

Mediation in EFL Teaching



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Objective:

To introduce the concept of "mediation" in language learning and provide practical strategies for incorporating mediation tasks in speaking, writing, reading, and listening activities.





What is Mediation?

Mediation is the ability to help others understand, interpret, or communicate in a foreign language, involving both cognitive and interpersonal skills.

Mediation is part of the Common European Framework of Reference for Languages (CEFR), which defines mediation as a key communicative mode



CEFR Mediation Scales Overview

Mediating a Text

Involves **conveying the content of a text to someone who lacks direct access to it**, often due to linguistic, cultural, or technical barriers. This includes **activities like summarizing, paraphrasing, or translating**.

Mediating Concepts

Focuses on **facilitating understanding and co-construction of meaning in collaborative settings**, such as group discussions or learning environments.

Mediating Communication

Entails **managing interactions to prevent or resolve misunderstandings**, especially in sensitive or intercultural situations.

Mediation Strategies

Encompasses **techniques used to aid mediation**, such as **simplifying complex information, adapting language to the audience, and linking new concepts to prior knowledge**.

Mediation refers to the ability to facilitate understanding between two or more speakers by interpreting, explaining, or rephrasing content in a way that makes it comprehensible. It can involve:



Rephrasing or paraphrasing

Summarizing

Translating ideas between speakers

Bridging cultural gaps

Key Components of Mediation:

Cognitive: Involves analyzing and interpreting the message in ways that make sense to the target audience.



Interpersonal: Focuses on communicating the message effectively between two or more individuals.

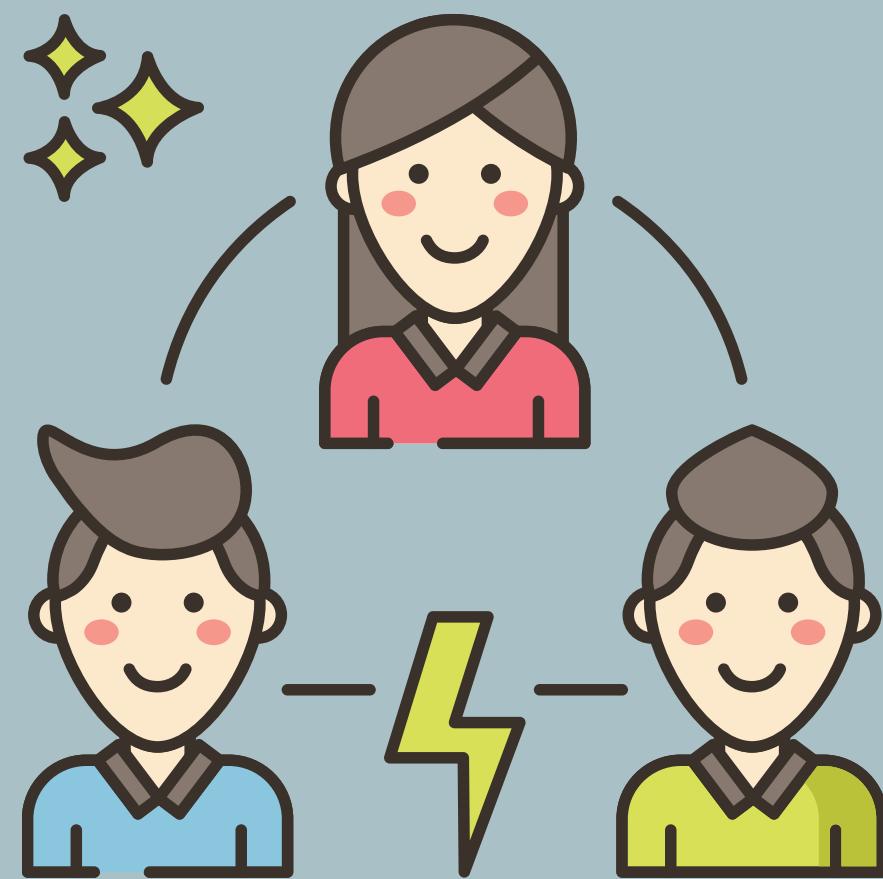
Mediation

- enables learners to use language actively in real-life situations
- fosters collaborative skills
- develops both language and intercultural competencies



Examples:

A student helping a peer understand a word or phrase they don't understand.



Mediating between two speakers who don't share the same level of language proficiency.

Mediation in Action: Examples from the Classroom

mediation applied in speaking,
writing, reading, and listening in
EFL classroom



Speaking Activity 1: Clarifying Questions

Have students work in pairs or small groups. One student shares an idea or story, and the others ask clarification questions. The student who shares must then paraphrase or clarify their original message to make it clearer.



Example:



Student 1: “I think the weather this summer was really hot in the city.,,

Student 2: “What do you mean by really hot? Can you explain that in more detail?,,

Student 1: “I mean it was over 35°C most days, and it was uncomfortable to be outside for too long.,,

Activity 2: Mediating a Debate



Example:

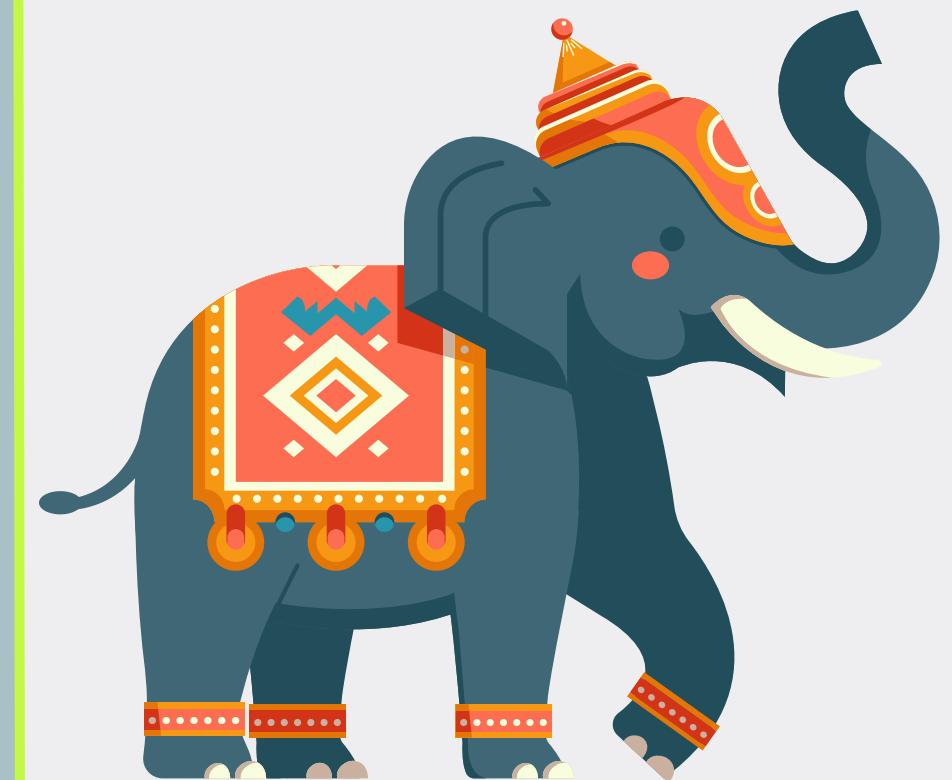
- *Students take part in a debate on a given topic. One student mediates the debate by simplifying and summarizing each argument for the other students.*
- *Student 1: "In my opinion, public transportation is the best solution for traffic problems in cities."*
- *Student 2: "Can you explain why? What about other transportation methods?"*

Student 3 (mediator): "Student 1 believes public transportation is cheaper and less polluting than driving cars. They're arguing that it's the most effective solution for reducing traffic."

Activity 3: Picture-Based Explanation



Instructions: Give students a complex image (e.g., a cartoon with cultural elements, an infographic, or a historical painting). One student describes the picture, and another mediates by simplifying or explaining the cultural or contextual elements to the rest of the group



Example:

You are a tour guide in your town and you need to explain local terms or intangible cultural heritage to a group of tourists:



Licitar / naïve art in Hlebine / ivanečki vez / file / poculica

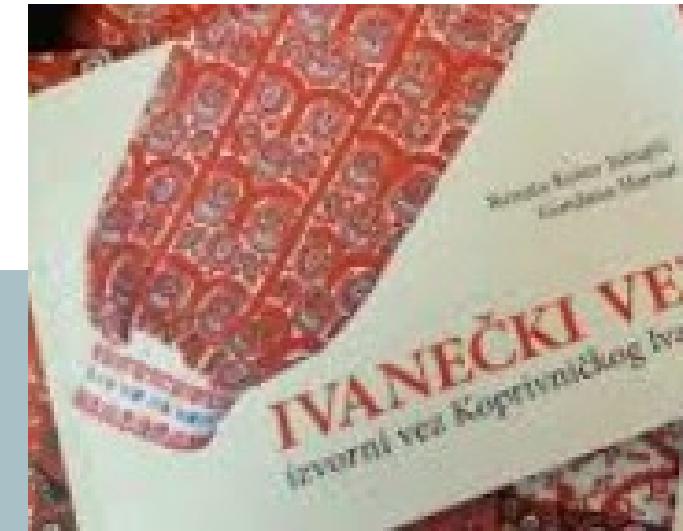
Food:

mlinci / prge / trganci / zlevanka / pljukanci / bregofkska pita / međimurska gibanica / čvarki



Events:

Galovićeva jesen / Podravski motivi / Renesansni festival



Activity 4: Information Relay



- Instructions: Divide students into groups. One student reads a short text (not visible to others) and explains it to another student using their own words. That student then relays the simplified version to the next peer, continuing the chain.
- Objective: Encourages step-by-step simplification and checks for clarity at each stage.

Child labour

Child labour in the fashion industry is a serious problem, especially in developing countries. Many big fashion brands use factories where children work long hours for very low pay. These children often do not go to school and work in unsafe conditions. They may be involved in tasks like sewing, cutting fabric, or dyeing clothes.

Pros (from the companies' point of view):

- Child labour is cheap, which helps reduce production costs.
- It allows fast production of clothes.

Cons:

- It is unethical and illegal in many countries.
- Children lose their education and freedom.
- It causes physical and emotional harm.

Many people now want fashion to be more fair and sustainable. Some brands are trying to stop child labour by checking their supply chains and working with ethical factories. Consumers can help by choosing clothes from companies that respect workers' rights.

Fast fashion

Fast fashion started in the late 20th century when clothing brands began producing trendy clothes quickly and cheaply. Companies like Zara and H&M used fast production methods and low-cost labor to bring new styles to stores in just a few weeks. This made fashion more available to everyone.

Pros of fast fashion:

- It is affordable, so more people can buy stylish clothes.
- It offers many choices, with new items arriving often.
- It helps the economy by creating jobs in retail and production.

Cons of fast fashion:

- It causes pollution and creates a lot of waste.
- Workers in some countries may face poor working conditions.
- Clothes are often low quality and don't last long.

Fast fashion is popular because it's cheap and trendy, but it also has serious effects on the environment and people's lives. More people are now thinking about sustainable fashion.

Information Relay:

Miriam

Mediation, Child labour



Information Relay:

Noa

Mediation, Fast fashion



WRITING MEDIATION

Activity 1: Peer editing with focus on mediation

Have students write a short paragraph or message (e.g., email, letter) about a specific topic.

Partner them with a peer who will review and mediate the message by suggesting improvements or offering alternative ways to express certain ideas.

Example: A student writes an email in English, and their peer helps mediate by suggesting a clearer structure or better word choices.



Objective:
this encourages
students to
practice giving
constructive
feedback,
simplifying, and
clarifying ideas in
writing



Activity 2: Paraphrasing a Written Text

Students are given a complex text to read. After reading, they must paraphrase the main points in simpler language and share them with a peer.



Career guidance books and **counsellors** give you tests to help you find your niche and identify your dream job.

But what happens if you're wired differently? Let's say you're curious about several subjects, and there are many things you'd like to study. If you're unable or unwilling to settle on a single **career path**, you might worry that you don't have one true calling like everybody else and that, therefore, your life lacks purpose. As the saying goes, you're a 'jack of all trades, master of none'.

In reality, few people are just 'one thing'. A rare few have a vocation and stick to it, but for most young people who will make up the **workforce** of the future, 'one thing' is not relevant any more. For our parents' and grandparents' generation, it was normal to work in the same profession and often the same company for thirty or more years. Those days are long gone.

- The ambitious young people of today are more interested in moving around and doing different things. In the modern workplace, people are working flexibly and the individual is in control of their professional life and in a position to make decisions about how, when and where they work. Rather than finding something and doing it forever, the new challenge is to find a way of working that works for you.

- Reflecting the needs of the modern workforce, the workplace is also changing at a rapid rate. Flexible working is becoming the new norm. The standard working day of nine to five has been replaced by **flexitime**. The majority of people no longer believe that attendance in an office is required or necessary on a day-to-day basis.
- **Job-sharing** is becoming more popular with people who prefer diversity in



a vocation, and so could be dismissed as a quitter, a flake or jack of all trades, master of none.

She explains how people like herself are suited to the modern workplace in three essential ways. Firstly, they are used to combining two or more fields and it is at the intersection between seemingly unrelated ideas that innovation often happens. Secondly, people who change roles frequently are less afraid of trying new things and stepping out of their comfort zones. They're fast learners. And finally, they are adaptable.

So, if you're a generalist, a polymath, a multipotentialite, or whatever you call yourself, you are the one who will thrive in the twenty-first century workplace. The world needs jacks of all trades. And it also needs an updated version of the phrase. How about 'jack of all trades, master of all'?

What if you don't have ONE dream job?
summarize the text in 100-150 words using
a simpler language

Article talks about how many people today don't have just one dream job. In the past, people often had one career in life, but now it's common to try different things. Young people are encouraged to pick just one subject and job, but no everyone fits that path. Some people enjoy doing many things, they are called "multipotentialites". They have many interests and skills and don't want to focus on one thing. The modern workplace is also changing. Jobs are more flexible now, with options like freelancing, part-time and working flexible hours. It's more important to find what works best for you than to follow a traditional career path.

What if you don't have ONE dream job?
Summary

The article challenges the idea of having one dream job and explains that many people today have multiple hobbies and interests, and how they choose one career path. A new term is introduced multipotentiality, named by Emilie Wapnick, which describes people with many skills and talents. These people are often described as more adaptable, creative, and prepared for the modern workplace. It is stated that the workforce is changing; nine-to-five jobs are being replaced by part-timers. Young people now like to be their own bosses. The article concludes by saying that being a "jack of all trades" is an asset in today's workplace.

Original Text (Advanced Level):

“Global warming has led to extreme weather patterns across the world, and countries must take proactive measures to address the root causes of this phenomenon, such as carbon emissions and deforestation.,,



Possible answers: "Global warming is causing more extreme weather around the world. Countries need to act now to fix the main problems, like pollution from carbon and cutting down too many trees."

"Because of global warming, weather is becoming more extreme everywhere. To stop it, countries must work on reducing carbon pollution and protecting forests."

"Global warming is making weather around the world more extreme. Countries have to take action to deal with the main causes, like carbon emissions and destroying forests."

**Additional
Student Activity:
Have students
then discuss the
paraphrased
version with their
partner and
explain any
difficult words**

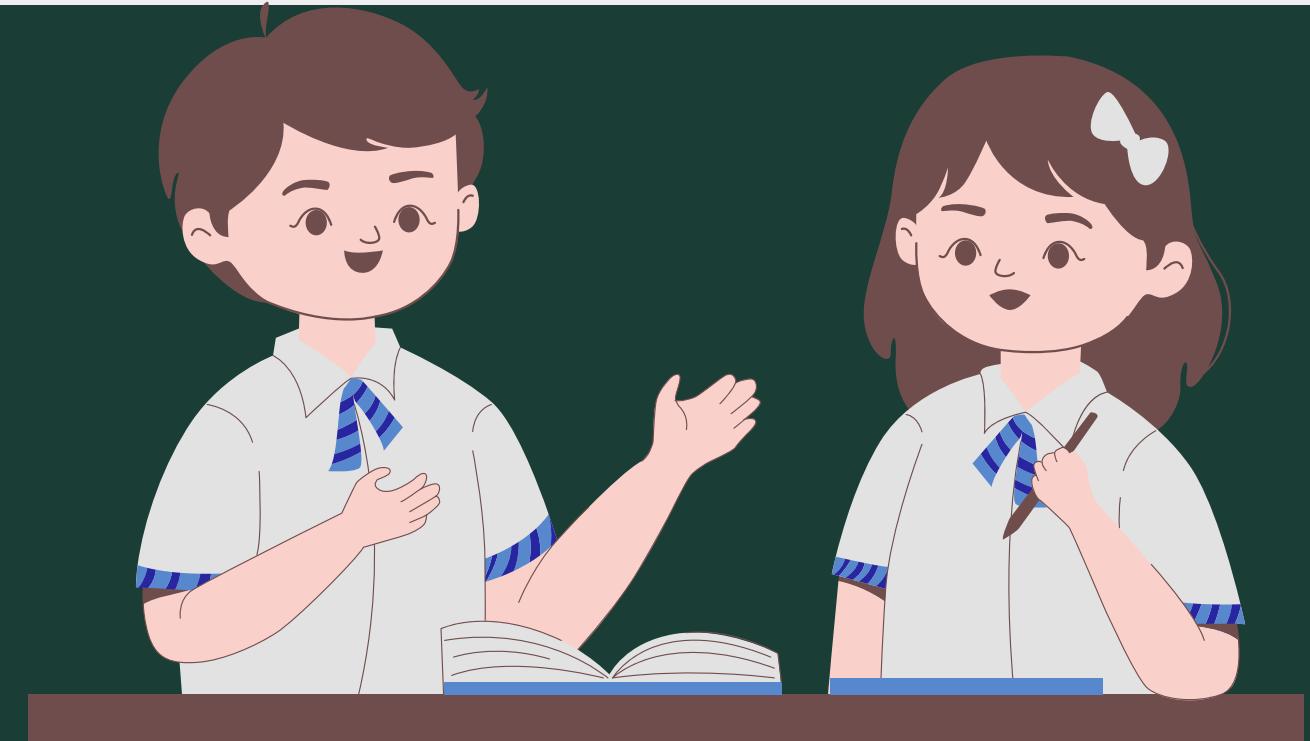


Activity 3: Mediated Collaborative Writing

In pairs, students collaborate to write a short essay or message. One student writes, and the other mediates by suggesting ways to simplify ideas or restructure sentences for clarity.

Student 1 writes: “The economic benefits of tourism are highly discussed in many countries, but the adverse effects are equally considerable.”

Student 2 (mediating): “Perhaps you can make it simpler? Try: ‘Many countries talk about how tourism helps the economy, but it also has some negative effects.’”



Activity 4: Blog Post Translation

Instructions: Ask students to imagine they're writing for an international blog. They are given a complex local news article and must rewrite it in clear, accessible English for readers from other cultures.

Objective: Students learn to filter essential information and adapt style and language for different audiences



READING MEDIATION

Activity 1: Summarizing and explaining



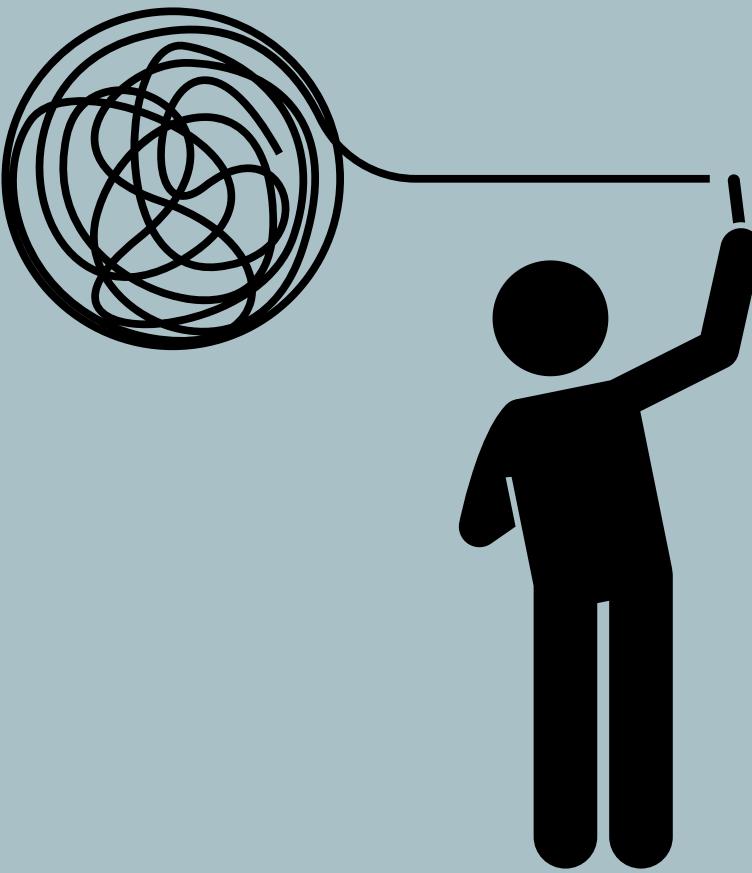
Select a short text (e.g., a news article or story) for students to read.

After reading, have students work in pairs. One student explains the main points of the article to the other, who may ask clarifying questions.

Example: A student reads a short passage and then mediates the key points to a classmate who did not fully understand.

Objective: This improves comprehension and helps students practice explaining ideas in their own words, simplifying complex texts.

Activity 2: Simplifying a Complex Text



Provide students with a challenging reading passage. After reading, ask them to mediate by summarizing and simplifying the content for their partner.

Example:

Text: "The concept of sustainable development emphasizes the need to balance economic growth, social equity, and environmental protection. It is widely recognized as a strategy for long-term stability."



Summary (Mediating Student): "Sustainable development means growing the economy while making sure we protect the environment and treat people fairly. It helps make sure things are stable in the future."

Activity 3: Group Discussion and Mediation



After reading a text, students discuss the content in groups. One student acts as the mediator, ensuring that everyone's ideas are understood and that everyone has a chance to speak.

Example:



Student 1 (in the group): “I think the article is mainly about how technology affects communication.,,

Student 2: “What do you mean by that? Can you give me an example?,,

Student 3 (mediator): “Student 1 is saying that technology changes how we talk to each other, like using social media instead of face-to-face conversations.,,

Activity 4: “Explain the Headline,,

Instructions: Give students only a set of complex or idiomatic news headlines. They must infer and rephrase them in simple English and explain them to a peer.

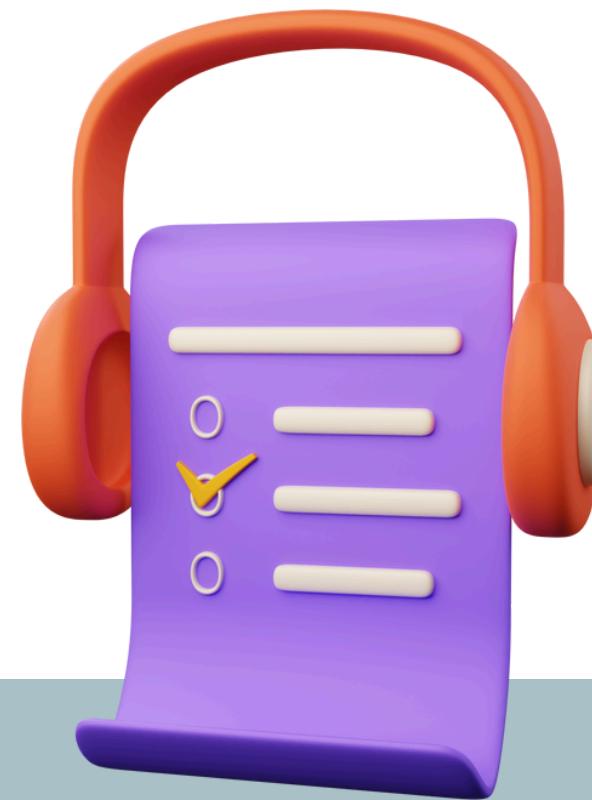


Example: “Markets Tumble as Inflation Spikes” → “Stock prices dropped a lot because prices for things are rising quickly.”

4. LISTENING MEDIATION



Activity 1: Listening for details and paraphrasing



Play a short audio clip (e.g., a podcast excerpt or conversation) for the students to listen to.

After listening, ask students to mediate by summarizing the content for a peer, answering questions, or clarifying any confusing parts of the clip.

Example: After listening to an audio clip about a particular topic, students paraphrase the main points to a partner in simpler terms.

Students listen to 2 different songs then write what the songs are about and compare the content (lyrics)

"All I Know So Far"

I haven't always been this way
I wasn't born a renegade
I felt alone, still feel afraid
I stumble through it anyway

I wish someone would've told me that this life is ours to choose
No one's handing you the keys or a book with all the rules
The little that I know I'll tell to you
When they dress you up in lies and you're left naked with the truth

You throw your head back
And you spit in the wind
Let the walls crack
'Cause it lets the light in
Let 'em drag you through hell
They can't tell you to change who you are
(That's all I know so far)
And when the storm's out
You'll run in the rain
Put your sword down
Dive right into the pain
Stay unfiltered and loud
You'll be proud of that skin full of scars

That's all I know so far
That's all I know so far



Everybody's Free to wear Sunscreen

If I could offer you only one tip for the future, sunscreen would be it. The long-term benefits of sunscreen have been proved by scientists, whereas the rest of my advice has no basis more reliable than my own meandering experience. I will dispense this advice now.

Enjoy the power and beauty of your youth. Oh, never mind. You will not understand the power and beauty of your youth until they've faded. But trust me, in 20 years, you'll look back at photos of yourself and recall in a way you can't grasp now how much possibility lay before you and how fabulous you really looked. You are not as fat as you imagine.

Don't worry about the future. Or worry, but know that worrying is as effective as trying to solve an algebra equation by chewing bubble gum. The real troubles in your life are apt to be things that never crossed your worried mind, the kind that blind sides you at 4 p.m. on some idle Tuesday.

Do one thing every day that scares you.

Sing.

Don't be reckless with other people's hearts. Don't put up with people who are reckless with yours.

Mediation

The first song is about life in general and what the writer/poet wants to say to his generation. The song is old but some advice is still on, it could be said to present generations too, for example not to worry too much and not to mess all the time with our physical appearance. The song also encourage us to stay optimistic. The second song by a more modern singer Pink is a little bit more aggressive in sound and lyrics. The music is better.

Mediation

Both songs we have just heard are about advices to other people. They try to tell us how to live a better life and be happier.

The first song is called "All I know so far" and it is by the pop singer Pink. She tells us that she hasn't been perfect and that she has money problems but she gets stronger and more determined with time. She doesn't give up, she fights.

Objective:
This helps
students
develop active
listening and
the ability to
restate or
explain heard
information



Activity 2: Listening for Key Information

Play an audio clip (e.g., a podcast or dialogue). Students listen to it and then mediate by summarizing the key points for a partner who missed the clip.



Example:



- Audio clip: A news report about climate change and its impact on agriculture.
- Student 1 (after listening): “The speaker talked about how changing weather patterns are affecting crop production in different parts of the world.”
- Student 2 (mediating): “Can you explain how this is impacting people’s lives?”
- Student 1: “Sure! The changes are causing food shortages and higher prices.”

Activity 3: Audio-Based Q&A Mediation

Instructions:

Play a podcast or audio clip.

One student listens and takes

notes. Their partner asks

questions about the audio,

and the listener mediates by

explaining or clarifying.



Objective:

*Builds both listening and
explanation skills*

Activity 4: “Audio Rewind,, Partner Summary

Instructions:

One student listens to a 1-minute audio clip while the other has headphones off. The listener summarizes and mediates the content for their partner. Then roles switch with a new clip.



Variation: Add a challenge – the summarizer can't use key vocabulary from the original audio and must rephrase everything.

5. GENERAL MEDIATION ACTIVITIES



Activity 1: Mediating a Cultural Discussion



Have students engage in a discussion about cultural differences. One student mediates the discussion by explaining, rephrasing, or offering examples to clarify misunderstandings.

Example:

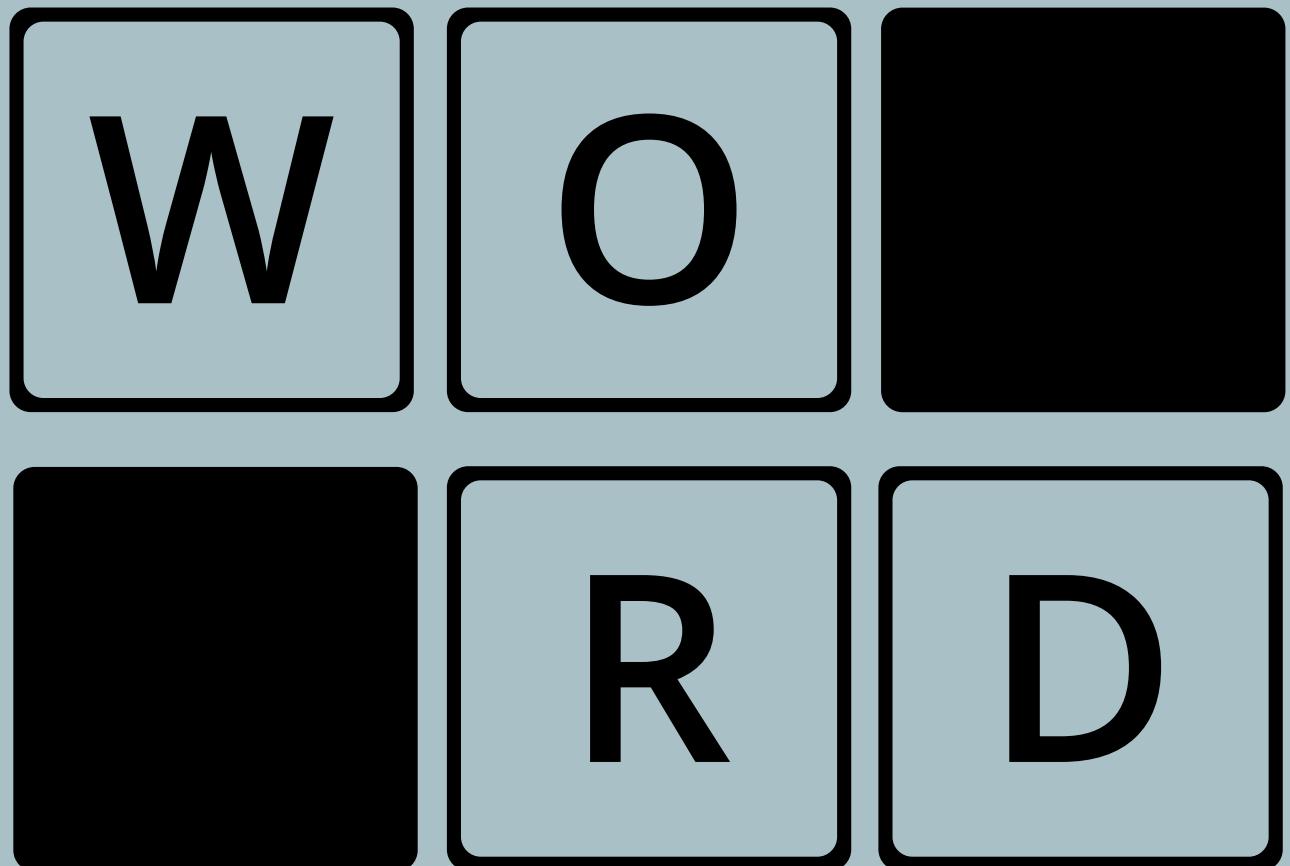


Student 1: “In my country, we always greet people with a handshake.,,

Student 2: “What is a handshake?,,

Student 3 (mediator): “A handshake is when you hold someone else’s hand for a short time as a way of saying hello.,,

Activity 2: Writing a guide: Learners write a “how-to,” guide based on a technical manual, simplifying the language.



Activity 3: Creating an infographic:
Students turn a dense article into a visual summary for easier understanding.



Mediation is a crucial skill that goes beyond just understanding and producing language; it involves interpreting, simplifying, and explaining ideas between speakers.

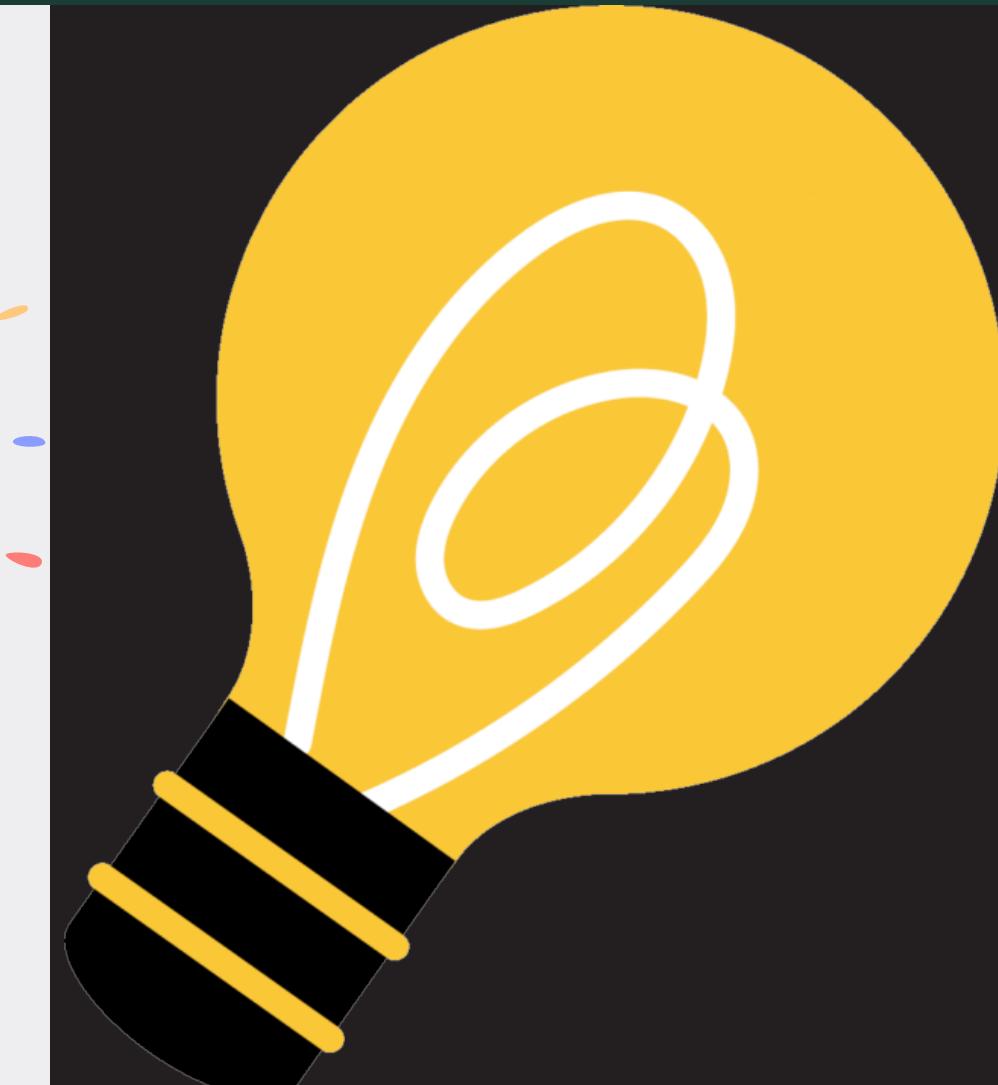


Questions for you:

- 1) Reflect on how you could implement mediation tasks in your own classrooms, based on the strategies provided
- 2) How to design specific mediation tasks related to your curriculum or students' needs?

Share
your
Thoughts

Show
your
Talent



Our Suggestion: try to integrate mediation tasks into existing lesson plans to develop students' communication skills in both foreign and real-life contexts

SUGGESTION



A 3D rendering of the letters 'Q' and 'A' in a bold, white font. The letter 'Q' is positioned above the letter 'A'. Both letters are set against a light blue background and are partially enclosed within large, semi-transparent circular shapes. The 'Q' is within a green circle, and the 'A' is within an orange circle. The circles have a slight shadow and a rounded rectangular base, giving the impression that the letters are resting on a surface. The overall composition is clean and minimalist, using primary colors (green, orange, and blue) to create a vibrant yet professional look.

Q A

Additional materials

bit.ly/472B1VG



Thanks For
Listening

