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# Universidad de Valladolid

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Máster en Profesor de Educación Secundaria Obligatoria, Bachillerato,  
Formación Profesional y Enseñanza de Idiomas

TRABAJO FIN DE MÁSTER

## **PLURILINGUALISM, PLURICULTURALISM AND MEDIATION IN THE CLASSROOM: TOWARDS A NEW PERSPECTIVE.**

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Valladolid, 2018



*“Las personas no nos quieren por lo que somos, sino por cómo les hacemos sentir”.*

*Irwin Federman*





**Universidad de Valladolid**

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### **Abstract**

This Final Master's Dissertation is based on the latest European proposal (CEFR, Companion Volume, 2018) that updates and encourages the promotion of mediation and plurilingualism – together with pluriculturalism – in all levels of language teaching. Through the development of these communicative competences in class, our students will obtain multiple benefits at individual and societal levels. They will also adapt themselves with ease to the current dynamic and globalized reality. As a result of the incipient need for communication in several languages and the increase in plurilingual contexts, our society requires of citizens to play a role as social agents and mediators through foreign languages. To this aim, teacher and student training is a must in education. Taking into account these aspects, a cross-curricular, task proposal of intervention has been designed to implement this real-life scenario in the classrooms. Its theoretical background and its methodological process lead into interesting reflections that are exposed in the conclusions of this dissertation.

**Keywords:** Mediation, Plurilingualism, Pluriculturalism, Action-Oriented Approach.

### **Resumen**

El presente Trabajo de Fin de Máster se basa en la última propuesta europea (CEFR, Companion Volume, 2018) que actualiza y anima a la promoción de la mediación y el plurilingüismo, junto con la pluriculturalidad, en todos los niveles de la enseñanza de idiomas. A través del desarrollo de estas competencias comunicativas en clase, nuestros estudiantes obtendrán diversos beneficios tanto a nivel individual como social. También se adaptarán con mayor facilidad a la realidad cambiante y globalizada de nuestros días. Como resultado de la incipiente necesidad de comunicación en varios idiomas y del aumento de los contextos plurilingües, nuestra sociedad requiere de ciudadanos que desempeñen un papel como agentes sociales y mediadores a través de lenguas extranjeras. Con este objetivo, la formación de docentes y estudiantes es una necesidad urgente en la educación. Teniendo en cuenta estos aspectos, hemos diseñado una propuesta de intervención a base de tareas interdisciplinarias para implementar este escenario de la vida cotidiana en las aulas. El marco teórico de esta propuesta y su proceso metodológico conducen a reflexiones muy interesantes expuestas en las conclusiones de este Trabajo.

**Palabras clave:** mediación, plurilingüismo, pluriculturalismo, enfoque por tareas.





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## **Presentation**

El presente documento titulado *Plurilingualism, pluriculturalism and mediation: towards a new perspective*, corresponde a la asignatura Trabajo Fin de Máster con código 51774, de carácter obligatorio. Además, supone la finalización de los estudios de posgrado en Máster en Profesor de Educación Secundaria y Bachillerato, Formación Profesional y Enseñanza de Idiomas. Ha sido realizado por Dña. Sofía Arranz Ortega y tutelado por Dña. Elena González-Cascos Jiménez, coordinadora del máster en la especialidad de lenguas extranjeras y profesora del Departamento de Inglés de la Universidad de Valladolid.

El objetivo general de este Máster profesionalizante es conocer la labor docente, manejar diferentes ramas de investigación dentro del contexto educativo, así como potenciar la formación de los docentes con un carácter autónomo y continuo, sobre todo en la enseñanza de lenguas extranjeras. Durante el curso 2017/18, la realización de este posgrado ha puesto a disposición del alumnado la adquisición de competencias generales y específicas desarrolladas en las catorce asignaturas que componen su plan de estudios. Pienso que la gratitud en silencio no sirve a nadie. Por ello, es a todos los profesores de ese contexto formativo universitario, en concreto a los profesores que han formado parte de este Máster, a quienes me gustaría mostrar mi gran agradecimiento por sus enseñanzas e implicación en mi proceso formativo a la docencia. Especialmente, me gustaría dar las gracias a mi tutora Dña. Elena González-Cascos, por sus consejos en la elaboración de este Trabajo y a Dña. Pilar López Labrador, que tanto aportó en mi base de inglés y de la que tanto he aprendido en mi periodo de prácticas. Asimismo, mi agradecimiento a Dña. Raquel Fernández Fuertes y a todos los componentes de UVALAL, por contar conmigo para seguir un gran camino en la investigación de adquisición del lenguaje.

Somos lo que somos por quienes nos han acompañado y nos acompañan en el camino. Todo lo demás es menos importante. El agradecimiento más sentido va para mis seres queridos, por ser más que un ejemplo de lucha e inspiración; a mis amigas, por ser uno de mis pilares y a Alfonso, por hacerme ver las cosas desde diferente perspectiva con tanto cariño y dedicación.



## **Introduction**

The current society is characterized by its remarkable heterogeneity, which arises from the growing phenomenon of globalization. Technology, migratory movements, tourism or the economy are some of the reasons why the necessity to be in contact – online or offline – with people from all over the world has played an essential role in today's society. This growing communicative need makes it essential for us to develop broader and more dynamic perspectives in our society: an increasingly diverse and plural society. Therefore, education should help to broaden these aforementioned perspectives of knowledge, mediating between the cultural and linguistic differences and similarities of each community.

These facts are already a reality and are consolidated in a large number of contexts in which several cultures and languages coexist. To this end, European education policies, working in foreign language teaching, are committed to the promotion of plurilingualism and the development of communication skills (Beacco and Byram, 2007) in education. Mediation, and the plurilingual and pluricultural competence are two of the pivotal reasons considered for the elaboration of this Final Master's Dissertation. Thus, we intend to highlight the relevance of learning through different languages, betting on their integration in the same educational context. To this aim, an exposition of the European updates regarding mediation, and plurilingual and pluricultural education is presented. We consider that both elements form a decisive element to continue the development when learning foreign languages in education. We believe that working with these competences in class will favour the inclusion and integration of the individuals in the current social diversity at a national, European or global level.



## **Justification**

The elaboration of this final master dissertation comes from a personal and professional interest in contributing to the improvement of the quality of education and, in particular, the teaching of foreign languages. My previous Bachelor's degree in English Studies and the collaboration with the UVALAL (University of Valladolid Language Acquisition Lab) allowed me to lay a firm foundation upon disciplinary contents. Necessary linguistic knowledge which was complemented with the studies of the present Master, in which I have acquired the educational perspective required to address my future professional career in the teaching of foreign languages.

The aforementioned educational training is part of a specific educational context, located at a time of change within a globalized society. In Spain, the preamble of present education law LOMCE repeatedly insists on concepts such as: excellence, entrepreneurial spirit, self-confidence, flexibility, critical thinking, plurilingualism, creativity, autonomy, innovation, communication, curiosity, active role and teamwork. In addition, all these characteristics must always be understood through a especial emphasis on the implementation of new technologies, attention to diversity, and social talents, which are key to achieving educational excellence. However, our educational system is based on the objectives set by the European Union. Thus, in order to achieve these competences proposed in Spain, they must have been built in consonance to the European policies.

The Companion Volume (CEFR/CV 2018) is the latest European document in the matter of language education. In particular, its core deals with the idea of mediation, across languages and cultures and proposes new scales and descriptors to work with in class. As a consequence of the globalization process, the plurilingual and pluricultural competences and mediation must be presented at all education levels. In Byram (1997) words' "institutions and teachers [...] have a responsibility to pursue general educational aims together with those of the subject taught." (p.43). Therefore, the new education policies agree that the teacher of foreign languages must adopt the role of monitor or guide. It is proved that creating real-life, active scenarios, learners will be able to integrate themselves with ease into the globalized society. Learners will not only understand the self and "otherness" but they will also acquire versatility to heterogeneous environments where language and cultures may differ. Following the European policies, this dissertation aims to show some of the new paths seeking educational wealth, which would not be possible without the adequate teacher training.





## **Objectives**

To expand upon what has been exposed in the previous sections, and according to the characteristics of a Master's final dissertation, the object of study is articulated in the following objectives, the general and the subsequent specific ones:

- To identify the latest educational language policy and the new situation of scenarios and curricular programs that, in the matter of mediation, are promoted by the European Council at all levels of language teaching.
- To understand the new European perspective of Education through a thorough research on the updates of the educational language policies, contrasting CEFR 2001 and CEFR/CV 2018.
- To carry out an exhaustive analysis on the new CEFR/CV that regulates the teaching of foreign languages throughout Europe: new descriptive scheme, scales and descriptors.
- To understand the broadened concept of mediation across languages and cultures as a principle and one of the keys of the new European aims in Language Education.
- To design a proposal of intervention based on plurilingualism, pluriculturalism and mediation to be implemented as cross-curricular tasks at a B1 level of every foreign language (English L2, French or German L3).
- To establish a repertoire of reflections on the educational implications of the new European parameters, in order to orientate teachers to develop a renewed profile as a plurilingual and pluricultural mediator.



## **PART ONE: THEORETICAL FRAMEWORK.**

### **1. Language education policies in Europe: a common map, a common goal.**

The increase of education in foreign languages arises mainly for a cause: the coexistence of social groups from different origins, languages and cultures as a result of the globalization process. The fulfilment of a mutual understanding among citizens and countries underpins the concept of a strong, unified Europe on the worldwide scene. In 2018, the European continent is formed by 49 countries, out of those 28 are member countries of the European Union, all of them characterized by their own language or languages and cultures. In order to avoid any kind of conflict among these linguistic and cultural heteronomy, education plays an utmost important role.

There is a considerable contingency of new approaches pedagogies that allow an evolution towards the treatment of the study of diverse languages in the educational curriculum, as a result of the enormous need to improve the quality of teaching languages. In order to achieve this evolution, it is fundamental to involve the teaching staff through a training that allows them to approach the plurilingual context to the reality of the classrooms. The European education has some common goals and take our political decisions. These political decisions on education are made, according to Beacco et al. (2010), taking into account 2 main aspects: first, general principles or values (equality, freedom of the individual, diversity acceptance, etc.); secondly, the congruence between the measures intended to be taken and external aspects, such as, the resources available, the priorities of the society or the time required for their implementation. These two aspects are the starting point for every elaboration of educational linguistic policies carried out by the Council of Europe. Moreover, thanks to these policies, there is a growing tendency to value the teaching of foreign languages available to the modern society.

The Common European Framework of Reference (Council of Europe, 2001) is one of the main works in the field of education, learning and evaluation of foreign languages. The CEFR is a document that calls for the recognition of linguistic qualification and facilitates mobility and dynamism in language learning, among other elements. Its consolidation, over these 17 years, allows focusing attention on the curricular determinations that have been created, for example: key communicative competences (Hymes, 1972) – further

explained –, communication in the mother tongue, communication in foreign languages, social and civic competences, as well as cultural awareness and expression.

### **1.1. The Common European Framework of Reference (2001).**

Since 1971, little research had been done on the field of language learning, teaching and assessment. Not until that date had the *Project Group Language Learning for European Citizenship* - all member countries of the *Council for Cultural Co-operation*- together with Canada as a participating observer, actively pursued the elaboration of this project. As a result, the Common European Framework of Reference (CEFR) for language learning, teaching and assessment represented the latest stage till 2001.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (...) The Common European Framework is intended to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe. It provides the means for educational administrators, course designers, teachers, teacher trainers, examining bodies, etc., to reflect on their current practice, with a view to situating and co-ordinating their efforts and to ensuring that they meet the real needs of the learners for whom they are responsible. (CEFR 2001, p.1.)

Therefore, we might wonder which new aspects introduced the CEFR (2001), or why it meant a milestone on this field. The CEFR 2001 developed a lot of innovative concepts with one aim: 'to achieve greater unity among its members by the adoption of common action in the cultural field' (p.2). First, it stressed the importance of having levels (A1 – C2) and descriptor scales, which means that 'curriculum teaching' and 'assessment' were coherent and well developed to each other. The CEFR also made a milestone rejecting the four skills (listening reading, speaking, and writing) and introducing the four modes of communication (reception, production, interaction and mediation). Each of these

modes could happen in written and oral forms. The learner was seen as a social agent. In other words, somebody that acts in society. Finally, the CEFR also introduced a new and potentially very innovative concept: the Plurilingualism Competence. (Coste, D., Moore, D. and Zarate, G. (1997)).

However, mediation had not been developed in the CEFR 2001 and that has been the core of the new European Commission launch: The Companion Volume (CEFR/CV, 2018) which has fully developed the competence of plurilingualism, media and literature with new descriptors, hand-in-hand with mediation. Not only that, this latest volume also works as the beginning of the conceptualization of the action-oriented approach, which will be explained in the section ‘implications of plurilingualism and mediation in language education’.

**1.2. The Companion Volume (2018): CEFR updates.**

In this section, we outline the CEFR/CV Descriptive Scheme and which elements, such as interaction and mediation, are being added compared to the previous CEFR. In order to have a clear idea of the elements which will further explain in this section, it is important to see how the CEFR/CV is schematized in figure 1. (CEFR/CV, 2018 p.30)

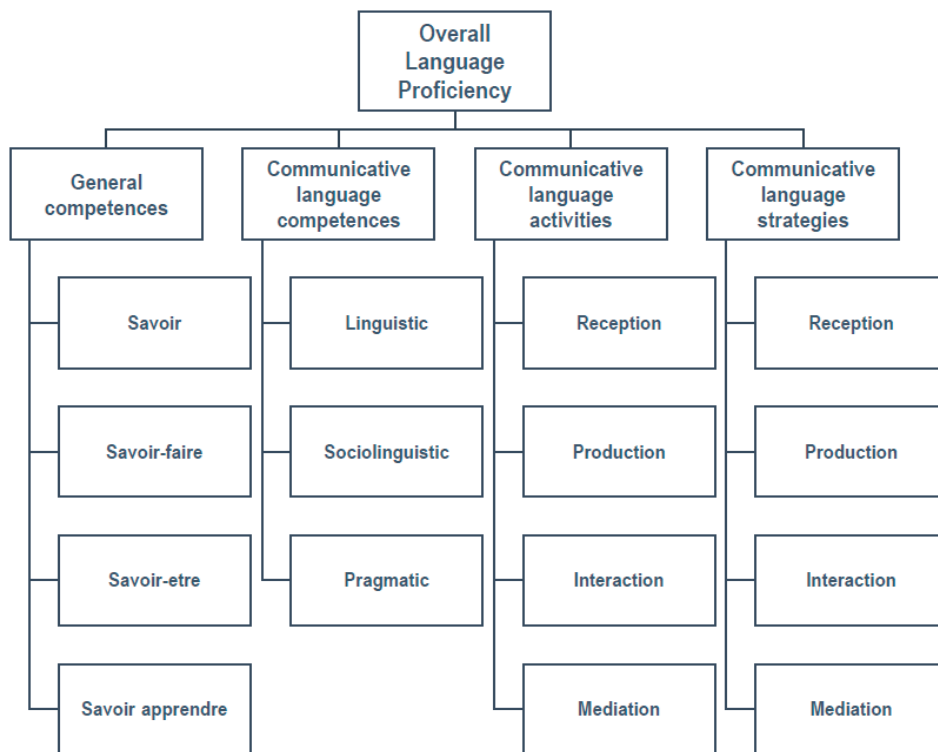


FIGURE 1 The structure of the CEFR/CV descriptive scheme

On the other hand, figure 1 is not new itself. As we have mentioned, it is an update of the CEFR 2001, a document that continued with the basics of the communicative approach (Little, 2005).

The CEFR does not focus exclusively on the behavioural dimension of L2 proficiency. It also offers a scaled summary of what it calls ‘qualitative aspects of spoken language use’ – range, accuracy, fluency, interaction, and coherence (Council of Europe, 2001: 28–29) – and scaled descriptions of general linguistic range, vocabulary range, vocabulary control, grammatical accuracy, phonological control, orthographic control, sociolinguistic appropriateness, flexibility, turn-taking, thematic development, coherence and cohesion, spoken fluency, and propositional precision (Council of Europe, 2001 p.110–129).

It maintained the reception and production (written and oral) concepts through the four communicative skills. It also considers the idea of setting the focus on the speaker or hearer, together with distinguishing a two-way typology in the communicative code: accuracy or fluency. However, CEFR 2001 also launched some ideas towards a new prospective vision. The two new aspects were interaction and mediation, even though they were little explained. First, interaction deals with the idea of negotiating meaning and giving importance to that process of negotiation, such as, participating in a dialogue.

In the new companion volume, the communicative language activities and their strategies form the two columns on the right, and they include reception, production, interaction and mediation. The other two left hand-side columns are the general and the communicative language competences.

Interpreting the CEFR/CV, we understand that in any communicative situation, the general competences - the so called “savoirs”: know how to be, how to do, and how to learn - work always together with the communicative language competences (linguistic, sociolinguistic and pragmatic competences), and strategies (communicative language strategies) in order to complete a task.

The CEFR/CV broadens the perspective of language education in a number of ways, not least by its vision of the user/learner as a social agent, co-constructing meaning in interaction, and by the notions of mediation and plurilingual / pluricultural competences. The CEFR has proved successful precisely because it encompasses educational values, a clear model of language related competences

and language use, and practical tools, in the form of illustrative descriptors, to facilitate the development of curricula and orientation of teaching and learning. (CEFR/CV 2018, p.23)

The previous fragment shows that the CEFR/CV has updated the CEFR in several ways, out of them we are going to pay special attention to six principal aspects.

- First, the CEFR/CV has eliminated the idea of the native speaker which was never a target but it still existed in the previous policy. “The amendment of a small number of ‘absolute’ statements at C2 is intended to better reflect that the CEFR/CV illustrative descriptors do not take an idealised native speaker as a reference point for the competence of a user/learner.” (CEFR/CV, 2018 p.45)
- Secondly, it has also enriched some of the scales at the bottom levels and at the top level, defining ‘plus levels’ and a new ‘Pre-A1’ level. That is, enriching the description at A1, and at the C levels, particularly C2.
- In third place, it has particularly completed the CEFR with the new concepts of mediation, which has not been developed before.
- Fourthly, the CEFR/CV has also developed different constructs, in particular, the phonological competence and the plurilingual and pluricultural competences.
- In fifth place, there are more elaborate descriptors of listening and reading in existing scales, and in the new descriptors included communicative competences of mediation. For example, activities such as “online interaction”, using telecommunications, expressing reactions to creative text and literature.
- Finally, in a sixth place, it has also made a redefinition of the pedagogical vision through the action oriented approach (AOA), in order to learn languages in real-life situations, using the target language in meaningful ways.

## **2. The notion of mediation.**

Mediation is constantly used in different fields or ambiances in ordinary life. The Merriam-Webster online dictionary defines mediation as “the act or process of mediating; especially: intervention between conflicting parties to promote reconciliation, settlement, or compromise”. With the same idea but focusing on the person, the Cambridge Dictionary defines this concept as “the process by which someone tries to end a

disagreement by helping the two sides to talk about and agree on a solution”. Nonetheless, mediation also comprises other related connotations:

1. In the legal system: “nonbinding intervention between parties to promote resolution of a grievance, reconciliation, settlement, or compromise” (Merriam-Webster Online Dictionary). Thus, it is related to diplomatic mediation as a conflict-resolution or commercial mediation as a way of arbitration or counselling.

2. In philosophy, Hegel (1817) defines *Vermittlung* (mediation) as an abstract operation through which knowledge is acquired. He even distinguishes some phases in acquiring that knowledge in his work about philosophy of natural religion. “The stages of the development of experience are Consciousness, Self-consciousness, Reason, the latter leading to its highest level – finite Spiritual existence.” Meaning that we mediate for our self-knowledge.

3. In pedagogy and education, Vygotsky (1962, 1978) understands that social interaction and mediation play a fundamental role in the development of cognition. He was the first one who said that first of all there is the social interaction and mediation and then we integrate and conceptualize for ourselves.

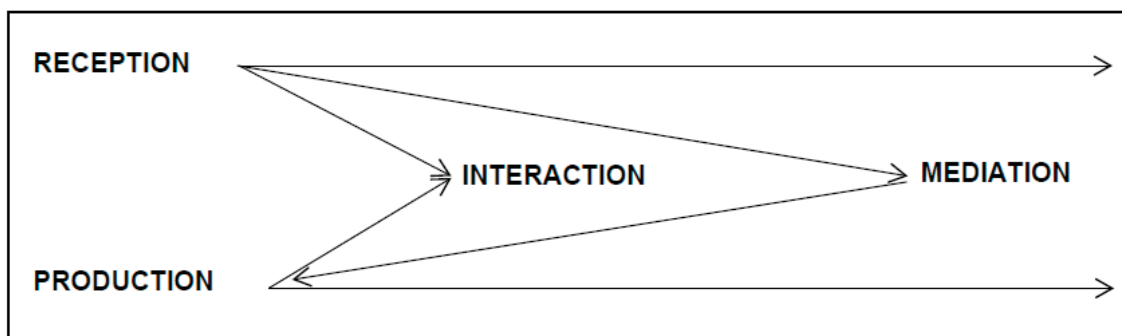
4. Considering the intercultural aspects and symbolic competences (Kramsch, 2002). Mediation is considered as a cultural process of creating a shared safe “*third space*”. And Zarate (2003, 2004) also adds that mediation is acting in a plural area to bring people together and recognize and negotiate difference. All in all, in languages, we navigate at different identities, different cultures. So, there is a form of third space where we must negotiate / mediate our differences in order to understand each other. For all these reasons, it is of teacher’s duty to transfer this knowledge to their students.

As we have previously mentioned, the CEFR/CV was created taking the basis of the CEFR 2001. However, only two little hints covering the competence of mediation were mentioned in that document. Mediation was only pointed out in the sections of “language as an intermediary” (CEFR, 2001 p.87) and “processing and reprocessing texts activities occupies an important task in our society, something that we do in our everyday life” (CEFR, 2001 p.14).



- Language as an intermediary: “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 section 4. English p.87.)
- Processing and reprocessing texts activities occupies an important task in our society, something that we do in our everyday life: “Mediation language activities, (re)processing texts, occupy an important place in the normal linguistic functioning of our societies” (CEFR, Section 2. English p. 14)

As we can see, it was not much covered. Surprisingly enough, that mediation has been already mentioned in the two previous CEFRs, in 1996 and 1998, as in figure 2.



*FIGURE 2 Reception Production Interaction and Mediation Scheme (CEFR)*

But, the European Council did not contemplate those concepts in the 2001 proposal. Consequently, they vanished, somehow, until 2018. Once the mediation scheme (figure 2) has arisen again in 2018 we could interpret it for its educational purpose. As we can observe, reception and production were interconnected by the role of interaction, taking a bit of both concepts and resulting in a further step, namely, mediation.

Moreover, the CEFR/CV introduces the concept of mediation as follows:

In both the receptive and productive modes, the written and/or oral activities of mediation make communication possible between persons who are unable, for whatever reason to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct

access. Mediation language activities, (re)processing an existing text, occupy an important place in the normal linguistic functioning of our societies. (CEFR/CV, 2018 p. 32)

Apart from the two quotes and the scheme above presented, mediation in the seminal works of the scientific literature, conceptualizes language as:

- “An activity” (Thorne and Lantolf, 2007 p.171)
- “A dynamic process of shared meaning, which creates and transforms itself through interactions of individuals with their environment” in didactic of languages (Aden, 2012. p.275)
- “A complex dynamic system” In applied linguistics, language acquisition (Larsen-Freeman, 1997, 2002)
- “Socialization into communities of practice” in sociolinguistics (Kramsch, 2002 p.6)
- “A process that allows overcoming separation between individuals and culture/society” in the cultural-historical activity theory as a theoretical approach in studies on the process of transformation and learning in work-related activities (Engeström, 1999)

### **2.1. Interpretations of mediation.**

These dimensions of mediation, above presented, were then distilled into different kinds according to three different fields of study of knowledge: social/cultural, conceptual/pedagogical and linguistic/textual. So, when talking about the legal system, diplomacy, or counseling, we are focusing on the social /cultural aspects; when we talk about the philosophical and pedagogical aspects - as an abstract operation or its role in the development of cognition - we focus on the conceptual and pedagogical aspects; and finally, considering the language, implying reformulation, code-switching<sup>1</sup>,

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<sup>1</sup> Code-Switching (Cantone & Müller, 2008) is the ability of the bilingual speaker to use both languages within a discourse, or within an utterance according to grammatical and socio-linguistic constraints”.

translanguaging<sup>2</sup>, moving from oral to writing or changing literature genres, we focus on linguistic and textual field of study.

This wider approach has been taken because of its relevance in increasingly diverse classrooms, in relation to the spread of CLIL, (Content and Language Integrated Learning), and because mediation is increasingly seen as a part of all learning, but especially of all language learning. (CEFR/CV, 2018 p.34).

As a result, the CEFR/CV distinguishes these six types of mediations: social, cultural, conceptual, pedagogical, linguistic or textual.

Nowadays, thanks to the advances in technology, some other types of mediation are also considered in the new updates of the last European Council document. We can also mediate in a non-shared space nor time, thanks to media, namely internet and telecommunication. In order to translate this conceptualization of media and the above mentioned mediations, the CEFR/CV has developed a mediation conceptual model (See image below), characterized for its applicability at an educational environment. That is to say, the CEFR/CV ultimate goal is to be of greater use in the teachers' and students' daily routines in the classroom.

## 2.2. Mediation conceptual model.

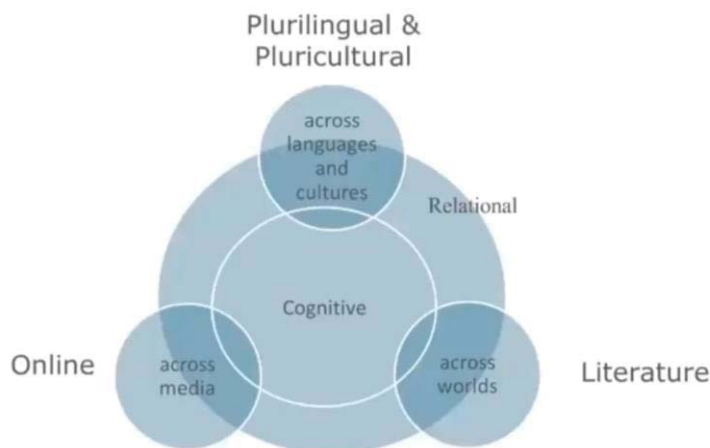


FIGURE 3 Mediation Conceptual Model, from Piccardo (2018)

<sup>2</sup> Translanguaging (García & Wei, 2014) may include translation and code-switching practices in which students make sense by performing bilingually while carrying out a variety of reading, writing and speaking tasks

The CEFR/CV proposes this conceptual model for mediation. It shows that we have always a cognitive and relational aspect, which are not separated. They are basically one embedded in the other. Psychologists like Vygotsky said “interaction and mediation play a fundamental role in the development of cognition”. So, the two things are really embedded one in the other. As a result, mediation can be across languages and cultures; mediation can be across words through literature, and, mediation can also be online across media. In general terms, mediation -per se- covers the two central circle but it also extends to the other three.

In the CEFR 2001, there were very few descriptors for mediation in oral interaction and almost none for written interaction. In the class only predominated the four skills, oral interaction took place within the classmates, if any, and written “interaction” could take place in very few contexts like pen friends. However, technology has played a turning point regarding this topic, nowadays we continuously interact, written and orally, through languages and cultures, media and literature. For this reason, the CV/CEFR descriptors for interaction and mediation aim to have greater consideration in the present and future education, in the classroom level, textbooks, state exams, curriculum, etc. The CV CEFR in their conceptual model have broaden and shed light into three main categories, across languages, across media, across literature. Firstly, mediation across languages and cultures – plurilingualism, as a more dynamic process than presented in the CEFR 2001- mediation across media thanks to the technological evolution in the 21<sup>th</sup> Century – it can be synchronous or asynchronous with open-ended or goal-oriented interaction – and, lately, mediating across literature – in the sense that in literature we are also mediating between the personal reactions (own emotions, internal dialogue with the author) and the formal and intellectual reaction (comparing, or critically evaluating) – .

All in all, mediation puts the previous conceptual model together, and can be worked in class through three main ways, or descriptors: mediation concepts, mediating a text or mediating communication. These descriptors result from the dynamic idea of mediation in real life. Mediation used by individuals with a society. Humans mediating from two perspectives: firstly, being cognitive and relational and secondly, being individual and social. Both perspectives at the same time in a dynamic way. In real life, learners and teachers use all possible resources to make sense of oral and written texts, in a language and through languages, in order to understand the concepts and messages. But, learners,

at the same time, also work on those texts and concepts from a double perspective: individual and social.

### **3. Plurilingual and pluricultural competence: a plural approach.**

The Council of Europe (2007) states that “Recognising the significance of language education in a multilingual Europe, the Council of Europe recommends the promotion of linguistic diversity in member States and plurilingualism for their citizens” (p.17).

The plurilingual and intercultural education has recently been presented as the right way to a positive social coexistence and rich in educational, economic, and social fields (Coste *et al.* 2009). The value of plurilingualism lies in the promotion of communication and mutual understanding. Consequently, educating in plurilingualism is a synonym of educating in respect and tolerance through adaptation and mediation.

To better understand what has meant the principal route towards a common language regulation in the Europe education - the Common European Framework of Reference, and its new updates (CEFR/CV) - it is important to delineate some of the key concepts and ideas presented through the whole of this dissertation.

First of all, we will disambiguate the notions of plurilingualism and interculturality from their respective associated concepts. Secondly, we will see the reflection of these concepts turned into competences on the education policies to set down the goals of language education.

#### **3.1. Pluriculturality and Interculturality.**

The plurilingual diversity in Europe not only exists in languages, it also implies a direct relation with the languages’ culture.

As González *et al.* (2010) defends “la diversidad no [es] solo lingüística sino también cultural, al abordar las lenguas desde el punto de vista de los individuos que las utilizan por razones no solo instrumentales sino también integradoras—estas últimas de orden personal y social” (p.40). Not only that, Oliveras (2000), “the principles of learning a foreign language are not enough to solve the misunderstandings caused by a lack of

sociocultural competence”. So, in order to face the cultural misunderstandings that are not caused by linguistic reasons, we have to educate in mediation to this aspect.

In order to avoid confusion of terms, it is important to distinguish between interculturality and pluriculturality.

First, Beacco et al. (2010, p.16) defines pluriculturality as “the desire and ability to identify with several cultures, and participate in them – the identification with two (or more) social groups and their cultures –”. He also defines interculturality as “the ability to experience another culture and analyse that experience, that is, the competences for critical awareness of other cultures.” In other words, pluriculturality deals with the ability and identification of various cultures, whereas interculturality implies an analysis, a critical learning of other cultures. But pluriculturality and interculturality may complement each other resulting in the develop of the pluricultural competence, the one to be developed in the classroom. The same author points out some of the benefits of the acquisition of this competence:

This pluricultural competence, acquired from analysing this experience, helps individuals to understand cultural difference better, establishes cognitive and affective links between past and future experiences of that difference, mediates between members of two (or more) social groups and their cultures, and questions the assumptions of their own cultural group and milieu. Beacco et al. (2010, p.16)

### **3.2. Plurilingualism and Multilingualism.**

Plurilingualism is contemplated in the MacMillan Dictionary as “the ability to use skills in a number of different languages for effective communication (...) and one of the goals of the CEFR.” Adopting Cots’ (2010) point of view, it should be noted that “plurilingualism should not be presented as a mere quantitative change in the number of languages present in the speaker's linguistic heritage, as this presence of additional languages affects the system general language of the learner, which naturally leads to changes of a qualitative nature”(trans. p.24)

According to Bernaus et al. (2011): plurilingualism is a very useful tool for the development of language learning strategies, since it has the capacity to generate an enriching cognitive experience in terms of content and acts as a means of awareness of

the languages in the classroom, which are often ignored or segregated from the collective reality that students perceive during school hours. (p.24)

As a result, we agree that the education of foreign languages in a globalized society must be plurilingual and pluricultural – which embeds interculturality –, bearing in mind that humans use language as an instrument and as a way of integration without misunderstandings among the individuals of a society.

As stated in the CEFR and projecting the previous notions into the educational field, the purpose of plurilingual education lies on the development of the plurilingual and pluricultural communicative competences of the student. The acquisition of these competences will provide the learner with practical cognitive and linguistic resources. In this way, the progressive use of the linguistic repertoire is gradually acquired, in order to optimize the communication process among people.

### **3.2.1 Narrowing Plurilingualism and Multilingualism in the CEFR/CV.**

From the CEFR 2001 section 1.3, we can establish a key distinction between multilingualism and plurilingualism. Multilingualism is there defined as “the knowledge of a number of languages or the co-existence of different languages in a given society”. On the other hand, plurilingualism is a much more dynamic process.

According to the CEFR (2001) the plurilingual competence involves “the ability to switch from one language or dialect to another, to express oneself in one language and understand the other, to call upon the knowledge of a number of languages to make sense of a text, to recognise world from a common international store in a new guise, mediate between individuals with no common language by bringing the whole of their linguistic equipment into play, experiment with alternative forms of expression in different languages or dialects, exploiting paralinguistics (mime, gesture, facial expression, etc.) or radically simplifying their use of language”

As we have just observed through these quotations, the CEFR 2001 section 1.3 also embedded mediation, but not explicitly.

It is possible to distinguish between multilingualism and plurilingualism. The CEFR/CV (2018) points out this difference. Multilingualism is considered “the coexistence of

different languages at the social or individual level” and plurilingualism is” the dynamic and developing linguistic repertoire of an individual user/learner”. (p.28)

### **A. Multilingualism**

Multilingualism can be studied at an individual level and a societal one.

- At an individual level we can distinguish several languages in which the mother tongue would be named as the L1 and, accordingly to the proficiency or usage of the other languages, they would be labelled as L2, L3, L4, L5 ... respectively.
  
- Nonetheless, multilingualism at a societal level refers to the sum of languages that exist in the society. Taking a community aside, it can be monolingual or multilingual, embedding several languages – considered separated fields of study –.

### **B. Plurilingualism**

Contrasting with the previous idea, plurilingualism – and consequently pluriculturalism – is a network with multiple connections. In her article *Plurilingualism as a Catalyst for Creativity in Superdiverse Societies: A Systemic Analysis*, Piccardo (2017) affirms that “plurilingualism differs from multilingualism (the simple addition of languages in societies and/or individuals) in that it focuses on the relationships between the languages an individual speaks, the underlying linguistic mechanisms and cultural connotations, the personal linguistic and cultural trajectory as well as the persons’ attitude towards language diversity, stressing openness, curiosity, and flexibility.” This definition relies on the numerous studies conducted in the fields of psycholinguistics, neurolinguistics and sociolinguistics which have demonstrated that languages and cultures cannot be seen as separate entities but coexisting in isolation. Plurilingualism results from the flexible and diversified interaction of languages and cultures both at social and individual levels. The plurilingual competence is a “wholistic system” (Cook, 1992; Herdina and Jessner 2002). In other words, the specificities of a single language coexist with the influences and connections of the individual. “This means that on the one hand the dynamic model is separatist or modular in interpreting the involved language systems and factors as separate modules, but assumes on the other hand that the subsystems outlined interact with each other and influence each other in the complex and dynamic system we call multilingualism” (Herdina and Jessner 2002: 149-150).



On the other hand, plurilingualism in the CEFR/CV states that the learner's mind is not in its original pure state but it is influenced by the learner's mother tongue or various mother tongues and their cultures. Thus, plurilingualism is a network that facilitates multiple connections between the languages of the individual and the individual as a whole within a society. Besides, plurilingualism defends that errors are a natural process of learning, in which the process of transfer between languages and cultures (L1, L2, L3...) may be shown. Finally, the last key of this circular spiral process is the idea of the learner being aware of their own process of learning, being conscious of the learning journey. This last idea might connect to the movement initiated by Hawkins (1984) who proposed the subject "awareness of language" into the British curriculum. This approach considers two simultaneous phases: the language learning and the curiosity process. The language learning consists in learning about the language and culture, and at the same time, complementing it by stimulating not only the learners' curiosity and interest on this field but also their observation and language analysis skills. Hawkins's objectives focused on challenging learners to ask questions about language and culture, and then, discuss the diversity of them in order to establish the basis of a general "language education". The "general language education" was already mentioned in the CEFR (2001, p.169), but now, through mediation and plurilingualism, the CV/CEFR (2018) puts forward the awareness of the learning process, error making, and the interconnection of languages and cultures as major issues for language teaching.

### **3.3. Plurilingual and pluricultural competences.**

In 1995, the Cannes European Council launched the *White Paper On Education and Training Teaching and Learning \*\*\* Towards The Learning Society*, in which its fourth general objective was written as "proficiency in three community languages", and developed as followed:

Learning languages has important effects: when undertaken from a very early age, it is an important factor in doing well at school. Contact with another language is not only compatible with becoming proficient in one's mother tongue, it also makes it easier. It opens the mind, stimulates intellectual agility and, of course, expands people's cultural horizon. Multilingualism is part and parcel of both European identity/citizenship and the learning society. (...) Language proficiency must be backed up by the ability to adapt to working and living environments

characterised by different cultures. (...) Proficiency in languages helps to build up the feeling of being European with all its cultural wealth and diversity and of understanding between the citizens of Europe. (p.47)

In other words, learning a foreign language must also consider its culture learning. This attempt of an educational language policy also affirms the direct relation between language and culture, aspects that cannot be separated neither in the (high)schools nor in the educative policies. On these lines, Castro Prieto (1999) claims that “la educación juega un papel esencial por su carácter de integración social” (p. 41). She considers it to be extremely helpful for the individuals to take values such as tolerance and acceptance, in order to accomplish a better societal coexistence. Thus, it seems necessary to include the plurilingual and pluricultural competences within the foreign language learning curriculum that the CEFR/CV has recently updated.

The concept of competence is generally known for being introduced into linguistics by Chomsky in the 1960s. For him, competence was “the underlying system of rules that has been mastered by the speaker-hearer” (1965, p. 4). However, Chomsky’s decontextualized definition of competence was not broadly accepted. Almost ten years later, the linguist, Dell Hymes, introduced the notion of “communicative competence” (1972) as the ability to use language meaningfully in specific real-life situations. Later on, experts of the communicative competence understood language as “an active entity that varies according to the situation and the message that the speaker wants to convey in that language or through various languages.” Considering that, they included different aspects to the communicative approach throughout history. For instance: Canale & Swain (1980) considered the communicative approach as grammatical, sociolinguistic, and strategic. Canale (1983) added “discursive” to the previous features. However, Moirand (1982) considered it to be linguistic, discursive, referential, and sociocultural. Whereas Bergeron, Desmarais & Duquette (1984) characterized the communicative competence as linguistic, referential, sociocultural, sociolinguistic, and strategic. When developed a common European reference framework for the teaching and learning of languages in 2001, competence was defined as “the sum of knowledge, skills, and characteristics that allow a person to perform actions (CEFR, 2001. p. 9)

Narrowing this concept into the variety of plurilingual and pluricultural competence, Goullier (2007) explains the latter as:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or the juxtaposition of distinct competences, but rather as the existence of a complex and even composite competence on which the user may draw (p.105).

The CEFR/CV values and broadens for the first time the so called “uneven plurilingual competence”. The “uneven plurilingual competence” was pioneered in the CEFR 2001 (section 6, 1.3.1 – 1.3.2), considering the idea of linguistic and cultural diversity valuing dynamic and changing profiles. This competence is characterized for the following aspects:

- Plurilingualism abandons the idea of reaching a “perfect bilingualism”. We abandon the deficient perspective that we can't say we are bilingual until we reach a perfect level - admittedly that there is a perfect level-. Studies have shown that a perfect level in bilingualism doesn't exist, Prof. François Grosjean explains these kind of myths about bilingualism in his book, *Life and Reality* (Harvard University Press, 2010).
- Plurilingualism is an uneven competence that continues to improve and advance but sometimes regress whenever the person does not use that language. Even though the idea of regression does not imply that the learner cannot advance again after having regressed some stages. Plurilingualism is a not compartmentalized competence because it allows interrelation and interaction between languages. In other words, it is a changing competence in that it allows code-switching. According to Cantone & Müller (2008), “Code-Switching (CS) is the ability of the bilingual speaker to use both languages within a discourse, or within an utterance according to grammatical and socio-linguistic constraints”. That is, code-switching is the ability of a plurilingual speaker to move back and forth between two or more languages depending on the context of a conversation.

Plurilingualism is a changing competence because the proficiency of the different languages does not have to be the same in all the competences. In the same way, the pluricultural and plurilingual profiles differ from each other. So, why should not we

evolve and promote our students' plurilingual and pluricultural competences in the classroom?

#### **4. From conceptualization to practice: scales and descriptors.**

Considering all the previous sections, the concepts of plurilingualism and pluriculturalism have lately taken special importance. Following these language education policies, every committed teacher of foreign languages must be able to identify the need for new learning challenges, which speed up the development process of plurilingual and pluricultural competence across mediation. To this end, the teacher and the foreign language learner must have knowledge of the broadest educational legislation at the present, proposed by the European Commission. The ultimate purpose of these legislations is that the individual is able to adopt a vision of cultural diversity as enrichment of their language learning. However, it was not until 2018 the European Council has fully developed descriptors in the language teaching and learning education including mediation in 3 ways: across language and cultures, media and literature. The updated conceptual models and descriptors aim to accomplish new goals in the language education, adapted to the present society and real-life scenarios. For this reason, the following chapter of this dissertation is going to describe the new Companion Volume conceptual model and the new mediation descriptors and scales, which will lead us to reflect on their implications in the classroom.

##### **4.1. Mediation scales.**

What type of mediation can we use in class? In any case, teacher training on mediation is essential so they will be working on students' attitudes towards texts, communication – linguistic and cultural diversity – and concepts. In Castro Prieto's words, "se hace necesaria una atención especial a la formación del profesorado que prepare para los encuentros interculturales inevitables en una Europa sin fronteras, plurilingüe y multicultural" (1999, p. 43).

Once having considered that, the CEFR/CV (2018) points out that mediation is reflected in three main ways in the class:

- creating space and managing tensions, counselling conflicts, regular resolution and guidance reminds more of the idea of mediation as a mediating communicator.
- whereas constructing or reconstructing meaning and knowledge which is both social and individual gives the idea of mediating concepts.
- Something that we do all the time in classes, that is reformulating transcoding, alternating language, switching oral to written, changing genres, combining texts and other modes goes to the category mediating text.

Having considered mediation in class, and in order to support students to take responsibility of their own learning process, act strategically in a communicative situation and, more specifically throughout the students' teaching and learning, the CEFR/CV has operationalized the four categories: mediating communication, concepts, texts and strategies. Of course, in languages, there can always be an overlapping of these categories.

- Mediating a text refers to the idea of relaying specific information, explaining data of figures, processing texts, translating written texts or, listening with simultaneous note-taking.
- Mediating strategies deal with the linking to previous knowledge, breaking down complicated information, adapting language, elaborating a dense text or streamlining a text.
- Mediating concepts implies the idea of facilitating collaborative interaction in the class with peers, collaborating together to construct a meaning (for example, to make sense or understand a text while doing interaction), or encouraging conceptual thought. From, both, the teacher and the student position.
- Mediating communication: considering that, nowadays, classes are more and more plurilingual and pluricultural. As a result, it is of utmost importance to facilitate a pluricultural space, acting as an intermediary, and facilitating communication every time in different situations, including conflicts or disputes.

Before, the CEFR 2001 would slightly cover two of the mentioned categories. Even though mediating a text was considered more important than the mediation strategies, both had the same relevance. Not until 2018, the CEFR/CV has broadened and made visible the two last categories: mediating concepts and communication.

The CEFR/CV has summed up all the mediation categories and characteristics in one chart in order to synthesise the information.

#### **4.1.1. Core scales.**

Connected to the foreseen information, the CEFR/CV indicates that mediation occurs across languages and within one language. That is to say, mediation occurs when two people don't understand each other because they don't speak the same language (different languages). But, it also occurs across varieties of languages (dialects) and registers (from very formal to very casual register). For example, in order to present a very high academic text, the teacher would have to mediate and simplify it for their learners. In the same way as if the text would be written in another dialect or in another language. All in all, mediation must be considered as dynamic and flexible across and within languages.

These mind-map is reflected at every level of the language learning process. Starting from the left hand side column of the “mediation activities” mind-map, the scales for mediation are presented in three groups. They reflect the way in which mediation tends to occur.

##### 1. Mediating a text

- ▶ Relaying specific information – in speech and in writing
- ▶ Explaining data (e.g. in graphs, diagrams, charts etc.) – in speech and in writing
- ▶ Processing text – in speech and in writing
- ▶ Translating a written text – in speech and in writing
- ▶ Note-taking (lectures, seminars, meetings, etc.)
- ▶ Expressing a personal response to creative texts (including literature)
- ▶ Analysis and criticism of creative texts (including literature)

##### 2. Mediating concepts

- ▶ Collaborating in a group
  - ▶ Facilitating collaborative interaction with peers
  - ▶ Collaborating to construct meaning
- ▶ Leading group work
  - ▶ Managing interaction
  - ▶ Encouraging conceptual talk

### 3. Mediating communication

- ▶ Facilitating pluricultural space
- ▶ Acting as intermediary in informal situations (with friends and colleagues)
- ▶ Facilitating communication in delicate situations and disagreements

#### **4.1.2. Other scales.**

This part of “other scales” refers to the three external circles (across languages and culture, across media, across worlds) from the mediation conceptual model, that we covered in the last part of the section no. 2.2

Thus, the “other scales” that require a form of mediation are three: plurilingual and pluricultural competence, online interaction and literature.

- Plurilingual and Pluricultural competence evokes to the concept of mediation across languages and cultures, through plurilingual and pluricultural competences. The teacher/learner builds on a pluricultural repertoire, plurilingual comprehension and, also, builds on plurilingual repertoire.
- Online Interaction is the type of mediation across media. It is undertaken through online conversation and discussion, and, goal-oriented online transactions and collaboration.
- Literature refers to mediation across worlds. It helps to express a personal response, analysis and/or criticism of a creative text. In the same way that reading helps as a leisure activity with multiple benefits in the education field, for students and teachers. Mediation literature is a big addition in the CEFR/CV, it helps the teacher not only to work on literature from a linguistic point of view, but also to deal with it in the sense of a tool that connects us with other words, both in time or in space.

#### **4.1.3. Mediation descriptors examples.**

Descriptors for mediation have been made for every scale and sub-scale at every level (PreA1- C2). The following table shows the sub-scales descriptors, concreteness and class application for a B1. They are taken from the CEFR/CV and have been elected because they will be applied in the proposal of intervention for the present dissertation.

<p><b>OVERALL MEDIATION</b></p> <ul style="list-style-type: none"> <li>• Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions.</li> <li>• Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience, their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations cause difficulty with formulation at times.</li> </ul>	
<p><b>RELAYING SPECIFIC INFORMATION IN SPEECH</b></p> <ul style="list-style-type: none"> <li>• Can relay (in language b) the content of public announcements and messages spoken in clear, standard (language a) at normal speed.</li> <li>• Can relay (in language b) the contents of detailed instructions, provided these are clearly articulated (in Language a).</li> <li>• Can relay (in language b) specific information given in straightforward informational texts (such as leaflets, brochure Entries, notices and letters or emails) (written in language a).</li> </ul>	
<p><b>RELAYING SPECIFIC INFORMATION IN WRITING</b></p> <ul style="list-style-type: none"> <li>• Can relay in writing (in language b) specific information points contained in texts (spoken in language a) on familiar Subjects (e.g. Telephone calls, announcements, and instructions).</li> <li>• Can relay in writing (in language b) specific, relevant information contained in straightforward informational texts (written in Language a) on familiar subjects.</li> <li>• Can relay in writing (in language b) specific information given in a straightforward recorded message (left in language a), Provided that the topics concerned are familiar and the delivery is slow and clear.</li> </ul>	



	<p><b>PROCESSING TEXT IN SPEECH</b></p>	<ul style="list-style-type: none"> <li>• Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</li> <li>• Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. A short written interview or magazine article, a travel brochure).</li> <li>• Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.</li> <li>• Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.</li> <li>• Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</li> </ul>
	<p><b>PROCESSING TEXT IN WRITING</b></p>	<ul style="list-style-type: none"> <li>• Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</li> <li>• Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.</li> <li>• Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</li> </ul>
	<p><b>TRANSLATING A WRITTEN TEXT IN SPEECH</b></p>	<ul style="list-style-type: none"> <li>• Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.</li> </ul>

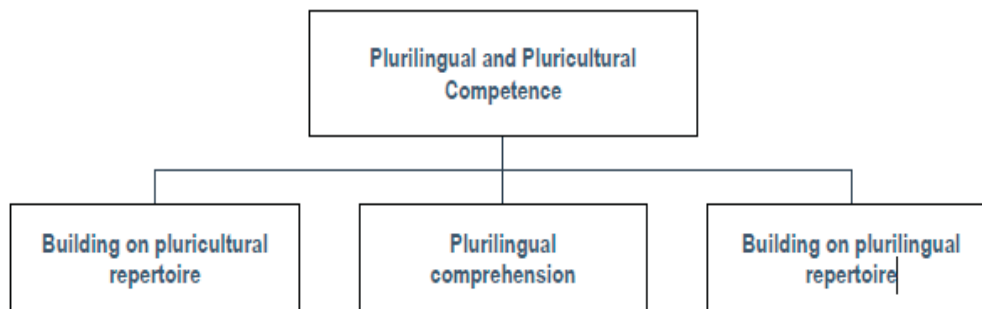
	<p><b>NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)</b></p>	<ul style="list-style-type: none"> <li>• Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</li> <li>• Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</li> <li>• Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</li> <li>• Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.</li> </ul>
<p><b>COLLABORATING IN A GROUP</b></p>	<p><b>FACILITATING COLLABORATIVE INTERACTION WITH PEERS</b></p>	<ul style="list-style-type: none"> <li>• Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.</li> <li>• Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.</li> </ul>
	<p><b>COLLABORATING TO CONSTRUCT MEANING</b></p>	<ul style="list-style-type: none"> <li>• Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.</li> <li>• Can use questions, comments and simple reformulations to maintain the focus of a discussion.</li> <li>• Can ask a group member to give the reason(s) for their views.</li> <li>• Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.</li> </ul>

Mediation descriptors for a B1 level used in our proposal of intervention, taken from CEFR/CV. ( p.103-120)

As we can see, many descriptors refer to both languages A and B. It is interesting to mention that some countries, like Austria or Greece, have already introduced this methodology in their state exams. Namely, the Austrian *Reifeprüfung* or *matura exam*. In this *Reifeprüfung*, students have different leaflets or documents in a language A that they need to mediate with, and relay the information in language B. (Ortega., Piccardo, 2018). These descriptors give teachers an ultimate useful tool to guide them into the new possibilities of what can be done in a class, from a renewed perspective. CEFR/CV aims to make mediation visible and give it space in the classrooms.

#### 4.2. Plurilingual and pluricultural competence scales.

The Companion Volume refers to plurilingualism in three main scales: plurilingual comprehension, building on plurilingual repertoire and building on pluricultural repertoire. (CEFR/CV p.159-162)



- Plurilingual comprehension focuses on the comprehensive aspects, as a practical and functional ability to comprehend plurilingualism within a context.
- Building on plurilingual repertoire focuses on the linguistics aspects and calibrates the practical and functional ability to exploit plurilingualism.
- Building on pluricultural repertoire focuses on the cultural aspects.

In order to provide some examples of descriptors in this dissertation, we are going to focus on the B1 which reflects the Threshold Level Specification. The Threshold Level by the Council of Europe (2018) considers that language must not be divided into grammatical structures, but into a list of concepts and functions defined according to minimum needs. Language functions or communicative intentions are yet made possible for the effective use of the target language in situations that involved communication,

bearing in mind notions such as time, space, social relations, and so forth. (Piccardo, 2018).

A number of foundational resources made it possible to develop curricula related to the Threshold Level (van Ek, 1975), subsequently published in French as Niveau Seuil (1976); The Notional-Functional Syllabus (Wilkins, 1976); Teaching Language as Communication (Widdowson, 1978); and Enseigner à communiquer en langue étrangère (Moirand, 1982). This level is mostly characterized for two features, the ability to maintain interaction and get across what you want to, in a range of contexts and the second feature, the ability to cope flexibly with problems in everyday life.

#### **4.2.1. Plurilingual and pluricultural competence descriptors examples.**

These plurilingual and pluricultural descriptors lack in the CEFR 2001, and were the reason of launching the CV/CEFR 2018 because, in human communication, when we talk we use more than one language. Not only that, when we talk we also interact with other people. So, we need to have in mind the cultural aspects too. They are always included in the paralinguistic communication, thus, they need to be taken into consideration because they can even lead us to misunderstandings.

Descriptors for plurilingual and pluricultural competence have been made for every scale and sub-scale at every level (PreA1- C2). The following table shows the sub-scales descriptors, concreteness and class application for a B1. They are taken from the CEFR/CV and have been elected because they will be applied in the proposal of intervention for the present dissertation.

PLURILINGUAL AND PLURICULTURAL COMPETENCES	
<p><b>BUILDING ON PLURICULTURAL REPERTOIRE (CEFR/CV P.159)</b></p>	<ul style="list-style-type: none"> <li>• Can generally act according to conventions regarding posture, eye contact, and distance from others.</li> <li>• Can generally respond appropriately to the most commonly used cultural cues.</li> <li>• Can explain features of his/her own culture to members of another culture or explain features of the other culture to members of his/her own culture.</li> <li>• Can explain in simple terms how his/her own values and behaviours influence his/her views of other people's values and behaviours.</li> <li>• Can discuss in simple terms the way in which things that may look 'strange' to him/her in another sociocultural context may well be 'normal' for the other people concerned.</li> <li>• Can discuss in simple terms the way his/her own culturally-determined actions may be perceived differently by people from other cultures.</li> </ul>
<p><b>PLURILINGUAL COMPREHENSION (CEFR/CV P.160)</b></p>	<ul style="list-style-type: none"> <li>• Can deduce the message of a text by exploiting what he/she has understood from texts on the same theme written in <i>different languages</i> (e.g. news in brief, museum brochure, online reviews).</li> <li>• Can extract information from documents written in <i>different languages</i> in his/her field, e.g. to include in a presentation.</li> <li>• Can recognise similarities and contrasts between the way concepts are expressed in <i>different languages</i>, in order to distinguish between identical uses of the same word root and 'false friends'.</li> <li>• Can use his/her knowledge of contrasting grammatical structures and functional expressions of <i>languages in his/her plurilingual repertoire</i> in order to support comprehension.</li> </ul>
<p><b>BUILDING ON PLURILINGUAL REPERTOIRE (CEFR/CV P.162)</b></p>	<ul style="list-style-type: none"> <li>• Can exploit creatively his limited repertoire in <i>different languages in his/her plurilingual repertoire</i> for everyday contexts, in order to cope with an unexpected situation.</li> </ul>

Descriptors for a B1 level used in our proposal of intervention, taken from CEFR/CV. (p.159-162)

## **5. Implications of plurilingualism and mediation in language education through the action-oriented-approach.**

Castro and González-Cascos (2015) explained how the plurilingual approach in education is justified in our society:

It is the diversity of our societies, in terms of identity, cultures and languages, which demands different perspectives in education. This perspective is based on understanding education as means to contribute to and enhance the individual's participation in society as citizens, based on an acceptance of that linguistic and cultural diversity. For those involved in education: teacher, teacher trainers, stakeholders and politics, it has become a key challenge to face (p.5).

While the CEFR 2001 dealt with the communicative approach, the CV/CEFR 2018 has been developed with the action oriented approach (AOA), in which mediation is been upgraded to the real life tasks.

Putting *Spoken fluency* under pragmatic competence cuts across the traditional competence / performance dichotomy used by linguists since Chomsky. As was mentioned in discussing the CEFR model, the CEFR does not continue that tradition. The view taken is that, in an action-oriented approach, competence exists only in action. (CEFR/CV p.139)

But, what is a task? According to Reilly (1988) the Task-based syllabus is characterized by the fact that:

The content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. [...] Language learning is subordinate to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language (and other) skills in specific settings of language use. (p.39)

This type of syllabus is included in the so-called Method-based Syllabus, what the CEFR/CV denominates "Action Oriented Approach", which focuses on learning the

language through tasks or actions, giving priority to the process and the procedure on the results. According to the British Council (2008), the syllabus process, as its name suggests, focuses on the processes and faculties that are developed during learning. It requires effort on the part of the students, since it implies organization, planning and reflection on their part that allows them to improve their autonomy in activities that are carried out gradually, as for example, the writing and the phases that of their process is composed.

As Baleghizadeh (2015) states that the procedural syllabus is divided into three differentiated phases. The first, called *pre-task*, is mainly characterized by the interaction between the students and the intervention of the teacher, who helps the students to overcome the possible difficulties that may occur during the task. Then, the *task* constitutes the second phase, in that the students have to carry out a process of joint reflection that allows them to solve the task successfully, under the supervision of the teacher too. In the third phase, the *marking stage*, the teacher is in charge of giving feedback to the students' task. That is, checking their task and letting them know their assessment of the process that has been carried out to complete it.

All in all, working through tasks often require some collaboration with others – hence the need for language – and consequently, we will reach an overall language proficiency, fulfilling all these schematized competences.

The new action-oriented updates place the language learner as a social agent, who can construct meaning by using general and linguistic competences, not only in one language but in their plurilingual repertoire. Depending on the context, they would build and negotiate meaning using one or several languages, maintaining a plurilingual dialogue whenever they happen to be with people who can understand those languages. Therefore, in the classroom, the action oriented approach must be translated into practice through collaborative tasks and co-working.

Both the CEFR descriptive scheme and the action-oriented approach put the co-construction of meaning (through interaction) at the centre of the learning and teaching process. This has clear implications for the classroom. At times, this interaction will be between teacher and learner(s), but at times, it will take a collaborative nature between learners themselves. The precise balance between teacher-centred instruction and such collaborative interaction between learners in

small groups is likely to reflect the context, the pedagogic tradition in that context and the proficiency level of the learners concerned. In the reality of today's increasingly diverse societies, the construction of meaning may take place across languages and draw upon user/learners' plurilingual and pluricultural repertoires. (CEFR/CV p.27)

Thus, the CEFR/CV is characterized for being very dynamic, interactive process of planning, doing, acting and sharing. It is important to consider the CEFR/CV action oriented approach from two perspectives: the teacher's and the learner's side. Firstly, the teachers first set a medium or long term objective and then strategically act. But at the same time, we continue with the dynamic idea of the CEFR/CV that establish interaction. Teachers are not alone, they belong to a community and they are bound to interact between each other. For example, drawing upon media resources, such as telecollaboration platforms, Skype, websites, other researchers, etc. Secondly, learner's involvement in this strategic and dynamic process. Learners are linked in the process with the help of the teachers and the CEFR/CV descriptors mentioned in the third section of this dissertation. As we have seen, the CEFR/CV descriptors make things visible so the learners are able to think about the task, reflect upon mediation, interaction, and plurilingual and pluricultural aspects, make a choice on that particular context in order to, ultimately, accomplish the task.

The CEFR's action-oriented approach represents a shift away from syllabuses based on a linear progression through language structures, or a predetermined set of notions and functions, towards syllabuses based on needs analysis, oriented towards real-life tasks and constructed around purposefully selected notions and functions. This promotes a *proficiency* perspective guided by 'Can do' descriptors rather than a *deficiency* perspective focusing on what the learners have not yet acquired. The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners. (CEFR/CV p.26)

The descriptors proposed by the CEFR/CV using the task oriented approach are oriented to build scenarios. In other words, scenarios are constructed with teachers' strategies using the necessary notions and functions required for that specific scenario or task, not



just because at a particular level (CEFR, 2001) you have to deal with a particular notion, function or to do this grammatical point. Not only that, the action oriented approach helps both teachers and learners. It allows the student to act within that scenario, meanwhile the teachers observe their students' learning process for a better further plan. But, students also reflect on their actions. In the last decades, resources like portfolios have been added because they also have helped the students to see more what is happening in their learning process, how they are learning, what works for them and what does not. An example of this way of assessment is the EPOSTL (The European Portfolio for Student Teachers of Languages, 2006) in which students of language teaching are encouraged to monitor their didactic knowledge, strategies, experiences, etc. In the same way, the portfolio task can be proposed at every educational level, for teachers and students, in order to accomplish a continuous progress. Nonetheless, this progress cannot be possible without encouraging a more adequate teacher training.

## **6. Spanish Curriculum Information.**

Once we have analysed the European education policies, which guide the overall language education in the European Union, this part of the dissertation focuses on the Spanish education law. As we have seen in section "Language Education Policies in Europe" of this dissertation, some of the objectives of the CEFR in general and CEFR/CV in particular are:

- Developing plurilingualism and pluriculturalism
- Encourage the learning of foreign languages
- Establish the common reference levels (PreA1-C2)
- Allow to create education curriculums and syllabus designs, as well as to elaborate teaching materials.

Considering the European regulations, the LOMCE (Ley Orgánica para la Mejora de la Calidad Educativa) in the Real Decreto 1105/2014 (BOE no. 3, January 3<sup>rd</sup> 2015) establishes the basic curriculum for E.S.O. – secondary education – and Bachillerato – A levels –. They set every standard, criteria, methodology, competence and content that students are supposed to achieve during these educative stages. Real Decreto 1105/2014 also provides the curriculum key competence definition. The key competences are the

abilities to implement content in order to develop activities and solve problems effectively when teaching at every educative stage. The 2006 European Reference Framework of Key Competences for lifelong learning (Reference Framework) defined eight key competences, which are also mentioned in the Spanish Real Decreto 1105/2014 (p.172):

- (1) Communication in the mother tongue;**
- (2) Communication in foreign languages;**
- (3) Mathematical competence and basic competences in science and technology;
- (4) Digital competence;
- (5) Learning to learn;
- (6) Social and civic competences;**
- (7) Sense of initiative and entrepreneurship; and
- (8) Cultural awareness and expression.**

Due to this dissertation's topic, competences number 1, 2, 6, and 8 will be of special relevance, since they are related to the plurilingual and pluricultural competences and mediation. The linguistic competences (1 and 2), particularly the second one, will be implicitly worked in the classroom of foreign languages regardless the content topics covered in the syllabus. The Spanish Ministry of Education, Culture and Sports considers that the linguistic competence embeds different other skills and competences due to necessary interaction in communication among people from different language and culture backgrounds. As a result, the linguistic competence promotes individual and societal socialisation, in the same way that it encourages sociocultural knowledge. On the other hand, mediation is presented in the competence number 6. The social and civic competence relays on the ability of mediation and adaptation to a changing, complex and dynamic society with the aim of avoiding, reflecting and solving social problems. It also implies the adaptation and acceptance of particular behaviours, showing tolerance when understanding and expressing different ideas and opinions. Bearing in mind the globalized society in which we are nowadays immersed, this competence also promotes the acquisition and teaching of values and concepts such as respect, empathy, diversity, integrity, positive attitude, responsibility, collaboration, democracy or equality, among many others. Acquiring those values and skills allows oneself to see something from someone else's point of view in order to accept and respect the difference between oneself

and others. Moreover, working on cultural awareness – competence 8 – through mediation also implies self-enrichment, interest and respect to preserve other cultural expressions.

The Real Decreto 1105/2014 broadens the idea that the learning of foreign languages in the school – L2 and L3 subjects – contributes to the good development of the linguistic competences (1 and 2) in the real world, and to the conscious development of linked competences connected to comprehension expression, interaction and mediation. Thus, learning foreign languages and mediation results in open-minded and positive learners and citizens who respect their own and other beliefs and ideas. Moreover, the Real Decreto 1105/2014 also encourages the Spanish learners to fulfil other skills resulting from the mentioned competences. This is the case of the intercultural competence to which Real Decreto 1105/2014 (p.423) states that “Social and civic competences, and cultural awareness and expression (...) are thus part of the skills that comprise an intercultural competence integrated in the learning of foreign languages.”. In other words, learning foreign languages embeds developing competences number 2, 6, 8 and creates competence in intercultural skills.

Not only that, educational administration seeks pacific resolutions at both individual and societal levels. The Real Decreto 1105/2014 (trans p.174) affirm that “In any case, teacher programming must include the prevention of gender violence, violence against persons with disabilities, terrorist violence and any form of violence, racism or xenophobia, including the study of the Jewish Holocaust as a historical event. Sexist behaviours and content and stereotypes that involve discrimination will be avoided.”. Therefore, it is institutions’ duty to train teachers for a good implementation of these principles and values.

Besides, both Spanish education laws point out a set of objectives for secondary education (E.S.O.) and A-levels (Bachillerato) that also deal with the plurilingual and pluricultural competences, and with mediation – despite the fact that these Spanish laws are not updated to the CEFR/CV, so they do not explicitly mention the mediation competence, as such –. The first objective asserted that students of secondary education and A levels must respect others’ rights and promote democracy and equality. That would be their duty and responsibility considering equal opportunities among every student. The Real Decreto literature is quoted as followed “To assume responsibly their duties, know and

exercise their rights in respect for others, practice tolerance, cooperation and solidarity among people and groups, exercise in the dialogue, strengthening human rights and equal treatment and opportunities between women and men, as common values of a plural society and prepare for the exercise of democratic citizenship.” (trans p.176). The following objective in the Real Decreto focuses on the relationships avoiding prejudices. The text is presented as “To strengthen their affective capacities in all areas of personality and in their relationships with others, as well as reject violence, prejudice of any kind, sexist behaviors and peacefully resolve conflicts.”(Real Decreto 1105/2014, p. 177). Finally, the last objective confirms the existence of other cultures and, as a result, students must respect their culture and others’ cultures in the same way. “To know, value and respect the basic aspects of one's culture and history and of others, as well as the artistic and cultural heritage.” (Real Decreto 1105/2014, p.177).

Having overviewed these objectives set in the Real Decreto 1105/2014, we want to highlight the importance of educating in one aim: avoid any conflict. Since this statement is, at first glance, quite far-fetching, our real option is to educate students that conflicts are not only negative but also beneficial whenever we learn from our mistakes. Conflicts as a way of learning whenever they allow us to reflect upon them and to benefit from them looking for new opportunities and new paths for mediation. It is a fact that conflicts may appear because of diversity in ideas, culture, language, etc. However, working and teaching our students how to mediate controversial situations at educational and social levels evokes learning in a positive way.

Summing up, there are no excuses for future teacher generations. Relying on the Spanish education laws and the European education policies, institutions and teachers have the tools – descriptors – to work with mediation in the foreign language class in order to solve any conflict.

## **PART TWO: METHODOLOGICAL CONSIDERATIONS.**

### **7. Design of a task proposal of intervention.**

#### **7.1. Contextual and socio-educational analysis.**

The present proposal is intended to be carried out at a high school (I.E.S.) of secondary education (E.S.O.) and A-levels (Bachillerato), located in a rural town in the autonomous community of Valencia with an ascending demographic trend. This town has a population of about 4000 inhabitants. Adults are the predominating population, followed by groups of young people and children, and finally, the elderly. This upward population trend is characterized by a birth rate slightly higher than the regional average. This is a fact that favours the influx of future students in the I.E.S.

The population resembles the urban social profile in terms of their customs and occupations. The great majority of families is characterized by belonging to the middle class, formed by the parents and two offspring. Around 40% of the inhabitants are of foreign origin who, mainly, come from the East European countries and the countries of northern Europe. With respect to the economic sector, the active population of this town belongs to the tertiary sector / services, followed by the secondary sector / industry and finally the primary / agricultural sector. Regarding the average educational level in the population we can distinguish 3 large groups: approximately 30% have only primary school or *graduado escolar*, 50% have finished the secondary education (E.S.O.) and 20% have certified a university degree or other high education programs, apart from those previously mentioned.

The municipality provides infrastructures from which the institute can benefit, such as a municipal sports centre, swimming pools, soccer and rugby pitches located near the centre, an auditorium, “youngsters” union society, a public library with study room, plus, another library for the promotion of reading on the beach which is also equipped with computers and internet access.

There is also an agreement between the Valencian Community and a private language teaching company and a NGO. First, the teaching company offers classes making language teaching available to the entire population and secondly, the NGO host voluntaries to teach Spanish to foreigners or participate in non-profit activities/courses

that facilitates integration, such as, culinary courses or scrapbooking workshops. Both agreements have meant a great boost for improving the educational level of the students and initiating them in social activities. Thus, a united community be formed from the younger generations.

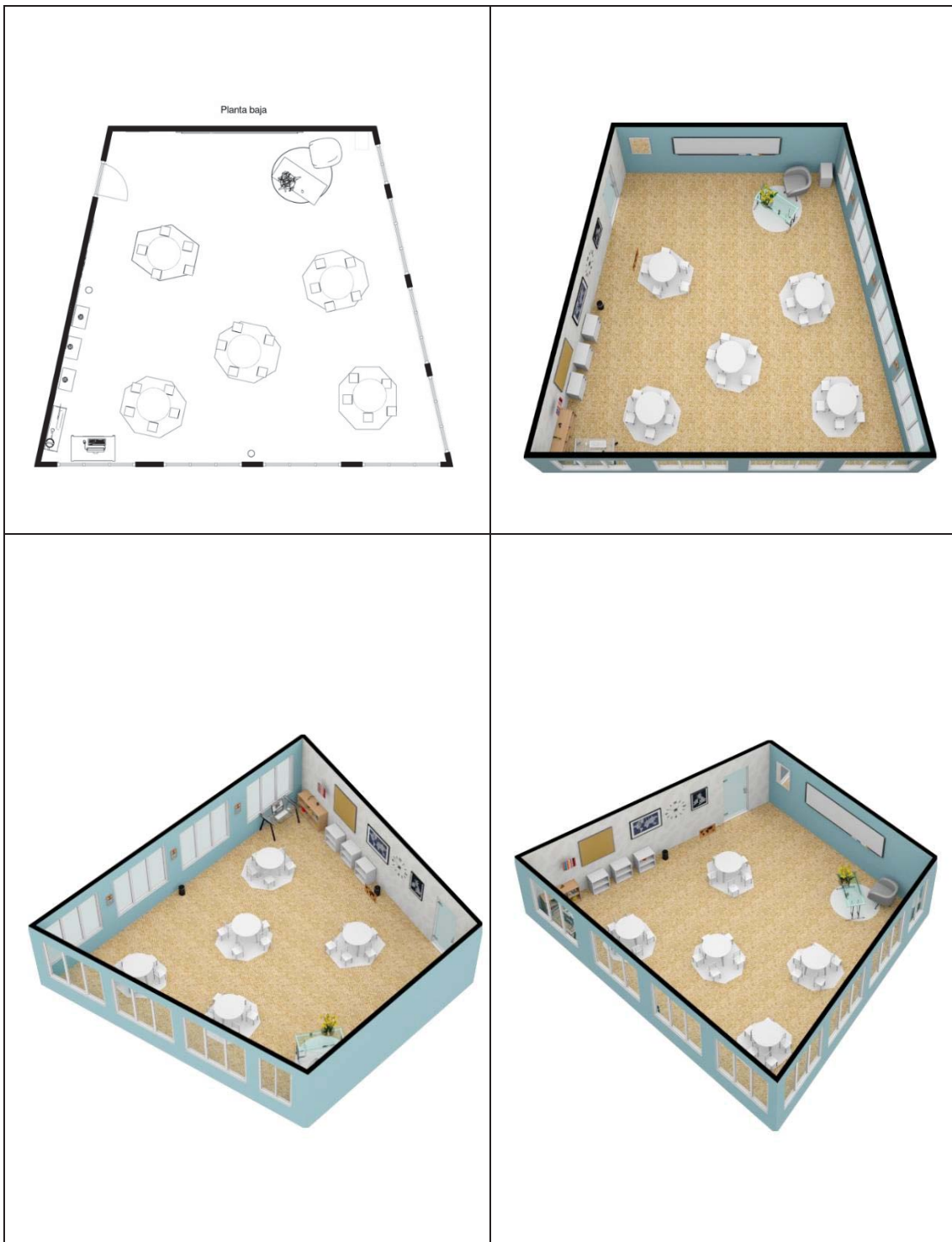
In addition, in this town, activities of social, cultural, historical, literary nature are also carried out. They actively involve all the inhabitants of the municipality, which participate in plays, dance performances, sports events, solidarity races, nautical activities or the town festivities "Moros y Cristianos". With the exception of the last one, these types of activities are of recent implantation. It is important to remark that they are having a very positive impact thanks to the great implication of the population with the aim to achieve a better approach to their way of living.

#### **7.1.1. The high school (I.E.S.).**

It is a monolingual high school of line 3 with an approximate average of about 60 students per course. This number of students facilitates mediation, relevant for the classroom, in connection to small groups which facilitates co-working and collaborative tasks. Among its infrastructures, it is worth mentioning that it is equipped with technological equipment in all its classrooms (interactive whiteboards and multifunctional with internet access, computer room) and has online platforms to generate reports on the daily activity of each group, to be in contact with the students' families.

Regarding the teaching of foreign languages, students study a first (L2) and second foreign language (L3). Each subject has specific classrooms, which include materials necessary for their learning, such as dictionaries, posters, maps, apart from the previously mentioned screens digital and their speakers, which allow the use of books in digital format. These classrooms present an adequate space disposition of the tables, chairs and carpets that allow students' interaction during the development of activities in which the action oriented approach prevails. So, the following images have been developed with an interior design software to allow the reader to have a better idea of the foreign languages class' infrastructure, materials and distribution. The classroom then will have a pentagonal shape to that the teacher's visual field broadens in the depth of the classroom. We have different big windows that allow the classroom to have natural light, tables for each group, shelves, wardrobes, a ICT space – even though it is expected that every student

has a laptop or an electronic device –, a smartboard, and a mirror next to it, in which students can leave notes or positive messages on post-it papers.



*FIGURE 4 Design of our foreign language classrooms*

The students of the I.E.S. come from the town in which it is located. Most of the students have accomplished their previous educational stage - primary school - in the C.E.I.P. school of the same town.

Regarding their linguistic level in foreign languages, students have a high-intermediate level (B1- B2, according to the new CEFR / CV) in at least one foreign language. In this case English is a common subject to all the students of the centre and, therefore, it is the L2. Around 40% of the students study a second foreign language (L3), that is German or French. In this second foreign language, the vast majority also has a medium domain (B1).

In addition to the aforementioned resources available, teachers are offered the possibility to participate in the Erasmus + mobility program. This is a fundamental factor in the improvement of the characteristics of the high school, since the quality of teaching offered by the teaching staff can be considerably increased, not only in terms of foreign languages, but also education in plurilingual and pluricultural values, acquisition of new perspectives, teaching methods and experiences shared among teachers (job shadowing<sup>3</sup>), contrasting educational systems, etc. These opportunities do nothing but enrich the educational reality of the teaching of foreign languages in the high school and in the teaching staff, and therefore, they also benefit the students.

As for the subjects of English, French and German, these three departments – respectively – together with the high-school provide with the presence of a language assistant per department, who come from an English-speaking country, French-speaking country or German-speaking country, during two weekly sessions. This activity allows students to interact and communicate with a native speaker and a person different to their habitual teacher. The English department also organizes annual trips to linguistic immersion camps within the national territory for a week. This department also organises exchanges with foreign students from English-speaking countries, to U.S.A, Canada, Ireland and U.K. On the other hand, the German department also organises German immersions in

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<sup>3</sup> Job shadowing: An educational program where college students or other adults can learn about a particular occupation or profession to see if it might be suitable for them. In job shadowing, a business typically partners with an educational establishment to provide an experience for a student of what it is like to perform a certain type of work by having them accompany an experienced worker as they perform the targeted job. Source: Business Dictionary <http://www.businessdictionary.com/definition/job-shadowing.html> [Accessed 04/06/2018]



Spain and exchanges with other high-schools from Germany, Austria and Switzerland. Finally, the French department organises exchanges to France and Canada. These factors are reflected in the notorious increase of the educational quality of the foreign languages. In addition, these activities are very successful given their high participation rate, which motivate the students to reach new objectives in different foreign languages.

## **7.2. First considerations for the design of the task proposal.**

First of all, it is worth mentioning that, although it has been above presented a monolingual high school, this cross curricular proposal is designed to be carried out in both bilingual and monolingual educative centres. Basically, because the task proposal deals with simple and authentic linguistic models of different languages. The tasks require a learning process that can be carried out not only using the L2 but also the L1, L2 and L3. When there is competence in various languages, in plurilingualism, we aim to use the wealth of that communicative competence as a whole. This proposal announces a treatment of shared communicative and cultural features, and differences, always working using mediation.

As we have seen in several modules of this master, every educational proposal is included and based on two main parts which are then subdivided. The first, a prior curricular design, which is then subdivided in planning and sequencing. The second part corresponds to its development, and it is then formed by the intervention in class and evaluation.

First phase: The curricular design.

-Planning: in order to create the task proposal, we need to undergo a profound reflection on the objectives and the decisions that are considered to be taken into account for its implementation. For this, a series of key aspects must be considered, such as the materials that are needed, the type of didactic methods to follow – in this case we follow the task based approach /action oriented approach, the proposal justification, etc. Taking into account that the new descriptors proposed by the European Council in the CEFR/CV 2018 are not yet updated in the Spanish law, we have based our cross-curricular task proposal on those descriptors and on the key competences mentioned in the Spanish Real Decreto 1105/2014 that we covered in the theoretical framework.

-Sequencing: this phase allows to establish an order of the tasks that are designed and planned. There are a number of factors to take into account to carry out the sequencing, such as the difficulty, authenticity, communicative needs and the usefulness of the contents. For these reasons, our task proposal presents a specific level of difficulty. This level has been adapted based on the educational stage, the level of the student in foreign languages and the level of development of the participating students.

Second stage: The curricular development or implementation phase.

-Intervention: the practical development of the proposal takes place in this phase. The professional teaching act, incidental learning and time control – among other factors – play a crucial role in the monitoring of the programmed activities within any task. For this reason, our task proposal is timed in sessions of 50 minutes. Besides, all the activities are explained with an approximate duration and belong to any of the three parts of a task: pre-task, task itself or post-task.

-Evaluation: corresponds to the last phase. A pertinent balance is established in three levels, namely: the evaluation of the students, the evaluation of the teacher and the evaluation of the proposal as a whole. However, since ours is a cross-curricular task proposal, no real assessment will be thoroughly carried out. Nonetheless, discussion and reflection activities are included in every task proposed. For this reason, students will be able to express themselves and, at the end of every project, the teacher will make an analysis of the class progress highlighting those general mistakes if any.

### **7.3. Justification of the task proposal.**

This curricular proposal is inscribed in the sociocultural theory of Vygotsky. Vygotsky stated that psychological processes are conceived as the result of mutual interaction between the individual and the culture. From these processes, the mind constructs relationships between conceptual meanings associated with objects, words, external actions, etc., which are elaborated through individual knowledge and social interactions. It is in social functions where psychological functions of a higher order are carried out.

Also, it should be noted that from this theory was developed the scaffolding theory created by Word, Bruner and Ross (1976). This theory states that the knowledge already available to the subject and its potential based on the external support received, place the individual in the so-called "Zone of Proximal Development". Especially in the case of language learning, individuals develop construction of the bases that will be those of their own knowledge with external agents. These external agents are generated through interaction with a more expert individual in one or more specific areas or even the same / similar level of knowledge - collective scaffolding-.

These theories are based on two other theories: The Constructivist Theory enunciated by Piaget (1966) and the theory of Significant Learning postulated by Ausubel (1968). Both theories are closely interrelated. The first states that the cognitive processes associated with the learning of a language are built on the knowledge that the individual has previously acquired. Once these processes have been assimilated, they are consolidated. This consolidation is carried out through the so-called "Significant Learning". In other words, meaningful learning allows the individual to carry out union relationships between prior knowledge and the acquisition process.

Taken together, these theories and the new adoption of a plurilingual and pluricultural approach proposed in CEFR/CV (2018), make up the nuances that encompass the justification of this proposal. These updates support the idea of linguistic interdependence generated through the transversal treatment of different languages as a means to achieve cognitive skills and interaction with the social environment, which are intended to be developed using mediation.

The proposal is also inscribed through interaction, which demonstrates the presence of the communicative approach. As has been argued throughout this dissertation, given that the present proposal is based on the teaching of foreign languages, communicative competence, plurilingualism and pluriculturalism. Starting from the concept of competence (previously developed), it can be seen that your idea is associated with the accomplishment of one or more tasks. This is why, among other reasons, why the communicative approach is well could be closely linked to the Task Based Learning (TBL) or Action Oriented Approach (AOA). This approach is based on the creation of situations or contexts that approximate reality. The implementation of this plurilingual proposal aims to be carried out through the task approach. This approach allows students to carry out activities of a communicative and cultural nature, which encourage their

interaction and help them acquire new knowledge and consolidate previously acquired ones.

For this reason, this type of task proposal represents a kind of instructional guide that is broken down into the achievement of diverse communicative, cognitive and social skills.

#### **7.4. Aims of the task proposal.**

As we have seen throughout this dissertation the plurilingual and pluricultural competence together with mediation are two of the most cutting-edge aspects that the CEFR/CV (2018) broadens and develops. For the good implementation of these competences, several scales and descriptors are expected to shape the upcoming national education policies for secondary (E.S.O.) and bachillerato in order to repeal the LOMCE (Real Decreto 1105/2014) and ameliorate the education of foreign languages.

The activities proposed in this part of the dissertation are not programmed to be implemented at any specific time of any term during the academic year, nor to be part of any didactic unit within any specific syllabus design. However, their nature promotes their implementation in those subjects of foreign languages (English L2, German, French L3). The ultimate goal of these activities is to work on mediation and the plurilingual and pluricultural competences. However, mediation (CEFR/CV 2018, p.33) is not limited to cross-linguistic mediation, it also embeds mediation related to communication and learning as well as social and cultural mediation. As we can observe, these types of mediation can be perfectly matched with those key competences to work in class established in the Spanish Real Decreto 1105/2014. Related to the Real Decreto 1105/2014, these activities deal with social standards, courtesy rules and discourses, customs, beliefs, attitudes, values, and nonverbal communication in which paralinguistic aspects are included. They are proposed to be worked with in E.S.O and bachillerato. Since they are expected to be implemented in Spain, we must consider the four blocks that must encompass every E.S.O. and bachillerato learning stages. The Real Decreto 1105/2014 establishes these four blocks as followed:

- Block 1: comprehension of oral texts.
- Block 2: production of oral texts.

- Block 3: comprehension of written texts.
- Block 4: production of written texts.

Consequently, the activities proposed tackle these blocks in their totality. Sometimes, several blocks are tackled but one owns more importance than the others. Finally, it is important to mention that these activities would be suitable for any classroom but in order to make them more specific for the Spanish curriculum, and considering the characteristics of the previous presented high school, we have designed them towards a B1 level (CERF/CV, 2018). They all share underpinning values for promoting plurilingualism aiming to:

- increase motivation for learning languages and/or getting to know more about them
- appreciate and enjoy different cultures, literatures and texts, different discourses, styles and genres
- challenge and reject (language) racism
- inform parents about the benefits of developing their children's plurilingualism
- recognise that plurilingualism concerns all learners and all subjects
- be inclusive of learners with varying language skills, proficiency profiles and cultural backgrounds
- benefit from all the language capacities learners possess
- increase confidence, enjoyment and awareness in using various languages
- support identities work
- include student voice: learner autonomy and ownership of learning processes and outcomes.

All in all, they aim to educate all pupils for a plurilingual and pluricultural society developing curiosity and enjoyment, as well as respecting and esteeming for languages. Nonetheless, it is important to mention that these activities are open to modification for our students' sake, considering their linguistic competences and necessities.

## **8. Presentation of our task proposal of intervention.**

### **8.1. Task 1.**

**Title:** Worldwide website analysis

**Task description:** the aim of this task is to make an analysis of the different webpages content and approaches considering their adaptations of language and culture. The task is divided in three parts to be accomplished in three sessions of fifty minutes.

**PART ONE: Pre-task.** First of all, students will be given the instructions in code-switching input, English - Spanish. They are going to be informed that different companies, in particular multinational companies such as Apple or Renault, adapt their webpages depending on the continent or country where they aim to sell their products. That is their communicative strategy. For that purpose, companies localise their webpages considering the target audience's language and culture. By contrasting several webpages from the same company, we can explore, discover and obtain information that characterizes that target audience. What is more, we can even understand information in a language that we do not personally speak thanks to the contrastive analysis and the comparison with those webpages of our language and country. Then, students will be shown how different webpages of the same company changing the country code. Besides, they will also watch some videos of another company which has modified the music and content in order to get closer to the target audience. While watching, students are suggested to take notes. When the instructions and the examples are finished, the teacher will lead a little discussion commenting on what they have spotted on those webpages and videos in order to ensure him/herself that the task has been fully understood. Then, students will be divided into five groups of four people each, and they will start to make some research on several webpages. However, each group is assigned to work on two companies, different from those of other groups.

**PART TWO: Task.** Students will have 30 minutes of the first session to work on their research in their groups. They will have 30 in the following session. Meanwhile they are carrying out the contrastive analysis, they will have to answer some questions given in a short questionnaire (See Appendix 1.) This questionnaire is aimed to guide and help students to develop a critical thinking of what they are asked to do. The questions are divided in three blocks: cultural characteristics, language work and reflection. That is, once they have finished the research on cultural and language aspects, they will reflect on

what they have learnt and whether it was helpful or not. On a final stage, at the end of session two, they will create a presentation to introduce their results to the whole group and share their own feelings of task process: the hardest parts to find, the easiest ones, any surprising facts, their conclusions. These oral presentations will take 8 minutes per group (max.) and will be presented in session number three.

PART THREE: Post task. At the end of the class, the teacher will congratulate the group and will highlight those aspects common to all the groups, and correct any general mistake (if any). Finally, they will upload every presentation to the school webpage as a way of work diffusion.

**Resources:** Computers, iPads, any device with internet access. A projector or a smartboard. Appendix 1. Website links: McDonalds's [www.mcdonalds.com.us](http://www.mcdonalds.com.us) [www.mcdonaldsindia.com](http://www.mcdonaldsindia.com) [www.mcdonalds.ie](http://www.mcdonalds.ie) [www.mcdonalds.co.il](http://www.mcdonalds.co.il) [www.mcdonalds.it](http://www.mcdonalds.it) [www.mcdonalds.be](http://www.mcdonalds.be) [www.mcdonalds.ee](http://www.mcdonalds.ee) [www.mcdonalds.ru](http://www.mcdonalds.ru) [www.mcdonalds.ua](http://www.mcdonalds.ua) [www.mcdonalds.pt](http://www.mcdonalds.pt)

Apple Iphone 7 the city, <https://www.youtube.com/watch?v=waTteMeg4Ag&t=5s>  
Iphone 7 the barbers <https://www.youtube.com/watch?v=hcMSrKi8hZA> Iphone 7 pasodoble [https://www.youtube.com/watch?v=Omr\\_OPL-jpE](https://www.youtube.com/watch?v=Omr_OPL-jpE) Iphone 7 el archivo ad <https://www.youtube.com/watch?v=tZkb1e5IWcU>

### **Input:**

Buenos días to everyone. ¿Os apetece ir de online shopping?

Encender vuestros laptops or iPads and I'll explain qué tenemos on the menu. Are you ok with that?

Surfing on the internet vamos a entrar en algunas websites. Websites that are culturally interesting are those que han sido adapted and localised to the needs of a specific country. Por ejemplo: McDonalds, Apple, Lancôme, Renault, Mercedes, Dior, Skoda, Chanel, etc. El objetivo de cada website is to sell a product. Por eso, the nonverbal messages and the cultural adaptations son esenciales para llegar a la target audience. The format and content I mean, el contenido, differ in each country website. With a contrastive analysis of the websites, es posible definir las communicative strategies que se aplican para cada país. Este analisis can reveal certain cultural, social or religious characteristics and stereotypes de diferentes cultures. Moreover, this is a good activity to explore a language that you may not speak, using pistas de websites parecidas in languages that you speak.

So, you have to explore the country specific websites of a company, como puede ser McDonalds.

First, abrimos el browser,

For example you can type: *tres uves doble punto eme ce donals punto com punto u ese McDonalds*’:

[www.mcdonalds.com.us](http://www.mcdonalds.com.us)      [www.mcdonaldsindia.com](http://www.mcdonaldsindia.com)      [www.mcdonalds.ie](http://www.mcdonalds.ie)  
[www.mcdonalds.co.il](http://www.mcdonalds.co.il)      [www.mcdonalds.it](http://www.mcdonalds.it)      [www.mcdonalds.be](http://www.mcdonalds.be)  
[www.mcdonalds.ee](http://www.mcdonalds.ee)      [www.mcdonalds.ru](http://www.mcdonalds.ru)      [www.mcdonalds.ua](http://www.mcdonalds.ua)  
[www.mcdonalds.pt](http://www.mcdonalds.pt)

APPLE:

Iphone 7 the city, <https://www.youtube.com/watch?v=waTteMeg4Ag&t=5s>

Iphone 7 the barbers <https://www.youtube.com/watch?v=hcMSrKi8hZA>

Iphone 7 Spanish ad [https://www.youtube.com/watch?v=Omr\\_OPL-jpE](https://www.youtube.com/watch?v=Omr_OPL-jpE)

Iphone 7 el archivo ad <https://www.youtube.com/watch?v=tZkb1e5IWcU>

**Timing:** Three sessions of 50 minutes.

**Class management:** group work. 20 students, five groups of four people. (The group organization will vary on the number of students on each classroom)

**Task scheme:**

SESSION	TASK	DURATION
1.	1. Code-switched instructions (5’) 2. Examples with note-taking (10’) 3. Discussion: How to spot language and cultural elements? What have they spotted? (5’) 4. Division of groups and election of two companies to work on. (5’) 5. Website research and answer the questions (25’)	50’
2.	6. Research part II and answer the questions (20’) Break, comment on the process. (5’) 7. Gather all the info and create an oral presentation showing their process and results. (25’)	50’
3.	8. Oral exposition in English (8’ per group) (40’) 9. Comments and suggestions. (5’) 10. Post every presentation on the school web page. (5’)	50’



## 8.2. Task 2.

**Title:** Together making one

**Task description:** this task aims to bring the global real scenarios closer to our students by appreciating and enjoying other cultures from all over the world. The task is divided in three parts to be accomplished in three sessions of fifty minutes.

PART ONE: Pre- task. Students will be shown a global map to which they will pop with some ideas related to the different continents. This brainstorming will be carried out as a whole class group. Those ideas will be noted down in the smartboards, regardless they are positive or negative stereotypes. Then, the class will be divided in five groups of four people (depending on the number of students). Those groups are going to represent: Asia, Africa, Europe, North and Central America and South America. (This division is adapted to the Dollar Street platform). Having assigned a part of the world to each group, the teacher will explain the main task instructions. Each individual will have to search information of one country of their respectively continent. On the one hand, they must consider the name, the flag, the languages spoken, the number of inhabitants and the currency. On the other hand, they will have to use the <https://www.gapminder.org/dollar-street/matrix> to look for real images filtering by three topics. The two given topics are family and home; the third one will depend on the student interest. Before starting the research, the teacher will access to the “gapminder” webpage and will explain the students how it works.

PART TWO: Task. When students have understood how to work with *Dollar Street*, the teacher gives them the time left of the first session (30’) so that students can start researching in their given countries. First, they will find the general country characteristic and then those images related to the given subjects, but focusing on their country. This research part will lead us to the following session. At the beginning of this session, they will be shown a video as a warm-up activity. The video is about kids from different backgrounds using their iPad to do their homework (Apple homework <https://www.youtube.com/watch?v=gw7y3yHgO-Q> ). This video will motivate them to gather all the group information, that is 4 countries in total and make a presentation of their continent and countries describing the pictures they have selected, how the people there look like, what they have, their emotions, etc. The presentation will be developed

in the third session, in English, and will last 8 minutes per group. Meanwhile one group is presenting, the rest of the peers must take notes.

**PART THREE:** post task. Out of those notes, every student will select one country that has caught his or her attention the most. Then, they will have to write a little composition, to hand in as a homework, imagining a day in that country. The topic of this composition is to send a letter to his or her parents explaining them how the journey was, the arrival, what he or she did, how is living in that place, and any feeling that might have arisen to him or her. At the end of the third session, the teacher will congratulate the group, will make a reflection about “different perspectives” through a video <https://www.youtube.com/watch?v=TJ1SDXbij8Y> . The teacher will also comment on the process of what they have achieved in those sessions. Finally, the teacher will also highlight those aspects common to all the groups, and correct any general mistake, if any.

**Resources:** Computers, iPads, any device with internet access. A projector or a smartboard. Appendix 2. Youtube videos: “homework” <https://www.youtube.com/watch?v=gw7y3yHgO-Q> , “different perspectives” <https://www.youtube.com/watch?v=TJ1SDXbij8Y> Website link <https://www.gapminder.org/dollar-street/matrix>

**Input:** What is this? The global map, right? What do we know about these continents? Ok. So we are going to divide the class in five groups with a raffle of numbers. Group 1 is going to be Africa, 2, Asia, 3, Europe, 4 North and Central America and 5 South America. Do you think we know enough about those continents’ countries? Let me show you a very interesting webpage. Dollar street is a representation of the world in images. This website was developed by Anna Rosling Rönnlund in order to represent how the rest of the world lives are organized by income – the amount of money they receive –. So, in dollar street we live all. The poorest live to the left and the richest to the right. Everybody else who are not in those extremes lives somewhere between them. Where do you think we are living, being born in Spain? We will answer to that later. Despite tagging people from other cultures with nonsense stereotypes, dollar street provides us with real photos of families, homes and many other features of many different countries all over the world. That means that we can access to real data and reflect on how life looks like with different incomes in different places without moving away from our school. Besides, each photo is tagged according to what it represents. That allows us to filter the information depending on our query. Now, we are going to access to

<https://www.gapminder.org/dollar-street/matrix> after I show you how to use it, I will give you some minutes to get familiar and play around with it. (See appendix 2). As you can see, we can filter by continent and country, by home, by family, by toothbrush, by toys...

Ok. We will have the rest of this session and the beginning of the next one to look for information using the internet and the dollar street website. When you are done, you will create a presentation to share all the information of every continent to your peers. Whenever they show what they have found, the rest must take note and select one country. This will be very useful to do your homework. By the end of the third session, we will have a brief comment on your presentations and we will also leave some time to reflect. For homework, in the last session after you have all presented, you will have to write a composition of 100-150 words imagining a day in your selected country. It would be like a letter you send to your parents explaining them how the journey was, the arrival, what he or she did, how is living in that place, and any feeling that might have provoked on you.

**Timing:** 3 sessions of 50' and 30' as homework.

**Class management:** group work. 20 students, five groups of four people. (The group organization will vary on the number of students on each classroom).

**Task scheme:**

SESSION	TASK	DURATION
1	<p>1. Global map brainstorming as a class (5')</p> <p>2. Separation of the class in 5 groups of 4 people: Asia, Africa, Europe, North and Central America and South America.</p> <p>2. Explanation of <a href="https://www.gapminder.org/dollar-street/matrix">https://www.gapminder.org/dollar-street/matrix</a> (15')</p> <p>3. Research part I: General research of 4 countries per group (People, flag, language). Research part II: Specific photographic research of every country filtering by family, home, and another object to the students' election. (30')</p>	50'
2	<p>4. Video: Apple homework (10')</p> <p><a href="https://www.youtube.com/watch?v=gw7y3yHgO-Q">https://www.youtube.com/watch?v=gw7y3yHgO-Q</a> And reflection of the video applied to their reality.</p> <p>5. Research part III and gathering of information (10')</p> <p>6. Create a presentation with the info of the four countries and include your opinion: In your group work opinion, do you think they are happy? What do they have? (30')</p>	50'
3.	<p>7. Oral exposition in English with note taking (8' per group) (40')</p> <p>8. Video and reflection about different perspectives. (7')</p> <p><a href="https://www.youtube.com/watch?v=TJ1SDXbij8Y">https://www.youtube.com/watch?v=TJ1SDXbij8Y</a></p> <p>9. Homework: With your notes, choose one country of those presented in the oral expositions. Imagine a day there. Send a letter to your parents explaining them how the journey was, the arrival, feelings, attitude. (150 words) (30')</p>	50'

### 8.3. Task 3.

**Title:** From nothing to worldwide known Spiderman

**Task description:** this task aims to cover a piece of news using mediation across languages and cultures, apart from evoking a personal / class reflection of values such as integration or tolerance in humanity. The task is divided in three parts to be accomplished in one session of fifty minutes.

**PART ONE: Pre-task.** We will begin the session with a brainstorm activity. This warm up consists of one picture of Mamoudou Gassama. Once shown, the teacher will ask the students questions of his identity, for example: Where is he from? Where does he live?

What does he do? or whether they think that this man could be a real life hero. After this brief introduction, in which we awake our students' curiosity, we divide the class in five groups of four people. Within those groups, two people A's will develop a task and the rest other B's, which is explained now.

**PART TWO: task.** Two students of each group are going to watch a soundless video and explain what happens on that video simultaneously to the other peers. Those who haven't watched the video but have been given some information are going to read an article adapted from a piece of news in French or German – depending on their L3 –: “Le Spiderman parisien” or “Der Spiderman von Paris”. Their objective is to mediate within the text, understand it and be able to explain the main ideas of that article in a different language from the text – in Spanish – to the other peers of the same group. In order to gather all the information, the four participants will have a three-minute discussion in Spanish. Once they have worked on Mamoudou's story, the students will receive a brief questionnaire in post-it (see Appendix 3) about Mamoudou's heroic act and migrants. This questionnaire is going to be anonymous so that students can answer it freely. Then, the students will put all the post-it on a class wall.

**PART THREE: Post task.** At the end of the third session, the teacher will congratulate the group and will randomly read some post-it papers out loud to see the students' reaction. Then, the teacher will read three or four brief articles of the Universal Declaration of Human Rights. Finally, the whole class will make a reflection “inclusion inspire innovation”, introduced by the video launched by Apple “Integration” <https://www.youtube.com/watch?v=qxKFDnzluOs>.

**Resources:** Computers, iPads, any device with internet access. A projector or a smartboard. Stickers. Appendix 3, piece of news: “Le Spiderman parisien, Der Spiderman von Paris” and post-it questionnaire. Youtube video: “Integration” <https://www.youtube.com/watch?v=qxKFDnzluOs>.

**Input:**

Good morning everyone. Today I had a dream. I was a super hero and I went to have dinner with other super heroes. Guess who was my favourite? ... mmm surprise! But I did not go alone I went with a friend. Do you want me to show you a picture? That’s his picture. Nice right? But I bet you do not know where is he from. Can anyone tell me? Where do you think he lives at the moment? Is he married? How old is he? What does he do? Do you think he was my hero? Can he be a hero? Why (not)? Ok we’ll see. We are going to divide the class into five groups, of 4 people. 2 of each group are going to be “A’s” and the two others “B’s”. Here you have a sticker in which you can write your letter. First, “A’s” are going to watch a video with no sound, and will explain what is going on to the B’s. One to one at a moderate voice pitch. (video) Now, B’s are going to receive a text. Raise your hand those B’s who speak French (hand in articles). Now, those who speak German (hand in articles). You have to read the article and after that, you will explain to the A’s the main information that you have understood. You can explain them that info whether in English or in Spanish if you wish, so you have to gather all the information of that piece of news. (most of them will choose Spanish). As a class, have you heard about this? What do you think? I’ll give you some post-it in which you will answer some questions anonymously, with no name. You’ll write the question, or the number and your answer. 1. Do you consider Mamoudou Gassama a super hero? 2. Do you think that migrants must be super heroes to receive a kind reward? 3. Should any requirement be needed to treat human beings as human beings in Spain? And in France? And in the world? When you have answer, you can stick the post-it on the wall. Now, I’ll read you some articles of the Universal Declaration of Human Rights. Do you agree with them? Totally? Partially? To finish this session, we’ll together watch a video, and remember that inclusion inspires innovation.

**Timing:** 1 session of 55’.

**Class management:** group work. 20 students, five groups of four people. (The group organization will vary on the number of students on each classroom).

**Task scheme:**

SESSION	TASK	DURATION
1	<p>1. Mamoudou Gassama picture and brainstorming. Where is he from? Where does he live? What does he do? Can he be a hero? (5')</p> <p>2. From the world to France: (30')</p> <p>Half of the group (A's) watches a soundless video and explains the situation to the others, in English. The other half (B's) reads a new article in French or German (depending on the half group L3) about the same piece of news: "Le Spiderman parisien, Der Spiderman von Paris". Then, the whole group match all the information, orally in Spanish.</p> <p>3. Written reflection in English: Do you consider Mamoudou Gassama a super hero? Do you think that migrants must be super heroes to receive a kind reward? Should any requirement be needed to treat human beings as human beings in Spain? And in France? And in the world? (10')</p> <p>4. Universal declaration of human right's articles. (5')</p> <p>5. Video "Inclusion inspires innovation" (5')</p> <p><a href="https://www.youtube.com/watch?v=qxKFDnzluOs">https://www.youtube.com/watch?v=qxKFDnzluOs</a>.</p>	55'

## **Conclusions.**

This last section, which concludes the Master's Dissertation, formulates the conclusions that allow reflection on its total, specifically on the effectiveness and adequacy of mediation and plurilinguism and pluriculturalism in the learning of foreign languages. Some conclusions related to the process of preparing the dissertation are also presented in this section. Certain decisions have been yet made for the preparation of this academic document with the aim of providing a certain adequacy and combination between the theoretical and the methodological part. The latter in the form of a task proposal for intervention in order to develop the aforementioned competences.

Conclusions obtained from the making process of this Master's Dissertation:

- The decision-making process related to the contrastive analysis methodology that we have carried out through the acquisition of the European educational policies (CEFR vs. CEFR / CV) has contributed to the development of reflection and interpretation skills in order to understand and abstract their content.
- The search and the research of numerous bibliographical references - in physical or digital format - have resulted in the elaboration of a very detailed theoretical framework which has helped us to understand those particular concepts that we wanted to address. In addition, the selection of the necessary documents has served as a reinforcing tool for the elaboration of the proposal for intervention, exposed in the second part of the dissertation.

Conclusions referring to the object of study and its main sections:

- The Spanish educational policies do not contemplate on its curriculum the mediation competence as such, nor the plurilingual and pluricultural updates that the CEFR/CV has recently launched.
- The new "pluri" scales and descriptors proposed by the European Council to understand plurilingualism as an accurate concept which has arisen from the dynamic, real-life process that we use in communication to construct meaning using various linguistic and semiotic tools. Thus, they must be adapted to the times and necessities of the languages teaching and all subjects in the educative contexts. They allow learners to self- explore, organise, select and be aware of the self and the "otherness" from the mediator and facilitator perspective.



- The linguistic and cultural diversity present in the highschools can be a key factor in the teachers of foreign language' decision making process for the design, planning and implementation of curricular plurilingual-pluricultural proposals using mediation. As we have seen, these competences have positive effects that result in ameliorating the quality of education and society.
- therefore, it becomes a necessity for high schools to design their own project to promote mediation, and plurilingualism and pluriculturalism. It must contribute to the effective integration between languages and cultures, in a common educational space of coexistence that favours the process of linguistic and cultural incorporation of the students.
- Teacher training on these fields are still due for revision.
- Educational policies that aim to improve the quality of teaching must be researched, developed and presented to foreign language teachers.
- We must reflect on how are we teaching and how this teaching process can be implemented on the real life. If real life is changing, education must simultaneously change too.

With regard to the limitations of this dissertation, it is necessary to indicate that:

- The design and methodological implementation of this dissertation has been created a model open to content modifications. So, the tasks' activities can be configured and adapted to different types of requirements and educational circumstances.

Finally, we make some proposals for the improvement and expansion of this dissertation that future researches that may follow related to this field of study:

- The extension of the duration and scope of this proposal of intervention using during or outside school hours.
- The complementarity of this proposal focusing on vocational training studies, whenever they would be taught in the same school.

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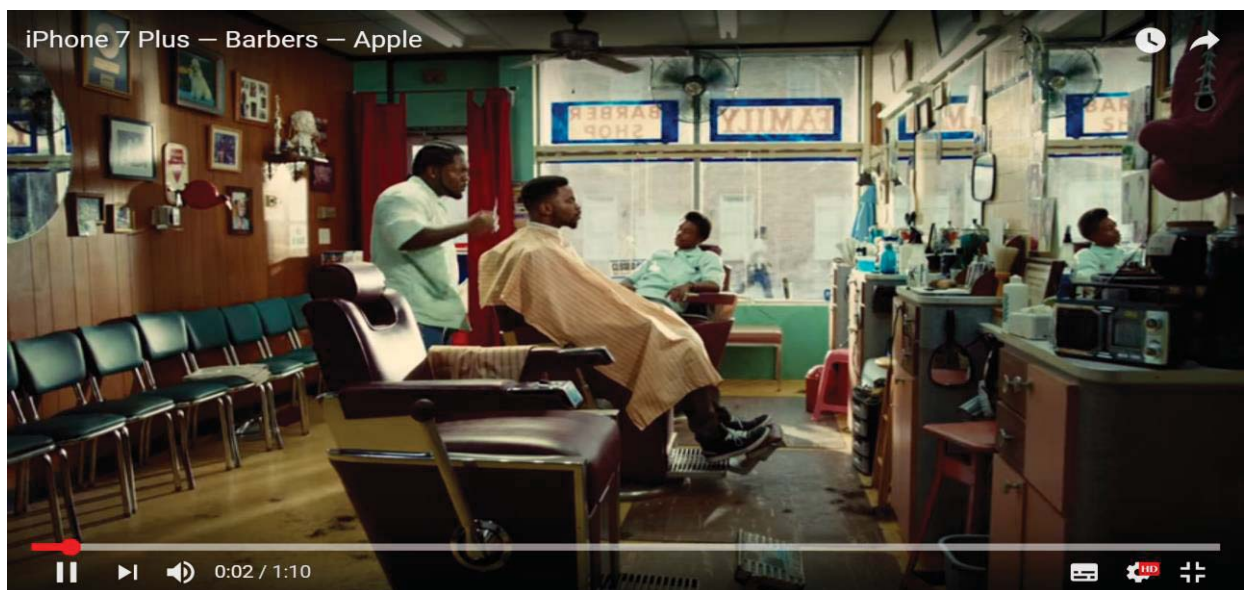
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## Appendices.

### Appendix 1.



Source: Iphone 7 the city, <https://www.youtube.com/watch?v=waTteMeg4Ag&t=5s>



Source: Iphone 7 the barbers <https://www.youtube.com/watch?v=hcMSrKi8hZA>



Source: Iphone 7 Dive [https://www.youtube.com/watch?v=Omr\\_OPL-jpE](https://www.youtube.com/watch?v=Omr_OPL-jpE)

### Links:

McDonal's:

[www.mcdonalds.com.us](http://www.mcdonalds.com.us)

[www.mcdonaldsindia.com](http://www.mcdonaldsindia.com)

[www.mcdonalds.ie](http://www.mcdonalds.ie)

[www.mcdonalds.co.il](http://www.mcdonalds.co.il)

[www.mcdonalds.it](http://www.mcdonalds.it)

[www.mcdonalds.be](http://www.mcdonalds.be)

[www.mcdonalds.ee](http://www.mcdonalds.ee)

[www.mcdonalds.ru](http://www.mcdonalds.ru)

[www.mcdonalds.ua](http://www.mcdonalds.ua)

[www.mcdonalds.pt](http://www.mcdonalds.pt)

### EXERCISES

#### **PART 1: CULTURAL CHARACTERISTICS**

Compare the appearance de las diferentes websites que tiene tu empresa en cada país.

Answer the questions below. Add any other question is you wish.

1. How do the colours, shapes, designs, layouts and web effects differ?
2. ¿En qué difieren las online activities que se ofrecen (por ejemplo, crear su propio menú en el sitio web de McDonald's en EE. UU.)?
3. What can you say about the music o los anuncios de las páginas web?
4. What conclusions can you draw from the cultural differences?
5. Con respecto a las websites que has analizado, what is valued in each country?
6. ¿En qué basas tus conclusiones?



**PART 2: LANGUAGE WORK**

1. How easy is it to navigate a site whose language you don't know?
2. What about those con diferente Sistema de escritura (ex: Russian)?
3. What helps you to move around and make guesses about the content?
4. Look at a website whose language is related to a language you know (italiano o portugués se parecen al español). Build a small list of vocabulary de 10 palabras similares with the help of those websites.
5. ¿Qué más could you learn about those similar languages?

**PART 3: REFLECTION**

1. In general, ¿Qué has aprendido de estas tasks?
2. Were they difficult o fáciles de realizar?

Appendix 2.

Global map:



Source:

[https://www.google.es/search?biw=1396&bih=691&tbm=isch&sa=1&ei=o4QSW-bsEdTjgQawjpnwCw&q=global+map+continents&oq=global+map+continent&gs\\_l=img.3.0.35i39k1.9223.10451.0.11864.10.10.0.0.0.140.1047.1j8.9.0...0...1c.1.64.img..1.9.1041...0j0i30k1j0i19k1j0i8i30i19k1.0.YO4JzlCmv0E#imgcr=shKRwwu8cmFbDM:](https://www.google.es/search?biw=1396&bih=691&tbm=isch&sa=1&ei=o4QSW-bsEdTjgQawjpnwCw&q=global+map+continents&oq=global+map+continent&gs_l=img.3.0.35i39k1.9223.10451.0.11864.10.10.0.0.0.140.1047.1j8.9.0...0...1c.1.64.img..1.9.1041...0j0i30k1j0i19k1j0i8i30i19k1.0.YO4JzlCmv0E#imgcr=shKRwwu8cmFbDM:)

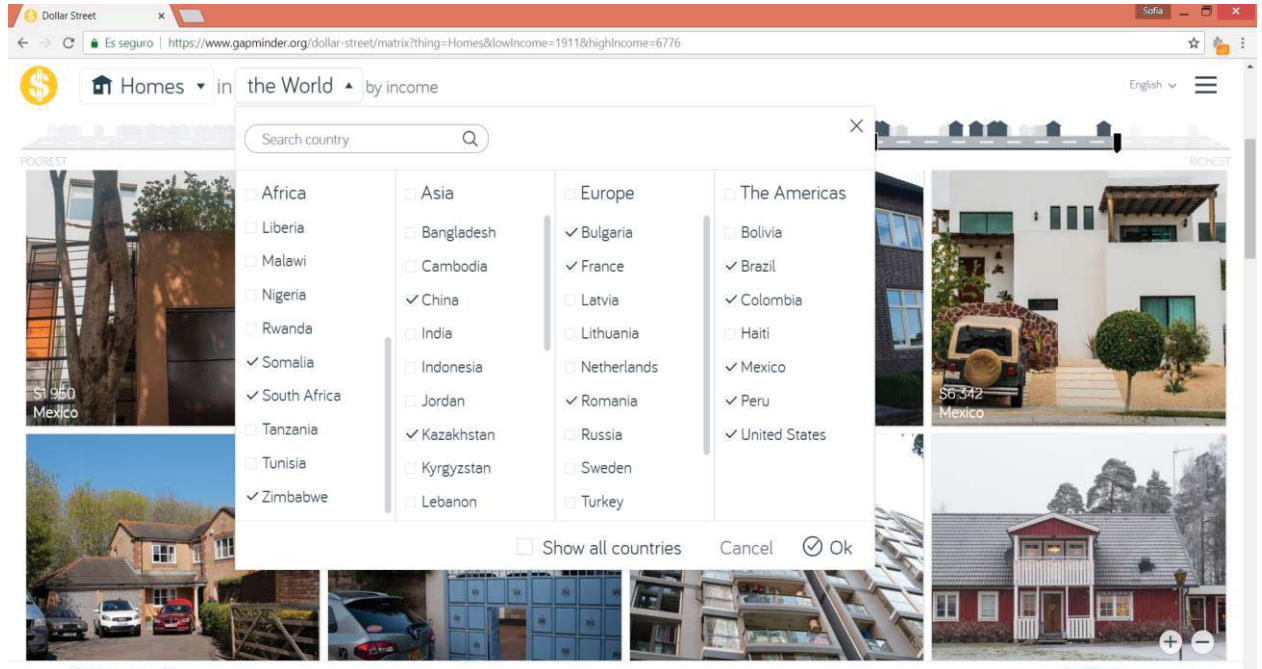
Research table I:

<p><b>China</b></p>  <p>Capital: Beijing Location: Eastern Asia</p>	<p><b>Bangladesh</b></p>  <p>Capital: Dhaka Location: Southern Asia</p>	<p><b>South Africa</b></p>  <p>Capital: Pretoria Location: Southern Africa</p>	<p><b>United States</b></p>  <p>Capital: Washington DC Location: North America</p>
<p><b>South Korea</b></p>  <p>Capital: Seoul Location: Eastern Asia</p>	<p><b>Mexico</b></p>  <p>Capital: Mexico City Location: Latin America</p>	<p><b>Brazil</b></p>  <p>Capital: Brasilia Location: Latin America</p>	<p><b>Ukraine</b></p>  <p>Capital: Kiev Location: Eastern Europe</p>
<p><b>India</b></p>  <p>Capital: New Delhi Location: Southern Asia</p>	<p><b>Dem. Rep. of the Congo</b></p>  <p>Capital: Kinshasa Location: Central Africa</p>	<p><b>Singapore</b></p>  <p>Capital: Singapore Location: South East Asia</p>	<p><b>Botswana</b></p>  <p>Capital: Gaborone Location: Southern Africa</p>
<p><b>Ethiopia</b></p>  <p>Capital: Addis Ababa Location: Eastern Africa</p>	<p><b>Nigeria</b></p>  <p>Capital: Abuja Location: Western Africa</p>	<p><b>Japan</b></p>  <p>Capital: Tokyo Location: Eastern Asia</p>	<p><b>Russia</b></p>  <p>Capital: Moscow Location: Eastern Europe / Northern Asia</p>

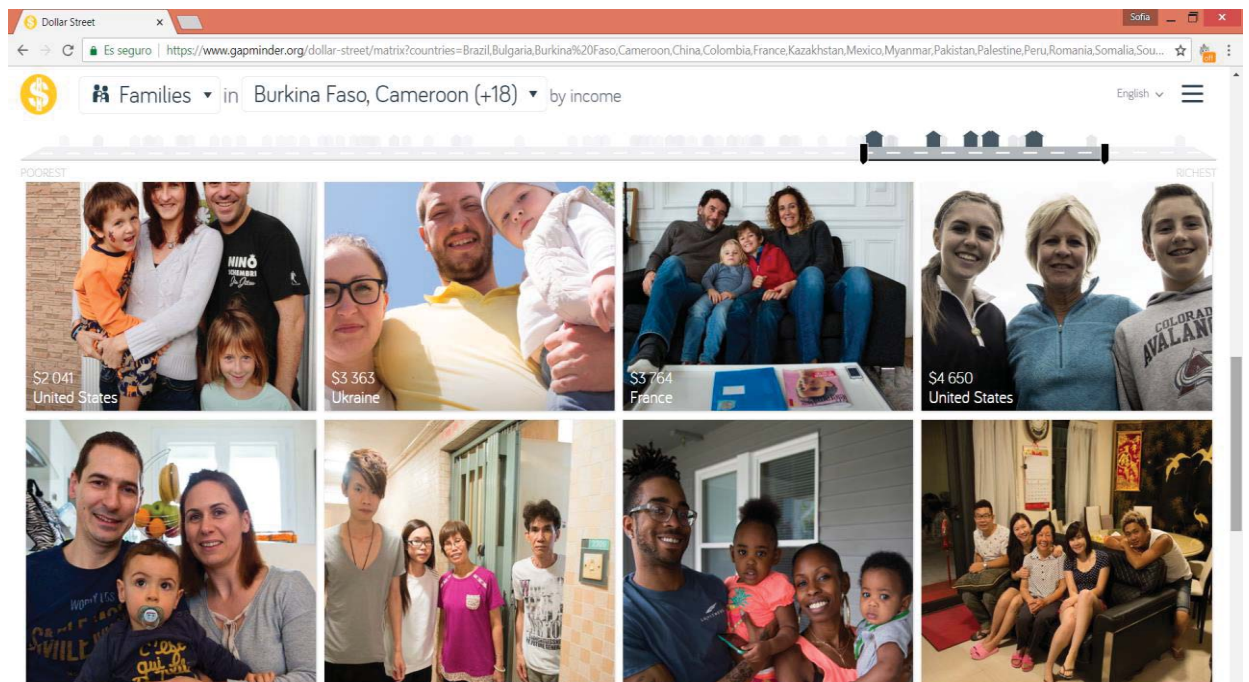
## Gapminder Dollar Street:

Source: <https://www.gapminder.org/dollar-street/matrix>

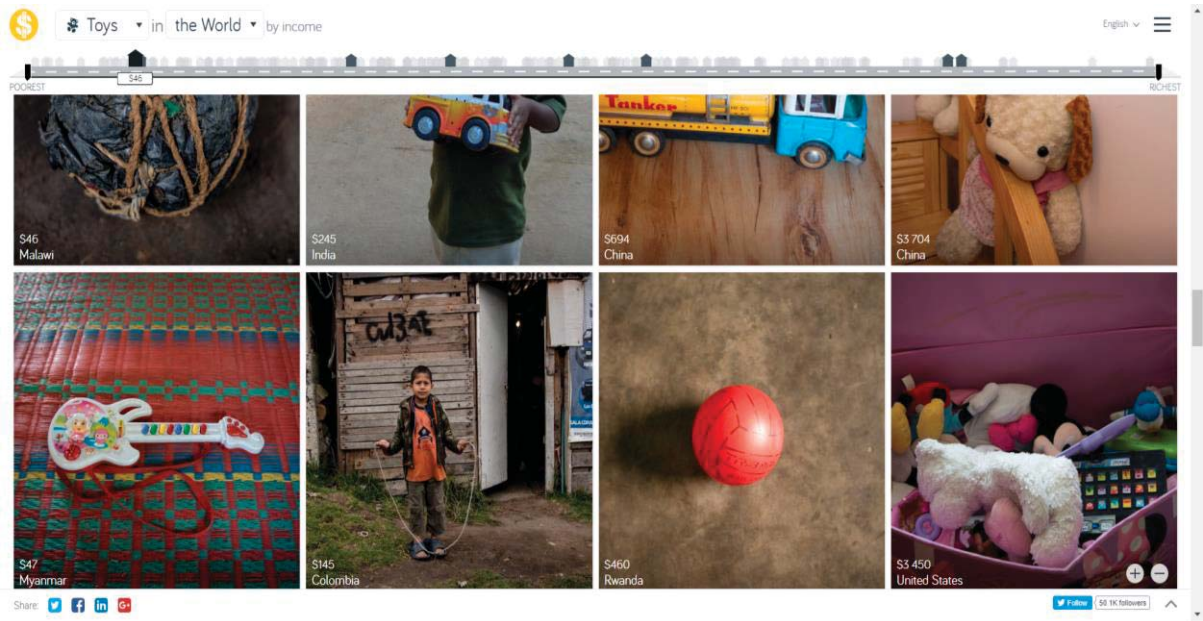
### 1. Homes + country filter



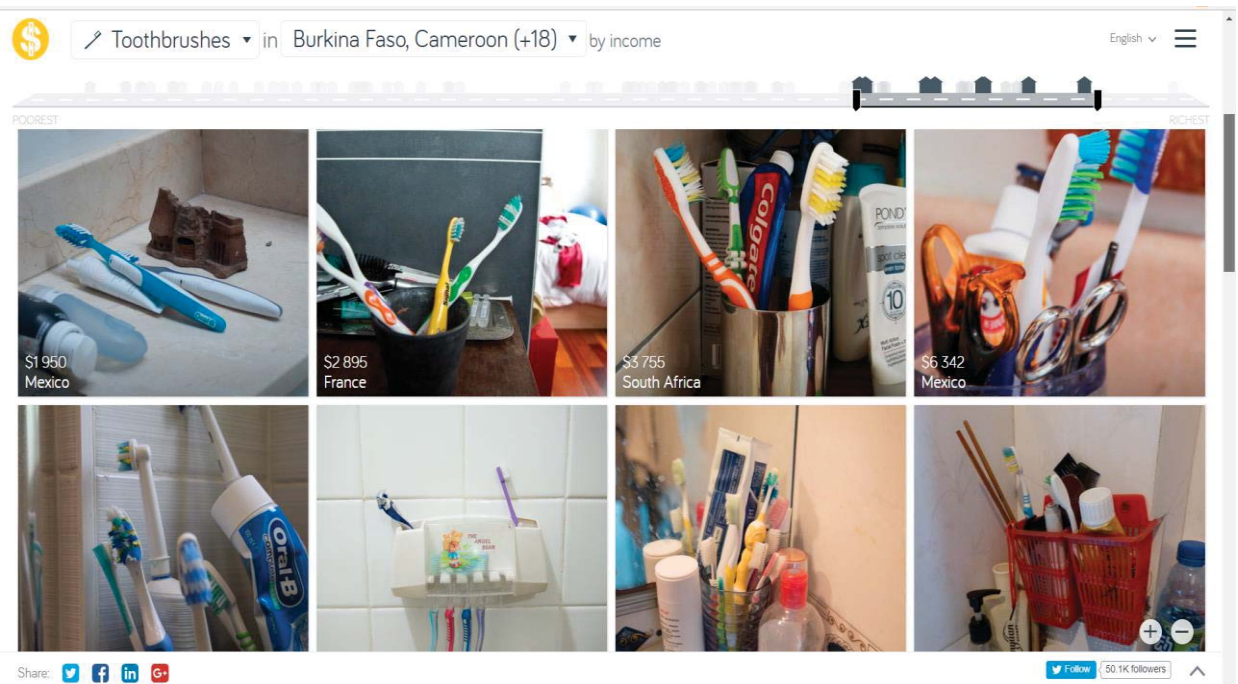
### 2. Families



### 3. Toys



### 4. Toothbrushes



**Videos:**

1. Homework: <https://www.youtube.com/watch?v=gw7y3yHgO-Q>



2. Perspectives: <https://www.youtube.com/watch?v=TJ1SDXbij8Y>



## Appendix 3.

### 1. Mamoudou Gassama picture

Source:

[https://www.google.es/search?tbm=isch&q=mamadou+gassama+dans+l+elise&chips=q:mamadou+gassama+dans+l+elise,online\\_chips:gassama+raconte&sa=X&ved=0ahUK EwjG8IPZrTbAhVUGsAKHWqtD84Q4lYIKygE&biw=1396&bih=646&dpr=1.38#imgrc=6uQQvFTHBkOp3M](https://www.google.es/search?tbm=isch&q=mamadou+gassama+dans+l+elise&chips=q:mamadou+gassama+dans+l+elise,online_chips:gassama+raconte&sa=X&ved=0ahUK EwjG8IPZrTbAhVUGsAKHWqtD84Q4lYIKygE&biw=1396&bih=646&dpr=1.38#imgrc=6uQQvFTHBkOp3M).



2. Video : <https://www.youtube.com/watch?v=cBCurldzXBk>



### 3. French article:

## La vidéo incroyable du sauvetage d'un enfant suspendu dans le vide à Paris.

Insolite

<https://www.ladepeche.fr/article/2018/05/27/2805856-paris-escalade-immeuble-sauver-enfant-suspendu-vide.html>

Un homme a escaladé la façade d'un immeuble parisien, ce samedi, pour sauver un petit garçon agrippé à un balcon menaçant de tomber dans le vide. Sur les réseaux sociaux, la vidéo a été vue plus de trois millions de fois depuis hier.

Samedi après-midi, les pompiers sont appelés pour venir en aide à un petit garçon de 4 ans qui menace de chuter du 4e étage d'un immeuble situé rue Marx-Dormoy, dans le 18e arrondissement de Paris. Craignant que l'enfant ne tienne pas jusqu'à l'arrivée des secours, un homme décide d'escalader la façade de l'immeuble pour le sauver.

Ce sauveur s'appelle Mamoudou Gassama. C'est un sans-papier malien. Interrogé par *BFMTV*, il explique : "J'ai couru pour regarder les solutions pour sauver l'enfant. J'ai réussi à attraper les balcons et je suis monté comme ça".

La maire de Paris, Anne Hidalgo, souhaite que la ville de Paris l'accompagne dans ses démarches pour obtenir la nationalité française.



#### 4. German article

### „Spiderman“ rettet Kind von Balkon – und wird von Macron belohnt

Stand: 28.05.2018 | Lesedauer: 2 Minuten

<https://www.welt.de/vermishtes/article176734687/Paris-Spiderman-rettet-Kind-von-Balkon-und-wird-von-Macron-belohnt.html>

Ein Kleinkind klettert in Paris auf ein Balkongeländer, rutscht ab und hält sich mit Mühen an der Brüstung fest. Ein Mann zögert nicht und klettert an der Außenfassade hoch. Am Montag empfing ihn Staatspräsident Macron – mit guten Nachrichten.

Ein junger Zuwanderer aus Mali ist in Paris zum Volkshelden avanciert, nachdem er ein Kleinkind an einem Balkon im vierten Stock eines Wohnhauses gerettet hat. Videoaufnahmen zeigen, wie sich der 22-jährige Mamoudou Gassama in Sekundenschnelle an der Fassade von Balkon zu Balkon empor hangelt, wo sich das Kind an der Außenseite eines Geländers festklammert.

Am Montagvormittag wurde der Klettermax von Staatspräsident Emmanuel Macron empfangen. Macron sagte ihm im Elysée-Palast die Einbürgerung zu. „Alle Papiere werden in Ordnung gebracht“, versprach Macron. Zudem soll er in die Feuerwehr aufgenommen werden. In sozialen Medien wird Gassama als „Spiderman aus dem XVIII.“, in Anspielung auf den Filmhelden und den 18. Pariser Stadtbezirk, und als „Held von Paris“ gefeiert.

Macron überreichte Gassama für seinen „Mut und seine Aufopferung“ eine Urkunde. „Ich habe nur an seine Rettung gedacht“, sagte Gassama dem Sender BFM-TV. „Und Gott sei Dank habe ich ihn gerettet.“

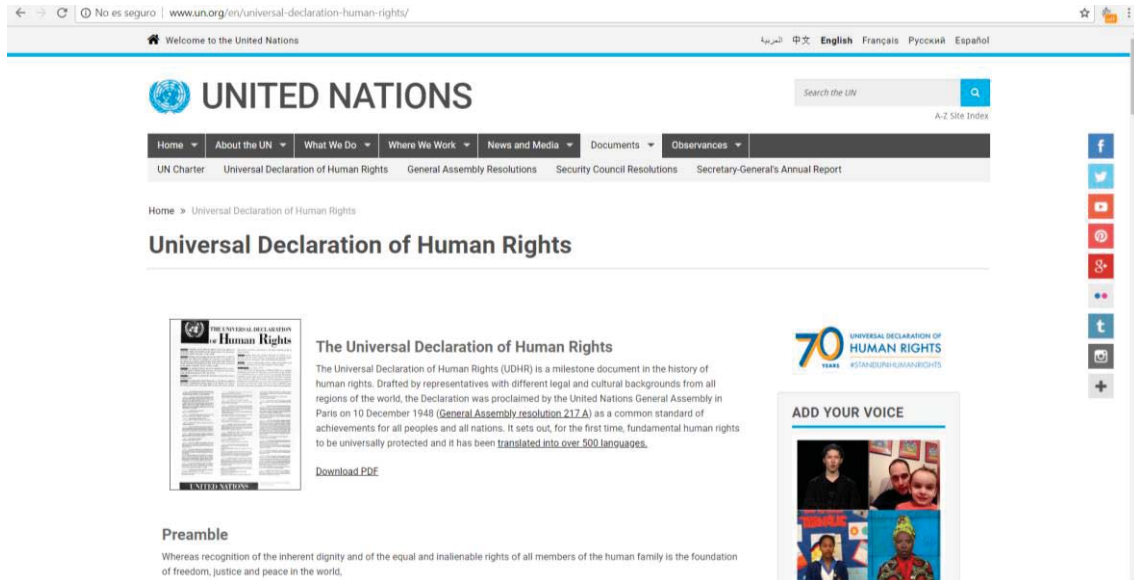
Nach ersten Ermittlungen war der Junge allein zu Hause und anscheinend auf das Balkongeländer geklettert. „Ich hörte viele Leute schreien. Ich bin losgerannt, um zu sehen, was ich machen kann. Ich kriegte einen Balkon zu fassen und bin dann einfach so hochgeklettert, Gott sei Dank habe ich ihn gerettet“, sagte der Westafrikaner, der ohne Aufenthaltsgenehmigung in Frankreich lebte.

Bürgermeisterin Anne Hidalgo dankte dem Retter und teilte auf Twitter mit, die Stadt Paris werde ihm dabei helfen, sich in Frankreich niederzulassen. Für den Vater des Jungen wird die Geschichte ein Nachspiel haben: Ihm drohen wegen Vernachlässigung der Aufsichtspflicht bis zu zwei Jahre Gefängnis und 30.000 Euro Buße.



## 5. Universal Declaration of Human Rights

<http://www.un.org/en/universal-declaration-human-rights/>



The screenshot shows the United Nations website page for the Universal Declaration of Human Rights. The page features the UN logo and the text "UNITED NATIONS" at the top. Below this is a navigation menu with options like "Home", "About the UN", "What We Do", "Where We Work", "News and Media", "Documents", and "Observances". The main heading is "Universal Declaration of Human Rights". There is a section titled "The Universal Declaration of Human Rights" with a brief description and a "Download PDF" link. To the right, there is a "70 YEARS" anniversary banner and an "ADD YOUR VOICE" section with a photo of people. The page also includes a search bar and social media icons on the right side.

## 6. Video: Apple- diversity. Inclusion inspires innovation

<https://www.youtube.com/watch?v=qxKFDnzluOs>

