Telecoms students effectively produced their EFL monologues or dialogues within the allocated preparation time. This resulted in generally satisfactory oral production, characterised by clear comprehension and consistent interpretation of the topics. The mediation tasks allowed the participants to showcase their language proficiency, including fluency, interaction and the ability to mediate content.

The research findings also reveal compelling insights into the way students used verbal and non-verbal communication during the tasks. For example, while performing their monologues and dialogues, students employed a variety of rhetorical strategies and engaged in interactive communication, demonstrating a capacity to mediate meaning effectively. Moreover, the interactional competence of both groups was evident as they navigated real-life communicative contexts (e.g., therapy sessions, school recommendations) and handled the demands of the mediation tasks with noticeable skill.

The range of topics (e.g., *music, workplace stress, social networks, family and conflict and climate change*) offered valuable opportunities for mediation in real-life contexts in their monologues and dialogues (Examples of each task are provided in

Appendix A). The results indicate that both groups were able to convey their messages clearly and mediate information effectively. Table 1 provides a concise overview of the videos generated for each topic, focusing on content and language use, as well as interpretation and mediation by both CLIL and Telecoms students.

In the monologue category (Table 1), participants showcased commendable proficiency across diverse topics. For example, in the discussions on *music*, students effectively presented personal connections and references to their favourite bands during adolescence. Similarly, when addressing *workplace stress*, participants adeptly engaged the audience by incorporating questions and providing insights into mental health issues, government involvement, and strategies for achieving work-life balance. *Social networks* were explored with a focus on risks and benefits, including examples such as football matches and self-promotion, while also addressing concerns about personal information fragility and the addictive nature of social media. In the context of *climate change*, participants demonstrated rhetorical skills by initiating discussions with questions and supporting their viewpoints with data from reputable sources such as the UN, effectively conveying concern about environmental issues.

In the dialogues (Table 1), participants engaged in roleplays with nuanced mediation skills. In scenarios involving *therapy sessions*, they effectively portrayed doctors and parents addressing issues like bullying and excessive use of technology. The dialogues exhibited not only language proficiency but also a deep understanding of contextual nuances. In the *school recommendation* dialogue, students demonstrated their language skills by discussing the pros and cons of public and private schools, particularly focusing on bilingual education. The conversations were rich in references to extracurricular activities, showcasing a comprehensive grasp of language and the ability to navigate complex discussions.

Table 1. Summary of the videos created by both cohorts of students

<i>MONOLOGUES: Oral production and mediation</i>		
<i>TOPICS</i>	TELECOMS VIDEOS	CLIL VIDEOS
<i>Music</i>	St deals with his favourite band during his teenagehood providing examples of songs and references to the Catholic Church.	St provides scientific evidence on the benefits of listening to music and adds a personal perspective.
<i>Workplace stress</i>	St opens with engaging question for the audience. She references employer and employee dynamics, the of effort an employee puts into work and how it relates to free time. She uses vocabulary about mental health issues and the government.	St gives advice on stress management and achieving work-life balance (setting priorities, alarms), particularly for women with children (she is a woman).
<i>Social networks</i>	St discusses the risks and benefits of social networks, providing examples such as football matches and self-promotion. He also addresses the fragility of personal information and the addictive nature of social networks, citing examples like fake news and La Palma volcano eruption.	St introduces himself as a photographer. Then, he refers to teenagers or older people. He concludes with a personal approach suggesting that teachers can use different programmes for students to learn English using social networks.
<i>Climate change</i>	St begins introducing the topic with a rhetoric question. Then, he justifies his answer with data referring to the UN, extreme weather conditions, big waves or biodiversity. He concludes	St captures attention by referring to global topics (<i>La Palma volcano eruption</i> and <i>Covid-19</i>). He states that ‘we can perceive the change’ and discusses the underutilisation of

by showing his concern and stating that ‘it’s probably the end of our planet as we know it’. natural resources emphasising the need for responsibility.

DIALOGUES: Oral production and mediation

<i>CONTEXT</i>	TELECOMS VIDEOS	CLIL VIDEOS
<i>At the therapist</i>	Sts roleplay a doctor and a father discussing the son’s bullying issues. Context is provided, referring to teachers and classmates. The therapist offers suggestions to the father to address the issue with teachers. They discuss extracurricular activities. The therapist concludes that it is normal behaviour, and the father accepts the suggestion, asking for another appointment with his son.	Sts roleplay a doctor and a father. Context is provided, referring to a teenager who spends all day playing video games and uses his phone even during meals. The doctor suggests controlling the type of video games and setting time limits. The therapist suggests meeting friends in person and setting a two-hour phone limit. The father agrees to try and they arrange another meeting in two weeks.
<i>School recommendation</i>	Sts discuss public and private schools, including references to bilingual schools. They follow up with a discussion on extracurricular activities.	Sts pretend to be friends speaking on the phone. One lives in Miami and works as a teacher in a bilingual school, and the other is considering moving there with his family. They discuss the importance of bilingualism, costs, and extracurricular activities for the son.

RQ2. How did EFL learners provide peer feedback in both written and oral formats, and what quantitative/qualitative differences were observed in the nature and content of feedback across these two modes?

The findings show that CLIL participants performed collective oral peer feedback through recorded videos posted on *Flipgrid*, while Telecoms contributors preferred using written peer feedback, also posted on *Flipgrid*. The key aspects that learners focused on when giving peer feedback included: 1) verbal language; 2) non-

verbal language; 3) coherence; 4) approach/performance; 5) comprehension; 6) pronunciation, fluency and intonation; 7) general constructive feedback, categorised as 7.1) suggestions for improving communication skills and mediation; and 7.2) acknowledgement of successful aspects of the performance (See Appendix B). Some examples of written and oral feedback are shown in Table 2.

Table 2. Examples of written individual vs collective oral peer feedback

Telecommunications (Written individual peer feedback)	CLIL (Recorded collective oral peer feedback)
<p><i>I think that it was a really good presentation. Her pronunciation was very clear and she structured the monologue in a way that it was easy to follow. Her body language was on point as well, she didn't move too little or too much. She should have engaged more with the audience, for example, by asking questions. She should speak louder, because it was a little bit difficult to hear her sometimes. It was a really nice presentation overall.</i></p>	<p><i>The vocabulary is very varied; the approach/performance – from his own perspective. That data about heart diseases and things like that. I thought it was very interesting. I took it to a more personal... family personal life and he mentioned something about a company; he was different; I like his fluency, he speaks very fast, dynamic.</i></p>
<p><i>Hi! Good job on your speech. There was a good amount of subject-specific vocabulary and the different points of the speech were connected cohesively, which helped a lot to get the main points across. The aspect that popped out the most was the body language, as it seemed a bit rigid. One way to improve it would be to move around more or use more hand gestures to emphasise certain parts of your speech.</i></p>	<p><i>He speaks very fluently, confidently, gestures are very natural; to get started, he uses questions to ask the audience.</i></p> <p><i>The way he speaks showing off that vocabulary, the fluency, the accuracy I think it's very important; also the body language, the way he used his arms. When he asks the questions, yes, he moves a little bit quickly, but I really like his speech.</i></p> <p><i>I really like [...] the body language, the way he was speaking, looking at the audience; he</i></p>

Very good body language, hand gestures; I noticed that you are a very expressive person, not only with your hands, but with your face. I looks very confident; he gave different perspectives, he speaks about his own personal life; I liked how he can relate the topic to current events.

Try to involve the audience more; make a better farewell in the presentation; Just point out that sometimes its overuse – referring to the use of hands – can be overwhelming, so sometimes to emphasise an action or word you could use a pause or raise your tone. Good eye contact; body language, they had a piece of paper, but they never looked at it, it's very important; they look confident and calm; they enjoy it, smiling and having fun.

A significant aspect of the mediation task was the peer-feedback process, where students provided written or oral feedback on their peers' videos. Telecoms students began their written feedback with their own opinions and engaged in co-constructing meaning with CLIL students. This interaction highlights their capacity for intralinguistic mediation, as they worked together to refine the ideas expressed in the monologues and dialogues.

For example, when discussing *climate change*, one Telecoms student commented by agreeing on the need for effective governmental solutions, thus co-constructing the mediation content: 'Climate change is indeed a great problem that our society faces and as you said we need solutions from our governments, effective solutions. Please may I offer you some feedback?' [...]). Similarly, during discussions on *personal appearance*, both CLIL and Telecoms students shared their views on the representation of self in media, emphasising the importance of understanding different perspectives: 'Like both of you, I think that nowadays, both social networking and getting to know a person in this cyber world are becoming a frenzy. This is because we place great importance on physical appearance compared to the inner appearance on social media. Regarding the elaboration of the presentation' [...]). These participants started their comments by interacting with

their CLIL peers and co-constructing meaning, which is precisely what mediation implies: a ‘constant link between the social and individual dimensions in language use and language learning’ (North & Piccardo, 2016, p. 4).

Additionally, CLIL students’ interest in performance when providing peer-feedback should be noted. Comments such as ‘I liked how he can relate the topic to current events and I liked when she spoke about the family as a small society’ provide insight into the concept of intralinguistic mediation, as these participants seemed to place significant value on the ‘dynamic nature of meaning making’ (North & Piccardo, 2016, p. 4). Although to a lesser extent, Telecoms participants also showed this interest in performance as a way of co-constructing meaning, for instance, when they claimed that ‘the use of the personal experience as a technique to tell what the music means to you, the feelings it evokes and so on seems to me a powerful technique for this particular topic’.

In line with the assessment items students addressed during the peer assessment activity, non-verbal language stands out as it was mentioned by all participants in the study, referring to all monologues and dialogues (Table 3). They also provided constructive feedback on what their peers had done successfully. CLIL learners were particularly interested in performance, whereas Telecoms students offered constructive feedback on improving communication skills and mediation to all their CLIL peers. Examples of written and oral feedback for each assessment criterion are provided in Appendix C.

Table 3. Peer assessment by CLIL and Telecommunications students

Assessment items	Monologues		Dialogues	
	CLIL	TELECO	CLIL	TELECO
Verbal lg.	4/5	2/5	2/3	1/3
Non-verbal lg.	All	All	All	All

Coherence	3/5	All	All	0/3
Approach/Performance	All	2/5	All	1/3
Comprehension	1/5	1/5	0/5	All
Pronunciation, fluency and intonation	4/5	2/5	2/3	All
General constructive feedback: Improving communication skills and mediation	3/5	All	2/3	All
General constructive feedback: what they have done successfully	All	All	All	All

Regarding the difference between written and oral peer assessment, written feedback was polite and reassuring, as students tended to cushion the impact of their comments with words such as ‘try to, should have, a bit, maybe, don’t worry!’ On the other hand, CLIL students provided feedback with a sympathetic, gentle and respectful tone of voice, creating an encouraging atmosphere. For instance, when providing feedback on the monologue about *social media*, students nodded their heads while listening to their classmate, showing concurrence. They acknowledged their telecoms peer’s interesting and current ideas, good language and organisation, contrasting with the lack of confidence shown through body language, hesitation, and some repetition. The thread of the conversation flowed naturally as participants referred to their classmates’ comments and added their own opinions. Although the language used to give constructive feedback was assertive, the tone of voice and encouraging atmosphere minimised the impact of their comments, as seen in the extract of their collective oral feedback below.

A – I think he did it very well. I understand the main ideas. He gives a lot of examples. And for me the speech is well organised. However, I think he moves a lot. You know, step forward, step back. I paid more attention to his body language than to the text. And this movement maybe reflects he’s nervous. Try not to make those extreme gestures. You can make gestures, you can move, you can manage the space, OK, you’re giving a speech,

you have the control, not only of your body, but also of your space which surrounds you, but not to move a lot.

P – I think the same as A, I think he did very well. I think he was nervous because he pronounced a lot eh, eh, eh....

T – I share all the opinions, and I also think I liked it because he gave a different approach to the topic, he talked about social networking sites and how businesses use them for publicity, and because of that he gives his personal opinion.

CLIL participants' responses to the first intervention (A) show that they chose to avoid mentioning mistakes and to proffer positive aspects. They comforted their peer with comments such as 'I don't know why he at the beginning refused to give his speech because I think he did it very well' (the rest of the students were nodding their heads and saying 'Yeah'), 'he pronounces very well and the ideas', 'OK...it's a short speech, but it's organised'.

5. Discussion

The initial research inquiry delved into the contrasting approaches of CLIL and Telecoms students when performing and interpreting similar topics within the context of intralinguistic mediation. Notably, participants seamlessly incorporated responses to the mediation task questions into their monologues and dialogues.

Existing research on telecollaborative communicative exchanges, mirroring the design of this study, highlights their potential to enhance learners' productive, receptive, interactive, and mediation capabilities in addressing assigned topics. These findings align with previous studies that underline the interplay between self-expression and intercultural engagement (O'Dowd & Dooly, 2020; Author 1, 2022; Vygotsky, 1981, 1986). However, a more granular differentiation between the mediation strategies of

CLIL and Telecoms students is necessary. While CLIL students often drew on interdisciplinary content and interactive techniques, Telecoms students leaned towards structured and technical presentations. These differences may stem from pedagogical practices and the sociocultural context of each discipline. A deeper exploration of the role of learners' academic profiles, technological fluency, and disciplinary discourse conventions could further illuminate these contrasts, directly addressing RQ1 regarding linguistic accuracy, fluency and interactional communicative competence.

The second research query sought to investigate the nature of peer feedback exchanged during the mediation task, discerning variations between written and oral feedback modalities, and identifying the specific assessment aspects that learners predominantly concentrated on. In evaluating their peers' work, all participants consistently referred to non-verbal cues, a tendency possibly linked to the nature of the assigned task, namely, oral presentation. The videos facilitated this process, allowing students to scrutinise body language—a vital element in effective communication. Aligning with the findings of Clayton and Kermarrec (2022), the video format proved to be a valuable aid in delivering peer feedback, granting students the opportunity to revisit the content, thus enabling a comprehensive review of aspects they wished to evaluate.

However, the distinction between oral and written peer feedback revealed specific advantages and challenges associated with each modality. Oral feedback provided a more interactive and immediate mode of engagement, allowing intonation, emphasis and nuance that enriched the communicative process. Some students used expressive tones and gestures to clarify their feedback, making it more personal and engaging. On the contrary, oral feedback sometimes lacked precision, as spoken comments tended to be more spontaneous and less structured, as in the example: *“That data about heart diseases*

and things like that. I thought it was very interesting. I took it to a more personal... family personal life”.

Furthermore, the findings indicate that constructive feedback was registered in individual written form by Telecoms students and collectively in spoken form by CLIL participants. As highlighted by Rodríguez-González and Castañeda (2016) and Fang et al. (2018), the existing body of research on peer feedback and its relationship with students’ speaking performance in English is limited. This scarcity is notable, especially considering the potential focus on peer feedback and its impact on students’ writing performance. In contrast with Sagarra and Abbuhl’s research (2013), our study did not corroborate that oral feedback is more effective than written feedback.

Written feedback, nevertheless, was typically more structured and detailed, allowing students to reflect more deeply before providing their comments. Many written responses addressed specific aspects of pronunciation, coherence and linguistic accuracy. However, a potential challenge was the absence of paralinguistic cues, which sometimes made constructive criticism appear overly critical or impersonal. An example of written peer comment includes: "Your pronunciation was very clear, and your pacing was good. However, in the second part, you could work on varying your intonation to keep the audience engaged."

Although the study focused on analysing learner products, it did not directly incorporate learners’ subjective reflections on the mediation process. Including experiential data—such as their emotional responses, satisfaction with peer interaction, or perceived usefulness of feedback—would have provided greater insight into the affective dimension of language learning. For instance, post-task reflections or interviews could reveal learner anxiety when recording Flipgrid videos, challenges in interpreting feedback, or satisfaction from collaborative engagement. These aspects are critical in technology-enhanced environments, as affective factors significantly influence learner

engagement and outcomes (Dewaele & Li, 2021; Mercer & Kostoulas, 2018). Furthermore, learners' willingness to communicate (WTC) in peer-mediated telecollaborative contexts may interact with their affective states and engagement levels, influencing the quality and frequency of their contributions (Pawlak, Mystkowska-Wiertelak, & Bielak, 2016; Mystkowska-Wiertelak, 2021; Peng, 2025). Nonetheless, some informal group conversations about the experience were carried out as part of the project, in which students expressed overall satisfaction with the telecollaborative approach, valuing the opportunity to engage with peers from another discipline and to give and receive feedback in a supportive environment.

The connection between feedback content and peer engagement was evident in how learners responded to supportive feedback. This aligns with socio-constructivist views (Piccardo, North & Goodier, 2019; Vygotsky, 1981) that highlight learning as a socially mediated process. In this context, peer feedback did not only serve as a corrective mechanism but also as an interactive and confidence-building tool, enhancing both language development and collaborative learning.

Furthermore, the meaning-making process was evident in learners' reflections on performance, interpretation of the topic, and production of knowledge through interaction. By engaging in peer mediation and constructive critique, students became active social agents, forming connections between individual expression and social learning. This highlights how the peer-feedback task fostered reciprocal comprehension, reinforcing the importance of telecollaborative engagement in language acquisition (North & Piccardo, 2016).

The use of *Flipgrid* as a platform for telecollaborative learning and peer feedback is well-supported by references to existing studies. This research highlights the role of *Flipgrid* in fostering communication, social learning and reflection, particularly in the

context of EFL intralinguistic mediation tasks and in facilitating communication, social learning, and reflection (Stoszkowski & Collins, 2022). Additionally, learners found *Flipgrid* convenient to produce their monologues or dialogues and to mediate their speeches, afforded by the videos posted, with virtual interactive comments in written and spoken forms. Several studies have reported the positive results of using *Flipgrid* to improve students' social learning, spoken communication and interaction (Edwards & Lane, 2021; Petersen et al., 2020;) or public speaking (Guapisaca & Garzón, 2022; Kerkhoff & Falter, 2021; Rinfret & Forster, 2022). In line with other research (Stoszkowski, 2018; Lowenthal & Moore, 2020), *Flipgrid* allowed students to be active social agents in a telecollaborative learning environment, facilitating communicative mediation and interaction between Telecoms and CLIL peers on the learning platform (Author 1, 2021; Edwards & Lane, 2021).

Similarly, the results affirm the benefits of technology-mediated language education in enhancing learners' intercultural and glocal awareness, unlocking the full potential of telecollaborative learning environments that are both mobile and collaborative (Ebadi & Rahimi, 2019; Author 1, 2017, 2020; González Lloret, 2020; Kukulska-Hulme & Viberg, 2018). Furthermore, the design of the communicative mediation task within a telecollaborative learning setting underscores the considerable value of language learning, interaction, and communicative mediation facilitated through peer feedback mechanisms. The prominence of peer feedback underlines the learner's pivotal role as the focal point of the learning process, actively engaging in both providing and seeking feedback (Ghahari & Sadeghat, 2018). In this framework, the learner functions as a social agent, taking charge of their actions and contributing to the co-construction of meaning within the community. The modes of production, reception,

interaction, and mediation, as outlined in the CEFR/CV (2020), find expression through the telecollaborative mediation task and the subsequent peer feedback learning process.

6. Conclusion

This research is situated in the context of intralinguistic mediation (English to English) and the provision of peer feedback using EFL between two cohorts of postgraduate students on *Flipgrid*. The results have demonstrated that *Flipgrid* is an effective telecollaborative video-based platform for prompting the co-construction of meaning through communicative mediation, interaction and peer feedback between CLIL and Telecoms learners.

First, the study examined how learners of two different English language subjects mediated, produced and interpreted the same topics through videos (either as monologues or dialogues). Secondly, it analysed the type of peer feedback offered online, and the assessment constructs used by learners.

Overall, the research findings reveal that both CLIL and Telecoms students demonstrated significant intralinguistic mediation skills in terms of accuracy, fluency, verbal and non-verbal communication, and interactional competence. Their ability to navigate complex topics and provide meaningful feedback further underscores their proficiency in these areas. Through this task, both groups demonstrated strong communicative and mediation skills, with a particular emphasis on the active role of learners as social agents in co-constructing meaning, communication and peer feedback, which reflects the dynamic and interactive nature of language learning and mediation.

Telecollaborative communicative mediation served as a transformative task, turning students into active social agents and mediators who engaged between the self and the other through the co-construction of meaning. Broadly speaking, participants provided constructive feedback, highlighting the successful aspects of their peers'

performances. Notably, non-verbal language emerged as a prominent theme, consistently mentioned by all participants when referring to all monologues and dialogues.

A noteworthy distinction arose between CLIL and Telecoms learners in their feedback preferences. CLIL learners demonstrated a keen interest in approach and performance, whereas Telecoms students focused on offering constructive feedback aimed at improving communication skills and mediation. This divergence suggests that academic background and learner identity shape how students engage with and interpret mediation tasks, an aspect worth exploring further in instructional design.

In terms of broader educational and pedagogical implications, the study underscores the relevance of integrating CEFR-aligned mediation tasks in EFL classrooms through digital and telecollaborative environments. Tasks like the one analysed in this study promote active learner engagement, peer-supported reflection, and development of key transversal competences such as empathy, perspective-taking, and intercultural awareness. Flipgrid, in particular, proved to be an effective platform not only for facilitating the exchange of multimodal content, but also for fostering a safe, low-anxiety space for oral production and feedback in asynchronous settings. These outcomes are aligned with current priorities in higher education to support learner autonomy, digital competence, and inclusive, learner-centred pedagogies.

The inclusion of some informal group conversations about the experience also contributed to the project's richness. Students reported a high degree of satisfaction with the approach, appreciating the opportunity to exchange ideas and receive meaningful feedback from peers. Although the study focused on analysing learner products, it did not directly incorporate learners' subjective reflections on the mediation process. Including experiential data—such as their emotional responses, satisfaction with peer interaction, challenges during mediation and feedback or perceived usefulness of feedback—would

have provided greater insight into the affective dimension of language learning. Including post-task reflections or interviews could reveal learner anxiety when recording Flipgrid videos, challenges in interpreting feedback, or satisfaction from collaborative engagement. These aspects are critical in technology-enhanced environments, as affective factors significantly influence learner communicative engagement and outcomes (Dewaele & Li, 2021).

In conclusion, our study underscores the advantages of implementing intralinguistic mediation tasks within a telecollaborative learning environment. These insights may prove valuable to foreign language educators and researchers with a vested interest in the realms of communicative mediation and peer feedback. The findings also reinforce the hypothesis that the social dimension learning is shaped by the active role of EFL learners who co-construct meaning, communication and peer feedback through video-mediated telecollaboration.

A larger sample size of this investigation would be beneficial to validate the positive results of this research. Further investigation on the impact of such tasks on students' oral performance in a post intervention phase could shed light on the importance of mediation, peer feedback and digital tools such as *Flipgrid* in English language learning. Future studies could also explore students' perceptions of EFL intralinguistic mediation and telecollaborative peer assessment across different contexts to examine the consistency of these findings and their broader applicability.

Acknowledgements

We would like to acknowledge our students' commitment, motivation and insightful comments before, during and after the intralinguistic mediation task was performed with telecollaborative feedback.

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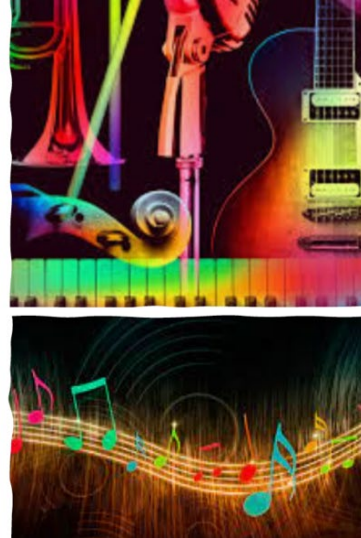
Appendix

A. Mediation task: Example of context and prompts for monologues and dialogues.

Monologues: 1.MUSIC

CONTEXT: You are going to talk about music and about how important it is for you.

- What does it make you feel?
- What is your favourite artist/band/song? Why?
- What do you think about commercial music? Do you think we are imposed certain style of music nowadays?
- Any other aspect you would like to mention?



Dialogues: 1. AT THE THERAPIST

- ST A: You are a mother / father of a teenager and you are desperate with the recent behaviour of your child. Explain how things used to be and how they are getting used to being now. Explain your problems and ask for advice to the therapist.
- ST B: You are the therapist for children and families in need of advice. Give the mother/father of a teenager some hints on how to deal with her/his problems. You can share some personal anecdotes you have gone through and give some advice.



(Own creation)

B. *Evaluation criteria for co-constructive feedback between telecollaborative peers*

**ENGLISH-ENGLISH COMMUNICATIVE MEDIATION: PEER-TO-PEER
ASSESSMENT ITEMS**

Add your comments and mark each item, except questions 7 and 8, with a number from 1-5, being 1 the lowest mark and 5 the highest one:

1. Verbal language (grammar & vocabulary): 1-5
 2. Non-verbal language (facial expressions, body language, gestures, tone of voice, etc.): 1-5
 3. Coherence (the way ideas are linked): 1-5
 4. Approach of the topic (dedicate enough time): 1-5
 5. Comprehension (did you understand the main ideas?): 1-5
 6. Pronunciation, fluency and intonation: 1-5
 7. General constructive feedback
- 7.1. What can your peer do to improve communication skills and mediation?
- 7.2. What has your peer done successfully?

(Own creation)

C. Further details of participants' feedback on each assessed criterion

MONOLOGUES: CLIL participants' feedback

Feedback criteria	Topics	Examples
Non-verbal language	All	<i>I really like [...] the body language, the way he was speaking, looking at the audience; he looks very confident.</i>
Approach/Performance	All	<i>He gave different perspectives, he speaks about his own personal life; I liked how he can relate the topic to current events.</i>
Comprehension	-	Unmentioned criterion.
Coherence	<i>Music, social networks, climate change</i>	<i>I really like the structure of his speech; well organised; intonation as signposts during his speech.</i>
Verbal language and pronunciation	All except <i>family conflicts</i>	<i>St used a wide range of vocabulary; shows a good command of the topic giving lots of examples; accuracy; I like his fluency, he pronounces very well.</i>
Constructive feedback	<i>Social networks, family conflicts, climate change</i>	<i>It's a short speech ... the key point is to be confident and to practise more and trying to enjoy; maybe she was too nervous, she could breathe and be more calm</i> When participants mentioned features of how their peer could improve their communication skills and mediation, they also covered all aspects suggested by the teacher.

MONOLOGUES: Telecoms participants' feedback

Feedback criteria	Topics	Examples
Non-verbal language	<i>Climate change, Workplace stress, Music</i>	<i>Very good body language, hand gestures; I noticed that you are a very expressive person, not only with your hands, but with your face.</i>
Approach/Performance	<i>Music, Climate change</i>	<i>He gave different perspectives, he speaks about his own personal life; I liked how he can relate the topic to current events.</i> <i>The use of the personal experience as a technique to tell what the music means to you, the feelings it evokes you and</i>

		<i>so on seems to me a powerful technique for this particular topic.</i>
Comprehension	<i>Climate change</i>	<i>I sometimes missed a word you were saying. However, because of the context of the subject, I managed to put concepts together, don't worry.</i>
Coherence	<i>Music</i>	<i>You focus on the topic coherently as the ideas are linked.</i>
Verbal language and pronunciation	<i>Music, Workplace stress, Climate change</i>	<i>Try to involve the audience more; make a better farewell in the presentation; Just point out that sometimes its overuse – referring to the use of hands – can be overwhelming, so sometimes to emphasise an action or word you could use a pause or raise your tone.</i>
Constructive feedback	<i>Social networks, climate change</i>	<i>Quite attractive tone of voice with good pronunciation, fluency and intonation; in general, your intonation was good, with clear pronunciation and fluency during the speech.</i> <i>There was a good amount of subject-specific vocabulary; about the verbal language [...] I think you did it nice.</i>

DIALOGUES: CLIL participants' feedback

Feedback criteria	Dialogues	Examples
Non-verbal language	All	<i>Good eye contact; body language, they had a piece of paper, but they never looked at it, it's very important; they look confident and calm; they enjoy it, smiling and having fun.</i>
Approach/Performance	All	<i>Natural, close, friendly, familiar, very spontaneous, real life; the approach was good, they gave examples of the different types of accommodation.</i>
Comprehension	-	<i>Although comprehension was not specifically addressed, the comments referring to the other aspects showed that subjects understood the speech.</i>
Coherence	All	<i>Balanced; they use things such as "as I mentioned before", connecting ideas; the structure of the speech; they were clear and organised; natural exchange of information.</i>

Verbal language and pronunciation	<i>At the therapist, on school recommendation</i>	<i>Very fluent conversation; very natural</i>
Constructive feedback	<i>Accommodation, at the therapist</i>	<i>The choice of vocabulary was appropriate; there was more performance in the other pair of students; I make the same mistake like her, which is when I make a mistake I tend to touch my head and I think it's better not to do this kind of things.</i>

DIALOGUES: Telecoms participants' feedback

Feedback criteria	Dialogues	Examples
Non-verbal language	All	<i>Good non-verbal language He gave different perspectives, he speaks about his own personal life; I liked how he can relate the topic to current events; I really liked the way you approached the conversation</i>
Approach/Performance	All	<i>It was really understandable</i>
Comprehension	All	<i>Unmentioned criterion</i>
Coherence	--	
Verbal language and pronunciation	All	<i>They have a good accent, the intonation was a bit better School recommendation was the only topic addressing verbal language</i>
Constructive feedback	All	<i>I would like to suggest improving some things, which are for example to vary the tone of the voice and improving a little bit the body language and gestures I would like to congratulate them; they have done a good dialogue and interacted very well. They were comfortable in the situation.</i>
