

**LE MULTI-/PLURILINGUISME DYNAMIQUE, TERREAU DE L'EXCELLENCE
INCLUSIVE DANS L'ENSEIGNEMENT SUPÉRIEUR (MUDExI)**

ACTION 2: Case Study on Linguistic Mediation in HE

REPORT OF PHASE 2: UNIVERSITY STUDENTS' MEDIATION ACTIONS¹

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INTRODUCTION

The purpose of this Case Study, as was pointed out in the 2023 MUDExI Report was to investigate university students' linguistic mediation practices. That is, how university students mediate with their peers across different languages (cross-linguistically) and within the same language (intralinguistically). It was carried out in two phases.

Phase 1 involved the collection of data, through an online Survey-Questionnaire (in English and French), regarding what the university students of eight (8) different universities, do when they mediate, with whom, and on which occasions they perform mediation practices. A total of 291 students from the participating universities responded, revealing their linguistic profile, and disclosing information about which linguistic mediation practices they perform at home, in their social and university life. This group comprised the sample of respondents as a whole and by university – a sample that was not evenly balanced, as the number of respondents from each university that responded was very unequal.

Nevertheless, the findings – regarding the respondents' linguistic profiles, and what sort of mediation tasks they perform – were quite interesting both because it became obvious that mediation performance by the specific social group, i.e. university students is different in their private life with family and friends and different at university with their peers and because the mediation tasks they perform deviate from the mediation actions described in the CEFR CV. These findings are discussed at length in the November 2023 MUDExI Project Report. Most importantly, the findings from Phase 1 of the Case Study served as a basis for the second phase, whose purpose was to investigate the mediation tasks that students perform at university as socially situated practice.

For Phase 2 of the Case Study, out of the 291 students who participated in the first phase of the Case Study, 15 were selected to become engaged in a small-scale qualitative research project. This small group of university students were asked to carry out a series of crosslinguistic and intralinguistic mediation tasks with their university peers, over a period of 20-30 days, and to create Verbal Protocols (VP) for the task they performed. The VP form was designed so that they would note down when, with whom and under what circumstances they performed each task, and to describe/narrate what exactly they did and how, as well as in what way it benefitted them. The VPs were completed in either English or in French.

The focus on linguistic mediation in this project, which constitutes Action 2 of the MUDExI project, was inspired by the attention this aspect of communication received by the language education community on account of the inclusion of mediation as a learning element in the *Common European Framework of Reference Companion Volume* (CEFR CV) published in 2020. The CEFR CV views it as a significant aspect of users'/learners' plurilingual/pluricultural competence to be developed in foreign language educational contexts and enable young people to communicate across linguistic and cultural barriers in today's globalised world. It is described in the form of scaled descriptors ('can-do' statements), which are not the result of sociolinguistic or ethnographic research of real-life communicative events that involve social agents in contextually sensitive mediation tasks. As Dendrinou (2022, 2024) points out the mediation descriptors were conceived by the CEFR CV authoring team who were called upon to invent them by resorting to their own social experiences, as speakers of different languages

with plurilingual competence and awareness². The made-up mediation descriptors were then arbitrarily divided by the CEFRCV authors into three undiscerning categories (1. Mediating a text; 2. Mediating concepts; 3. Mediating communication) and have been complemented with randomly chosen mediation strategies regarding “explaining a concept” and “simplifying a text”.

Linguistic mediation is important not only as a learning element in school. The ability to mediate across languages and language varieties, cultures and semiotic modes is crucial today, in the super-diverse societies of our contemporary interconnected world. It is social practice important for 21st century citizenry. People of all ages should thus become aware of the mediation practices they perform in any case, as we are all mediators or potential mediators in our daily lives (Piccardo 2022), and they/we should be trained to mediate to the best of their/our ability, to achieve different purposes in a variety of communication and cultural contexts.

BASIS AND DESCRIPTION OF PHASE 2 OF THE CASE STUDY ON LINGUISTIC MEDIATION

This Case Study has been grounded on the understanding that lists of decontextualised mediation descriptors are of questionable use when one wishes to develop language users’ ability to mediate effectively, within and across languages, in different social roles, social contexts, and cultural environments. As some previous research findings has shown (Stathopoulou 2015), mediation performance is task and context dependent, and this Case Study demonstrates that different social roles result in different types of mediation occurrences and that the social domain in which language users mediate determine what mediation tasks they are likely to carry out and how. The practices and specific tasks performed by volunteers assisting immigrants and refugees in social services such legal, health care, education, etc., by children of immigrant families helping their parents participate in the social life of their host country or by university students are very different. So are the ways in which they mediate and the strategies they use. As sociolinguistic and ethnographic research data of this kind is sorely lacking (Dendrinou 2024), Case Studies such as these are valuable insofar as they provide reliable data about the mediation tasks different social groups perform in what contexts, why and how.

In designing this Case Study, mediation was viewed as socially situated communicative practice (Dendrinou *ibid*); that is, as purposeful, interactive communicative performance between speakers/writers who are experiencing a difficulty in communicating, who fail to understand / agree with one another. The very act of intra- or cross-linguistic mediation is believed to involve the relaying/rendering messages involving negotiation, interpretation, and (re)construction of meanings for oneself and/or for others participating in a communicative exchange, using strategies appropriate to the context of situation. As such, it is a process of meaning-making, focused primarily upon the needs, rights, and interests of the parties for whom mediation is enacted (Dendrinou, 2006), involving one’s ability to work out

² It is true that the fabricated can-do statements or descriptors were later validated by language teaching professionals who, however, had little or no experience with linguistic mediation as a learning element. The validation process involved validators first in deciding (a) which ones – out of a long list of such mediation statements – were ‘authentic’ and (b) if the descriptors were allocated correctly on the six-level language proficiency scale (A1, A2, B1 B2, C1, C2).

and convey meanings using their entire linguistic repertoire (i.e., all the languages and language varieties they know, plus other non-verbal semiotic resources they have), not separately but in combination with one another, to help resolve a communication gap.

This Case Study specifically investigates a specific social group's mediation practices – the practices of university students studying in very different higher education environments, in Europe and beyond. It specifically investigates the practices a sample group of students (who have varied linguistic profiles and repertoires) perform for cooperative and collaborative learning.

Being Action 2 of the MUDExI project, which aims “to promote dynamic multi-/plurilingualism, through actions that help mobilise social agents' entire linguistic repertoire, when they communicate in their academic context, as well as to improve the practices of university actors in the areas of knowledge production and transmission”, the Case study on the and intra- and cross-linguistic mediation practices performed by students from each of the participating universities, has investigated or intended to investigate:

- what type of mediation tasks they perform for what communicative and educational purpose,
- on which occasions they mediate intra- and/or cross linguistically
- how they perform them and what is required of them to be able to do so efficiently.

Therefore, this Case Study both mobilised students to use their linguistic repertoire in their academic context, to become aware of the social meaning of their practices and to use these practices for peer learning (exchange of knowledge production and transmission) at university from and with each other (cf. Boud, E., Cohen, R. & Sampson, J., 2013).

Having completed Phase 1 of the project, the findings of which are included in the 2023 MUDExI Report, and having discovered that the sample of 291 university students who were part of our study have a very rich linguistic repertoire (some more than others), and that they intra- and cross-linguistically mediate differently with family and friends and with university peers, Phase 2 of the project began started once 15 students from different universities, who had participated in the first phase by responding to the Survey-Questionnaire, volunteered to also take part in this phase of the project which involved qualitative research into their mediation practices with their peers. Therefore, the sample of mediators is totally random.

Participants were asked to participate in an online two-hour seminar, on Saturday, 2 December 2023 (Appendix 1 in French, p. 56 and in English, p. 57), during which they were provided with content support (Appendix 2 in French, p. 58-63 and in English, p. 64-69) and technical support throughout the assignment by the project leader and assistant. **The PPT presentation is attached separately.**

The students'/young researchers' assignment was to perform 10 tasks with their university peers (working face-to-face or online), over a period of 20-30 days. When each task was completed, they had to make a Verbal Protocol writing down when, with whom, under what circumstances exactly, etc. they mediated on already prepared forms (see p. 63 and p. 69).

FINDINGS OF PHASE 2 OF THE CASE STUDY ON LINGUISTIC MEDIATION

With the completion of this phase of the Case Study, it was possible to store, label and categorise 114 occurrences of mediation performance. These appear in the present report

(pp. 8-54). The occurrences described in English are presented in an unprocessed form, without making any language corrections or other form of editing to them. The ones which were described in French were translated into English for the purposes of this report. However, occurrences described in English are being translated in French. Both the original descriptions and the translations are being stored in an e-repository for more detailed analysis with different language tools, at a later stage.

Even a surface examination of the data collected, i.e., the 114 mediation occurrences, reveals the ways in which this particular social group performs mediation tasks, and how they (pluri)language meanings with the different languages that they know, the languages they use at university – not only the official language of the university but also languages they are learning as part of their studies and languages they use with their peers for their work and socialising in the academic context. They do not use these languages separately but mixing them in communication, involved in genuine translingual practices with the various languages they have in their repertoires. As a matter of fact, it is impressive that this random sample of only 15 university students mentions just under 20 languages in the mediation occurrences: i.e., Arabic, Bulgarian, Chinese, English, Finnish, French, German, two varieties of Greek (Cypriot Greek and standard Greek), Hungarian, Italian, Korean, Romanian, Russian, Serbian, Slovenian, two varieties of Turkish (Ottoman Turkish and standard Turkish), and Ukrainian.

Findings from this and other similar Case Studies with mediators in different social situations and domains, is bound to enrich the scaled descriptors of the CEFRCV, which are not the result of research into how social agents mediate in different social situations and contexts to meet different purposes, but decontextualised constructs. Contextualised ‘can-do’ descriptors of mediation and the strategies for successful performance are likely to provide standards which are more relevant to learners in different educational systems that aim at the development of their ability to mediate effectively. Furthermore, findings from such Case Studies can provide the basis for criteria necessary for the training of professional and volunteer mediators facilitating intra- and cross-linguistic communication in various local in international social environments.

In conclusion, there are several interesting implications of this Case Study, which considered mediation practices of university students for the purpose of peer learning. Therefore, a significant implication of this study is the consideration of the usefulness of students’ intra- and cross-linguistic mediation practices for peer learning in higher education (as well as other levels), with learning outcomes such as the following:

- Teamwork in a (multilingual) learning community
- Critical enquiry, reflection and plurilingual exchange
- Managing and (re)constructing knowledge
- Managing plurilingual learning and how to learn

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UNIVERSITY STUDENTS' VERBAL PROTOCOLS

THE MEDIATION PERFORMANCE OF UNIVERSITY STUDENTS

1. Helping a peer understand project instructions

I performed a cross-linguistic mediation task with my peer (who is from the same institution) from English to Greek. In order to help each other to understand briefly the questions and the guidelines of this action of the case study. My fellow student and I, with whom we jointly participate in the current research project, communicated with each other to resolve our questions regarding the questions of the verbal protocol sheet. During the event we used only Greek. Firstly, we read again the questions of the verbal sheet. Then we facilitated the learning process by asking questions to each other about the parts of the questions that we had difficulty to understand. In this mediation tasks I provided and accepted help from my peer in order to understand the assignment. On the cross-mediation tasks we read again the questions that they were given to us in English in order to understand it better. As some questions seemed quite similar, this made it difficult for us. We tried not to emphasize the words we didn't know and then, after we fully understood their differences by answering each other's questions, we added additional information to our answers. Also, we tried to give each other examples for each question. Even if in our mediation we used only Greek while talking to each other, we consider that the mediation process also had a cross-linguistic character, as the information was written in English and we relied on an English text [+ And what they gained. + And how they facilitated the learning process.]

2. Helping and interacting with a peer in two languages to understand learning material

I performed an intralinguistic mediation from Greek to Greek. A friend of mine who is French, he has been learning Greek for a while and now he is able to speak and understand Greek in level B1-B2. In order to improve his learning skills, he needed my help to understand an educational video in Greek. The subject of the video was "the experiment of Eratosthenes". As he is already fluent in Greek we preferred to use only Greek. Firstly, we read again the questions of the verbal sheet. Then we facilitated the learning process by asking questions to each other about the parts of the questions that we had difficulty to understand. In this mediation tasks I provided and accepted help from my peer in order to understand the assignment. On the cross-mediation tasks we read again the questions that they were given to us in English in order to understand it better. As some questions seemed quite similar, this made it difficult for us. We tried not to emphasize the words we didn't know and then, after we fully understood their differences by answering each other's questions, we added additional information to our answers. Also, we tried to give each other examples for each question. Even if in our mediation we used only Greek while talking to each other, we consider that the mediation process also had a cross-linguistic character, as the information was written in English, and we relied on an English text [+ How they supported their own learning. + How they facilitated the learning process.]

3. Intra- and cross-linguistically mediating to help a peer understand learning material

I performed a cross-linguistic mediation task by helping my peer from my institution to understand a written text in Turkish with technical discourse by relaying it in simpler

discourse. Me and my peer were talking about how do we feel when we read texts in Turkish. When my fellow student told me that she had a lot of difficulty with a text they had done in class, I offered to help her. Of course, I tried to help her understand the text but also, I tried to show her the techniques I usually use when I struggle to understand texts. During event we used Turkish and Greek. I suggested her to read the text together two times in a row. The second time she had to spot the unknown words and the sentences that she had difficulty to understand. For the unknown words either gave her the exact meaning in Greek, or I tried to give her an example of the usage of the word in sentence in Turkish. Some other times I gave her synonyms in Turkish. During the event we used Turkish and Greek [+ How they supported their own learning. + How they facilitated the learning process.]

4. Collaborating with a peer using two languages on a translation (between Greek and Turkish) assignment

Me and my peer we had to prepare a text for the Turkish – Greek Translation Course about Theological School of Halki (Heybeliada) in Istanbul, Turkey. At first, we read the text in Turkish that we had to prepare and then we tried to make an equal translation in Greek, as our professor has asked us. As we were preparing our texts, we had some doubts about some sentences in the translation in Greek. In some other point we had difficulty to find the best translation or to fully understand some sentences. Me and my peer decided to collaborate to help each other to understand the text in depth. During the event we used both Turkish and Greek, but we were more focused in Greek as the translation of our text had to be prepared in Greek. During the process we sent each other the sentences that we couldn't understand and asked about the words that we had difficulty to understand. In order to help each other we both tried to make the sentences simpler, to find similar words or similar ways to express the same idea in Turkish. Then we managed to suggest different approaches in translation. The original text was written in Turkish, and our conversation was in Greek. At the same time, we used dictionaries and searched some terms on the internet. [+ How they supported their own learning. + How they facilitated the learning process.]

5. Seeking the help of a friend/a peer to understand the content of a short film in a 'foreign' language and for the mediator to use it as a teaching aid

Me and a friend of mine who is also student in Paris we did a cross-linguistic mediation from French to Greek. As I started again to learn French I wanted to start the learning process by finding a more fun and relaxed way than having private French class. As my friend's mother tongue is French he was really capable to help me. At the same time he is really fluent in Greek so this made the whole process much easier. At first we found a video with the title "C'est vrai puisque je l'ai vu", which is about the way that people and mostly children perceive the reality by images. At first I saw the whole video and then I saw it again with my peer. The second time he started to explain to me some basic words and phrases from the video that I could learn as well. During the event we used French and Greek. As I am a beginner in French we tried to make simpler the learning process. I saw the video twice. The first time we decided not to focus on every detail but to explain the meaning of the video. The second time my peer told me to focus on some words that I could understand, to write down any word that I could hear or any phrase that I keep hearing the same phrase during the video. The second time, after I noted down some words and phrases, my peer started to pause the video every one or two

minutes. Then he mentioned me some basic level words and phrases such as “trop des questions / many questions”, “puisque / because”, “je l'ai vu / I saw it”. He not only helped me by explaining during the learning process, but also helped me to see the language as a way to connect. Then, my peer tried to answer to my questions about some words by giving me at first an example in French, then my giving me a synonym in English or Greek. Mostly, the explanations were in Greek, but when my peer was having difficulties in explaining in Greek, he was explaining in English. [+ How they supported their own learning. + How they facilitated the learning process.]

6. Communicating in language A and B so as to facilitate a peer's understanding of a scientific text in language C

Me and a friend of mine did a cross-linguistic mediation in order to help him understand a scientific article in English. My friend, who is student in Istanbul, needed my help in order to understand a text in English with the title “We lose one crucial feature if consciousness while we sleep, an 8-year study reveals.” and also to improve his language learning in English. At first he read the article and the second time he tried to spot the unknown words and sentences. Then he asked me to provide him help by using both English and Turkish. Our conversation was through messages and we used mostly Turkish. At some points I also tried to use English as well. During the event we used both English and Turkish. Firstly, I asked my peer to find all the unknown words and phrases. Then I looked up in the English-English dictionaries and on the Internet to find synonyms of the words or a way to describe it in English. I preferred this method in order to help me peer had more familiarized with the English language and to try not to translate everything in Turkish. Then I tried to rephrase the meaning of the word in the context of the text. As me and my peer were only talking with messages I couldn't tell for sure if he did understand the meaning of the sentence. So, after that I was giving him an explanation of the word and the sentence in Turkish. In some cases we had some difficulties while he could not understand my explanation in English or when I wasn't sure about the correct words I should use in Turkish. In these cases I tried to give an example in Turkish from the daily life. For example, I preferred to describe the two different meanings of the words “snoozing” and “snooze” than giving the Turkish word I found as similar. I preferred this technique as I was not sure whether the word in Turkish was connected with the context of the English text. [+ How they supported their own learning. + How they facilitated the learning process.]

7. Having formed questions in language A, seeking information about an author in language B but also in language C, and communicating with a peer to check language content in two different languages so as to produce a text

In this mediation task me and my peer we performed a cross-linguistic mediation about the biography of the Turkish author and sociologist Ziya Gökalp from the online encyclopedia Britannica. As a student of the Turkish and Modern Asian Studies in Kapodistrian University I already knew about the famous author Ziya Gökalp, but I wanted to learn more and also to see if there is a different perspective about him in English bibliography. In order to understand the meaning of some words I asked help from a friend of mine, who is also student but in different institution. We were talking through messages and during the event we used both English and Greek. Firstly, I read the article in order to understand the meaning. Then I asked

him about some unknown words in the context of the sentence. He helped me by using both Greek and English. For example, in order to help me understand the word “spokesman” he analyzed the etymology of the word. Then he gave me two alternate translations in Greek according to the text. In some other cases like the the word “dissemination” he gave me straight up the meaning in Greek, but also halped me understand the meaning in the English context. He also showed me alternate ways to express the meaning of each unknown word in Greek. [+ How they supported their own learning. + How they facilitated the learning process.]

8. Collaborating (intra- and cross-linguistically) with a peer to explain new words and other bits of information so as to understand an assigned text

The mediation task that I performed was an intralinguistic mediation in which me and a fellow student had to collaborate in order to explain to each other some unknown words on a text in Turkish. In a class in our University we were asked to separate in pairs and provide or receive help from our peer in order to understand the text in Turkish. The text was about the invention and history of clock. During the event we used both Greek and Turkish but we had to give the explanation in Turkish. As the mediation that we performed was intralinguistic and not cross-linguistic, I have answered the same question in number 5. [+ How they supported their own learning. + How they facilitated the learning process.]

9. Providing requested help to understand a text in the language being learnt by explaining parts of the text in simpler words but also by using a third language

Me and a friend of mine who is also a student in Istanbul we did an intralinguistic mediation in Turkish for a text about art. As I am trying to improve my proficiency in Turkish, I needed help from my peer in order to understand some sentences and unknown words in the Turkish text. As her mother tongue is Turkish and also a friend of mine, I thought that she would help me a lot. I sent her the text and we interacted through messages. During the event we used mainly Turkish and only at some specific words she used Turkish. As I previously mentioned, this mediation task was intralinguistic but at some specific words she preferred to use English. During the learning process she used Turkish in order to explain more difficult or complex sentences, by giving me examples or by simplifying the sentences in Turkish. Most of the times that she used English was about simple words, as for example the word “gereç: tool” [+ How they supported their own learning. + How they facilitated the learning process.]

10. Supporting one’s own language learning by using two languages

In this task I performed a cross-linguistic mediation in order to support my own learning in order to understand a text in Turkish. In this mediation I chose to read a text in Turkish about “The way that we perceive learning and the connection between learning and sleep”. I decided to do such a mediation in order to help my self to get more exposed to Turkish language, to improve my vocabulary and to get used to read texts in Turkish outside of class. During the event I used Turkish and Greek. In this cross-linguistic mediation task I tried to support my own learning. I am analyzing the learning process in the following question. [+ How they supported their own learning. + How they facilitated the learning process.]

11. Explaining instructions for an assignment, summarizing and communicating the key information about the proceedings of a course, sharing notes In language A for the course in language B

During a Turkish language lesson, my peer entered the class late, and it was my responsibility, cause we attended to lesson for the same reason, to explain and recount the events that occurred before her arrival. The primary goal was to ensure that she could complete her attendance report for the exams, as per the instruction of our linguistic teacher. This mediation task involved summarizing and effectively communicating the key information about the lesson's proceedings. Me and my peer met during a Turkish language course, because we wanted to collaborate for the assignment. To initiate the interaction, there was a combination of verbal and non-verbal cues. More specifically, I nod her to sit next to me. After she sat, I started saying humorously "Selam, Dimitra! Ne yaptın, neden bu kadar geç kaldın?", because the class we were attending was in Turkish language, otherwise I might have not used this language for our interaction. (the Turkish phrase means «Καλημέρα Δήμητρα, τι έκανες και άργησες τόσο?»). Since my classmate entered the class late, there was a need to catch her up on what had happened before her arrival, especially for the purpose of completing attendance report as instructed by our linguistic teacher. Immediately, I offered to show her my notes which were written in Greek except for some words and phrases, that I used Turkish words, to refer to terminology of grammatical phenomena. At these points I had to explain her, what I meant by the phrase “adlaştırılma”, “ulaç veya ortaç”, first by giving examples in some Turkish sentence and then a similar usage in Greek. (Οι φράσεις σε ελληνική απόδοση θα ήταν: «ουσιαστικοποίηση», «μετοχές επιρρηματικές ή ονοματικές»). I also briefly told her the main points and the words that I heard teacher was emphasizing, so that she could write them down. Although we spoke in Greek, there were moments where the Turkish language gained ground, as we have been taught the grammar terminology for the work assigned, only in Turkish. The use of both languages allowed us to effectively communicate and collaborate and exchange information [+ How they supported their own learning. + How they facilitated the learning process. + Copy of the attendance report.]

12. Using languages A, B and C to make a difficult, technical text in language D easier for her peer to understand, responding to questions and adjusting information to the needs of her peer using language C

My peer and I are enrolled in a technical course that involves reading complex passages in English. Especially, we signed up for a translation course where we are asked to translate to Greek so as to get familiar with the translation as a profession even to know translation techniques. My peer, who is less familiar with the technical terminology, is struggling to comprehend the content of the text we are working on. Languages Involved: Russian: One of our native languages and the language we share Turkish: A common language between me and my peer (because of our department), Greek: One of the native languages of my peer, in which she feels more comfortable seeking clarification. Identifying the Challenge: My peer struggled with understanding a technical text in English because of unfamiliar terms and complex structures. Firstly, I offered my assistance, recognizing that both Russian and Turkish have some technical vocabulary. Despite the fact that my peer felt more comfortable seeking clarification in Greek. Indeed, I understood her problem so I translated the technical passage

into Russian and Turkish, breaking down complex terms into simpler equivalents. Secondly, I've relayed the information in Greek, ensuring a straightforward understanding. Moreover, my peer actively engaged in the discussion in Greek, asking questions and seeking clarification on specific terms or concepts. The process became iterative, adjusting my explanations based on my peer's feedback and questions. Thirdly, I provided additional examples and analogies to enhance comprehension. As a result, I've created an inclusive learning environment where both of us actively participated in the crosslinguistic scaffolding process. Overall, what surprised me the most was that while she knows Russian better than Greek, since Greek was the second language she considers as her mother tongue, she wanted an explanation in Greek. For instance, she asked me how she can translate the English term "diversity" and I told her that it is what we call "разнообразие" in Russian. Finally, she asked me in Russian how it translates to Greek and if this word exist in Turkish, giving me the word "çeşitlilik". We translated from one language to another, the same word, to find what she understood best, so that she could comprehend and render the text. [+ How they facilitated the learning process. + How they supported their own learning. + A link to the text they were trying to translate.]

13. Intralinguaging in Greek, and specifically exchanging opinions and views on social media about the basic idea in a book read by some of the readers

The mediation task involved providing information to the sociology student about the book "Mastery of Love", that I read recently. Mainly we discussed the author's idea and exchanged our opinion about the book. Additionally, the student had a contrasting view from the book, which enriched our conversation. The conversation initiated through messages, after the student's reaction to my story on Instagram. In this story I posted the book I was reading. Every time he encounters books, he inquires about the subject matter. His curiosity about the book became the reason to commence the discussion. Specifically, the language utilized throughout our interaction was Greek, fostering a meaningful dialogue about literature and differing perspectives on the content. Indeed, there was a particular aspect of the book that we delved into further, focusing on the theme of love. I explained to him that the author emphasizes the concept of selflove and subsequently explores the notions of romantic love and building healthy relationships with others. However, the student, who had previously reacted with disapproving emojis, expressed that if someone does not receive love from their environment, it is unlikely they will love themselves neither have healthy relationships. Certainly, I advocated for the author's viewpoint, contending that selflove is crucial for fostering healthy relationships. I argued that understanding and approaching one's own capacity for love provides a foundation for establishing meaningful connections. In conclusion, our collaboration, despite our differing perspectives, served as a testament to the enriching power of dialogue. Our conversation enhanced our understanding of the book and underscored the value of respectful discourse in diverse perspectives [+ How they facilitated the learning process. + Enclosed a Disapproving emoji and a book cover].

14. Intralinguaging to give a peer technical assistance she needed to perform a class assignment

During the Turkish language class, an older fellow student approached me, knowing our common background (Pontiac origin) and asked for help. Specifically, she requested

assistance in finding the presentation on the e-class. She mentioned that she couldn't understand what the teacher was saying about documents and files. The conversation with my peer began when she saw me finding the file that our teacher was presenting. She approached me and explained her struggle with technology in general, implying she couldn't find the document on the e-class platform. She began calling me "Τεμέτερον", which means "ours" and then she started telling me what exactly her problem was. I willingly offered assistance. The reason I helped her was our cultural background and the touching word she used to call me. Secondly, we started by navigating through the platform together and I patiently guided her in locating the files she needed. Our collaboration became a pleasant exchange, bridging the generational gap through our common Pontiac heritage and shared educational challenges. Finally, we resolved her technical issue and fostered a connection based on mutual understanding and support in the academic environment [+ How they facilitated the learning process, + How they supported their own learning, + Enclosed pictures that were about the platform they used.]

15. Collaborating with a colleague with a different repertoire than the mediator to guess and differences between lexical in two different dialects of the same language, using knowledge of a different script

In the previous semester, I was attending an Ottoman Studies course, in which I learnt the Arabic-Persian alphabet. A friend from the Sociology department was interested in our course, so I sent him the brochure we were using. For this reason, he was trying to identify the words. The brochure contained sentences in Ottoman Turkish, and we were transcribing them into Modern Turkish. My friend didn't know Turkish, but he managed to find the words as closely as possible. In the end, I intervened to correct the harmony of the sounds in the words; otherwise, they wouldn't make sense. In every semester, there is a course that challenges me more than I would like. In the previous semester, this course happened to be Ottoman. In an online conversation with my friend, we were discussing which courses we find particularly challenging. Upon revealing to my friend, the course that challenged me, he displayed tremendous interest as he was unaware that my department offers Ottoman. Recognizing my friend's curiosity about the subject, I proactively took the initiative to share the brochure used in the course with him. The brochure contained sentences in Ottoman Turkish, a language I was studying as part of the course, utilizing the Arabic-Persian alphabet. At the same time, I asked him if he found it so interesting, implying the difficulty of recognizing the letters. My friend, demonstrated enthusiasm by attempting to identify the words within the Ottoman Turkish sentences. Despite the language barrier, he made a commendable effort to discern the words. To further facilitate collaboration and understanding, we both engaged in a process of transcribing the Ottoman Turkish sentences into Modern Turkish, a language that I could comprehend and identify mistakes. During this collaborative effort, the shared goal was to bridge the linguistic gap between Ottoman Turkish and Modern Turkish, with the additional challenge of navigating the Arabic-Persian alphabet. In this term, my friend helped me a lot by telling me the letters I couldn't understand. My role in the collaboration was crucial as well, because I intervened to correct the harmony of sounds in the transcribed words. This intervention was necessary to ensure that the words made sense and conveyed their intended meaning in Modern Turkish. Through this collaborative endeavor, we showcased a commendable commitment to understand the language and the script outside

our familiar linguistic domains. In summary, the interaction involved sharing course material, navigating the challenges of a historical language and script, and collaborating to bridge the gap between Ottoman Turkish and Modern Turkish. The languages we used during this event included Ottoman Turkish, which was being transcribed, Modern Turkish, the Arabic alphabet and Greek, so as to facilitate communication and comprehension. [+ How they facilitated the learning process. + How they supported their own learning. + Enclosed example of Ottoman sentences.]

16. Collaborating in language A to respond to items in a questionnaire in language B, which was part of a class assignment

My colleague, with whom I am engaged in collaborative research, contacted me through Facebook with the aim of addressing inquiries pertaining to our questionnaire. More precisely, we endeavored to mutually resolve confirmation queries, seek clarifications, and delve into questions necessitating deeper analysis. Furthermore, we revisited concepts elucidated during our virtual meeting, recognizing their critical importance in comprehending the tasks integral to our ongoing work. Our conversation commenced when my fellow student initiated contact with a greeting followed by an exclamation mark, inquiring about the completion status of our questionnaires. I responded affirmatively, expressing assurance in my response, yet harboring a sense of hesitation regarding the specific details to convey. A subtle "Hmm" on her part signaled a shared uncertainty, and she confirmed having her own set of questions, revealing that she had not completed all the questionnaires. In response, I suggested that she initiate the discussion by posing her queries, assuring her that I would promptly contribute or address any concerns she raised. This initial exchange set the tone for our collaboration, with an open acknowledgment of shared uncertainties and a collaborative approach to problem-solving. The dynamic evolved into a cooperative effort, where we mutually navigated the intricacies of the questionnaire, each contributing insights and solutions to enhance the overall understanding of our research. Therefore, our communication commenced in Greek, with the dialogue unfolding between us in that language. This linguistic choice fostered a seamless exchange, allowing us to collaboratively navigate uncertainties and contribute to the discussion in a shared linguistic context. Initially, a minor dispute arose as I explained that our communication was intralingual, given that we addressed queries exclusively using the Greek language. Conversely, my collaborator argued for cross-linguistic task, pointing out that the questions presented to us were in English, while we conversed in Greek to exchange opinions. Ultimately, I concluded that our mediation was intralingual, as we didn't directly utilize the English questions nor had them in front of us. Instead, we only referred to them to establish a common point of reference. Besides, we mutually identified similarities between two questions, but discerned the distinction between intralingual and cross-linguistic mediation. Following this, my collaborator sought clarification on the fourth question, inquiring if I comprehended what needed to be addressed. I explained that our task was to articulate what we learned from the mediation process, evaluate its adequacy, assess if we achieved our initial objectives, and determine if our goals evolved throughout the mediation. Intriguingly, towards the end, she posed an unexpected question, asking whether acquaintance qualifies as a form of mediation. Specifically, she inquired whether getting to know a girl from another department could be considered mediation. I responded by explaining that it depends on the context—if during the acquaintance there was a need to make something more tangible and easily understood, support a viewpoint, or even analyze an aspect of your character that she

didn't grasp initially, then it could be leveraged as a form of mediation. Nevertheless, our exchange unfolded through a linguistic divergence, where we eventually agreed that our mediation predominantly took an intralingual approach, relying on shared references rather than directly engaging with the English questions. As our collaboration progressed, she sought clarification on the fourth question, prompting me to articulate our objectives—expressing acquired insights, assessing the mediation's success, and evaluating potential shifts in our goals. In a noteworthy conclusion, she introduced an unexpected inquiry, asking whether acquaintance could be considered a form of mediation. In conclusion, I clarified that contextual relevance is crucial—specifically, if the acquaintance involves the need for clarification, reinforcement of a viewpoint, or analysis of misunderstood elements, it could indeed be leveraged as a form of mediation. This reflective journey underscores the intricacies of our collaborative process and the nuanced dynamics of mediation in various contexts [+ How they supported their own learning.]

17. Two mediation encounters: Mediation 1 involved one mediator taking notes in language A, using the script of language B, and Mediation 2 involved two interlocutors using intercomprehension strategies

During an Ottoman History class, there was an elderly woman who entered the university through entrance exams. I struck up a conversation with her during the break about non-course-related topics. While conversing, I noticed her pronunciation, as she emphasized the Greek sigma (σ) and zeta (ζ) significantly. Feeling somewhat embarrassed, I eventually gathered the courage to inquire about her origin, as she strongly resembled a Russian. Indeed, she confirmed being Russian, and upon revealing that my parents are from Kazakhstan, she immediately started speaking Russian, testing my knowledge. Once the break ended, and we sat down, I saw her notes, adorned with beautifully written Cyrillic Russian letters. Curious, I asked her what she had written, and she kindly offered to let me take a look. I was shocked to discover that she had written Greek sentences using Russian script, essentially creating something akin to “greeklish” but with Russian characters. Finally, I expressed my curiosity about why she engaged in such a unique practice. The initiation of our interaction transpired through a distinctive observation during a break in our Ottoman History class. I noticed the elderly woman's notes, elegantly written in Cyrillic Russian letters, which served as the catalyst for our exchange. Intrigued by this unique script, I expressed interest in understanding the content, prompting her to share that she had transcribed Greek sentences using the Russian script. During our dynamic collaboration, my peer primarily spoke in Russian, and I responded predominantly in Greek. The choice of languages was influenced by the linguistic nuances we detected in each other's speech. Occasionally, when questions arose, I switched to Russian to ensure clarity and precision. Remarkably, my peer, proficient in both languages, adeptly explained in Greek, fostering a seamless and mutually comprehensible exchange. This collaborative interaction not only transcended language barriers but also showcased the convergence of linguistic practices. The exploration of multilingual written expressions in her notes, combining Greek sentences with the Russian script, added a unique dimension to our interaction. In essence, our collaboration was marked by a fascinating interplay of languages, revealing the richness and diversity of our linguistic exchange. In addition, it's noteworthy to mention that this wasn't the first instance where someone had witnessed the transcription of Greek sentences using the Russian script. It had also happened with my mother, that is why it was added to my astonishment. I was keen to understand why she chose to write Greek sentences using the Russian script, especially considering that our verbal communication was

conducted seamlessly in both Greek and Russian. Moreover, she elucidated the reason behind her unique writing practice. Growing up attending school in Russia, she became accustomed to writing faster in Russian, finding it more convenient. She explained that when writing in Russian, the pen doesn't lift off the paper continuously, unlike in Greek where we tend to pause after each letter or word, creating spaces. To sum up, this insight into her writing habits provided a fascinating glimpse into the intersection of language, culture, and personal preferences. It highlighted the influence of her educational background and the distinct writing styles ingrained in her from her experiences in Russia. Our exchange not only deepened my understanding of her unique approach but also underscored the intricate interplay between language, motor skills, and cultural influences in shaping individual writing practices. [+ How they facilitated the learning process. + How they supported their own learning.]

18. Collaborating, by Using language A and Language B to understand a text in language B and to respond to questions concerning this text

During our collaborative mediation process between Turkish and Greek, my peer and I work together to analyze a text and answer questions. This involves navigating the challenges of communicating in both Turkish and Greek, enhancing our understanding of cross-cultural dynamics. Despite the linguistic complexities, our joint efforts contribute to a more profound comprehension of the subject and highlight the value of cooperation in the face of language diversity. At the outset of our planned video call, my peer and I had previously agreed to use it as an opportunity to collaborate on the text assigned to us. As soon as the camera was activated, our interaction commenced with a shared understanding that our primary goal was to enhance the quality of our work through joint effort. The initial exchange involved discussing the key points of the text, outlining our approach, and assigning specific tasks to each other based on our strengths and preferences. More specifically, we adopted a proactive approach to tackle unfamiliar words within the text. Our strategy involved individually highlighting unknown terms and subsequently engaging in discussions to decipher their meanings. If our combined efforts failed to unveil the intended significance, we resorted to consulting dictionaries, ensuring a thorough exploration of each term. A notable aspect of our collaborative process was the serendipitous instances where I possessed knowledge of a term in Russian but lacked a corresponding understanding in Greek or Turkish. This linguistic diversity became a valuable asset, as we leveraged my knowledge to shed light on certain nuances and broaden our interpretation of the text. The interchangeability of languages in defining unfamiliar words not only enhanced our comprehension but also highlighted the unique advantage of multilingual collaboration in deciphering complex content. The collaboration unfolded seamlessly as we navigated through the intricacies of the text, offering insights and suggestions. Despite the challenges posed by language differences, we efficiently used a combination of English and Greek to bridge any communication gaps. This bilingual approach allowed us to leverage our individual language skills and create a more nuanced understanding of the material. During the video call, we strategically utilized moments of code-switching, seamlessly transitioning between Turkish and Greek when expressing ideas that resonated more effectively in our respective languages. This linguistic flexibility not only facilitated smoother communication but also enriched our collaborative process, highlighting the diversity and depth that multilingual interactions can bring to

academic endeavors. In conclusion, the video call served as a dynamic platform where linguistic diversity became an asset rather than a hindrance. Our collaboration seamlessly blended various linguistic elements, emphasizing the fluidity and effectiveness of multilingual communication in our joint academic pursuits [+ How they facilitated the learning process. + How they supported their own learning. + Enclosed information on their assignment.]

19. Collaborating for a class project in language A (Turkish) by using languages B (Greek) and C (Spanish), but also A

As we diligently collaborate on our academic endeavor focusing on pedagogy, we have undertaken the task of crafting educational exercises for our peers. In order to refine our language proficiency and anticipate challenges in future teaching scenarios, we decided to immerse ourselves in auditory experiences encompassing the Turkish language, sourced from television series and social media platforms. A notable obstacle we encountered pertained to the comprehension of specific pedagogical terminology in Turkish. To surmount this hurdle, we proactively devised a comprehensive glossary, offering translations in both Greek and Spanish as my peer is bilingual in Spanish and Greek. This meticulous approach not only deepened our individual understanding but also furnished a valuable reference tool for our academic pursuits. Our joint commitment to problem-solving has not only fortified our collaborative skills but has also aligned seamlessly with the overarching objectives of our pedagogical studies. In this collaborative academic venture, the linguistic diversity brought to the table adds a unique dimension to our project. With proficiency in Turkish and Greek, I contribute a nuanced understanding of these languages, which share historical and linguistic ties. Meanwhile, my peer brings Spanish into the mix—a language spoken across diverse regions, with a global presence as the second most widely spoken language. The amalgamation of Turkish, Greek, and Spanish not only reflects our linguistic diversity but also presents an opportunity for crosslinguistic exploration in our academic pursuits. The inception of our collaborative efforts stemmed from a shared recognition of the pivotal role language plays in effective teaching. Seeking to enhance our linguistic abilities and foster cross-cultural understanding, we embarked on a purposeful exercise involving exposure to Turkish audio content from various sources. This immersion allowed us to grapple with specific terminology related to our pedagogical focus. During the interaction, we predominantly employed Turkish and Greek, capitalizing on linguistic overlaps to facilitate comprehension. Our joint decision to delve into Turkish audio content not only challenged us but also set the stage for collaborative problem-solving and a deeper exploration of our shared academic interests. In summary, our collaborative endeavor, marked by linguistic diversity and intentional language immersion, has proven instrumental in honing our teaching-oriented language skills. The dynamic interplay between Turkish, Greek, and Spanish has provided a multifaceted perspective, enriching our understanding of both the subject matter and the intricate nuances of language. By initiating interaction with a focus on linguistic proficiency, we have not only broadened our individual horizons but have also laid the foundation for a robust collaborative approach in addressing challenges within the realm of pedagogy [+ How they facilitated the learning process. + How they supported their own learning.]

20. Collaborating on a class project involving a documentary (video) in language A (Turkish) using languages B (Greek), C (Russian), D (English) and Turkish

In our collaborative language-learning endeavor, both being proficient in English, my fellow student and I decided to embark on a cross-linguistic mediation task centered around a documentary about animals, following our teacher's recommendation to expand our vocabulary in Turkish. Drawing on my additional linguistic skills in Russian and Greek, I assumed the role of a mediator to enhance our understanding of the documentary content. As we watched the documentary, I took note of unfamiliar words and phrases, in Russian, particularly those related to the intricate world of animals. Subsequently, I engaged in a mediation task by explaining the meanings and nuances of these terms to my fellow student in English cause he is an Erasmus student from Turkish and I am not used to speak his mother tongue, thereby facilitating his comprehension. Given my proficiency in Russian and Greek, I provided translations both in English and Greek. I tried to ensure the understanding of the specialized vocabulary introduced in the documentary and also teach him some Greek words. (his goal is to speak Greek, not English). This cross-linguistic mediation not only contributed to our shared goal of expanding our Greek and Turkish vocabulary but also highlighted the utility of multilingual skills in collaborative learning environments. By leveraging my knowledge of Russian, English and Greek, I was able to bridge language gaps, enriching our learning experience and fostering a dynamic exchange of linguistic insights. Our initiation of the cross-linguistic mediation task began with a mutual recognition of the opportunity to enhance our vocabulary, particularly in Turkish, through a documentary about animals. The decision to undertake this task stemmed from our teacher's recommendation, emphasizing the educational benefits of learning specialized terms in a real-world context. As proficient English speakers, we acknowledged the value of incorporating new words into our linguistic repertoire. Given my additional proficiency in Russian and Greek, I naturally assumed the role of a mediator to facilitate a deeper understanding of the documentary content. Collaboration unfolded as we watched the documentary together, with a deliberate focus on identifying unfamiliar words and phrases in Turkish related to the animal kingdom. The collaborative nature of this task emerged as I, possessing knowledge in both English and Greek, began explaining these terms to my fellow student, who was an Erasmus student from Turkey. Given that our shared proficiency was in English, I opted to convey the explanations in English, respecting his linguistic background and ensuring optimal comprehension. The collaborative process involved dynamic discussions, clarifications, and an interactive exchange of insights, creating a rich learning environment. Our collaboration was guided by the shared goal of expanding our Turkish vocabulary, with an additional focus on Greek for my fellow student. The task, facilitated by my multilingual skills, not only addressed our immediate language-learning objectives but also underscored the broader utility of being multilingual in collaborative educational settings. Through our concerted efforts, we successfully navigated language gaps, enriched our linguistic capabilities, and fostered a vibrant exchange of insights in a dynamic and supportive learning environment [+ How they facilitated the learning process. + How they supported their own learning.]

21. Giving the gist of a text from language A (Greek) to language B (Turkish) and using this as an incentive for further learning and for conversation in one language, based on texts in another

The mediation task that I performed was to explain an email written in Greek to an Erasmus student from Turkey. My fellow Erasmus student sent me a screenshot of an email written in

Greek, which was sent to her from the university library. After reading it I provided to her in Turkish the gist of the email without omitting any important information. The email from the library was about the welcoming of the new students and some tours that were organized by the university. After explaining that to her in Turkish she asked me a few questions about the working hours, the location of the library and what was the procedure to borrow some books from the library. During the mediation we mostly used Turkish while speaking to one another but the text which the mediation derived from was in Greek. During the mediation, I was called to translate an email and provide specific information about the university library. Through this mediation, I was able to provide important information to my fellow student and help her understand how our library works, which are the working hours and how she can borrow books from there. In this way, I was able to make her studies easier since she will be able to go there and not only borrow books in order to finish the projects that were assigned to her by her professors but also have a quiet space to study. Apart from translating the gist of the email, I also searched some information about the library and translated the most important ones in Turkish as well. The languages that we used were Turkish, while talking to one another, but the texts were in Greek [+ How they supported their own learning. + How they facilitated the learning process. + Enclosed the email that was translated.]

22. Helping one another to understand a text in language A (Turkish), using language B (Greek) and bilingual dictionaries and language technology

I collaborated with a fellow student of mine in order to help one another with a translation project we have for a class. After reading the Turkish text that our professor has sent us, we tried to translate the text in Greek. Both of us did a significant amount of translating alone but at some points there were sentences that we couldn't understand, and we couldn't find the right way to translate in Greek so we asked for one another's help. In order to help each other, we sent as a message the sentences that we didn't understand and asked about the words that we didn't know its meaning, or we didn't know how to translate. We gave each other not only some ideas but at some point we came to a mutual agreement of what would be the best way to translate those sentences after talking about it. The original text was in Turkish though our conversation was in Greek since we had to translate the text in Greek. We used some dictionaries and the google in order to search and find the best way to translate some phrases [+ How they supported their own learning. + How they facilitated the learning process. + Enclosed an abstract and the Turkish text that they translated.]

23. Collaborating in one language (Greek) to deal with texts in languages B (English) and C (French)

The mediation was between me and two fellow students of mine from this research. There were many questions regarding the mediations. In a group chat each one of us sent their questions regarding the mediations, the verbal protocols, and this project in general. After reading all the questions whoever had the answer for any question replied to it, in order to help us understand the subject better and be able to complete this research. The language we used in this mediation was Greek. At some point, we used as a reference the text that was sent to us upon the seminar. At first, I answered some of the question that the girls had since I was able to attend to a video conference that we had. Some of the question was if we could have a mediation with an Erasmus student, if we could use a Turkish text as a tool of mediation

since we all are students in the Turkish Studies Department etc. In order to answer these questions, I used Greek in a written form (text message) and a verbal one (voice message). In addition, I sent a voice message explaining in just a few sentences the gist of our video conference, and I included all the advice that I had kept as notes. The same thing did one of my colleagues as well. Through this process, we exchanged information about the way we should interact with each other, in order to be able to write more efficient and specific mediations [+ How they supported their own learning. + How they facilitated the learning process.]

24. Collaborating in language A (Greek) to understand a text in language B (Turkish)

The mediation task that I performed was to help a fellow student of mine with some unknown words that she had in a Turkish text of a lesson. During a Turkish class in University, we were asked to look into a Turkish text in pairs and ask each other the explanation of unknown words, which we were asked to explain in Turkish. In order to do so we had a 3-paragraph text about the invention and the history of the clock. During the event, we read the text and asked each other some words, she asked me to explain to her the meaning of 5 words due to the fact that some of those I didn't know the meaning as well, I explained to her the meaning of the 3 words that I knew in Turkish. In this way, I was able to help her understand some parts of the texts that she couldn't get due to the unknown words [+ How they supported their own learning. + How they facilitated the learning process.]

25. Explaining/showing technical procedures to a peer using only one language (Greek)

In this particular mediation, I was the mediator explaining, from Greek to Greek, to a first-year student at the Athens University of Economics and Business how to declare her courses on the "my studies" site. Initially, as I was in my third year at the time, I knew how to declare courses, so I helped her. First I explained to her that she needed to be sure which courses she wanted to register for, and then we entered her codes into the platform. Then I showed her step by step how to register for each course in the first semester and finally we clicked on submit. In this way, I helped her thanks to my knowledge in this field and by explaining to her in the same language, as we spoke Greek and the registration site was also in Greek.

26. Being helped by a peer to understand the content and instructions in a seminar offered in language A (English) with a ppt presentation in language A (English) and B (French), using language B (French) and C (Greek)

This particular mediation took place between myself and Irene, who was also my mediator. As I had not attended the seminar to understand the second phase of the investigation, I asked Irene Gontsarova to help me and explain. We first spoke via email, messaging, and voice messages from the messaging application, and then we met in person to explain in more detail what I needed to do between now and 22 December. After our meeting, she printed out all the necessary instructions and the seminar material so that I could read it on my own without difficulty. In the end, our conversation was mainly in Greek, but many terms were explained in French, as we both understand them, and in the instructions, the description was in French.

27. Providing information and helping a peer understand what is required for participation in an EU programme, using language A (Greek), drawing information from texts in Language

A but also B (French)

In this particular instance, I was the mediator and I explained some details to another of my fellow French literature students about the Erasmus programme. At first, we were at university, we were talking and we raised this issue. As I wanted to go to France last year as part of the Erasmus programme, I had done some research and obtained a lot of information on the school's website and from a teacher in charge of the Erasmus programme. I explained to her that in order to take part in the programme, she had to find equivalent courses, i.e. courses similar to those offered at the university she wanted to go to and courses similar to those at our school in Athens. She still had to find courses to complete 30 ECTS in French. Finally, this mediation took place in Greek, but the information on the Erasmus programme and some of the texts were in Greek and French.

28. Explaining technical procedures to a peer using one language (Greek)

This mediation was carried out in the same language, Greek. I was the mediator, and I helped a pedagogy student from another university to enroll at the university she had left when she started her first year. As I'm three years older than her, so I knew how to register. So we read some instructions posted on the university website and registered without any difficulty. Finally, I explained to her that with the school number they would give her, she would be able to have free access to "Word" and all the Office 365 applications.

29. Explaining in language A (Greek) to a peer what a project that the mediator is involved in is all about, using texts that are part of the project in language B (French)

In this particular instance, the mediator was me, a friend of mine, and we had this conversation over coffee. She's studying at the UOA law department, and I was explaining to her what this research was about and what I needed to do. The mediation took place between two languages, as I first read the presentation and these texts in French to understand them, and then explained them to my friend in Greek. She found the research very interesting and when I've finished, she'll want to know more.

30. Sharing information about educational process, moving across languages – language A (Greek) and B (French)

In this particular mediation, the mediator was me, to my friend (he is studying mechanical engineering), about a piece of work I did for one of the university courses. The mediation took place in two languages, as the assignment I had done was in French and the explanation I gave was in Greek, as I translated each exercise and each description of the assignment. This particular assignment was done as part of a linguistics course and we had to create an escape room for children, where the children – the students - can learn a grammatical phenomenon or vocabulary from the lesson in an interactive and fun way. When I showed my friend the project I'd done, he thought it was a very interesting and clever idea to enable a student to learn interactively.

31. Giving advice and support in language A (Greek) using texts in language B (French)

In this particular instance, the mediator was me. During my third year, when a classmate and I were trying to decide which courses to take, I had chosen a course the previous year that she had not. She asked me what the course was about, whether it was easy, etc. I helped her. I had some French texts from the course, and I tried to explain them to her so that she

understood the structure of the course and the notes I'd taken. The notes and texts were in French, and I explained them to her in Greek. Once she had understood the course and its structure with my help, she chose it.

32. Preparing for a class presentation with a peer using two languages (Greek and French)

In this particular instance, the mediator was me. In a fourth year class, we had to present to the class a project that we had prepared throughout the semester. We were learning the lesson in French and Greek, but the presentation had to be in French, because French students from the Erasmus programme would be there. So I had to explain in French the notes I'd kept for the Greek presentation, so that everyone in the class would understand. It took me a bit longer to do the presentation because it was in French instead of the Greek I'd prepared, but in the end it went well.

33. Tutoring a peer, using language A (Greek), for a French course resorting to notes taken in language B (French) and being rendered in language A (Greek)

In this particular mediation, the mediator was me. In the second year, we have a course, phonetics, which for many people is a difficult course and they don't pass the exam very easily. For me, because I'd been studying since the beginning of the semester and I'd done the exercises, I passed the exam on the first try. So one of my student friends asked me to help her so that she could pass it too. I'd taken lots of notes and practiced the exercises in the book. All the exercises and notes were in French, but it helped to explain them to my Greek student friend so that she could understand them better. It took us a bit longer because I had to transfer the notes from French to Greek and explain them to her orally, but in the end everything went well.

34. Rendering in language A (Spanish) information about a project which had been provided in language B (English) and C (French)

In this particular mediation, the mediator was me. I've been taking Spanish for three years. My teacher and I talk about different subjects and things related to university, such as homework, lessons, etc. At one point, I asked her if she could help me. At one point I told her about this research and explained what I had to do. All the information and notes about the research were in French and English, but I explained it to my Spanish teacher to practice my Spanish speaking skills. [+ She understood the research and found it very interesting.]

35. Preparing for a presentation in language A (French), using resources in language A but also language B (Russian)

The first cross-linguistic mediation task I would like to note consists of my own learning experience. For the "History of Cultural Diplomacy" course, I had to make a presentation on the subject of "The French Institute of St Petersburg" using different resources, French and Russian. I had to present it in French. Thanks to this work, I studied several sites in two languages, extracting the essential ideas, translated Russian information into French and added it to my presentation. To facilitate the process of creating the work, I consulted Russian French dictionaries. [+ This activity enabled me to practice my translinguistic skills. The process of completing the assignment involved gathering information in different languages,

processing and translating it into French and finally presenting it to the class.]

36. Helping a peer understand the content and instructions in a seminar offered in language A (English) with a ppt presentation in language A (English) and B (French), using language B (French) and C (Greek)

I carried out the cross-linguistic mediation task with my colleague Christina Korkidi from the French language department of the National and Capodistrian University of Athens. She is also taking part in the MUDExI project, but because of her work she missed the presentation of the project and needed some explanations on the subject. So I got in touch with her and offered to help with the project. So I took on the role of mediator to explain the material in detail and answer any questions. The task was cross-linguistic because we used two languages: Greek and French. This is because the project can be carried out in either English or French and the material is apparently in two languages. With Korkidi we used the French version because it's the language of our studies and it's easier for us to translate something from French into Greek. During the cross-mediation, I explained to Christina the presentation of my own words in Greek and French (because I don't know all the words in Greek because I'm Russian) using the material. Then my colleague asked me to explain a few concepts, such as the difference between "interlinguistic" and "intralinguistic". Then we studied the second document, where Korkidi explained a few specific details about the written description of the process [+ During the event I supported my own learning by practicing multilingual competence and trying to inform my colleague better. I had to translate from one foreign language into another, which had a big impact on my translation skills.]

37. Helping a peer understand the nuances of a literary text in language A (French) using language A but also language B (Russian)

Another interlinguistic mediation task I carried out with a friend from the Faculty of Medicine at the National and Capodistrian University of Athens, Niki Kapasakalidi. She initiated the interaction by asking me to help her with an article on "The Little Prince" - the story she likes. She needed my explanations because the article was written in French but her level was insufficient to understand all the nuances. So we used two languages, French and Russian. During the mediation, she would read me the extracts from the text that raised questions for her, and I in turn would translate them into Russian and explain the most dubious cases. As mediator, I tried to convey the nuances of the article as clearly as possible by answering all the questions. My help apparently facilitated Niki's written comprehension and from time to time she, in turn, commented for me in Russian on the news items linked to The Little Prince, taken from this article. At these times it was Niki who acted as mediator and informed me about the biographical facts of Saint Exupéry and the information about his famous story. She explained it to me in Russian, because that's our mother tongue and it's easier for us to mediate intralinguistically [+ During this mediation, I learnt quite a lot about the writer and his work. What's more, to help translate Niki's article, I discovered new expressions such as à gogo, cap ou pas cap, and so on.]

38. Helping a peer prepare for an exam in language A (French), using languages A (French), B (Greek) and C (Russian)

I carried out the following mediation task to help my colleague Corinne with the exam project

for the "Planning the teaching of French as a foreign language" course. Because of her absence, she asked me to explain the details of the project. I had the materials I needed for the explanation with me, and I gave them to her so that she could get into the subject more easily. It's worth mentioning that these materials were in French, which is why we added French words and phrases to our Greek explanations. At the same time, we sometimes exchanged phrases in English and Russian to better explain where to ask for something (Corinne speaks fluent English and a little Russian, I understand a little English and Russian is my mother tongue). So the information concerned the planning of an FLE lesson, which was to include two sheets: one for the teacher and one for the learner. I showed Corinne the two sheets and then we discussed the particularities of each sheet with examples and by specifying the teacher's requirements for this work. Sometimes it was difficult for me to explain the information in Greek, so I changed the language to French, Russian or English. Corinne also changed languages when I couldn't understand her questions. [+ This experience was really enriching for both of us, because it enabled us to use three languages at the same time, to quickly choose the right language and adopt the speech to make it understandable for the speaker.]

39. Helping a peer prepare to conduct an interview with a Greek teacher of French as a foreign language, using language A (French) and B (Greek), both of which were foreign languages for the mediator

Exam assignments provide many opportunities to carry out mediation tasks. The current opportunity was carried out as part of a project assigned by the teacher of the "Planning the teaching of French as a foreign language" course. This project consists of carrying out an interview with a French teacher from a state school about planning an FLE course. This task must be carried out in Greek so that the teacher can relax and answer questions freely without embarrassment. To carry out this project, a survey with specific questions must be followed in a certain order. In addition, there are a lot of other little peculiarities that make this project quite difficult for non-journalist students. That's why our teacher explained the whole trial to us in detail using both Greek and French. But my colleague Eugénie wasn't in the class, so she asked me to explain the material about the interview. So we found some free time together and had an online meeting. During the collaboration we spoke Greek to simplify the explanation for Eugénie. To facilitate the learning process, I sent Eugénie copies of my Greek notes. She studied them quickly and then asked me some precise questions. I, in turn, explained to her in detail all the particularities of the job that our teacher had told us in simple Greek because it's not my mother tongue [+ This gave me the opportunity to practice my oral production in Greek, to perfect my ability to express myself clearly.]

40. Providing information about the mediation project to a peer's family member in language A (Russian), by resorting to knowledge that had been provided in language B (French) to a peer's family member and asking her to share her own mediation experiences during which the mediation informant used several languages

The following mediation task was initiated by me with Aliko, Niki Kapasakalidi's sister, whom I mentioned in the analysis of mediation 3. I asked her to take part in the MUDExI research, to talk a little about herself, her studies, her social circle and to learn a little about the phenomenon of mediation. She took an interest in the project and expressed her desire to

take part. I then explained the main aims of the research and gave her a definition of mediation, with examples so that she could give examples of mediation from her own life. Then she described the areas of her life, multilingual or otherwise, in which she had become a mediator or witness to mediation. I will analyse the most significant extracts. Aliki comes from a Greek family who live in Russia, in Saint Petersburg. There are three children in her family: she, Niki and Stefania. The language they always speak is Russian. But at the same time, all the members of the family speak Greek and English to a satisfactory level. Thanks to the multilingual family, Aliki often played the role of mediator, explaining facts that differed from one language to another to her relatives. It's worth mentioning that Aliki and I spoke Russian, which is our mother tongue. Aliki is now studying to become a programmer at the Oulu University of Applied Sciences in Finland and is finishing her course this year. She shared with me her multilingual experience during her studies. Although the course was conducted in English, most of her students and colleagues were Finnish. They spoke Finnish amongst themselves, sometimes ignoring the presence of non-Finnish speaking students. According to Aliki, in general, Finnish culture is aimed at complete and aggressive integration, which does not give foreigners the opportunity to feel at ease at the start of their immigration. Such an atmosphere has led to many occasions for mediation, which Aliki has initiated to resolve problems relating to residence and study. Since Aliki is finishing her studies this year, she started looking for a job that would support her academic career. She ended up finding it in Cyprus, where she recently moved. Her impression of the new country is so opposite. Cypriot society is open to all nationalities, and communication is always respectable and intelligent, conducted in English in the presence of foreign interlocutors. If Aliki or anyone else who doesn't speak Greek well or at all joins the Cypriot group, everyone switches from Greek to English. Aliki can still receive explanations in English without feeling embarrassed. [+ This personal experience was very interesting for me because it gave me an image of the different mentality of two very diverse societies, the first of which is quite closed and excluding and the second of which is geared towards the equal combination of nationalities.]

41. Asking a peer, studying at a different university, different country, to provide information about study and living conditions there, using language A (Greek) and language B (French)

The following mediation task was initiated by me to obtain information for the admission procedure to the Master 1 programme at Unistra. The interaction was carried out with a Master's student from the University of Strasbourg, Niki Tryfona, who was also taking part in the MUDExI research. We met in a small café in the centre of Athens to facilitate our interaction. Throughout our talk, we spoke to Niki in Greek, so it was intralinguistic mediation. First I asked Niki to tell me what documents she had applied for admission. Then she shared with me her experience of living in France as a student and explained the process of finding accommodation. She gave me all the information in a clear and analytical way, explaining again in Greek or in French when I didn't understand something. [+ During our interaction I learnt quite a lot about admission, I practiced my Greek and I believe that this valuable information will help me to be admitted to the University of Strasbourg].

42. Sharing information to complete an assignment in two languages, Greek and French

In the analysis of the following mediation I have not fixed a concrete mediator, because this role was passed from one interlocutor to another. The peculiarity of this interaction is that it is not a direct exchange from one mediator to another, but rather an exchange of ideas by

each participant in turn. It can be said to involve the mediation of concepts. This was a conference with my two colleagues about a joint piece of work for the part of the course entitled "Planning the teaching of French as a foreign language". Corinne, Eugénie and I got together online to carry out a task involving the planning of an FLE lesson, i.e. the creation of two teaching sheets: a teacher's sheet and a learner's sheet. We then had to present them to our teacher, Madame Vihou Marina, on the day of the mid-term exam. To create the two sheets, we exchanged ideas in two languages: Greek and French. The cross-linguistic nature of our exchange is explained by the particularity of the exam task, because we had to discuss the theoretical parts, which is easier to do in Greek, the girls' mother tongue. Then we had to determine the exercises linked to this theory and we did this in French to understand if it was coherent for the course. During each statement, whatever the language, if someone didn't understand something, they didn't hesitate to clarify the vague point in Greek or, as far as I was concerned, in French. So we came up with ideas about the theory (teacher worksheet) at the same time as suggesting tasks and exercises for the lesson (learner worksheet). Each of us gave our own ideas in turn, then the other two passed on our thoughts and opinions about the ideas given. In this way, we found the essential points of our work in the teacher's sheet as well as in the learner's sheet. [+ This experience of inter-language cooperation and teamwork was very enriching for all of us, as it gave us the opportunity to practice our collaborative skills and our ability to work in a group.]

43. Collaborating to find an interesting article in Language A (French) and for the mediator to prepare with the help of her peer, using language B (Greek) but also A occasionally, to prepare for an oral presentation of the written article, presenting its main idea, if she agreed with its point of view and the conclusion

I completed a cross-linguistic mediation task by helping my colleague Matina with a presentation for the "Oral Production III" course. I initiated this help because Matina shared with me her fear and anxiety about the task. According to her, she was afraid of failure and that's why she was putting off working on a presentation. That's why I suggested that we start her work together. The task was to find the right article and adapt it to the presentation. In other words, she had to recount the article in her own words, adding her point of view and the conclusion. Since I had already completed my philological training at a Russian university, I had a lot of experience of doing similar work. So we met in a café in the centre of town, Matina brought her laptop and we started looking for the article. Once we'd chosen the article, we started analysing it. I would suggest the wording and Matina would tell me whether she agreed or not. She very quickly understood the principle of reformulation and in turn began to repeat the text of the article on her own. During the interaction we used both languages: French and Greek. In French we reformulated the extracts and in Greek we discussed whether the reformulation was coherent. We also interpreted unknown words in Greek [+ This event was very useful for both of us, because it gave us the opportunity for cross-linguistic cooperation, so we were able to practice French and I was able to use Greek].

44. Team collaboration to prepare in language A (French) an oral presentation of a French novel in class, using language A (French) and language B (Greek)

The following cross-linguistic mediation task was carried out as part of the collaborative work with my two colleagues on the "Oral Production III" course. Our task was to read Annie

Ernaux's *La place* (fascinating overview of Ernaux's complex relationship with her father) and present one of the topics set out in the book. Here we can talk about the mediation of concepts because in the team we exchanged ideas and opinions, there was no permanent mediator. During the interaction we spoke Greek and French: Greek when we discussed ideas and French when we quoted statements from the book and translated our ideas for the presentation. At the same time, we corrected each other when we made mistakes or added or changed ideas. This cross-lingual cooperation helped us a lot to carry out the project, to familiarize ourselves with the necessary French vocabulary taken from the book and consequently to express ourselves clearly and without fear during the presentation.

45. Helping a peer, who's not proficient in language A (Greek), to understand a lecture being delivered in this language, using language B (French) which is a 'foreign' language for both

Every Monday I attend a class concerning the civilizational exchanges between Byzantium and the Italian cities during Renaissance. During this class, I help an Erasmus student from Italy, who speaks a little Greek, to understand better the meaning of each lecture. Our common language, in which we can both communicate adequately is French. So, every time he does not understand something he listens from the lecture or from a student's presentation he asks me to explain to him in French the meaning. He doesn't speak English, so it's very difficult for him to communicate with another student, so it is just me and the professor those who are capable of facilitating his comprehension. In my opinion, this exchange is helpful for both of us. First of all, it helps me practicing my aptitudes in French. Secondly, I try to communicate in a different language from my native one, which requires more effort and thinking. It is a challenge so easy yet so difficult at the same time. Lastly, he helps me find out new words or synonyms in French, for example, once, he wanted me to explain to him what does «συκοφαντώ» mean in French and I didn't know the certain word. I explained it to him and then, when he understood what it means, he told the French word for that. It's a simple action that happens during the lesson or during the break, but it requires three languages in order to be successful. Sometimes, he also tells me the Italian word for a meaning.

46. Helping fellow students understand the basic points of a lecture delivered in language A (French) by using information from notes taken in that language and relayed in language B (Greek)

The occasion of this mediation was the lecture of a French professor invited in our department (History and Archaeology). The lecture was in French, while a lot of students do not understand the language. I attended the lecture and took notes in French and later I decided to translate them orally and explain to some other students the meaning of the presentation. All of these students were Greek, so the communication was in Greek. The professor from our university had distributed a translation of the speech, but it was an approximate interpretation, so I had to add to it the information that was told, but not written. For this task, the French language was necessary for me in order to understand and the Greek language in order to explain. Then, we had a small talk with my peers in Greek that helped us analyze what we understood and express our opinion.

47. Collaborating with a fellow student to explain to our peer assignment instructions provided in language A (Greek). We used language B (French) to explain requirements and

then all three of us to carry out the project for our class in the French Dept in language A

During last semester I attended a class from the department of French Language and Literature called Pratiques d'enseignement de FLE. There, I met an Erasmus student from Poland. The lecture was in French, so she didn't have any problem, but when the professor had to explain the assignment for our grade, she did it mostly in Greek, so as we understood better. The task had to be completed in groups of three students each. I collaborated with that girl from Poland and another student. Me and the other Greek student had to explain in more details the assignment and help her understand the demands of the professor as well as her instructions. We were having oral conversations during the whole procedure and at the end, our project turned out better than expected.

48. Reading a book in language A (French) for a project in language B (Greek), taking notes in language A and rendering them later in language B, but also resorting to sources in language C (English) [

A meditation task I'm currently working on is the creation of a presentation in Greek based on a book written in French. My project is mandatory for a byzantine history seminar. The theme of my presentation is Cardinal Bessarion and his contribution to the Italian Renaissance. The main book that I have to use is in French and there is no available translation in Greek. The procedure I have adopted is reading the French text, taking notes still in French and then translating them during the organization of my presentation. Sometimes, I ask my professor for help, in order not to misjudge an information. When something is too difficult for me to understand I use a dictionary or other similar books in Greek or in English to confirm the meaning. The most difficult part of this process is having to choose the right word in Greek. Very often, I find words which can be translated in various meanings in Greek. This part is so hard for me, because I desire to maintain the meaning that the author wanted to give to a certain information, while I am trying to use the better possible speech quality to my presentation. My solution to that is using a Greek dictionary too.

49. Helping a student whose L1 was A (Greek) and L2 language B (Turkish) to understand a video documentary about a Turkish ethnic group in language C (French) by watching the video and taking notes in language C, which I used to render the gist of this documentary

A few days ago I collaborated with another student participating in this project. The lady was a student from the department of Turkish and Asian Studies and she requested me to see a video in French and explain to her the meaning. It was a short video concerning a Turkish race. She contacted me via email and she sent me a certain link, where I could find the video. I saw the entire video, it was about twelve minutes long, and then, I sent her another email explaining to her in Greek what I understood from the video. The procedure for me was quite simple. I was taking notes in French while watching the video and later, I translated them and created a short text, in order to send it to the other student. The difficulty I faced through this task was trying to understand the Turkish names that were mentioned in the video, because I have no knowledges of that language.

50. Helping two peers – one on the spectrum of autism – with notes taken during lectures which were used to compare and improve the notes taken by the students in need of help (a responsibility which helped the mediator pay closer attention both to the lectures and

the note-talking task)

A meditation task that I have completed using only my native language was the following: Last year, I was attending a class named Methodological Problems of History. During the semester one of my fellow students informed me that she took the responsibility to share her notes with another student who was on the spectrum of autism. After a few lectures, she understood that her notes were not that good and that she couldn't help correctly the other student, so she asked my help. I decided to help both of them. After every lecture, I was sharing my notes with that girl and later, she shared them with the boy in need. Once in a while, if that boy had some questions or didn't understand something from my notes, he would find me during the break and ask me. Then, I would explain to him what he wanted to know better [+ This decision to help two other students, helped me pay more attention to the lecture and try to keep better notes. I always had to re-read them before sharing them, so that facilitated the apprehension for me and, lastly, I was able to meet a fellow student I didn't know before and communicate with him while helping him succeed at the same time. He was thanking me every time. It was a pure happiness knowing that someone estimates that much the slightest effort you put for him].

51. Sharing information with a student whose L1 was A (Italian) while my L1 is B (Greek) about the same assignment using language C (English)

While completing my first Protocol Sheets, I decided to contact with other students participating in the project, in order to receive or offer some help. I reached via email a student from Italy. We communicated in English. During our conversation (via email), we asked and answered our questions and shared our ideas. She explained to me the meditations she had already described and then, I did the same. Personally, I found it very helpful. It was a short conversation, yet valuable. We also discussed the process we followed to complete the protocol sheets, as well as if they were created as the instructions given proposed. It was more a practical conversation. We focused on the project and didn't discuss anything more, but, still, it was very useful.

52. Helping a peer whose L1 is language A, not the official language of the university, i.e. language B (Greek), do a class project in language C (French), using mainly language B (Greek) during our oral exchange on Instagram

From the beginning of this project, a young lady decided to contact me to see if I wanted some help. She sent me an email, in which she politely offered me her help. She also studies at University of Athens, at the department of French Language and Literature. She asked if I would like to communicate with her in another way, because Greek is not her first language (it's Russian), and she finds it a little difficult to use written speech. So, we chose Instagram as a mean of communication, because there, we were able to send vocal messages. We exchanged some of them. Her abilities in Greek were almost perfect, yet I tried to facilitate the process for her. I spoke a little bit slower than usual and I tried not to use a very difficult language. I chose my words attentively and hoped that she could understand. She shared her ideas with me and I described to her what I had already fulfilled at my protocol sheets. Later, she asked my opinion on how to create the Word document that we had to send back for the project. I spoke to her in Greek, but she was using some French, probably when she couldn't

find the right word in Greek.

53. Asking a peer, studying at a different university, different country, to provide information about study and living conditions there, using language A (Greek) and language B (French)

While I hope that I will be able to graduate this year, I am already trying to make plans for a master's degree. Through the list of students participating in this project, I found the name of a girl currently studying in Strasbourg. I was also thinking of applying at the university there, so I thought that this project could be a nice opportunity to discuss with her about the life and the studies there. That lady is also from Greece and left for her Master, like I am willing to do. We arranged a Zoom meeting and had a little conversation in Greek. She described how she ended up there and what she thinks about the way of living and the organization of studies. She shared her experience and some useful links that I could use, in order to find some more information. At the end, we also mentioned our ideas about the verbal protocol sheets.

54. Helping a peer whose L1 was language A (Greek) with proficiency in language B (English) and C (German) with the oral presentation of a written assignment he had to do in Greek by resorting to a text in language D (French) involving travelers from France and Spain whose names he could not pronounce but had to pronounce them for his presentation

One of my classmates, who doesn't speak French, had to do a written project and a presentation about travelers from the West that visited Constantinople during 14th and 15th century. He speaks English and German, but he doesn't know any French or Spanish. He then asked my help for the right pronunciation of those names. We spend some time trying to teach him how to pronounce those names and correcting some mistakes he had done. He found those names in anglophone bibliography and we noticed that there were some accents missing from the French names, that, however, were necessary for a correct pronunciation. He needed that only for the presentation, so it was a small exchange right before the class. It was an oral conversation that took place in Greek using French and Spanish when necessary.

55. Listening to someone speak in language A (English) and rendering the speaker's message in language B (Romanian)

Sharing information about the project and its scope in class, identifying possible reasons or methods for supporting mediation as a language-learning technique. During one of our consecutive translation classes (EN-RO), the topic of mediation was brought up since it is integrated within the outlines of this course. While the main focus of this course is mediation itself, this time we took a deeper look into what it actually means [the mediation process], and how it benefits us all, especially as future translators and/or language teachers. It was an open dialogue with both the professor and the students, where everyone was invited to add their own perspectives on the subject. The main language used for this task was Romanian, but some interventions in English were present as well, especially from/for those whose native language was not Romanian. The main scope of this course (Consecutive Translation) is to engage in the mediation process by providing an oral translation (Romanian) to the speeches (English) that we are listening to in class. We use multiple sources for the speeches – from our professor's personal repertoire to online resources (such as Speech Repository) and even speeches of our own students. This method is encouraged to accommodate

ourselves with different types of speakers, accents, paces, mannerisms, as well as being exposed to various text discourses from different domains. After the speech is delivered, we must render it, on the spot, in Romanian. This is a very useful mediation exercise, as it stimulates our ability to focus on the speaker and their words, it engages our short-term memory and, most importantly, it challenges our language skills and our ability to properly render accurate translations. Students agreed that, over the course of the semester, they have noticed an improvement in providing oral translations for others and an overall refinement of their translation-rendering skills. While in the beginning most of them lacked the confidence to deliver an oral rendition of what was said, after a speech (due to fear of making mistakes such as delivering distorted translations, fear of omitting details, possible misunderstandings, making unnecessary additions, etc.), the constant engagement in the mediation task proved to be useful: an increasing number of students have started to actively participate in class, wanting to offer their own translation versions for the English speeches. Other times, when students felt like a certain speech was too difficult to be able to properly memorize all the information and provide adequate translations, they were asked to simply deliver a short summary (in English) of the speech. This equally proved to be a useful exercise, as part of the mediation process consists, first and foremost, of making sure the information is correctly understood. Secondly, by providing short summaries in English, the students' language skills in a non-native language were also put to test, as well as their overall listening comprehension [+ How they supported their own learning. + How they facilitated the learning process].

56. Helping a peer whose L1 is other than the official language of the institution, manage in every-day living and communicate with others, including the university administration

Helping out an international student by providing the necessary explanations, translations and guidance for her in order to become able to manage certain things in everyday life without much difficulty. As an international student, the very first encountered problem for her was related to communication with authorities: language barrier with the administrator of her assigned dorm, misunderstandings with the secretary at the faculty, etc. Due to the lack of enough information regarding the system on her part, I, as a local student, had the responsibility to give her proper details, or sometimes even solutions so she could overcome these problems with ease. Another problem was simply related to the everyday living: where to find stores (for grocery shopping, for example), how to use the transportation means, spaces for entertainment/recreational activities (parks, museums, cafés, etc.), who to contact and where in case of emergencies/needing to file complaints, etc. All our interactions were held in English. One time, there was a problem that had to do with getting a train ticket. She (the international student) did not know where to go to get it from and what to bring with her (both at the counter and for the day of the trip). I gave her the instructions (in English). Meanwhile, she realized that she did not have a student ID card, which was supposed to be given to her by the secretary of the faculty in the beginning. The secretary did not have very good English conversation skills, therefore I had to assist my friend in need and act as an interpreter for both the secretary and the student, switching back and forth between English and Romanian. Afterwards, the misunderstandings were erased and the girl obtained her student ID card the following day, with which she could finally buy her ticket from the train station. [+ How they supported their own learning (at length). + How they facilitated the learning process (at length)].

57. Collaborating in two languages to execute a task of translation from Language A (English) to Language B (Romanian)

The mediation task performed involved a translation project (from English to Romanian) which was part of our International Trade Law course. It required me and my colleague to collaborate (within the same language) and interact during all the phases of the translation project, with a view to analyzing the document we had been assigned (a scientific article on the GDPR), understanding and explaining the legal terminology, rendering it into Romanian and proofreading it. In order to initiate interaction, we set a deadline for our first meeting. The aim of the first meeting was to come together and bring, in the form of a glossary, the legal terms and/or concepts that were essential in understanding the entire document, as well as the problematic terms for which we had difficulties finding a Romanian equivalent. Even though each one of us translated different parts of the document, collaborating on a shared glossary of all the key terms was essential for this mediation task: since mediation involves identifying a shared problem and devising strategies to solve it, it was important to dissect every potential source of difficulty, especially because we were non-specialists dealing with a specialized text. Our first meeting did not only center on our own understanding of terminological intricacies, but also on brainstorming about how to make the translated text intelligible for a potential Romanian audience (choice of register, abbreviations, identifying differences between English and Romanian legal concepts etc.). Therefore, we understood that the success of this mediation activity depended on identifying the purpose of the text and tailoring it for an audience that came from a different linguistic and cultural background (e.g. Romanian legal experts, law students, companies interested in the subject of GDPR). In other words, after mediating for ourselves (researching terms, discussing translation choices, i.e. terminological consistency etc.), we planned how to best mediate for the target audience. We interacted in Romanian during our discussions, but also made use of English terms and/or concepts when dealing with the source text. We maintained a good collaboration all throughout the project, especially when identifying difficulties that only became apparent when translating [+ How they supported their own learning, + How they facilitated the learning process].

58. In a mock trial situation (as part of a class project), assuming the role of official mediator and rendering what someone in the role of witness says in Language A (Romanian) in Language B (English)

The mediation task performed was part of a legal English workshop, i.e. a mock trial, in which several students played the roles of prosecutor, defense attorney, judge, witnesses and interpreter, in a case where the defendant was accused of translation errors of the instructions of a medical device that resulted in serious bodily harm. I performed a mediation task by enacting the role of interpreter for the Romanian 'witness' who did not speak English, the language used during the mock trial. The purpose of the mediation task was, on the one hand, to enable me to get a sneak peek into what it means to mediate as an interpreter in a high-pressure environment (in a courtroom) and, on the other hand, to become aware of the (legal) consequences of mediation errors (in this case, the translation that brought about negative consequences on patients' health). I initiated interaction with my peer (the student who played the role of the Romanian witness) as a sworn interpreter would in a professional environment; I was seated next to her and I interpreted everything that was spoken (from

language A, English, to language B, Romanian) using the whispering technique. I tried to render the message contained in the indictment (read at the beginning of the trial) as faithfully as possible, without too many omissions, even though the witness did not have a comprehensive grasp of the legal terminology used. It is important to note that courtroom interpreters are mediators with less visibility (i.e. they do not have time to explain concepts to their listeners or to pass on questions to the speaker, as a healthcare interpreter would, for instance). However, during the rest of the trial and particularly during the closing arguments, I was “forced” to adapt my interpreting strategy, by choosing to summarize the speech for the witness rather than to render it in more detail, due to the fast pace of the speakers, the amount of information and the need to maintain a professional attitude (meaning that the witness did not need to sense I was encountering difficulties and, more importantly, the difficulties could in no way affect the witness’ understanding of the message). When the witness was called to testify, I interacted both with the witness, when interpreting the questions addressed by the prosecutor (from English to Romanian, by means of consecutive interpreting) and with the audience, when interpreting the answers given by the witness (from Romanian to English, by means of consecutive interpreting). An important part of the learning process (terminology-wise) was receiving the text of the indictment prior to the mock trial (similar to the briefing given to the interpreter in a real-life professional setting) in order to research specialized terms, translate formulaic phrases, get accustomed to the content of the message and make sure that no knowledge gaps on the part of the interpreter would affect the mediation. [+ How they supported their own learning.]

59. Rendering in Language A (English) the – approximate – content of a speech one delivers in Language B (Romanian) and later engaging with others as to the quality of the rendition

The mediation task that I performed was to present a speech in English for my peers and provide them the unknown terms or the ones that may have put them in difficulty. They also had the task to interpret it into Romanian. I gave a speech in English to my colleagues during our consecutive translation course (EN-RO). The main reason for this activity is to test their interpretation and memory skills. Firstly, before presenting my speech, I offered my peers a short briefing on the unknown terms or the ones that may have put them in difficulty. Secondly, I began my speech. I made sure to speak loud, clear and with a moderate pace. Afterwards, one of my colleagues volunteered to interpret my speech in Romanian. During this activity, all of us spoke both in English and in Romanian. During this class, students volunteer to write their speech, in English, and present it in front of the rest. I believe that the learning process was facilitated because, on one hand, the students can test their interpretation and memory skills and, on the other hand, we all discover new interesting pieces of information that will enrich our general knowledge. At the beginning of each class, several students present their speeches, that contain information from diverse areas of interest. To make the exercise easier, a list with unknown terms is provided. After the reader finishes their speech, it is the other students’ turn. This time, their task is to offer the Romanian version of the text. At the end, the class engages in a debate with the professor, where we all share our opinions on the interpretation and give feedback. During the semester, many students confessed that this exercise was very practical and useful, even if, at first, we all thought it would be very difficult. This kind of activity makes the students pay more attention to the speaker and it also puts them in a situation where they have to remember

the main idea of a text and render it in their mother tongue. [+ How they supported their own learning.]

60. Rendering the information of a specialized technical text in Language A (English) into Language B (Romanian) in writing – after having consulted resources for terminology

The mediation task that I performed was to translate a text from English into Romanian for one of my peers who does not understand this language very well. To begin with, I started by reading the text carefully, in order to understand its message and look for any specialized terms. Since the text I had received was from the economic domain, the terminology used included specialized terms, like assets. Next, I began translating the text. I made sure to write the text in an easy, coherent and cohesive manner so that my colleague could understand it. At the same time, I consulted different dictionaries and glossaries to find the correct equivalents. Furthermore, after I finished the translation, I proofread it, to make sure I did not make any unwanted grammatical mistakes. I also asked another colleague from our department to check it and give me feedback and possible suggestions. In the end, I gave my colleague the final version of the translation. We communicated in Romanian and the result was positive – they were pleased with my translation and content that they could understand the text. I facilitated the learning process for my colleague by translating a text from the economic domain from English into Romanian. The communication process with my peer was pleasant, as we both understood each other's needs and we talked all the way through. [+ How they supported their own learning.]

61. Rendering a speech delivered in Language A (English) into Language B (Romanian), with the help of others for specific bits of info and specialized terminology, who also commend on the way the rendition was performed

Rendering an audio document (a discourse) from English into a simplified Romanian version. The whole class listened to a discourse in English from Speech Repository (<https://speech-repository.webcloud.ec.europa.eu/>). Speech Repository is an online database provided by the European Commission, created specifically for students who are training to become interpreters. We make use of this online tool in our consecutive interpretation classes in order to get used to different speakers, various structures and accents. So, I had to listen carefully to the English speech, and afterwards to render it into Romanian in the form of a summary, from my memory, without notes. The speech was based on a general topic, the tragic 9/11, but there were terms specific to the medical sector – cancer, prostate, thyroid, respiratory disorders, panic attacks. While I was performing the mediation, and explaining to my classmates what was said in the speech, I could not remember the appropriate equivalent in Romanian for the medical term respiratory disorders, so a colleague of mine, jumped in and helped me, rendering the appropriate equivalent. Collaborating with my colleagues is always a pleasure and an interactive way of learning. Listening to each other's ideas, giving advice and discussing solutions is very helpful because, in the field of foreign languages, we are training to become excellent communicators. [+ How they supported their own learning. [+ How they facilitated the learning process.]

62. Being aware of one's own dialect, s/he adapts when communicating with peers to their way of speaking, which is the standard form of the official language

Explaining regional-specific expressions and words in Romania, as in most countries, accent and vocabulary vary based on the geographic location. My hometown is found in the North-East of our country, in the historic region of Moldavia. Because of the eastern influence, our way of speaking is recognizable through a more Slavic nuance regarding pronunciation. Also, some words or expressions find their origin in Russian. Consequently, when I interact with my colleagues from the Southern or Western Regions, I find myself adapting my rhythm of speech and my accent to the standards. [+ How they facilitated the learning process.]

63. Producing in Language A (French) a paper [about how translation is politically defined] having used sources in Language A but also in Language B (Romanian) and C (Spanish)

The mediation activity under this point involves writing the degree dissertation in French, using some ideas from books written in Romanian, French or Spanish in the target language. In the context of this work, I have tackled a subject linked to a small part of our country's history, namely "Translations in the period of communism". First of all, I started with the theory of translation, mentioning some aspects related to the meaning, appearance, evolution and role of translation. Then I continued with another chapter on some information about the author and the work, where I referred to a literary work written in French and translated into Romanian by the same author, focusing on censorship. The work ended with a case study, in which I described in more detail the difficulties of translation, i.e. the distortion, preservation and complete deletion of certain sentences, providing their actual translation. In the course of this work, I facilitated my own learning by collaborating individually with the coordinating teacher as part of cross-linguistic mediation. I translated specific parts of the text from French into Romanian, focusing on understanding the translated quotation correctly and reformulating it so as not to be considered as plagiarism. This collaboration strengthened my understanding of the two languages, highlighting the cultural differences. The languages used were French and Romanian. [+ How they supported their own learning. + How they facilitated the learning process.]

64. Having listened to a talk on a technical subject, rendering specialized terminology from Language A (English) to Language B (Romanian)

The mediation activity at this stage consists of taking part in a conference held in Romanian by a professor of English from the Faculty of Economics and Business Management, on the difficulties of translating a text in the field of economics. At this conference, we were introduced to a number of aspects of the translator's job, such as translating a text in the field of economics, using dictionaries to find the right terminology, and the financial prospects of this profession. In addition, after the conclusion of the presentation, the English teacher assigned us several tasks, including translating an economic term from English into Romanian, justifying the choice of translation for this term, and identifying the difficulties encountered. The working languages were Romanian and English. During the conference in Romanian on the difficulties of translation in the economic field, I facilitated the learning process by collaborating with a colleague. We cross-linguistically mediated by translating an extract of the text presented from English into Romanian. This gave us a better understanding of the content and strengthened our linguistic skills in both languages. [+How they supported their own learning. + How they facilitated the learning process.]

65. Relaying information about an extra-curricular project that had been provided in Language A (English) into Language B (Italian) and communicating with the addressee in Language B except for some instances of translanguaging in Language A and Language C (Chinese)

Describing the MUDEXI project to a fellow participant in this research. This first mediation task was performed by me and my Siena University peer Francesca Braciari. Since she could not make it to the December 2nd seminar, I mediated for her by explaining to her what we discussed during the seminar and what the MUDEXI Action case studies project consists of. We mainly used Italian during our interaction, except for 2 instances of code switching or translanguaging, in English and Chinese, as I was giving her one example of mediation task that I had in mind for my case studies. As far as my work goes, cross-linguistic mediation was involved, as the information was given to me both in French (which, however, I don't speak or understand at all) and in English. Therefore, in explaining the seminar's content to my partner, I translated everything mentally from English to Italian; however, this is a process that, over the years, has become almost automatic for me, so more than a direct translation, it was a comment and brief summary of the seminar's content. Moreover, the task that I performed also involved intralinguistic mediation, specifically using the native language of both me and my peer. It was a way for the both of us to facilitate our understanding of the project, because we reflected on the University environments we are currently working in and on the mediation opportunities we might face in this context. My mediation helped my colleague understand the mediation tasks she might also perform, as she reflected on the mediation opportunities she might encounter or even create during her time studying abroad, where she'd have the opportunity to speak with different multilingual speakers.

66. Intervening to help the interaction between two peers who are speakers of different languages and do not understand each other well and the intervention is to render what one said in Language A (Italian) in Language B (Chinese)

Mediating a conversation between two students who only partially have a language in common. A few days ago, I had an interesting interaction in between classes. Me and friend were taking a Vietnamese class together, in the same room, before how class time, there was another lesson, which was Italian for Chinese native speakers. There, in switching hours, my friend met one of his friends, who is a Chinese exchange student. While his friend is studying Italian, my classmate is not, so, as he spoke to her in Italian to say "We're doing an exam today", she didn't not understand. Therefore, I mediated within their interaction by translating his sentence into Chinese, as it one of the languages I have studied in the past. The Chinese girl was not surprised to me speaking Chinese, as there are a lot of students who do in my university, however she looked very happy to be able to communicate more easily, and she still answered to wish us "Good luck" in Italian, as that is her target language and wants to practice it as much as possible while she is in an immersive environment.

67. Two peers communicating resorting to inter-comprehension by using two different languages and, occasionally, a third language (English) when a difficulty arose. One used Language A (Chinese) which was his/her peer's L1 and the other used Language B (Italian) which was the other student's L1.

Interaction between Italian students who study Chinese and Chinese exchange students who study Italian. To investigate mediation between students I decided to observe some language exchange interactions between exchange students and Italian students in my university. I observed, for instance, the interaction between one Italian student whose target language was Chinese and a Chinese student during lunch break. Although the conversation was not about a school topic specifically, it happened in the school's cafeteria and in between classes. It was interesting to see how the Italian student, whenever he didn't remember a word in Chinese, while having an interaction almost fully in Chinese, he would look up for it on the online dictionary and just show the Chinese characters to the Chinese student. The Chinese student, on the other hand, mostly used Italian or English while the Italian student was mostly using Chinese. Therefore, it was an interesting interaction to observe because they were both focused on practicing their target language, and it showed how motivated they were in that. They of course, however, used mediation through images or English mixed with the other two languages to facilitate communication whenever there was a difficult to understand each other.

68. Explaining cultural, linguistic, and dialectal differences in two languages (Italian and Korean), using both these languages

Interaction between Italian students who study Korean and Korean exchange students who study Italian. I decided to observe an interaction between three Italian students and a Korean exchange student, who was doing a video project about Italian and Korean cultural differences. Mediation, in this case, served as a tool to better understand each other's cultural references. For instance, when asking about a specific meal, one student would show a picture of that cultural food to the others, in case they were not able to describe it just by using English or Italian. The interaction also dealt with the students' motives for language learning: in order to explain their reasoning to study Korean to the Korean exchange student, the Italian students mediated using English as the main source language for their interaction, they specifically mentioned certain aspects of the language, that were particularly interesting to them. Moreover, when wanting to explain cultural differences within Italian dialects, the students would use English to explain or define the meaning of words that have a different meaning in one dialect compared to another dialect or even compared to the same word in Italian.

69. Taking notes in Language A (Italian) from a text in Language B (English) about an exophonic Korean poet (who writes poetry in English) and preparing a class presentation in Language A

Taking notes in one language from a source text written in a different one. While working on a presentation for a class this semester, I searched for a lot of material to support my presentation topic, regarding an exophonic poet, who's native language is Korean but writes her poems in English, and who often mixes both languages in her writing. The poetry I researched dealt with themes of American Colonialism, Korean History and the author's own personal experience as an immigrant. As it happens often, most of the papers or any other type of academic material about this topic was in English; however, since my presentation had to be in Italian, I had to take notes in Italian as I was reading the full text in English. What I mostly did was translate directly into Italian from the English text in a much shorter form, to

make it easier for me to have a mental representation of it, so that the memorization process would be much quicker. Moreover, I also had to translate some sentences from Korean to Italian, as I assumed most of my classmates would understand her English lines. I mostly selected inline material with the themes we encountered in my Intercultural Pedagogy class, specifically dealing with migration trauma and identity. The work facilitated my learning process because, although my English is fairly decent and I can easily switch in English while speaking Italian and vice versa, when it comes to Academic themes and public speaking, I still need an Italian reference and the translation process is also extremely useful to memorize the content I had to talk about in class.

70. Interaction between two linguistically different groups of peers (Italian and Korean students) at the same (Italian) university, using Language A (Italian), to talk about their experiences in intercultural exchanges. The Korean speaking students used audiovisual materials as facilitators to get their meaning across in Italian

Observation of exchange student group interaction. I decided to observe another third-party interaction between foreign exchange students and Italian language students, taking notes while the said interaction was taking place. The interaction happened between a large number of Italian students majoring in Korean language and a slightly smaller one of Korean students learning Italian. It was in place of a language exchange event organized by the teachers, and they were present at the event too. The Korean exchange students made presentations of their experiences in Italy and the Italian ones also talked about their personal experiences, both as exchange and host university students interacting with foreign ones. Although the context of the event was informal, it still happened in the University space and it was meant to share each other experiences while studying abroad. Most of the speeches were in Italian, however, both groups tried to better explain themselves through audiovisual materials and pictures to support their speeches. Another mediation strategy that was used was repeating the same speech in both languages, to make sure that everyone understood each other. It was an interesting exchange, which, in my opinion, helped the students' learning process in each of their target languages because speaking in public in a language that's your L2 or even L3 is exceptionally challenging, and could help with gaining confidence in one's own language learning journey.

71. Two peers collaborating to prepare their performance in an extracurricular project using Language A (English) but occasionally resulting to their L1 – Italian for the one student and Greek for the other

Intralinguistic mediation and code-switching examples: Socialization with fellow MUDEXI project participant. I was personally contacted by one of the MUDEXI project participants, to share our experience in working on our mediation tasks and surveys. We gave each other ideas on which kind of tasks we could try to further research on. For instance, I mentioned the possibility of observing other students' mediation situations. We mostly used English, although there has been some code-switching in greetings, meant to show solidarity: when she wished me a "Happy new Year", my interlocutor translated her greetings also in Italian (my native language) and Greek (her native language). We mostly used a semi-formal and collaborative register.

72. Discussing a poetry translation project with (Italian) peers and the (Korean) instructor, using different registers with peers and the instructor. The project was to translate a Korean poet's work in Italian and the discussion mainly in Language A (Italian) focused on the difficulties of translating literary poetic language from one language to another

Literary poetry translation and discussion about it. In this semester I took part on a Poetry Anthology Translation project, curated by my Korean Professor. Other students and I were each assigned one or two poets to translate from Korean to Italian, all about the same theme: motherhood. I think the conversations I had with my classmates and with our professor, who helped us in the translation process, are good examples of mediation tasks. The languages involved were Italian, the main language of the conversation and the target language of the translation, and Korean, the source language of the original texts. The registers of the conversations were informal, between my friends and I, and formal, when it came to the conversations between me and my teacher. While in discussing the project with my friends, I mostly focused on describing the theme of the poetry I was translating, as well as its general meaning, and we gave each other feedback on the results. However, when it came to the conversations with my teacher, they mostly dealt with expressing my doubts about the translation and asking feedback. For example, I proposed some of my translation solutions to my teacher and she told me where I was right or wrong in the translation and understanding process. It was a very productive conversation specifically because she described typical expressions of the Korean poetry language that do not have a direct correspondent in Italian, and I proposed some possible equivalents. It was helpful to reflect on how complicated written translation can be and how there can be multiple solutions that depend on the translator's personality and taste.

73. Explaining to a group of local and international students an assignment I had to complete and why it would be of help if they allowed me to observe them linguistically interacting, using Language A (Italian), B (English) and C (Korean)

Explaining the MUDExI project and its goals to the peers I interviewed for my research. As I decided to observe other people's mediation strategies for some of this project's tasks, I had to explain them my intentions, so that I could get their approval to observe their interactions. I explained the general aim of the project to Italian and Korean Native speakers, and I used, for different situations, either Italian, English, Korean or even a mix of the three. In terms of the things I said, it was mostly similar to the approach I had during the very first mediation task I performed. However, in this case, I had to use other two languages in the process. When it came to using English or Italian I did not have specific issues, since I already did the mental process to form a discourse around it, however when it came to explaining the research project to my Korean teacher, who was coordinating the interaction I described in *Task 6*, I had to first mentally prepare a translation in my head in Korean as I am not confident enough in explaining things in my third language. Talking to more people about the project was very useful because it helped me to put my ideas into action and reflect on how to better perform each task.

74. Task Explaining the University's website and exam system to an English-speaking American Exchange student, using language A (English) and B (Italian)

In this task interlinguistic mediation was involved, as, while the conversation was held in English for the most part, there were quite a few instances of code-switching between English and Italian, as well as the use of Italian words which are specific to the Italian University System. The American Exchange student, although fluent in Italian, still asked me to explain her in English how to register for an Exam through our university's website, as she wanted to use English to be a hundred percent sure she understood how the process worked. We used an informal register, and the overall tone was friendly. It was a way for me to practice my immediate English-speaking skills, but it was more challenging than I expected because it involved a lot of literal translation from Italian words, because I had never discussed such things in another language. For instance, instead of saying "to register for the exam", I used the expression "to book the exam", which is a direct transfer of the Italian expression into English. My partner, however, was perfectly capable of understanding my explanation, as she herself is majoring in Italian language and literature in her Master's program. Which made me also reflect on the fact that a person who knows the other person's language in a conversation in their own language is able to understand the sentence patterns that their partner might transfer or the mistakes they might make during the exchange.

75. Reading academic book in Language A (English) and taking notes in Language A to remember lexical items but also in Language B (Italian) to remember content

This mediation task concerns my personal learning process. I have read some university books in English (in the UK) and have taken notes in both English and Italian. The choice to write in both languages has been very natural for me. When I need certain ideas to stick more in my mind, I write them in my native language (Italian); when I need to remember specific vocabulary, I take notes in English.

76. Listening to lecture in Language A (English) and taking notes in that language but thinking about what equivalent terminology is to be used in Language B (my L1)

This mediation task concerns my personal learning process. I attended a sociolinguistics course in the UK where the main language of instruction was English. There were also other languages present because many lessons focused on the analysis of the linguistic landscape. In this case, I took notes exclusively in English because the topics of the lectures were already familiar to me, but I needed to acquire the specific terminology of my field in another language.

77. Socializing after a class with another international student about the course held in Language A (English), using my peer's L1, i.e. Language B (French) rather than my own L1 which is Language C (Italian)

In this case, the mediation was with an undergraduate student who, like me, is on an exchange program. Both of us were enrolled in the same sociolinguistics course, and we were the only foreign students. This led us to talk after a lecture about the course. I discovered she was French, so I decided to switch to French during our conversation. This allowed me to gain her trust by showing interest in her language and also made the conversation more fluent. Later, we switched back to English to avoid others around us from understanding (even if not involved in the conversation).

78. Collaborating with a bilingual peer who greater proficiency and cultural awareness in Language A (English) than in Language B (Italian) than me who's the opposite so as to broaden each other's linguistic and cultural experiences

In this task, I share my teaching/learning experience with an English girl who is a simultaneous Italian-English bilingual (her mother is Italian). When we meet, both of us bring notebooks to take notes. She teaches me several things about the English language and culture, and I do the same with the Italian language and culture. In most cases, our conversations are in Italian, occasionally in English. Nevertheless, both languages are present, especially in written form, as we write all the interesting expressions/words in each other's language. This helps both of us improve the language we want to learn more, but it particularly helps her in practicing Italian in a different context, given that she doesn't have many opportunities to speak it in England.

79. Having an academic paper to be delivered in Language A (English) edited by a peer for whom the language is her L1, whereas my L1 is Language B (Italian). The editor made comments, indicating better choices, offering alternative suggestions, or paraphrasing

In this case, I asked a PhD student in England to read and correct an article I wrote in English. The exchanges initially occurred in written form (via email) and later in oral form, exclusively in English. In the written part, she added comments to my text, indicating better choices I could have made, offering suggestions, or providing paraphrases. In the second part, we discussed her corrections orally. This greatly helped me understand how to improve my text and gain insight into the most suitable form for writing an article in English.

80. Helping a peer whose L1 is language A (English) to prepare for an exam in Language B (Italian) – my own L1, using both languages in the process

In this case, the mediation occurred between me and an English student who is studying Italian in a British university. The conversation took place during a meeting in a study room, and the topic of discussion was preparation for a written Italian language exam. The conversation mostly took place in Italian due to her high level of proficiency, but in some instances, we used English as a lingua franca to draw certain parallels between languages. The use of both languages benefited us both: speaking in Italian allowed me to better express myself and discuss the text in a detailed manner. Additionally, it provided her with the opportunity to learn some sentence construction in Italian. On the other hand, using English helped to clarify certain doubts and also allowed me to learn some expressions that are common in my native language but were better understood in English.

81. Using Language A (English) as a common language, three of us international students – each with a different L1 (Arabic, Mandarin-Chinese and Italian) – tried to understand and relate to our own language expressions about food that different cultures have

This communicative occurrence took place during a workshop on idioms related to food in different languages. The participants in the conversation, besides myself, included a PhD student from Jordan, a Chinese student, and an English professor. The instructions given by the teacher were to read the idioms provided in English as a group, trying to understand their meanings. In turns, each of us attempted to explain the meanings of the idioms through

paraphrasing. If the idiom had a translation in our native language, we shared it in the original language. When possible, each of us also gave a possible equivalent idiom in our own language. The activity proved very useful for learning idioms from different cultures and engaging people with different mother tongues.

82. Producing a socially-sensitive academic paper in Language A (Italian) and redoing it in Language B (English) with the help of dictionaries for specialized terminology

I produced a paper in Italian on a very sensitive topic: the teaching of the Italian language to patients in pediatric hospitals in Italy. After writing it in Italian, I decided to produce an English version of the paper, with the help of both paper and online dictionaries, particularly for the medical vocabulary that I am unfamiliar with. This work proved to be very useful for practicing my English writing skills and also for learning specialized vocabulary in a foreign language.

83. Helping two Algerian (international) students proficient in Language A (French) in an Italian university to get information about their courses and enrolment from a university administrative assistant. They asked the questions in French, and I rendered them in Language B (Italian) and the assistant responded in Italian (a few times used English) and I rendered them to the students in French

In this case, communication occurred between me, two Algerian students, and an employee of the Italian university. My task was to mediate between the recently arrived Algerian students in Italy and the university employee regarding the courses the students were about to undertake. The conversation took place in Italian with the university employee and in French with the students. The dynamic remained more or less the same throughout the conversation: the employee addressed me in Italian, I translated the question into French, the students responded in French, and I translated their answers back into Italian. The employee also tried to speak in English a few times, but the conversation was less effective in that language.

84. Discussing the ideas for a session at university with peers of different L1s in English

This task is about the commenting on a session for PhD students that I conducted with my colleagues in the UK. The conversation took place among me and three PhD colleagues of different nationalities (English, Jordanian, and Italian). After a session organized for the PhD students, we discussed our concerns and ideas regarding the lesson's organization and the proposed topics. The conversation was conducted in English, as it was the common language for all of us.

85. Helping resolve a communication problem by explaining in English to a member of our group what the project we had to do in French was all about

Plurilinguaging to communicate with my peers more constructively about a project we had to do. I took one of my peers aside in order to help her better understand the purpose and the goal of a project we were discussing. My peers and I were discussing a group project but disagreed on certain points. One student in particular was in constant disagreement with the rest of the group, as they didn't like the project outline, plan or desired/imagined outcome. In order to make the exchange more constructive, I took her aside and discussed the issue

with her. The languages used were French and English. To address the disagreement and facilitate a more constructive dialogue, I engaged in a cross-linguaging mediation task with my peer. Recognizing the potential language barrier that might be contributing to the disagreement, I decided to use both French and English to clarify the project's objectives and address her concerns. Initially, I started the conversation in French, the primary language of our university and the project. I carefully explained the project's purpose and goals, ensuring to use clear and simple terms. However, noticing some lingering confusion, I switched to English. In English, I rephrased the project's objectives and our group's vision, as it seemed to be the language in which she felt more comfortable expressing her thoughts and concerns. This bilingual approach allowed us to bridge the communication gap. By using English, I could provide clearer explanations and engage in a more in-depth discussion about her concerns and suggestions. This helped her to better understand the project's framework and objectives. Once we reached a mutual understanding in English, we gradually shifted back to French. This was done to align our discussion with the project's linguistic requirements and to practice expressing our newly aligned ideas in the project's working language.

86. Helping a peer understand how she can perform better in a French (Language A) academic oral presentation by explaining and giving her tips in Language B (English) and Language C (Spanish)

Explaining exam instructions (the exam consisted of an oral presentation of one's own scientific article) to a classmate in order to help her perform better in the future after her exam didn't go well. After one of our classes, a discussion broke out among the classmates as to the proper way of conducting oral presentations in the context of a course (scientific expression in French). It so happened that one of the classmates didn't seem to understand the task well enough and therefore didn't perform well in the exam (the oral presentation corresponded to the final exam for the course). After the exam was done, we waited for the classmate outside the faculty building to talk to her about the issue after she was done discussing her presentation with the professor privately. We (me and a few of my classmates) wanted to help her do better next time, so we decided to pitch in. As she came out of the building, we approached her and asked her how the talk with the teacher went, what his comments were on her presentation. She was defensive and evidently looking for reassurance, but we decided that along our emotional support, we would offer helpful advice/explain the exam instructions to her in a way that highlighted the potential areas of improvement. Along with another friend of ours, I proceeded to explain to her, upon obtaining an affirmative answer to the question "Do you want our input?", the nuances in the exam modalities that she didn't seem to grasp well in order to help her do better next time, as well as to help her understand the issue better. During the event, the languages used were English, French and Spanish. I facilitated my classmate's learning process by explaining exam instructions (the exam consisted of an oral presentation of one's own scientific article) to her in order to help her perform better in the future after her exam didn't go well. I explained to her that the professor expected us to deliver a cohesive, highly eloquent and autonomous academic presentation, supported by a PowerPoint presentation – however, we were not supposed to read from the slides and our speech had to sufficiently convey the necessary information without supplementing speech with slides. The slides were meant to illustrate/help us present certain points in more detail (presenting graphics etc.), but the most

important part of the exam was the oral presentation itself. During the presentation the classmate had a tendency to skip over information that was supposed to be iterated – instead, she merely pointed to the PPT slide instead of explaining what the graphics etc. represented. Consequently, her presentation was difficult to follow. Moreover, as we were mainly graded on the oral quality of the presentation, she didn't perform as well as she would have liked to. I explained to her, with the help of my colleagues, that in the future, she should pay more attention to how she delivers speeches – to convey all necessary information verbally, to not assume that her public knows her research well enough to be able to follow the presentation without the necessary clarifications etc. During the event, the languages used were English (main language of communication between the classmate and myself), French (original language of instructions) and Spanish (language partially used in communication with other classmates when we were discussing the points which were to be stressed to the classmate who performed poorly).

87. Intralinguistically mediated (French to French) to help a peer understand the content of a lecture by paraphrasing, providing key points, using examples and simpler language, as well as answering my peer's questions on issues that were still unclear

Facilitating the learning process by providing linguistic and conceptual assistance to a peer in understanding the content on a lecture on otherness in humanist photography within the context of a course on photography as cultural contact. The interaction was initiated when my peer expressed difficulty in grasping the lecture's content. Recognizing the opportunity for linguistic mediation, I offered assistance. The purpose was to bridge the gap in my peer's understanding of the lecture. In order to help them, I paraphrased and explained the lecture's key points, using examples and simpler terms. My peer asked questions for clarification, to which I responded with further explanations. The language used was French. [+ How they facilitated the learning process.]

88. Collaborating to prepare for an exam in Language A (French) using Language B (English). The collaboration involved discussion of the structure of the presentations, helping each other with PPT slides and providing feedback on the other's work

The task involved collaborating with a peer from my department to prepare for an oral exam – we worked together on structuring our presentations and refining our PowerPoint slides. My peer and I often help each other when it comes to university assignments. This time, they suggested we meet for a study session, which we do regularly, to prepare for our upcoming oral exam. Our collaboration involved discussing the structure of our presentations, helping each other with PowerPoint slides and providing feedback on the other's work in progress. The collaboration took place in English, as it is the language my peer and I usually use with each other and feel most comfortable speaking in (alongside, of course, our mother tongues, which, however, we do not share and therefore don't use when we're together).

89. Reading an academic article in Language A (Spanish), taking notes in Language B (Slovene) for a study produced in writing in French

The task I performed involved reading a research article in Spanish focused on inclusive language and taking notes in Slovene. This task was part of my master's thesis research on the codification of inclusive language. [+ How they supported their own learning process.]

90. Reading an academic article in Language A (Slovene) and taking notes in Language B (French) for an assignment in Language B

Reading a research article written in Slovene and taking notes in French. [+ How they supported their own learning process.]

91. Helped a peer understand an academic article in Language A (English), using Language B (French) for a course offered in French. I helped by outlining key points, explaining complex points using simpler language, breaking down complex ideas, and by translating into French words and long, multi-clause sentences, and provide critical terms and concepts in French. French was used to ensure clarity. I also encouraged her to ask questions in either language and, finally, I asked her to summarize the main points back to me

I facilitated the understanding of an article on language policy in Canada for a peer. This involved explaining the gist and key elements of the article, which was originally in English, by using both English and French to aid comprehension. The interaction was initiated when my peer, who is a non-native English speaker, approached me seeking help to understand an article on Canadian language policy. The article was complex, with specific terminology and challenging/high-level overall vocabulary. We sat together with the article in front of us. I read through it first to ensure I grasped the content thoroughly. Then, I explained the key points to my peer, simplifying the language where necessary and providing French translations of critical terms and concepts. The primary language of the article was English. I used both English and French during the mediation. English was used to refer directly to the text, and French was employed to explain and clarify concepts that my peer found difficult. I used cross-langaging to help my peer understand an English-language article on Canadian language policy. This involved breaking down complex ideas into simpler terms, explaining complex vocabulary and long, multi-clause sentences. French was used to ensure clarity. I started by summarizing/paraphrasing each section of the article in English, using simpler language. For terms or concepts that were particularly challenging, I provided French translations and explanations. I also encouraged my peer to ask questions in either language, which I answered accordingly. Finally, to ensure understanding, I asked my peer to summarize the main points back to me in French.

92. Collaborating with a peer to prepare for an academic assignment in Language A (French) by discussing complex notions in Language B (English) and checking each other's work

Collaborating with a peer from my department to work on a "fiche de lecture" (reading sheet) assignment for a course on language policies. Our goal was to assist each other in understanding and articulating the key concepts and ideas from the articles we chose for the assignment (we each chose a different article to work on). I suggested to my peer to meet at the library for a study/work session where we could help each other work on our respective 'fiche de lecture' assignments. The mediation task involved assisting each other in the comprehension and expression of complex ideas from our articles. Our collaboration session was a blend of discussing, paraphrasing, and cross verifying each other's work, alternating between English (our main language of interpersonal communication) and French (the language of our university and consequently the language of the assignment). We used English for conceptual discussions as we find it easier to express ourselves in this language,

and French for drafting our assignments. Furthermore, I helped my peer by suggesting more precise French academic terms and phrases that aligned with the ideas they were trying to express.

93. Helping a French-speaking peer to understand the content and instructions in a seminar offered in language A (English) with a ppt presentation in language A (English) and B (French), using English

I held an online (Zoom) meeting with another student from my own institution, but a different department/program, to share information about this assignment as she was absent from the 2nd December conference where we were given the assignment instructions. My task was to go over the conference PowerPoint slides with her, explain the assignment to her and answer any questions she might have had concerning the assignment. As my colleague was absent from the videoconference held on the 2nd December, the purpose of which was for Prof. B. Dendrinou, the Project Director, to present the project and the relative assignment to us, the participant researchers, it was decided that I would get in touch with the absent colleague and arrange a meeting with her. The purpose of the meeting was to go over the conference PPT, explain the project, its interest and purpose and the modalities of the assignment to the absent colleague. The colleague and I determined a time slot to meet virtually over Zoom. During the meeting, as previously stated, we went over the content of the conference and the modalities of the assignment. I answered the few questions she asked regarding the assignment. We also went over the assignment instructions document, including the verbal protocol sheet. The language used was English (even though the colleague is French – that day I simply found it easier to communicate in English than French. So I proposed we speak in English and she agreed).

94. Helping a small group of French-speaking peers understand the content and instructions in a seminar offered in language A (English) with a ppt presentation in language A (English) and B (French), using both languages

I held an online (Zoom) meeting with another student from my department, to share information about this assignment as he was absent from the 2nd December conference where we were given the assignment instructions. My task was to go over the conference PowerPoint slides with him, explain the assignment and answer any questions he might have had concerning the assignment. Additionally, two other colleagues joined the meeting to refresh their understanding of the project. I talked to my peer, offering to share the necessary information so that he could catch up as he was absent from the conference. We agreed to meet through a video call. During the call, I used English to refer to the content of the PowerPoint slides, which were in English, but mainly spoke in French to ensure clarity and comprehension, as it is the language of our university and also the language my peer and I usually use to communicate with each other. The two other colleagues joined the same call. The languages used were French and English. The task involved referring to PowerPoint slides in English and explaining the content of those slides into French. This was essential because the absent peer and the other colleagues were more comfortable with French as it is their native language, and it was crucial for their understanding of the project. I performed this task by first summarizing the key points of each slide in English and elaborated on them/provided necessary explanation in French. This bilingual approach ensured that all

peers could grasp the concepts regardless of their language preference. Additionally, I encouraged questions and provided clarifications (in French).

95. Explaining the information of a statistical table with information in Language A (Greek) using simpler words in that language but also by rendering the words in Language B (French)

This mediation took place during the teaching of Greek in the third year of a bachelor's degree in the neo-Hellenic studies department at the University of Strasbourg, where I am a lecturer. Department of Neo-Hellenic Studies at the University of Strasbourg (level A2-B1 according to the CEFR), where I am a lecturer. As part of our lesson on free time, in class we looked at a table containing statistical data on how people spend their free time. The table contained all the information in Greek. After giving the students a few minutes to look at the table, I asked them if they had any unfamiliar words. The question was asked in Greek and then in French. The students asked me what the word "φύλο" (sex, gender in Greek) meant. I replied in Greek that it was the word for man and woman, male and female, and then gave them the equivalent word in French. I followed the same practice with the expression "επεξεργασία εικόνων" (image processing), i.e. I first tried to explain it to them in simpler words in Greek, and then to translate it into French. I would therefore say that I carried out an intralinguistic mediation in order to help the students better understand the content of the statistical table. Of course, alongside intralinguistic mediation, I also resorted to the practice of translation (from Greek into French) so that the learners could make the link between the words and their meanings.

96. Helping a French and English-speaking student transcribe an interview in Language A (Greek) and having the student explain specialized in her field of study vocabulary

A Masters student in the Department of Neo-Hellenic Studies at the University of Strasbourg, of Canadian origin but with a perfect command of the Greek language, asked me for help with her dissertation. More specifically, she wanted my help in transcribing one of the interviews she had conducted in Greek. She had transcribed most of it, but at certain points she couldn't understand exactly what her interviewee was saying. So we listened to the passages in question again together, and then I dictated what I was listening to. I also corrected any spelling mistakes that had occurred or that I had noticed in the Word file of her corpus and I explained to her the particularities of transcribing authentic oral speech in Greek (for example, emphatic intonation, elision, apocope etc.). I gave these explanations mainly in Greek or sometimes using French terminology. It's interesting to note that if there were Greek words in the interview that I didn't understand, because they were terms used in her research (she deals with carnival customs in a Greek town, so her research is in the field of folklore and anthropology), she would explain them to me in turn, either in Greek, or in French. For example, during the interview, the word "πρόσωπο" (face) was repeated, which in this particular context means a special mask. Or the interviewee referred to a particular sword by another word of Slavic origin rather than the modern Greek word "σπαθί" (sword).

97. Students taking a course in Greek in a French university doing an oral presentation for the class in Language A during which they explained, using standard Greek and French, the meaning of proverbs in one variety of Greek (Cypriot-Greek) into another (standard Greek)

This third mediation took place during a presentation by three Greek-speaking students from Cyprus (in their second and third years) as part of the Greek course offered by the Neo-Hellenic Studies Department at the University of Strasbourg. The subject of the students' oral presentation was the Cypriot dialect. They had to talk, using Greek and French, about the history, linguistic characteristics, opinions, and ideologies surrounding Cypriot-Greek. During their presentation, they presented a number of proverbs in Cypriot-Greek, explained their meaning, making several intralinguistic mediation performances from Cypriot-Greek into standard modern Greek, and then described the communicative situation in which we might encounter these proverbs. In this way, the three students made it easier for me to understand the content of their presentation.

98. Relaying instructions (test rubrics) provided in Language A (Greek) in Language B (French) to ensure that test takers would know what to do

The fourth mediation took place during the final test of the Greek course for second-year undergraduates (level in Greek: A1-A2 according to the CEFR). To begin the exam, I distributed the written test topics to the students. While the exercises and instructions were all written in Greek, when the students and I read the exercises, instead of rereading the instructions in Greek, I explained them orally in French. Although the students were familiar with the instructions for the Greek exercises and knew both the vocabulary and the grammatical structures used in them, I decided to explain them in French, their language of study, in order to make sure that they understood what they had to write. On the other hand, I think this practice made it easier for all the students, both those who chose Greek as their specialist language and those who chose it as an option, because it gave them confidence and a certainty about what they were going to write. It should be noted that those who choose Greek as an option do not have the same course load and exposure to the language as the specialists. Consequently, their progress depends largely on motivation and the time they devote to learning Greek independently and voluntarily at home.

99. Providing information to a student who requested details about studying at a French-speaking university – the exchange was carried out in Greek

On 3 January 2024, I met up online with another participant in this research, Maria Iliopoulou from the University of Athens, and we talked together about our studies and future plans. It was Maria who took the initiative to contact me by sending me an email so that we could make an appointment. Our communication took place in Greek, both in our written messages and during our face-to-face meeting. Maria showed a particular interest in studying in France, so I tried to act as a mediator and give her information about the different departments of Neo-Hellenic studies in the country, their curriculum, the admissions process, accommodation, and student life in France and more specifically in Strasbourg. I would therefore say that our mediation was an intralinguistic mediation, an exchange of information using standard Greek in the context of an informal conversation between friends.

100. Reading an academic article in Language A (Greek), taking notes in Language B (French), and checking or comparing information and terminology used in the field in other articles in Language B

As part of my doctoral research, I read a chapter of a book on bilingualism in Greek and tried to take notes in French. When I didn't know a Greek word in French, I looked it up in an online dictionary. That's how I think I enriched my academic vocabulary in French. Then, on the basis of my notes, I tried to summarise what I'd read. To do this, I took the initiative of looking for relevant bibliographical references on bilingualism in French. I read two other chapters of two other books on bilingualism, this time in French. So, I set about enriching not only my knowledge of the French language, but also my academic knowledge of bilingualism and multi/plurilingualism.

101. Watching a video on an academic subject in Language A (French), taking notes in Language B (Greek) but also Language A, and then summarizing the content in Language B

I watched a 10-minute video online in French on research ethics and tried to take notes in Greek while listening to the video. This attempt failed from the outset, as it was extremely difficult for me to translate the scientific terminology I was listening to in French directly into Greek. So I changed my practice and started writing my notes in French. But when unknown words in French appeared during the viewing, I looked up the Greek translation in online dictionaries and wrote them down on my paper. At the end, I wrote a few sentences in Greek to try and summarise what I'd learned, and then I wrote my thoughts on ethics in Greek. I think that in this way, thanks to this mediation, I better understood the differences between the concepts in the video (for example, what is the difference between ethics and deontology) and I was able to develop further the issue of the importance and role of ethics in research.

102. Explaining to a student in Language A (French) the title and meaning of the lyrics of a song in Language B (Greek)

This mediation occurrence took place when a third-year Greek degree student asked me to help him understand the lyrics of a Greek song, of a song by Marina Satti entitled "hidden/secret pain" (πόνος κρυφός). The student didn't understand the meaning of the title and I first gave him the literal translation of the expression in French, then explained to him in French in what context it could be used, for example for unrequited love. In this way, I think he was able to better understand the meaning not only of the expression itself, but of the song as a whole.

103. Assigning a role-play oral task to students in a Greek language class at a French university, which they had to carry out in pairs Language A (Greek), with input provided in Language B (French)

During the Greek language course to develop oral language skills (level A1-A2 according to CEFR), I asked the students to do a role-play in Greek in pairs. The subject of the exercise was a dialogue between friends about organising a party. After giving the pairs two minutes to start the dialogue, I started going through each pair and listening to their conversation, correcting them when they made mistakes (for example, by correctly repeating the sentence or word they had said/pronounced incorrectly, or by asking them to rephrase their sentence), and giving them positive comments in Greek ("bravo", "c'est bon/correct", "très bien"). In cases where I saw that they were having difficulty continuing the conversation, I would give them an idea in French, for example "parlez du lieu de la fête ou des personnes que vous vont

inviter", while on other occasions, I would give them sentences in French and ask them to render them in Greek.

104. Explaining concepts (types of music) in Language A (Greek), for which there are no equivalents in Language B (French), using French and doing intercultural mediation

This tenth mediation took place during the third-year Greek course (level A2-B1 according to the CEFR). That day, we talked about our free time and how we enjoy ourselves. Before starting the discussion, we looked at a chart with Greek vocabulary for cinema, theatre and music. In the music category, there were the words "art music" (έντεχνη), "popular music" (λαϊκή), and "bouzoukia" (μπουζούκια). These words were unfamiliar to the students. In order to give them a better understanding of their meaning, I explained to them in French the differences between the two styles of music in terms of melody, use of instruments, lyrics and the context in which either art music or folk music is listened to (for example, folk music is listened to on bouzoukia, whereas art music is listened to in a concert hall). I even gave them examples of music in Greek by having them listen to an artistic song and a popular song respectively. I also explained to them in French how bouzoukia work (for example, the fact that you don't have to pay a bill). I also explained to them in French how the bouzoukia worked (for example, the fact that you don't pay to drink alcohol or that the show usually starts after midnight). I think that this mediation not only at the linguistic level but also at the cultural level enabled them to better understand the content of the expressions in question.

105. Collaborating on an academic project for a class conducted in Language A (French), using Language A and B (Serbian). The project was on a historical/literary character from Serbian literature, and we sought information and translations in languages other than French (as there are none), and specifically in English, German, Russian and Slovenian, while seeking help for additional information from faculty members teaching Turkish, Greek, Hungarian, Arabic and Bulgarian

Preparing an exhibition [show-and-tell] on the [historical/literary] character of Hasanginica in literature and translation with Tinkara VK. We communicated in French and Serbian with each other and with our teacher for research purposes because she is a character from Serbian literature. We also used English, German, Russian and Slovenian to find translations in these languages. We asked the help of several professors from different language departments in the faculty (Turkish, Greek, Hungarian, Arabic, Bulgarian) to find translations for us in their languages. We communicated in French, and they sent us translations in the various languages. Some of them also translated the explanations given with the translations to help us understand the context and who was the author of the translation, so that we could put captions on our exhibition posters.

106. International students at a French university exchanging information about studies and their backgrounds using mainly Language A (English) and Language B (French) with everyone but also creating a studies-support group, whereby subgroups may use language C (Spanish)

I met my peers on the first day of my Master's degree programme. At lunchtime we ate together to get to know each other and find out where we were from and what we had done before enrolling for the Masters in Strasbourg. Naturally, we worked together to make the

new year easier and to help each other out. We also created a WhatsApp group to keep in touch and ask questions, ask for help if we needed it. We mainly used French and English. There were a lot of Spanish speakers who spoke Spanish amongst themselves. Sometimes we used Russian or Serbian depending on who we were talking to. As our courses are in French, it is sometimes difficult for some people to follow or fully understand the information given by the teachers. I don't ask my peers if they have understood the lessons, but I do help them if they ask me for information or translations. My Spanish-speaking colleagues have sometimes asked me to translate words into English that they didn't understand in French, or to explain concepts to them using examples. We have used French, English and sometimes Greek for the aetiology [etymology] of words.

107. Communicating with the instructor teaching Serbian at a French University in Language A (French) but also Language B (Serbian) to make questions and requests more clearly understood or Language C (English)

Make the exchange with our Serbian teacher more constructive when there are misunderstandings or a lack of understanding of what we are saying. When we talk to our teacher who does not have French as her mother tongue, she sometimes does not understand our questions, requests, or explanations during the exchange. In such cases, we always try to explain our request in French or, if we know Serbian well enough, we switch to Serbian so as not to lose the momentum of the conversation and to avoid misunderstandings. Some people who don't speak Serbian use English to get the conversation going. If I'm present, she sometimes asks me to translate what the student wanted to say into Serbian.

108. Attend a course, lecture, or study a film in language A (English) or B (German) but take notes in language C (French)

Follow a course, lecture, or study a film in language A but take notes in language B. During my German and English courses, I always take my notes in French so that I can understand the content of the course better afterwards without having to think too much. It's more natural for me to take my notes in French even if the course is in another language. I only take note of vocabulary or words that I don't know to improve my knowledge and my language level. My method is very bad because afterwards it's more difficult for me to transcribe the information into English whereas if I'd taken my notes in English, I'd have a much easier time in an exam. But with my method I have to translate again into the original language, which takes more time, and often my translation doesn't have the same meaning as the one given by the teacher.

109. Collaboration between peers to prepare for an end-of-the term exam in Language A (French), by different people preparing summaries of the main articles referred to during the semester, making lists of terms and definitions, as well as the most important authors

Group revision of end-of-semester exams. We used to get together at one of our peers' houses for a whole weekend to revise for the end of term exams together. To do this, each of us would summarise the different texts we'd seen during the semester. We also made lists of definitions and vocabulary with the most important words in sociolinguistics. We also made lists of the most important authors and their concepts in both sociology and linguistics. These cards were written in French and all our revision was done in French. If we had any questions,

we'd ask them in French and our peers would answer us in French. French came naturally because our revision materials were exclusively in French, so it didn't necessarily occur to us to use another language, which might confuse us more than help us with our revision.

110. Speaking in Language A (French) on behalf of a student who speaks Language B (Russian) to the university administrative staff which involved relaying his requests from Russian to French and the administrator's questions from French to Russian, though when I found it difficult to express myself in Russian, I used Serbian, as there is inter-comprehension between Serbian and Russian

A Russian-speaking student was having difficulty being understood by the administrative staff at our faculty because she spoke poor French. The lady who greeted her spoke no English, so it was impossible for her to communicate. Speaking a little Russian, the student asked me to help her by translating her requests from Russian into French and thus solving her administrative problem. The lady at the reception asked me for information about my friend, so I also translated from French into Russian. It took quite a long time as I don't speak Russian very well and there were sometimes misunderstandings, but my multilingualism enabled this student to solve her problem. I sometimes used Serbian, which is a language close to Russian, to help the student understand what she was trying to explain to me, or to pass on the answers given by the lady at the reception desk.

111. Two peers communicating about a class in Language A (French) using their shared heritage language – Language B, Serbian

Using Serbian with a Serbian-speaking peer. There's a girl in my class who speaks fluent Serbian. When we talk, we always speak in Serbian and when I ask her to explain a lesson I ask her in Serbian and she answers in Serbian. This allows us to maintain our language skills but also to speak a language that we don't often have the opportunity to speak because it's not very common in our faculty.

112. Carrying out a debate on a social issue using arguments in the official language of the class (French)

Debate about current events or about linguistic or sociolinguistic concepts. When we discuss national and international news, we always debate in French because it's the majority language in our group and everyone wants to take part in the debate. Even those who don't have a perfect command of French take part in the debate in French because we started the discussion in French. French allows us to better illustrate our ideas and what we're saying, but also to better explain our position. When we debate sociology or sociolinguistics, it's also in French because many of the authors we know are French or French-speaking. What's more, it's easier for us to talk about them in French because we acquired our knowledge in French.

113. Using the official university language French, to teach a 'foreign' language, in this case Russian

When I started learning Russian, our teacher had to alternate between Russian and French because we didn't know a word of Russian. This method of assimilation enabled us to quickly construct simple sentences in Russian and retain them. What's more, by constantly repeating

them, we were able to assimilate them definitively, to the point where certain words became as natural to us as in French.

114. Students collaboratively rendering the meaning of a text written in Language A (Ukrainian) by using inter-comprehension – i.e., their knowledge of other Slavic languages

The Slavic Studies Department is offering a course in intercomprehension in Slavic languages. Starting with Ukrainian texts, we had to translate them into French without knowing a word of Ukrainian but using our knowledge of Russian and another Slavic language. By following a precise method of textual analysis, we were able to understand and translate from Ukrainian into French and even understand Ukrainian grammar rules by comparing the grammatical construction of sentences in Ukrainian with Russian or another Slavic language. We realize that, with effort, we can understand languages from the same family without knowing them independently. This course is also offered with Germanic languages, from Dutch into German.

APPENDICES

APPENDIX 1



LE MULTI-/PLURILINGUISME DYNAMIQUE, TERREAU DE L'EXCELLENCE INCLUSIVE DANS L'ENSEIGNEMENT SUPÉRIEUR (MUDEXI)

ACTION 2 - Étude de cas sur la médiation dans l'enseignement supérieur (phase 2)

6 November 2023

Chers étudiants,

Nous vous remercions d'avoir participé à l'enquête MUDEXI Action 2 (Etude de cas sur la médiation dans l'enseignement supérieur) en répondant au questionnaire sur les langues que vous connaissez et utilisez dans votre environnement familial, social et académique, ainsi que sur les tâches de médiation que vous accomplissez.

L'examen et l'analyse des réponses données par près de 291 répondants des sept universités participant à l'étude de cas nous ont fourni des résultats très intéressants, qui seront mis à votre disposition dans un avenir proche.

Nous passons maintenant à la deuxième phase de notre étude de cas et nous aimerions faire participer un échantillon beaucoup plus restreint d'étudiants - une dizaine par université - à un mini-projet de recherche qualitative, pour lequel vous serez préparés et guidés tout au long de sa réalisation, ce qui vous permettra d'acquérir des connaissances et de l'expérience. Bien entendu, votre participation sera reconnue. A l'issue de l'aventure, un certificat de participation active à la recherche vous sera remis par l'Université de Strasbourg.

Ce qui est demandé aux étudiants qui se porteront volontaires pour le projet de recherche, c'est de réaliser un certain nombre de tâches de médiation avec vos pairs de l'université, sur une période de 15 jours. Ces tâches vous seront fournies et décrites, et vous devrez ensuite rédiger un protocole verbal pour chaque tâche effectuée (dire quand, avec qui, dans quelles circonstances exactement, etc.) Nous avons besoin de 10 les protocoles verbaux de chaque participant à la recherche, qui doivent être rédigés en anglais ou en français.

Ceux d'entre vous qui se porteront volontaires pour participer devront assister à un séminaire en ligne le samedi 2 décembre à 16 heures, heure d'Europe centrale (17 heures, heure d'Europe de l'Est), au cours duquel je vous donnerai des instructions et des directives afin que vous puissiez effectuer le travail qui vous est demandé. Le séminaire se déroulera en anglais, mais une aide en français pourra être apportée si les étudiants participants en ont besoin.

Ceux d'entre vous qui réussiront ce projet pourront être choisis pour participer à un projet plus important (financé).

Tous mes vœux de réussite à tous pour cette année académique.

Professeuse Bessie Dendrinou
Directrice scientifique de MUDEXI, Action 2



LE MULTI-/PLURILINGUISME DYNAMIQUE, TERREAU DE L'EXCELLENCE INCLUSIVE DANS L'ENSEIGNEMENT SUPÉRIEUR (MUDEXI)

ACTION 2 – Case study on Mediation in Higher Education (Phase 2)

6 November 2023

Dear students,

Thank you for taking part in the MUDEXI Action 2 (Case study on Mediation in HE) Survey, by responding to the questionnaire about the languages you know and use in your family, social and academic environment, as well as about the mediation tasks you perform.

Consideration and analysis of the answers given by almost 300 respondents from the seven universities participating in the Case Study provided us with very interesting results, which will be made available to you in the near future.

Now, we are moving to the second phase of our Case Study, and we would like to engage a much smaller sample of students – about ten from each university – to take part in a mini qualitative research project, for which you will be prepared and given guidance throughout the time it is being carried out – providing you with knowledge and experience. Naturally, your participation will be acknowledged. At the end of the venture, you will be given a certificate of active participation in the research by the University of Strasbourg.

What is required of the students who will volunteer for the research project is to carry out a number of mediation tasks with your university peers, over a period of 15 days. These tasks will be provided and described to you, and then you will have to make a Verbal Protocol for each task you carried out (say when, with whom, under what circumstances exactly, etc.). We need 10 verbal protocols from each research participant, which should be produced in English or in French.

Those of you that will volunteer to take part need to attend an online seminar on Saturday, 2 December at 16.00 Central European Time (17.00 Eastern European Time), during which I will give you instructions and directions so you can do the work required of you. The seminar will be carried out in English but help in French can be provided if participating students need it.

Those of you that do well in this project, might be chosen to take part in a larger (funded) project.

With all good wishes to everyone for this academic year

Professor Bessie Dendrinou
Scientific director of MUDEXI, Action 2

APPENDIX 2

LA MÉDIATION AVEC VOS PAIRS À L'UNIVERSITÉ

La phase 2 de MUDExI-Action 2 implique 27 étudiants, issus de différentes universités européennes, dans une série de tâches de médiation qu'ils sont susceptibles d'effectuer dans leur contexte universitaire. Ils préparent ensuite des protocoles verbaux après avoir réfléchi à leur performance en matière de tâches de médiation.

ANNEXES AU PRÉSENT DOCUMENT

1. Description de l'étude de cas
2. Noms et adresses électroniques des étudiants participants
3. Feuille de protocole verbal

L'assignation

Choisissez l'une de ces tâches, ou d'autres tâches de médiation qui ne figurent pas sur la liste, et réalisez-les - si possible, dans les jours qui suivent, jusqu'au 22 décembre. Si vous manquez de temps, vous pouvez continuer pendant ou après les fêtes de fin d'année, jusqu'au 15 janvier au plus tard.

Nous vous demandons d'effectuer 7 tâches de médiation interlinguistique et 3 tâches de médiation intralinguistique et, à chaque fois que vous effectuez la tâche, de prendre du recul, de réfléchir à ce que vous avez fait et comment, et de documenter cette performance en remplissant la feuille de protocole verbal préparée à votre intention.

La raison pour laquelle vous avez choisi d'effectuer la tâche de médiation peut être l'une des suivantes :

1. Rencontrer un pair (participant à cette étude de cas) d'une autre université en effectuant une tâche de médiation inter ou intralinguistique afin (a) d'en savoir plus sur lui et son institution, ses études, son cercle social, et/ou (b) de discuter de ce projet et de la consigne.
2. Collaborer (entre ou dans les mêmes langues) avec l'un de vos pairs de :
 - 2.1 Votre propre institution, mais un département/programme différent, pour partager des informations sur cette mission et sur ce que chacun d'entre vous envisage de faire/ou a déjà fait et pourquoi. Cette personne doit participer à ce projet.
 - 2.2 Une autre institution pour échanger des informations sur cette mission, ce que vous devriez faire et comment, et/ou comment la médiation peut être une technique d'apprentissage utile. Elle ou il devrait participer à ce projet.
 - 2.3 Votre propre département/programme pour partager des informations sur cette mission, ce que vous devriez faire et comment, et/ou comment la médiation peut être une technique d'apprentissage utile. Cette personne ne doit pas nécessairement participer à ce projet.
 - 2.4 Votre propre département/programme pour effectuer un travail dans le cadre d'une tâche/projet assigné(e) par votre professeur, pour étudier (ensemble) en vue de vos examens. Il ou elle ne doit pas nécessairement participer à ce projet.

3. Facilitez le processus d'apprentissage en fournissant et/ou en acceptant l'aide de l'un de vos pairs (qui ne participe pas nécessairement à cette étude de cas) en **utilisant le langage croisé** (ou le **plurilingage**) pour faire l'une des choses suivantes :
 - 3.1 L'aider (ou être aidé) à comprendre un ou plusieurs texte(s), article(s), essai(s), exposé(s), conférence(s), discours, vidéoconférence(s), etc., en expliquant l'essentiel ou l'idée de base de l'ensemble du texte/du discours, de certaines parties ou de quelques éléments linguistiques seulement.
 - 3.2 L'aider (ou être aidé) à comprendre un texte oral ou écrit contenant un discours technique en le restituant dans un discours plus simple.
 - 3.3 L'aider (ou être aidé) à comprendre un (des) texte(s) en langue A en le restituant avec moins de mots ou des mots différents, en le paraphrasant, en clarifiant des informations ou des concepts, etc. en langue B.
 - 3.4 L'aider (ou être aidé) à comprendre un (des) texte(s)/parole(s)/conversation dans la langue A en le(s) traduisant dans la langue B.
 - 3.5 L'aider (ou être aidé) en interprétant ce que quelqu'un a dit ou ce que vous avez lu.
 - 3.6 L'aider (ou se faire aider) à produire un texte écrit ou à parler d'un sujet - en lui fournissant des idées ou un soutien linguistique.
 - 3.7 Commenter le contenu d'un texte ou d'un discours en ajoutant des idées, en soutenant ou en réfutant certains points ou la langue dans laquelle le texte ou le discours a été produit.
 - 3.8 Faciliter, rendre possible ou rendre plus constructif l'échange avec d'autres étudiants.
 - 3.9 Faciliter ou rendre utile l'échange avec un enseignant/professeur.
 - 3.10 Faciliter ou rendre possible l'échange avec un membre du personnel de l'université.
 - 3.11 Remplir un formulaire quelconque dans la langue A avec des informations dans la langue B.
 - 3.12 Parler en leur nom dans la langue A, pendant qu'ils vous donnent des informations dans la langue B.
 - 3.13 Rédiger en son nom, dans la langue A, une lettre, un message, un reçu, etc. sur la base des informations qu'il vous donne dans la langue B.
 - 3.14 L'aider (ou se faire aider) en lui expliquant des instructions, des directives, etc.
4. Soutenez votre propre apprentissage en pratiquant le **trans-/plurilingage**) pour faire l'une des choses suivantes :
 - 4.1 Lire un (des) texte(s)/livre(s) dans la langue A et faire quelque chose dans la langue B, comme par exemple : prendre des notes, écrire les idées/concepts de base du texte/livre ou le(s) point(s) principal(aux), faire un résumé, produire un autre texte (d'un type différent), faire un graphique/carte/image, une présentation PPT.
 - 4.2 Écouter un exposé/une conférence/une conversation dans la langue A et faire quelque chose dans la langue B, par exemple : prendre des notes, noter les idées/concepts fondamentaux du texte/du livre ou les points principaux, faire un résumé, produire un autre texte (d'un type différent), faire un graphique/une carte/une image, une présentation PPT.
5. Facilitez le processus d'apprentissage en fournissant et/ou en acceptant l'aide de l'un de vos pairs (qui ne participe pas nécessairement à cette étude de cas) en utilisant

l'intralangage pour effectuer l'une des tâches suivantes dans une langue que vous connaissez tous les deux :

- 5.1 Lire le(s) texte(s)/livre(s), prendre des notes pour lui/elle, surligner ou discuter les points clés.
- 5.2 Expliquer des idées, des positions, etc. à partir d'une conférence ou d'une séance d'enseignement.
- 5.3 Expliquer ou restituer des informations présentées dans un tableau, un graphique, un tableau de chiffres, un diagramme.
- 5.4 Partager avec lui des idées, des concepts, des positions théoriques ou d'autres informations tirées d'un chapitre ou d'un livre que vous avez lu.
- 5.5 Restituer par la parole une situation, des idées, des concepts, des sentiments, etc. transmis de manière non verbale, c'est-à-dire par l'image, le son, le geste, le mouvement, etc.
- 5.6 Expliquer, commenter ou élucider les aspects/parties qui posent problème.
- 5.7 Paraphrase pour rendre le sens accessible lors d'une discussion avec d'autres personnes.

Description de l'action 2 : Étude de cas sur la médiation linguistique

Objectif général

Offrir aux enseignants et aux étudiants universitaires la possibilité de participer à un programme visant à cultiver la capacité de médiation à travers et à l'intérieur d'une même langue - une capacité constitutive de la compétence plurilingue et pluriculturelle, telle que décrite en détail par le CEFRV ([EN](#) & [FR](#)), Conseil de l'Europe (2020) ; une capacité qui peut être enseignée, apprise et évaluée dans des contextes éducatifs, mais qui peut également être exploitée afin de soutenir la communication interlinguistique et intralinguistique entre les apprenants eux-mêmes, mais aussi afin de faciliter le processus d'apprentissage et d'améliorer les processus pédagogiques coopératifs.

Objectifs spécifiques

En participant à cette étude de cas, les étudiants cultivent leur capacité de médiation et développent leur compétence plurilingue ; collaborent par la médiation avec leurs propres camarades de classe et avec des étudiants d'autres universités ; utilisent la médiation translinguistique pour leurs expériences d'apprentissage en utilisant du matériel d'enseignement/apprentissage et des références bibliographiques dans des langues autres que la langue de la classe ; s'adonnent au partage de ces expériences avec d'autres étudiants.

Informations de base

Tout d'abord, il convient de préciser qu'il existe une distinction importante entre les termes Multilinguisme et Plurilinguisme, qui sont souvent utilisés de manière interchangeable. Voici comment ces deux termes ont été définis dans le CEFRV :

Le multilinguisme désigne la coexistence de différentes langues au sein d'une société ou d'un individu, sans qu'elles soient séparées les unes des autres. Par exemple, la Suisse, pays pour lequel le multilinguisme est une composante essentielle de son identité, compte quatre langues officielles : l'allemand, le français, l'italien et le romanche. Ces langues sont parlées

dans quatre régions linguistiques différentes, et les habitants d'une région ne parlent pas nécessairement les langues des autres régions. En d'autres termes, les personnes vivant dans un pays multilingue ne sont pas nécessairement multilingues, tout comme les personnes vivant dans un pays officiellement bilingue comme le Canada ne sont pas nécessairement bilingues. En outre, les locuteurs de l'allemand, par exemple, qui utilisent également l'anglais et un peu de suédois, de français ou d'italien, ne mélangent pas ces langues lorsqu'ils communiquent. Bien qu'ils soient multilingues, lorsqu'ils utilisent chacune de ces langues pour la communication quotidienne, à des fins éducatives ou professionnelles, ils les utilisent de manière monolingue, c'est-à-dire une à la fois.

Le plurilinguisme, quant à lui, ne concerne que les individus et non les sociétés. Il concerne les personnes qui déploient toutes les ressources linguistiques et non linguistiques qu'elles possèdent dans leur répertoire pour communiquer avec les autres et pour donner un sens à ce qu'elles entendent ou lisent pour elles-mêmes. En d'autres termes, elles communiquent en utilisant toutes les langues, variétés de langues et modes sémiotiques de communication qu'elles connaissent assez bien, partiellement ou juste un peu, pour comprendre les autres (dans le texte ou le discours) et pour être comprises par eux. Mais il faut souligner que les individus bilingues ou multilingues ne sont pas nécessairement plurilingues car ils peuvent utiliser les langues qu'ils connaissent de manière monolingue. Deuxièmement, le plurilinguisme ne peut s'épanouir sans la volonté d'agir de l'agent individuel, tandis que la compétence plurilingue peut ne pas se développer suffisamment si elle n'est pas cultivée par l'éducation et la pratique.

Étant donné que cette étude de cas porte sur la médiation, il est important de définir le terme de médiation, qui peut être pratiquée d'une langue à l'autre (interlinguistique) ou au sein d'une même langue (intra-linguistique). Il s'agit d'une forme de pratique sociale que tous les utilisateurs de langues pratiquent, agissant comme des facilitateurs lorsqu'il y a une rupture de communication ou un manque de communication quelconque. Lorsque les gens agissent en tant que médiateurs, ils surveillent le processus d'interaction et agissent en tant que négociateurs de sens et agents de création de sens, jouant un rôle actif en tant qu'arbitres de sens.

La médiation

- est un processus dynamique, interactif, impliquant des agents qui sont prêts à aider les parties qui ne parviennent pas à s'accorder ou à comprendre un texte, un artefact culturel ou une situation sociale
- implique la transmission de messages dans un but de communication exprimé - messages qui peuvent être dans la même langue ou une langue différente, une variété de langue, un discours, un genre, un registre ou un mode sémiotique
- implique la transmission de messages impliquant la négociation, l'interprétation ou la création de significations pour les autres (en participant à l'événement, en utilisant des stratégies appropriées au contexte de la situation) ou pour soi-même
- constitue un processus de création de sens axé principalement sur les besoins, les droits et les intérêts des parties pour lesquelles la médiation est mise en œuvre
- implique des compétences en matière de négociation de sens et la capacité d'utiliser des stratégies adaptées à la tâche et au contexte de communication

Le CEFRVC a développé des descripteurs détaillés et échelonnés, présentés dans les 3 groupes suivants

Médiation d'un texte

- Transmettre des informations spécifiques - à l'oral et à l'écrit

- Expliquer des données (dans des graphiques, diagrammes, tableaux, etc.) à l'oral et à l'écrit
- Traiter un texte à l'oral et à l'écrit
- Traduire un texte écrit - à l'oral et à l'écrit
- Prise de notes (cours, séminaires, réunions, etc.)
- Expression d'une réponse personnelle à des textes créatifs (y compris la littérature)
- Analyse et critique de textes créatifs (y compris littéraires)

Médiation de concepts

- Collaborer au sein d'un groupe
- Faciliter l'interaction collaborative avec les pairs
- Collaborer pour construire du sens
- Diriger le travail de groupe
- Gérer l'interaction
- Encourager les discussions conceptuelles

Médiation de la communication

- Faciliter l'espace pluriculturel
- Servir d'intermédiaire dans des situations informelles (avec des amis et des collègues)
- Faciliter la communication dans les situations délicates et les désaccords

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- 12) Gabriela Radkova: gabrielaradkova18@gmail.com

THE VERBAL PROTOCOL SHEET

Informations personnelles du médiateur

Nom :

Institution :

Adresse électronique :

Veillez me renvoyer les feuilles du protocole verbal complétées :

bessiedendrinou@ecspm.org & Guðrún Gísladóttir : gudrun@ecspm.org

Description de la tâche de médiation _____ (nombre)

1. Identifiez la tâche de médiation que vous avez effectuée.
2. Décrivez ce que vous et/ou votre pair avez fait pour initier l'interaction, pourquoi et comment vous avez collaboré. Indiquez également les langues que vous avez utilisées au cours de l'événement.
3. Décrivez comment vous avez facilité le processus d'apprentissage en fournissant et/ou en acceptant l'aide de l'un de vos pairs par le biais de la médiation croisée (ou plurilingue) - quelle a été l'une des tâches de médiation croisée que vous avez effectuées, pourquoi et comment vous l'avez effectuée, et indiquez les langues que vous avez utilisées au cours de l'événement.
4. Décrivez comment vous avez soutenu votre propre apprentissage en pratiquant le trans-/plurilingue - quelle a été l'une des tâches de médiation croisée que vous avez effectuée, pourquoi et comment vous l'avez effectuée, et dites quelles langues vous avez utilisées pendant l'événement.
5. Décrivez comment vous avez facilité le processus d'apprentissage en fournissant et/ou en acceptant l'aide de l'un de vos pairs en effectuant une tâche de médiation intralinguistique. Dites quelles sont les langues que vous connaissez tous les deux.

MEDIATING WITH YOUR PEERS AT UNIVERSITY

Phase 2 of MUDEXI-Action 2 involves 27 students, from different European universities, in a series of mediation tasks they are likely to carry out in their academic context and then prepare Verbal Protocols after reflecting on their mediation task performance.

ANNEXES TO THIS DOCUMENT

1. Description of the Case Study
2. Names & email addresses of participating students
3. The Verbal Protocol Sheet

The Assignment

Chose any of these, or other mediation tasks which are not on the list, and carry them out – if possible, in the days that follow, up to the 22nd of December. If there's not enough time you may continue over or beyond the holiday season, up to January 15th at the latest.

We would like you to do 7 cross-linguistic mediation tasks and 3 intralinguistic mediation tasks and, each time you perform the task, to take a step back, *reflect on what you did and how*, and document this performance, by filling out the Verbal protocol Sheet prepared for you.

The reason for performing the mediation task you choose to do maybe any of the following:

5. Socialise with a peer (taking part in this Case Study) **from another university** by performing a cross- or intralinguistic mediation task in order (a) to get to know more about her/him and her/his institution, studies, social circle, and/or (b) to discuss this project and the assignment.
6. Collaborate (across or within the same languages) with one of your peers from:
 - 6.1 Your own institution, but a different department/programme, to share information about this assignment and what each of you are thinking of doing /or have already done and why. She or he should be taking part in this project.
 - 6.2 Another institution to share information about this assignment, what you should be doing and how, and/or how mediation may be a useful learning technique. She or he should be taking part in this project.
 - 6.3 Your own department/programme to share information about this assignment, what you should be doing and how, and/or how mediation may be a useful learning technique. She or he does not necessarily need to be taking part in this project.
 - 6.4 Your own department/programme to do work for a task/project assigned by your professor, to study (together) for your exams. She or he does not necessarily need to be taking part in this project.
7. Facilitate the learning process, by providing and/or accepting help from one of your peers (not necessarily participating in this Case Study) by **cross-linguaging (or plurilinguaging)** to do any of the following:
 - 7.1 Help her/him (or be helped) to understand one or more text(s), article(s), essay(s), talk(s), lecture(s), speech(es), video-lecture(s), etc., by explaining the gist or basic idea of the whole script/speech, parts of it, or just some language elements.

- 7.2 Help her/him (or be helped) to understand an oral or written text with technical discourse by relaying it in simpler discourse.
 - 7.3 Help her/him (or be helped) to understand text(s) in language A by rendering it in fewer or different words, paraphrasing it, clarifying information or concepts, etc. in language B.
 - 7.4 Help her/him (or be helped) to understand text(s)/talk(s)/conversation in language A by translating it in language B.
 - 7.5 Help him/her (or be helped) by interpreting something someone said or something you read.
 - 7.6 Help her/him (or be helped) to produce a written text or to speak about an issue – providing ideas or linguistic support.
 - 7.7 Comment on the content of text(s)/talk(s) adding ideas, supporting or arguing against certain points or the language in which the script/talk has been produced.
 - 7.8 Make exchange with other students easier, possible, or more constructive.
 - 7.9 Make exchange with a teacher/professor go more smoothly or turn out useful.
 - 7.10 Make exchange with a staff member of the university easier or possible.
 - 7.11 Fill in a form of some sort in language A with information in language B.
 - 7.12 Speak on their behalf in language A, while they give you information in language B.
 - 7.13 Write on their behalf in language A, a letter, a message, receipt, etc. based on information they give you in language.
 - 7.14 Help her/him (or be helped) by explaining instructions, guidelines, etc.
8. Support your own learning by cross-/plurilinguaging to do any of the following:
- 8.1 Read text(s)/book(s) in language A and do something in language B, like, for example: take notes, write down the basic idea(s)/concepts in the text/book or the main point(s), make a summary, produce another (different type) text, make graph/chart/image, PPT presentation.
 - 8.2 Listen to a talk/lecture/conversation in language A and do something in language B like, for example: take notes, write down the basic idea(s)/concepts in the text/book or the main point(s), make a summary, produce another (different type) text, make graph/chart/image, PPT presentation.
9. Facilitate the learning process, by providing and/or accepting help from one of your peers (not necessarily participating in this Case Study) by **intralinguaging** to do any of the following in a language you both know:
- 9.1 Read text(s)/book(s) take notes for him/her, highlight or discuss key points.
 - 9.2 Explain ideas, positions, etc. from a lecture or teaching session.
 - 9.3 Explain or render information presented in a chart, graph, table with numbers, diagram.
 - 9.4 Share with him/her ideas, concepts, theoretical positions, or other information you got from a chapter, book you read.
 - 9.5 Render in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally, i.e. through image, sound, gesture, movement, etc.
 - 9.6 Explain, comment, or elucidate aspects/parts that are creating a problem.
 - 9.7 Paraphrase to make the meaning accessible when in discussion with others.

Description of Action 2: Case Study on Linguistic Mediation

Overall objective

To offer university instructors and students opportunities to participate in a programme that aims to cultivate the ability to mediate across and within the same language – an ability constitutive of plurilingual and pluricultural competence, as described in detail by the CEFR CV (EN & FR), Council of Europe (2020); an ability which can be taught, learnt and assessed in educational settings, but which can also be exploited so as to support crosslinguistic and intralingual communication between learners themselves, but also so as to facilitate the learning process and to enhance collaborative pedagogical processes.

Specific objectives

By taking part in this case-study, students cultivate their ability to mediate and develop their plurilingual competence; collaborate through mediation with their own classmates and with students from the other universities; use crosslinguistic mediation for their learning experiences by utilising teaching/learning materials and bibliographical references in languages other than the class language; indulge into sharing those experiences with other students.

Background information

To begin with, it is to be pointed out that there is an important distinction between the terms Multilingualism and Plurilingualism, which are often used interchangeably. Here is how these two terms have been defined in the CEFR CV:

- **Multilingualism** refers to having different languages coexist alongside one another in societies or within individuals but detached from each other. For example, Switzerland – a country for which multilingualism is an essential part of its identity – has four official languages, i.e., German, French, Italian and Romansh. These languages are spoken in four different language regions, and the inhabitants of one region do not necessarily speak the languages of the other regions. In other words, people living in a multilingual country are not necessarily multilingual, like people living in an officially bilingual country such as Canada are not necessarily bilingual. Moreover, speakers of say German, who also use English for example and some Swedish, French, or Italian, do not mix these languages when they communicate. While they are multilingual, when using each of these languages for daily communication, for educational or professional purposes, they use them monolingually, i.e., one at a time.
- **Plurilingualism**, on the other hand, refers to individuals only, not to societies. It refers to people who deploy all the linguistic and non-linguistic resources they have in their repertoire to communicate with others and to make meaning of what they hear or read for themselves. That is, they communicate by making use of all the languages, language varieties and the *semiotic modes of communication*³ that they know quite well, partially, or just a little, to understand others (in text or speech) and to be understood by them. But it should be emphasised that bilingual or multilingual

³ There are five basic semiotic modes of communication: verbal (oral speech and writing), visual, acoustic, gestural, and spatial. When verbal production is combined with images and sound, for example, the product is referred to as multimodal.

individuals are not necessarily *plurilingual* for they might use the languages they know monolingually. Secondly, plurilingualism cannot flourish without the individual agent's willingness to act, while plurilingual competence may not develop sufficiently unless it is cultivated through education and practice.

Given that this Case Study on Mediation, it's important to define the term *Mediation*, which may be performed across languages (cross-linguistically) or within the same language (intra-linguistically). It is a form of social practice that all language users perform, acting as facilitators when there is a communication breakdown or a communication gap of some sort. When people act as mediators, they monitor the process of interaction and act as meaning negotiators and as meaning-making agents, taking on an active role as arbitrators of meaning.

Mediation then:

- is a dynamic, purposeful, interactive process, involving agents who are willing to assist parties that fail to agree with or understand a text, cultural artifact, or social situation
- entails rendering messages for an expressed communicative purpose –messages which may be in the same or a different language, variety of language, discourse, genre, register, or semiotic mode
- involves relaying messages implicating negotiation, interpretation, or creation of meanings for others (participating in the event, using strategies appropriate to the context of situation) or for oneself
- constitutes a meaning-making process focused primarily upon the needs, rights, and interests of the parties for whom mediation is enacted
- involves skills of meaning negotiation and ability to use strategies conducive to the task and the communicative context

The CEFR CV has developed detailed scaled descriptors presented in the following 3 groups:

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)

Mediating concepts

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

Mediating communication

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

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- 42) Gabriela Radkova: gabrielaradkova18@gmail.com

THE VERBAL PROTOCOL SHEET

Mediator's personal information

Name:

Institution:

Email address:

Please return the Verbal Protocol sheets completed to me: bessiedendrinós@ecspm.org & Guðrún Gísladóttir: gudrun@ecspm.org

Description of mediation task _____ (number)

1. Identify the mediation task that you performed:
2. Describe what you and/or your peer did to initiate interaction, why, and how you collaborated. Also, say which languages you used during the event.
3. Describe how you facilitated the learning process, by providing and/or accepting help from one of your peers by cross-languaging (or plurilanguaging) – what was one of the cross-mediation tasks you performed, why and how you performed it, and say which languages you used during the event.
4. Describe how you supported your own learning by cross-/plurilanguaging – what was one of the cross-linguistic mediation tasks you performed, why and how you performed it, and say which languages you used during the event.
5. Describe how you facilitated the learning process, by providing and/or accepting help from one of your peers by performing an intralinguistic mediation task. Say which languages you both know.