



CEFR MEDIATION STRATEGIES:

TOWARDS A SOCIO- EMOTIONALLY ENHANCED PLURILINGUAL LANGUAGE EDUCATION

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“Enriching 21st century language education: The CEFR Companion
volume in practice”

Strasbourg, 24-25 May 2022



Mediation strategies: socio-emotional plurilingual language education

1. Design of Mediated Language Learning experiences (MeLLEs)

Mediation as a paradigm shift in the foreign language classroom, both at the societal and individual levels (Piccardo, 2018).

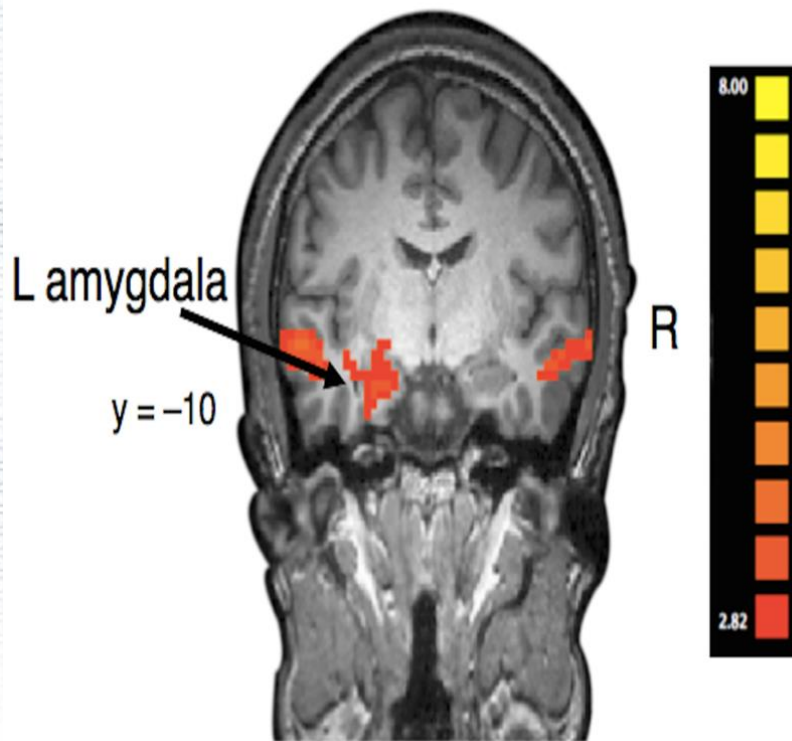
2. Multiple case design:
Mediation in different language learning contexts

Urgent need of educational focus on plurilingual & pluricultural development (CEFR CV)

Collaborative Dialogue: acceptance of the otherness (Coste & Cavalli, 2015) + empathy (Piccardo, 2018)



Affect and plurilingualism in the action-oriented approach



Nature, 2014

We are not thinking machines that feel, we are feeling machines that think (Damásio, 1994).

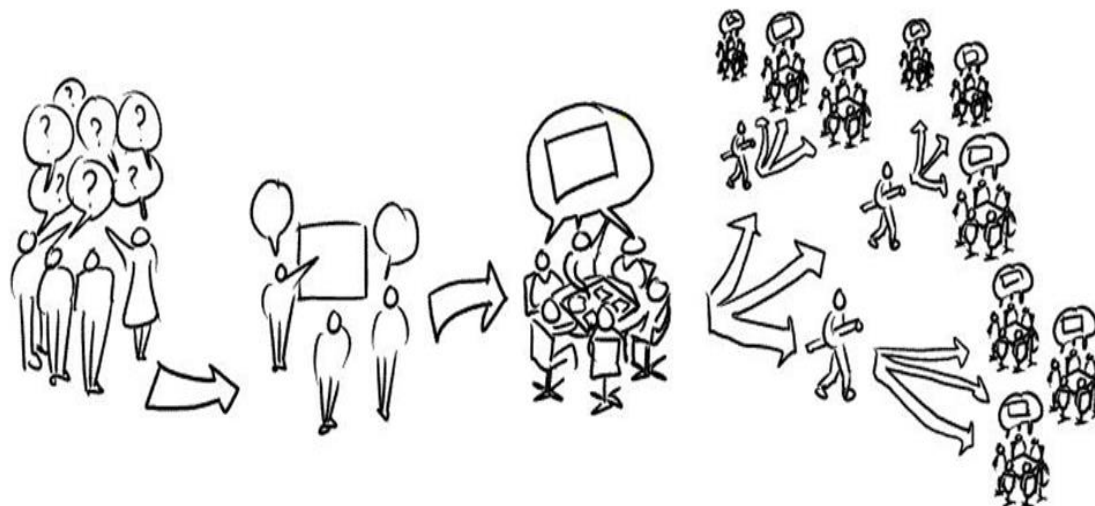
Success depends less on **materials, techniques and linguistic analyses**, and more on what **goes on inside and between the people** in the classroom (Stevick, 1980).



Affect and plurilingualism in the action-oriented approach

- Emotions have a filter effect: **rejection**
 - a) insufficient knowledge
 - b) fear of change(Fonseca, 2022)

- The role of **affect**, “in the process of changing a **learner’s inner resources** so that they will become more useful.”
(Stevick 1999, p. 55)





Research questions

- **1:** Does the explicit use of CEFR mediation strategies in problem-solving tasks related to plurilingual language education enhance social and emotional interaction?
- **2:** Can a shift in teachers' and students' beliefs, perceptions and performance related to mediation skills be detected through problem solving tasks where social and emotional mediation strategies are enhanced?
- **3:** How can the shift in teachers' and students' beliefs, perceptions and performance related to mediation skills be detected through problem solving tasks?



Procedure and working phases for all Case Studies

MeLLE design

Adaptation of data
collection instruments

MeLLE
implementation

Individual case reports

Cross Case analysis

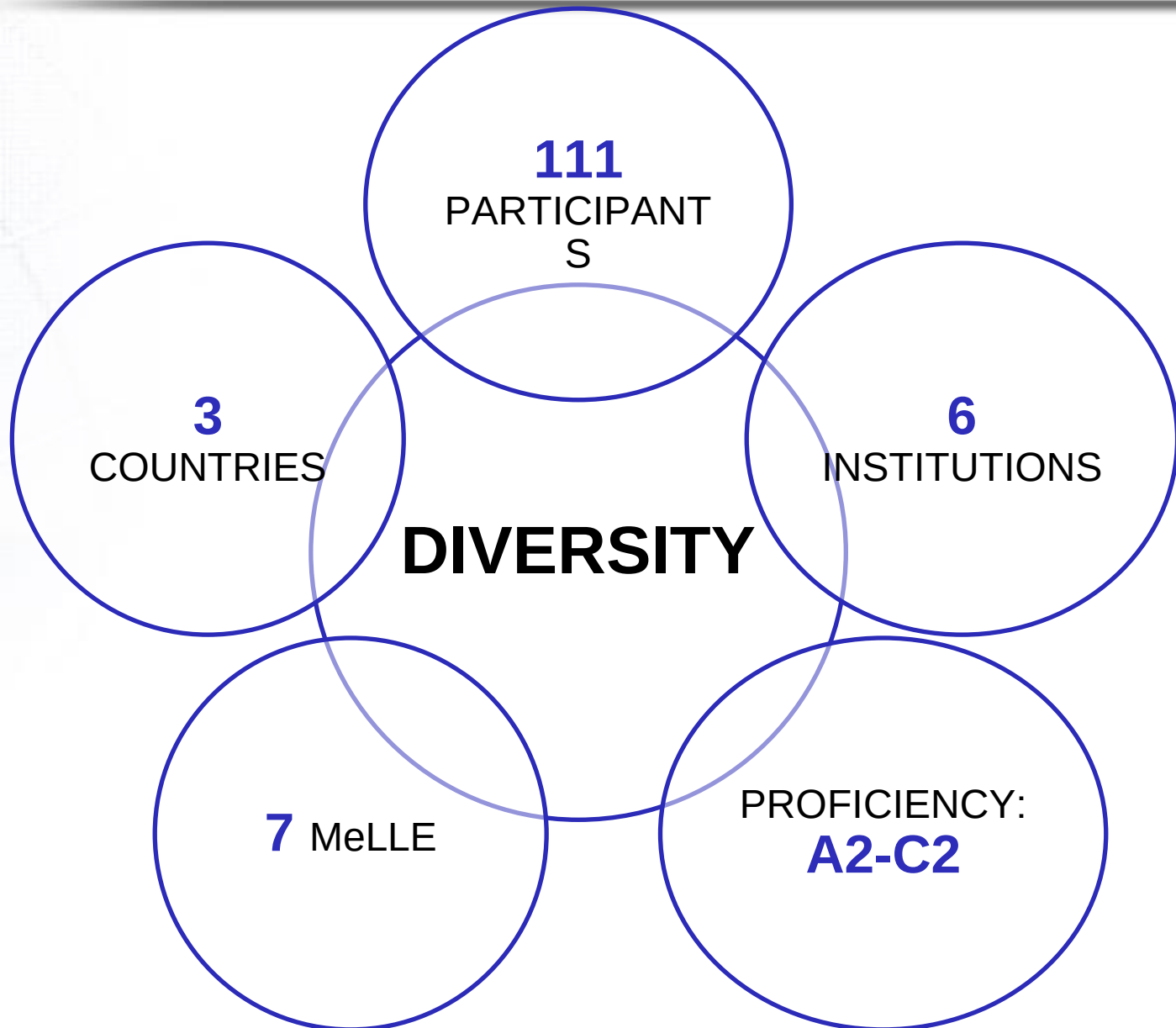


**Barcelona, october
2018, Kick-off meeting**





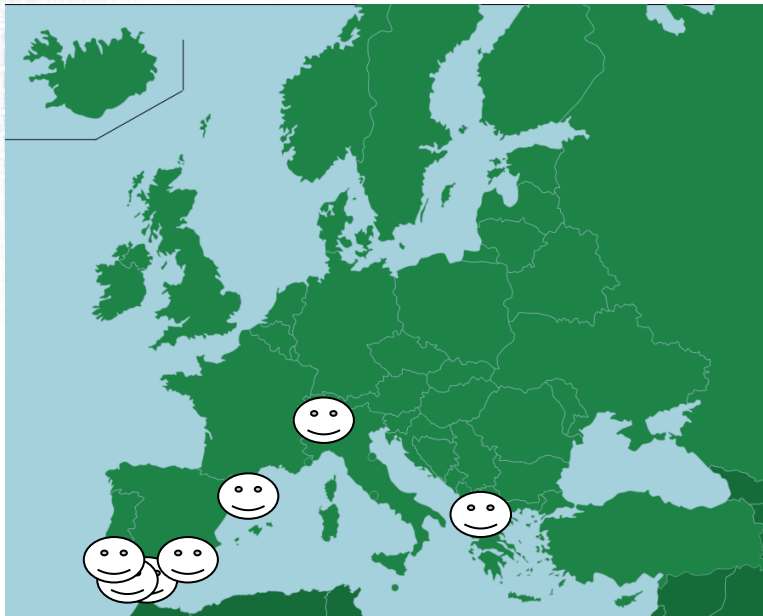
THE 7 CASE STUDIES...





CASE STUDY LEADERS

Maria-Teresa Berceruelo, Natalia Emmanouil, Esther Cores-Bilbao, Lucía Quintana Hernández, Cristina Corcoll López, Jane Mitchell-Smith, Analí Fernández-Corbacho, Francisco H. Machancoses, Jan Hardie, Nicky Johnson, Stefano Losa, Maria Gonzalez Davies, M. Carmen Fonseca-Mora,



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SUPSI



INSTRUMENTS TO COLLECT DATA

1. The *Companion Volume* mediation self-assessment scales
2. Socio-emotional scale
3. Teacher's diary
4. Students' narratives
5. Recordings of sessions in some case studies
6. Focus groups



CROSS-CASE RESULTS

RQ1: *enhancing social and emotional interaction*

- Discovery of plurilingual identities
- Creation of mediated (safe) learning spaces
- Students as autonomous mediators
- Collaborative learning implemented appropriately
- Negotiating and overcoming difficulties together
- Peer training

RQ 2 & 3: *shift in teachers' and students' perceptions and performance. Awareness.*

- Enhanced reflective action
- Development of plurilingual competence
- Use of self-assessment scales
- Appropriation of concepts and terminology
- Flexibility and exploration of all affordances
- MeLLE embedded ecologically in syllabus
- Design of authentic problem-solving tasks
- Descriptors & rationale presented explicitly



Further research projects

*Multiliteracies for adult
at-risk learners of
additional languages
(Multi-Lits)*

PID2020-113460RB-I00 f



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