

Revised Role of Mediation Practices in Language Classes at Secondary School

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Abstract:

The article examines the scope of mediation tasks and the application of interdisciplinary approach in foreign language classes at secondary schools. The aim of the research is to determine types and frequency of performance of mediation tasks within the scope of interdisciplinary approach in secondary education. Over the last three decades education has changed dramatically due to major advantages in technology – a situation that proves the importance of mediation as a skill during different stages of language acquisition or learning. Despite the fact that mediation has recently become a popular term in language teaching, the scope of mediation activities remains rather limited during the years of secondary education. This problem emphasizes the significance of future possible role/s of mediation, as the development of this skill is definitely related to the issues of personal growth, ability to adapt to the demands of liquid life and professional career goals. The object of the research is the scope of mediation tasks: the case study is grounded on the results obtained in classes of English as a Foreign Language (EFL) at Lithuanian Secondary Schools. The following objectives of the research have been set: to examine the role of mediation in recently updated CEFR (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2020)); to survey the overall scope of mediation activities; to determine types and frequency of mediation tasks from the aspect of interdisciplinary approach in language education. The multilingual turn in education as well as aims of plurilingualism at secondary and tertiary education inspire new directions in language learning and teaching. The case study and the results of the survey disclose new demands and challenges in foreign language classes: although the significance of mediation activities has been described in many documents, the classroom situation demonstrates a rather limited application of mediation practices. The results of this research disclose drawbacks in the process of language education and open new areas for future studies into mediation practices.

Keywords:

Secondary Education, Foreign Language Learning and Teaching, Mediation, Multilingualism, Plurilingualism.