

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

**ACTION 2: Case Study on Linguistic Mediation in HE**

**REPORT ON THE MUDExI SURVEY-QUESTIONNAIRE<sup>1</sup>**

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## INTRODUCTORY NOTE

The purpose of this Case Study is to investigate university students' linguistic mediation practices, as defined and described in detail in the Council of Europe's *Common European Framework of Reference Companion Volume* (CEFRCV), published in English and French in 2020 ([EN & FR](#)).

Aiming at gathering data regarding what the university students of a particular linguistic profile do when they mediate, with whom, and on which occasions they perform mediation practices, an online questionnaire was generated ([Annex 1](#)). The communication officers of all the project universities participating in the MUDExI project were asked to forward information about the Case Study to the professorial staff ([Annex 2](#)) and encourage them to facilitate implementation.

The eight universities whose students responded are listed below in the order they appear in this Report, referred to with their acronym as follows:

- 1) Babes Bolyai University (UBB)
- 2) National & Kapodistrian University of Athens (NKUA)
- 3) Sofia University St Kliment Ohridski (SU)
- 4) University of Strasbourg (UNISTRA)
- 5) University for foreigners of Siena (UNISTRASI)
- 6) University of São Paulo (USP)
- 7) University of Lomé (UL)
- 8) University of Ngaoundéré (UN)

Professorial staff from each university ([Annex 3](#)) announced the Case Study in their classes, forwarded an invitation by the Scientific Director ([Annex 4](#)), and asked students to respond to either the French or the English version of the online questionnaire, on a voluntary basis.

A total of 290 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 comprises the sample of subjects being investigated, en masse, and by university.

The sample is not evenly balanced. That is, the number of students from each university that responded was very unequal; it ranges from 100 to 3. Though there are some significant differences between students from each university, the assemblage from each institution is too small and too diverse numerically to be considered a representative sample from each university. Nevertheless, there is interesting indicative data which is discussed in this report.

Most importantly, the findings from this Survey-Questionnaire serve as a basis for the second phase of the Case Study, whose purpose is to investigate the *mediation tasks* that students perform at university as *socially situated practice*. Ten students who participated in the first phase of the Case Study will be selected to become engaged in a small-scale qualitative research project, which will involve them in carrying out a series of mediation tasks with their university peers, over a period of 15 days, and to create a Verbal Protocol for each task they perform. Student mediators taking part in this phase are asked to note down when, with whom and under what circumstances they performed each crosslinguistic or intralinguistic task which they are required to describe in detail – in either English or in French.

## THEORETICAL BASIS OF THE CASE STUDY

In today's globalized world of information technology, there is a multitude of prospects for communication and interaction, increased rate of information acquisition and exchange between people across continents, countries, social communities. There are also more opportunities than ever before for the distribution, adaptation, and manipulation of information in a world where there is continuously intensified mobility and migration for both the affluent and people in distress. Being able to communicate across linguistic and cultural borders is crucial, which means that people should not only learn two or more languages in addition to their first language(s) but should also learn to use all the linguistic resources they have developed at different degrees of competence as well as other semiotic resources they might have in a plurilingual rather than in a monolingual fashion. In other words, it is desirable that today's youth be educated for active citizenry in the 21st century by acquiring a plurilingual and pluricultural ethos of communication. The CEFR CV considers mediation across (and within) different languages one aspect or expression of people's plurilingual and pluricultural competence, which it defines as language users'/learners' ability to communicate using their entire linguistic repertoire and creating meanings using the whole gear of their semiotic resources, not separately but in combination with one another.

Dendrinós (2023) agrees that mediation is an indicator of one's plurilingualism, but also views it as significant social practice. Cross-linguistic and intralinguistic mediation is useful for conflict resolution between adversaries or for reaching an agreement between parties who have opposing points of view. Moreover, it is also an essential communicative operation between social agents who are unable for whatever reason to communicate with each other directly, or who do not understand concepts, ideas, information provided orally or in writing. The Council of Europe's Common European Framework of Languages: Learning, Teaching and Assessment (CEFR) (2001) explains that mediation occurs when someone acts as an intermediary between speakers/writers who are unable to understand each other directly, normally (but not exclusively) speakers of different languages and it is materialized as either input or output text; it may be spoken or written in mediators' home language(s) or in other languages that they know. The CEFR "emphasises the two key notions of co-construction of meaning in interaction and constant movement between the individual and social level in language learning, mainly through its vision of the user/learner as a social agent."

Mediation, therefore, can be defined as purposeful, interactive communicative performance, involving social agents who are willing to assist parties that fail to agree with or understand a text, cultural artifact or social situation. It entails relaying/rendering messages (in one or in a combination of semiotic modes) for an expressed communicative purpose. The messages may be in the same or a different language, variety of language, discourse, genre, and/or register. Relaying messages involves negotiation, interpretation, or creation of meanings for others participating in the event, using strategies appropriate to the context of situation. It is thus viewed as a meaning-making process focused primarily upon the needs, rights, and interests of the parties for whom mediation is enacted (Dendrinós 2006, 2013, Piccardo 2022). All language users are potentially mediators, 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 operate as meaning negotiators and as meaning-making agents – taking on an active role as arbitrators of meaning.

As such, the mediator becomes a meaning-making agent interpreting and creating meanings through speech or writing for listeners or readers of a similar or different linguistic or cultural background. They build bridges between themselves and others while creating space and conditions to communicate and learn, collaborating to construct new meanings, encouraging others to construct or understand new meanings, and passing on information in appropriate forms and using strategies conducive to the task and context (Dendrinou 2023, Piccardo 2019). Educators are mediators, in the sense that they linguistically mediate academic knowledge to others, i.e. students, readers, colleagues with similar or different expertise, etc., with the purpose of making it accessible to them and/or facilitating the learning process particularly of their students. Learners also function as mediators, trying to facilitate their own learning as well as that of their peers, especially in educational environments that provide opportunities and guide students to self-access and peer-assisted learning. That is to say, these two groups of mediators perform different actions when they perform or make the effort to mediate because the mediation tasks to be carried out by each group have a different purpose and the mediators have a different role to play in the encounters with those for whom they mediate. Therefore, though both groups mediate in a shared social domain – like, for example, medical staff and patients or litigators and people in need of representation in court also mediate in a common domain – the members of each group have a different social role, and they perform tasks of mediation for different reasons. All these conditions, as well as the particular situational context in which social agents mediate cross-linguistically, intralinguistically or both, are crucial to mediation as social practice in domains such as education, law, healthcare, etc.

Knowing the domain, context of situation and task to be performed is crucial for understanding what social agents do when mediating and how they (re)construct and negotiate socially situated meanings. However, as Dendrinou (2023) argues, mediation practices are seriously under-researched, while comprehensive theoretical frameworks to help us understand how language users mediate across and within languages in different cultural environments are lacking. There is insufficient data on linguistic and cultural mediation practices in different social contexts and specific domains of use. The few ethnographic or sociolinguistic studies that have been conducted have provided valuable data concerning the mediation practices of bilingual youth of immigrant background – studies by Orellana et al. (2003, 2009) of bilingual Hispanic youngsters in the USA mediating for their families and relatives, by Baraldi (2017, 2018) on the linguistic mediation by non-professional mediators providing institutional support for recent immigrants in Italy, and by Schriefers & Hadzic (2018) on psychotherapy and counselling with refugees in Germany. So are the results from a study with empirical data on how learners of language mediate when asked to perform scaled cross-linguistic mediation test tasks and what strategies they use to perform the task successfully (Dendrinou 2013, Stathopoulou 2015). However, there is very little research whatsoever on how people mediate in other private and public domains, including in educational institutions. While, when the situation demands it, we all mediate across or within languages, the ability to do this can be improved. In other words, it can be taught in school and university. This is why it has been introduced as a learning element by the CEFR CV, which includes a long list of scaled descriptors regarding what mediation actions and deeds one should be able to perform at each level of linguistic proficiency in order to be considered plurilinguistically and pluriculturally competent.

The CEFRVC descriptors are not the result of research into how social agents mediate in various social and situational contexts: what they do and how. They were fabricated by members of the team who authored the descriptors – commissioned to do so by the Council of Europe. To respond to this commission, the five (5) authors resorted to their personal experience as language users and invented the descriptors in the form of can-do statements. Even though these were later validated by hundreds of other language users (foreign language teachers and other language professionals), the fact remains that these descriptors are arbitrarily contrived. By reviewing the few research studies mentioned earlier, it becomes clear that there are many more types of mediation activity than the three recorded in the CEFRVC (2020, p. 108) and many more deeds that people do when involved in each of these activities.<sup>2</sup> What is more, mediators use many more strategies when performing these actions and specific deeds (CEFRVC 2020, pp. 108-131). Finally, and perhaps most importantly, mediation actions, deeds and strategies recorded in the CEFRVC are decontextualised – though the context of situation and social domain in which mediation practices occur play a crucial role in how they are performed, which strategies are used, and what socio-cognitive demands the mediation practices make on the mediator.

As the CEFRVC, a significant document produced and promoted by the Council of Europe – intended to secure the mutual recognition of qualifications gained in different contexts – has legitimated mediation as a curricular element in (foreign) language education across Europe and beyond, it is undoubtedly important to carry out research – research that will reveal the ways in which social agents perform mediation tasks, how they language or plurilanguage meanings during their performance and what is demanded of them when they mediate in different social domains and social contexts. And this because, undoubtedly, mediation is a *socially situated communicative practice*.

Research findings may enrich the descriptions provided by the CEFRVC so that they are more relevant to students in different educational systems that aim toward the development of student's ability to cross-linguistically and intralinguistically mediate, in order to facilitate the learning process through collaborative plurilingual pedagogies and, simultaneously prepare them for citizenry in a globalised world.

Action 2 of the MUDExI project, in the context of which the Survey was carried out, is intended to contribute to this goal. Its purpose is to investigate when and why university students mediate, what and how they perform. Likewise, the Mediation Verbal Protocols produced by students when conducting their academic work are to provide further insight into what types of mediation practices university students perform and how.

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<sup>2</sup> The CEFRVC registers the following three *types of mediation activities*: 1) Mediating a text, 2) Mediating concepts, and 3) Mediating Communication. According to the same document, when one mediates a text, they do one of the following actions: Relay specific information, Explain data, Process a text, Translate a written text in speech, or a written text in writing, Take notes (lectures, seminars, meetings etc.), Express a personal response to creative texts (including literature) and Analyse and criticise creative texts (including literature). When they mediate concepts, they do one of the following: Facilitate collaborative interaction with peers; Collaborate to construct meaning, Manage interaction, Encourage conceptual talk. When they mediate communication, they: Facilitate pluricultural space, Act as intermediary in informal situations (with friends and colleagues), Facilitate communication in delicate situations and disagreements. The *mediation strategies* that they use are: (a) Strategies to explain a new concept, i.e., Linking to previous knowledge, Adapting language, Breaking down complicated information, and (b) Strategies to simplify a text involving amplifying a dense text and streamlining a text.

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## SURVEY-QUESTIONNAIRE FINDINGS



## 1. RESPONSES OF THE TOTAL STUDENT POPULATION SAMPLE

### 1.1 The respondents

The subjects of this study, who were accrued through the MUDEXI Survey Questionnaire, consists of 291 university students studying in the eight universities below, the official languages of which are:

- 1) Babes Bolyai University (UBB) – the official language: Romanian
- 2) National & Kapodistrian University of Athens (NKUA) – the official language: Greek
- 3) Sofia University St Kliment Ohridski (SU) – the official language: Bulgarian
- 4) University of Strasbourg (UNISTRA), their official language: French
- 5) University for foreigners of Siena (UNISTRASI); their official language: Italian
- 6) University of São Paulo (USP) – the official language: Portuguese
- 7) University of Lomé (UL) – the official language: French
- 8) University of Ngaoundéré (UN) – the official language: French

The respondents were from various areas of study, but the largest percentage was in the humanities. More specifically:

- The majority are taking courses in Modern Language departments such as Language Sciences or Linguistics, History of Language or Historical Linguistics, Psycholinguistics, Lexicography, Morphology, or studying languages: African Languages and Linguistics, Contemporary English Language, English for Special Purposes, English or French Language Teaching Methodology, English – Terminology of the European Union Institutions, French as a Foreign Language, French Language and Literature, German Language and Literature, Greek Language and Literature, Portuguese Language, Spanish language and literature, Turkish and Modern Asian, Translation Studies, Specialised Translation Studies and Interpretation, Iberian and Ibero/American Studies, Neo Hellenic Studies, Greece in Europe, Typology of the Greek Language, Arabic culture and writing methodology, Introduction to Multilingualism, Plurilingualism, Interculturality, intercultural communication.
- Approximately 20% percent are in the social sciences, taking courses in Media Studies, European Studies, Public Relations, History, Philosophy, Archaeology
- A small percent of the respondents is from Education departments, taking courses in Early Childhood Education, Primary or Secondary Education, and an equally small percent is studying Physics, Medicine, Geosciences, Environmental Education, Dentistry, Geography, Engineering.

### 1.2 Respondents' linguistic profile

The official languages of the Universities taking part in this Survey are the same as the official language of the country. That is, Greek at NKUA, Bulgarian at Sofia University, Romanian at UBB, Italian at UNISTRASI, French at UNISTRA, Uni Lomé and Uni Ngaoundéré and Portuguese at São Paulo University.

The languages used in the classes that the respondents attend are the official languages of the university in which they are enrolled. In foreign language classes the language which is the object of study is also used. In approximately 10% of the classes, occasionally English is also used.

The total number of languages that the sample student population speaks is 59. They are languages that they speak as their first/home/community language(s), as the main language of the country in which they live and or as foreign languages. These languages are the following in alphabetical order:

Aja/Adja, Albanian, Alsatian, Arabic, Armenian, Baoulé, Berber, Bulgarian, Catalan, Chinese, Créole, Danish, Dutch, Dyoula/Jula/Dioula, English, Ewe, Finnish, French, Fula/Fulfulde, Galician, Gen/Mina, German, Gidar, Greek, Gun/Gungbe, Hungarian, Ifè, Indonesian, Italian, Japanese, Javanese, Jimi/Djimi, Kabiye, Kabyle, Korean, Lao Lang, Latin, Malagasy, Mandarin, Moba, Nawdm, Norwegian, Persian, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Swedish, SwissGerman, Tamazight, Tem, Tupuri, Turkish, Ukrainian, Urdu, Vietnamese

All respondents have proficiency in the official language of the university they are attending.

A considerable percent of the respondents has a different first language or mother tongue (henceforth MT) than that which is the official language of their university. The MTs of respondents are the following:

Albanian, Arabic, Armenian, Baoulé, Berber, Bulgarian, Chinese, Creole, Dyoula/Jula/Dioula, English, French, Galician, German, Gidar, Greek, Guingbe, Hungarian, Ife, Indonesian, Italian, Jimi/Djimi, Kabiye, Kabyle, Malgache, Mina, Moba, Nawdm, Polish, Portuguese, Romanian, Russian, Spanish, Swiss German, Tamazight, Tupuri, Turkish, Ukrainian, Vietnamese.

A considerable number of these respondents use their first language or mother tongue (MT) at home. Though they have reading and writing proficiency in this language, very few of them use it at university but not during class.

The majority of the total number of respondents identify themselves as monolingual, one identified themselves as trilingual (in Thai/English/Chinese), and about 30% identify themselves as bilingual in the following language pairs:

Bulgarian/Arabic, French/Berber, French/English, French/German, French/Malgache, French/Spanish, French/Turkish, French/Tamazight, French/Vietnamese, Greek/Albanian, Greek/Armenian, Greek/English, Greek/French, Greek/Italian, Greek/Polish, Greek/Russian, Indonesian/English, Italian/Arabic, Romanian/Hungarian, Romanian/Spanish, Spanish/Galician, Ukrainian/Russian.

The languages the respondents use in social events, social media activities, and when using the internet are claimed to be:

Albanian, Arabic, Bulgarian, Catalan, Chinese, English, Ewe, French, German, Greek, Italian, Japanese, Kabiye, Kabyle, Korean, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Tem, Thai, Turkish.

### **1.3 Respondents' use of their linguistic resources**

Upon asked if they mix the languages they know when they communicate with others, by switching from their home language to the official university language or from the official university language to a language they have learnt as an additional language, the majority answered that they do. A great many code-switch, translanguaging or plurilinguistic when talking to family and friends, when using the internet and when they are on social media, as

well as when at university – though not all students do the same type of mediation tasks or in the same frequency.

## 1.4 Respondents’ mediation practices

### 1.4.1 Cross-linguistic tasks

All respondents assist either their family, friends, members of their community or all of three categories, by performing cross-linguistic mediation tasks. They explain words, phrases, or parts of a text to them, they assist them by interpreting speech from language A to language B, some of them sometimes relay messages from one language to another or translate parts of a text, some they occasionally speak or write on someone else’s behalf in language A, while this someone is giving them information in language B. The least frequent task performed by the smallest number of students is to fill in a form in language A with information in language B.

### 1.4.2 Intralinguistic tasks

All respondents also assist their family, friends, and/or university peers by performing intralinguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. Many of them frequently assist them by explaining words, phrases, or texts too difficult for them to understand, they make clearer instructions, directions, guidelines, procedures, doctor’s orders, etc., they render the gist of a text, interpret (part of) a document that is too difficult for them to understand, fill in a formal document, an application form, a survey, etc. for them, speak on their behalf in a difficult, awkward, problematic situation, write on their behalf an official document, a formal letter, a petition, a speech, etc., make a power point presentation or subtitle a video recording.

## 2. Results from the responses of the student sample by university

The list below reports on the number of respondents from each of the participating universities; that is, the distribution of the 290 students who responded the MUDExI Survey Questionnaire:

Participating university	No of respondents
Babes Bolyai University (UBB)	19
National & Kapodistrian University of Athens (NKUA)	100
Sofia University St Kliment Ohridski (SU)	74
University of Strasbourg (UNISTRA)	37
University for foreigners of Siena (UNISTRASI)	23
University of São Paulo (USP)	25
University of Lomé (UL)	10
University of Ngaoundéré (UN)	3

## 2.1 BABES BOLYAI UNIVERSITY (UBB)

### 2.1.1 UBB respondents' linguistic profile

Of the 19 respondents from UBB, 15 consider themselves “monolingual” and state that Romanian is their MT, while 4 consider themselves “bilingual”, 3 in Romanian and Hungarian, and 1 in Romanian and Spanish.

Most of the UBB students responded in English, a third of them responded in French – 12 and 7 respectively. All those that responded in English claim that they have advanced proficiency in English, while the majority of those that responded in French are either beginners or have intermediate proficiency in the language. It should be noted that the courses they are taking are Interpretation and English, Specialised translation, as well as Translation and special terminology.

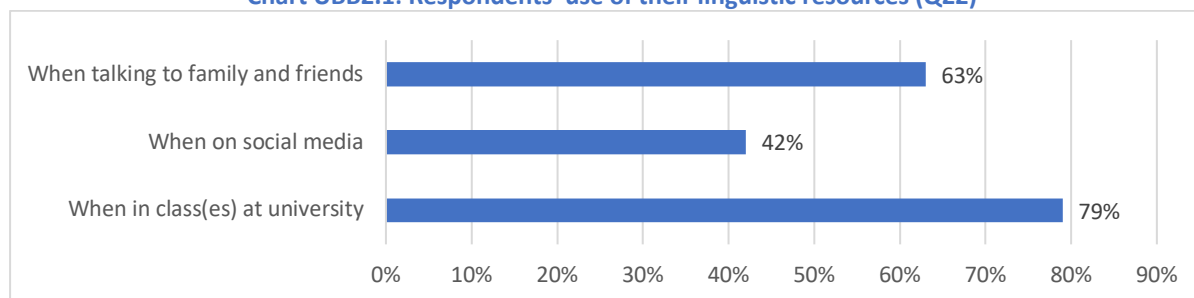
Moreover, of the total number of UBB respondents 12 have some proficiency in Spanish: 4 are beginners, 6 are at intermediate level and 2 have advanced proficiency in this language, while 8 have some proficiency in German, but most of them are beginners and only one is at intermediate level. An almost equal number, 7 to be exact, have some proficiency in Italian: 6 are beginners and one is at intermediate level while the other languages in which UBB respondents have some degree of proficiency are Hungarian, Norwegian, Portuguese and Russian (1 each).

### 2.1.2 UBB respondents' use of their linguistic resources

All but one of the UBB students (i.e. 18 respondents) claim to use English in/for their university studies, on different social occasions with family and friends, as well as on social media. Of the 19 respondents, 13 say that they use French at university but not at social events or the social media, one claims to use German at university and socially, while 6 claim to use Spanish in their studies but only 3 of these on social occasions and social media.

When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to the official university language, or from the official university language to a language they have learnt as a ‘foreign’ language mainly at university (79%), and/or when talking to family and friends (63%), and/or when on social media (42%).

Chart UBB2.1: Respondents' use of their linguistic resources (Q22)

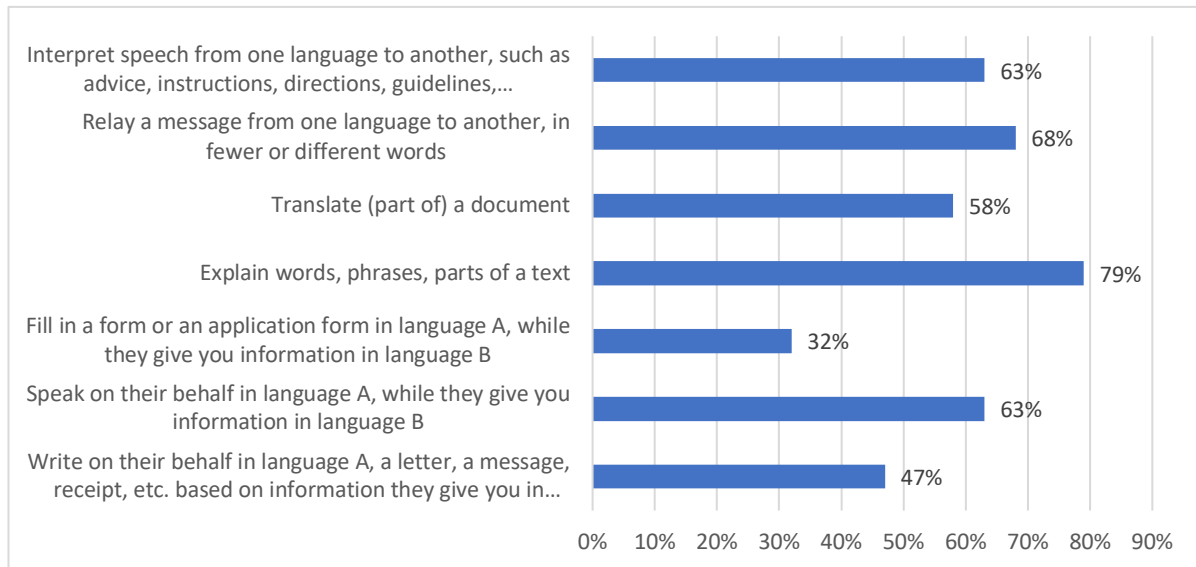


### 2.1.3 UBB respondents' mediation practices

The majority of UBB respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks. As we can see in the chart below. 79% assist them by explaining words, phrases, or parts of a text, whereas 58% by translating parts of a text. 63% assist them by interpreting speech from language A to language B and 68% by relaying a message from one language to another. 63% speak on their behalf in language A, while the people they are

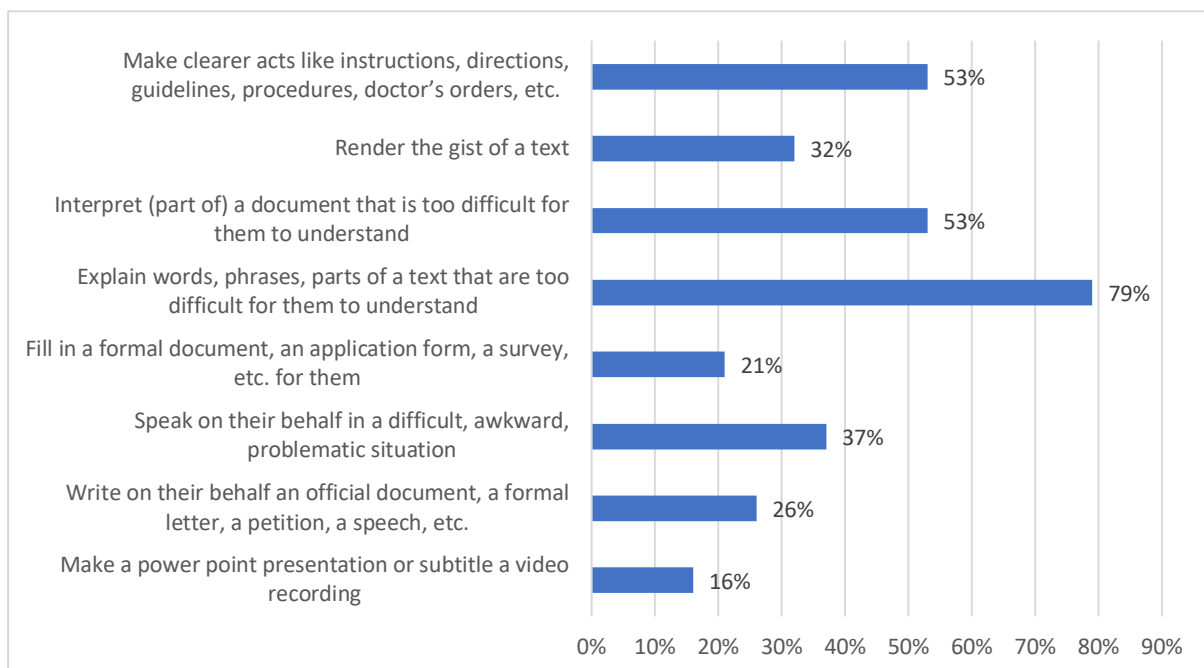
assisting are giving them information in language B, and 47% write on their behalf in language A, while the people they are assisting are giving them information in language B. The least frequent task they perform is to fill in a form in language A with information in language B.

**Chart UBB3.1: Respondents' cross-linguistic mediation tasks for others (Q23)**



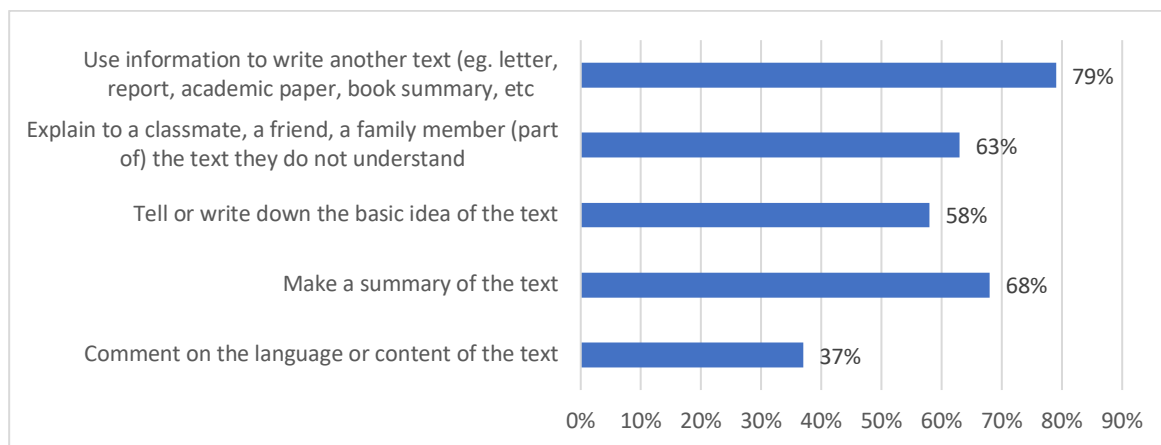
UBB respondents also assist their family, friends, and/or university peers by performing intra-linguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. As we see in the chart below, they most frequently assist them by explaining words, phrases or texts too difficult for them to understand (79%), least frequently by making a PPT presentation or subtitling a video for them (16%), but they also perform several other tasks presented in the chart below, such as make clearer like instructions, directions, etc. (53%).

**Chart UBB3.2: Respondents' intralinguistic mediation practices for others (Q24)**



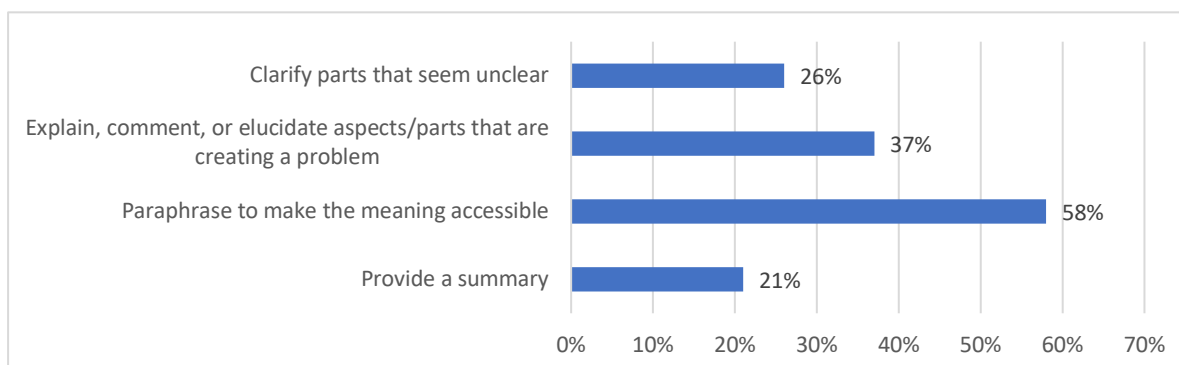
UBB respondents also perform cross-linguistic tasks for themselves. That is, they may read a text in language A and perform one of the tasks in the chart below in language B.

**Chart UBB3.3: Respondents' intralinguistic mediation practices for themselves (Q25)**



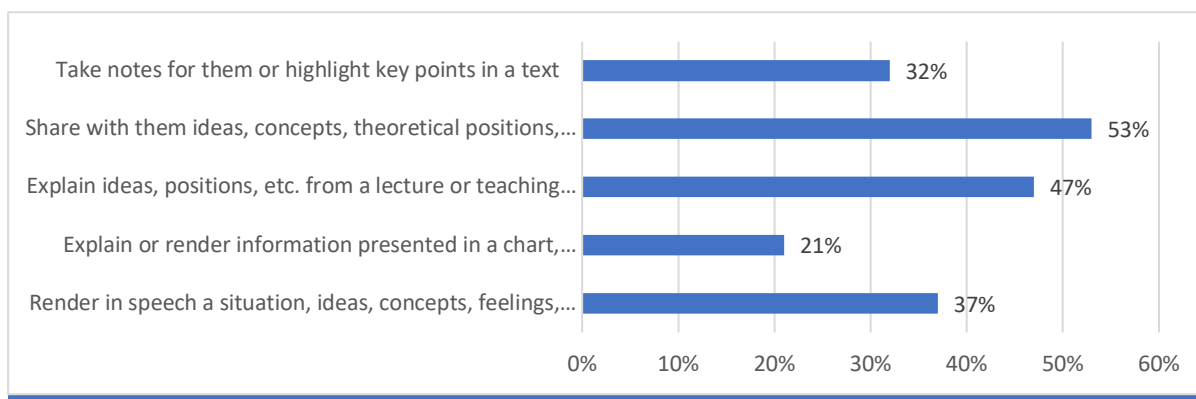
Furthermore, they may listen to one or more people talking in language A and perform a cross-linguistic task in language B, such as those in the chart below, including to paraphrase what was said to make meaning accessible (58%) and to explain or comment on what has been said to make meaning more accessible to others.

**Chart UBB3.4: Respondents' intralinguistic mediation practices for others (Q26)**



Finally, UBB respondents help their university peers for classwork, reading or writing assignments, projects, etc. that they have to do in a language they both know. They may perform one or more of the the tasks in the chart below, especially share ideas, concepts, theoretical positions from a paper or a book (53%) and explain ideas, positions, etc. from a lecture or teaching session (47%).

**Chart UBB3.5: Respondents' intralinguistic mediation practices for university peers (Q27)**



## 2.2 NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS (NKUA)

### 2.2.1 NKUA respondents' linguistic profile

Of the 100 respondents from NKUA, 91 consider themselves “monolingual” despite that, as revealed by the numbers presented below, they have degrees of proficiency in languages other than Greek, which is the official language of their institution. The vast majority (88 of them) report Greek is their MT. Two say that Albanian is their MT, and one student claims that German is their MT.

The rest of the NKUA respondents, 11 in all, consider themselves “bilingual”. 3 say that they are bilingual in Greek and Russian, 2 in Greek and Albanian, 2 in Greek and English, one in Greek and Armenian, one in in Greek and French, one in Greek and Italian, and one in Greek and Polish.

Of the 100 respondents from NKUA, 72 responded to the English version of the questionnaire, and 30 responded to the French version. The majority of the total NKUA sample comes from Language and Literature Departments (13 students from the Department of English, 34 from the Department of French, 7 from the Department of Spanish, 2 from the Department of German, 10 from the Department of Turkish, and 3 from the Department of Greek Literature and Linguistics) and 33 were from other departments (28 from the Department of Media Studies and 3 from the Early Childhood Education Department).

The largest percentage of the NKUA respondents have proficiency in English since 73 out of 100 chose to respond to the English version of the questionnaire. It is also revealing that out of the 29 who chose to respond to the French version of the questionnaire, only 2 indicated that they have no proficiency in English. On the contrary, 49 of those who responded to the English version of the questionnaire, 20 claim to have beginner level, 13 intermediate level and 16 advanced level proficiency in French.

The NKUA respondents also have some proficiency in other languages. 32 of them have some proficiency in German. Specifically, 21 of them are at beginner level, 5 at intermediate level, and 6 have advanced level proficiency in German. Also, 41 of the total number of NKUA respondents have some proficiency in Italian. Specifically, 29 of them are at beginner level, 6 at intermediate level, and 6 have advanced level proficiency in Italian. Furthermore, 41 speak Spanish. Specifically, 25 of them are at beginner level, 8 at intermediate level, and 8 have advanced level proficiency in Spanish. It might be noted that some of the respondents are studying in departments of English, French, German or Spanish language and literature and it is natural that they have proficiency in the language which is their object of study. Other languages that NKUA respondents have some proficiency in are: Turkish (7 students from the Turkish Studies department) Albanian, Arabic and Russian (3 students each), Chinese and Portuguese (2 students each), Javanese, Korean, Catalan, and Polish (1 student each).

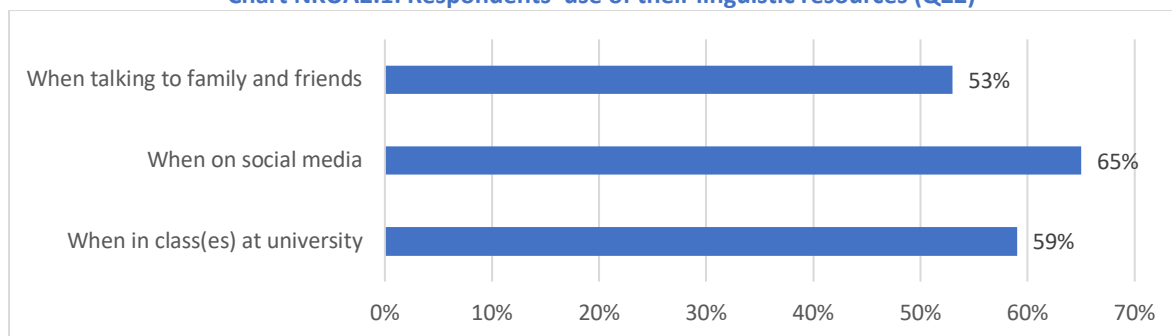
### 2.2.2 NKUA respondents' use of their linguistic resources

The vast majority of the NKUA respondents use English for social media activities or to search for information on the Internet and for some form of activity at university. At university, in particular, 37 use French, 10 use Spanish, 6 use Turkish, 5 use Italian, 4 use German, 2 Albanian, 2 use Russian, 1 Catalan, 1 Portuguese.



When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to the official university language, or from the official university language to a language they have learnt as a ‘foreign’ language mainly at university (59%), and/or when talking to family and friends (53%), and/or when on social media (65%).

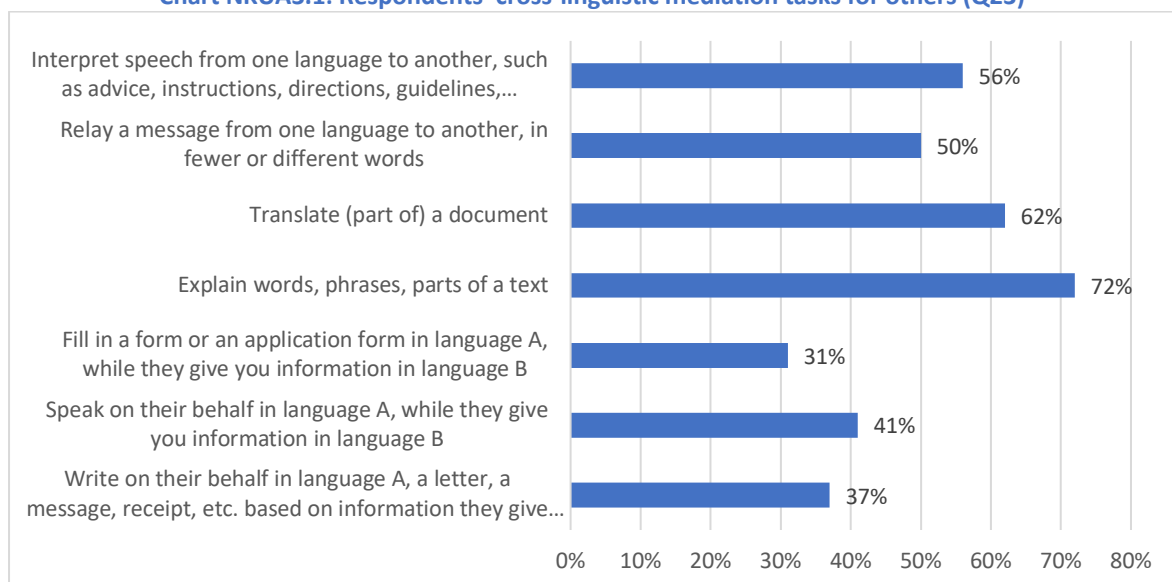
**Chart NKUA2.1: Respondents’ use of their linguistic resources (Q22)**



### 2.2.3 NKUA respondents’ mediation practices

Most of NKUA respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks. As revealed in the chart below, 72% assist them by explaining words, phrases, or parts of a text, and 62% by translating parts of a document. Another 56% assist them by interpreting speech from language A to language B and 50% by relaying a message from one language to another. Fewer respondents, i.e. 41% speak on behalf of someone else in language A, while the people they are assisting are giving them information in language B, and 37% write on their behalf in language A, while the people they are assisting are giving them information in language B. The task only 31% perform is to fill in a form in language A with information in language B.

**Chart NKUA3.1: Respondents’ cross-linguistic mediation tasks for others (Q23)**

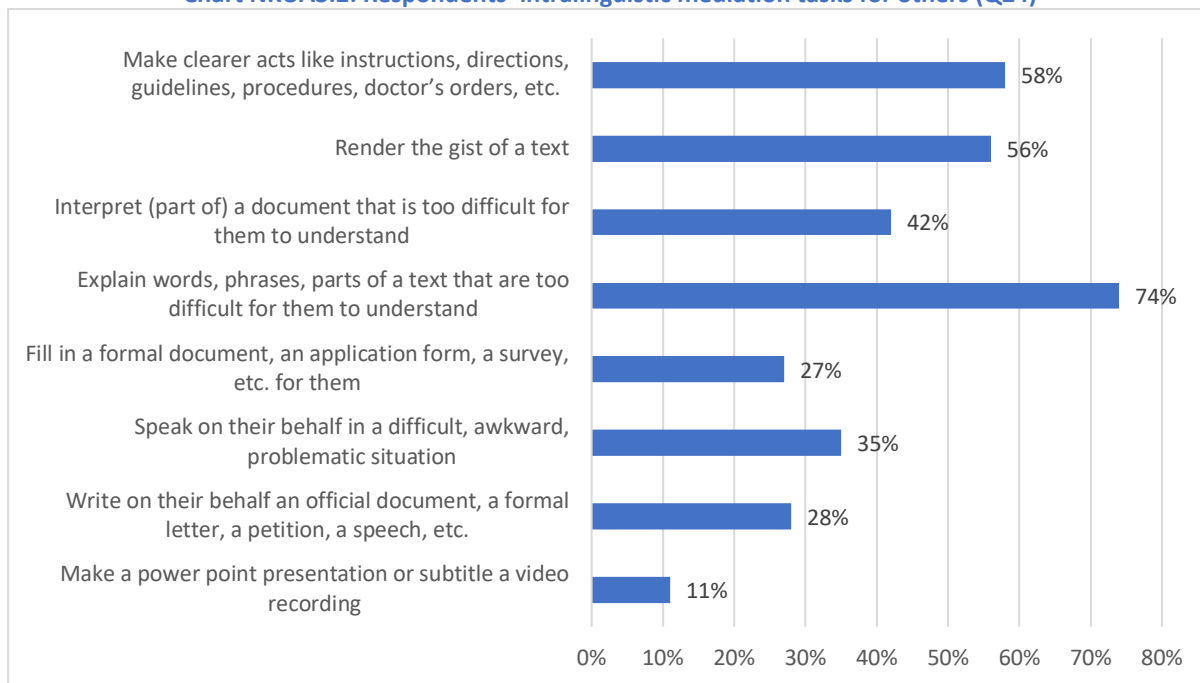


NKUA respondents also assist their family, friends, and/or university peers by performing intra-linguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. As we see in the chart below, they most frequently



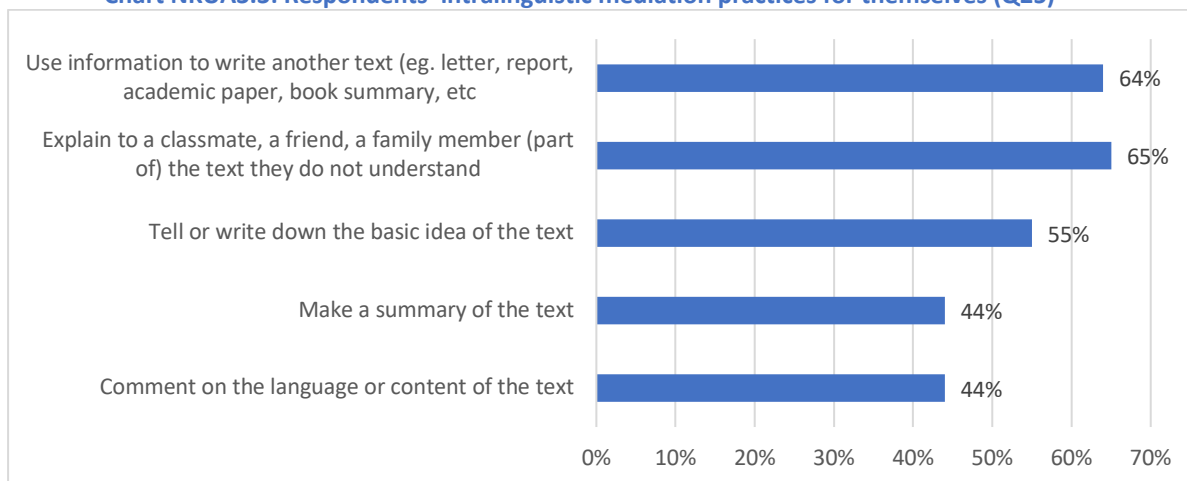
assist them by explaining words, phrases or texts too difficult for them to understand (74%), least frequently by making a PPT presentation or subtitling a video for them (11%), but they also perform several other tasks presented in the chart below, such as make clearer like instructions, directions, etc. (58%) and rendering the gist of a text (56%).

**Chart NKUA3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



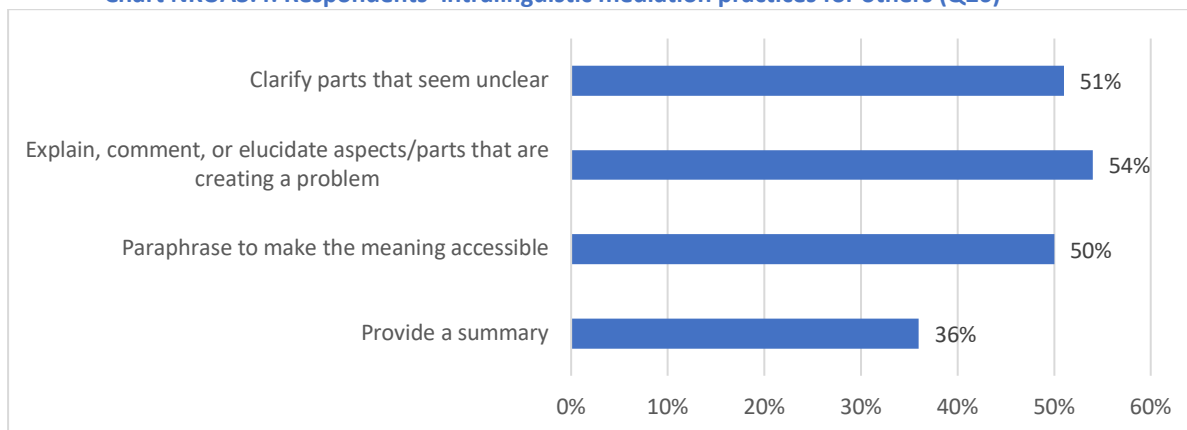
NKUA respondents also perform cross-linguistic tasks for themselves. They read a text in language A and perform a task in language B, as we can see in the chart below, such explaining to a classmate, a friend etc. a text they don't understand though they are proficient in the language in which it is written (65%) or using information from one text to write another (64%).

**Chart NKUA3.3: Respondents' intralinguistic mediation practices for themselves (Q25)**



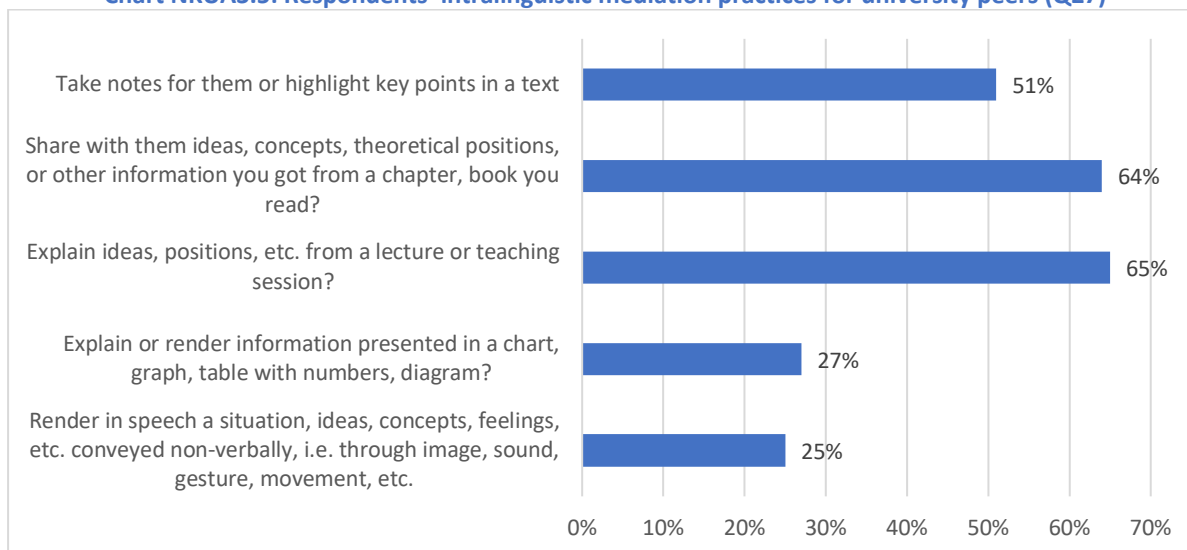
Furthermore, they may listen to one or more people talking in language A and perform a task in language B, such as those in the chart below, including explain or comment on what was said (54%), clarify unclear points (51%), paraphrase to make meaning accessible (50%).

**Chart NKUA3.4: Respondents' intralinguistic mediation practices for others (Q26)**



Finally, NKUA respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know by performing one or more of the tasks in the chart below, including to take notes for them or highlight key points in a text (51%), share ideas, concepts, theoretical positions from a paper or a book (64%), explain ideas, positions, etc. from a lecture or teaching session (65%). Fewer of them explain or render information presented in a chart, graph, chart with numbers, diagram (27%), or render in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally (25%).

**Chart NKUA3.5: Respondents' intralinguistic mediation practices for university peers (Q27)**



## 2.3 SOFIA UNIVERSITY ST KLIMENT OHRIDSKI (SU)

### 2.3.1 SU respondents' linguistic profile

Of the 74 respondents from SU, 72 consider themselves “monolingual” despite that, as revealed by the numbers presented below, they have degrees of proficiency in languages other than Bulgarian, which is the official language of their institution. The vast majority (71 of them) report Bulgarian is their MT, and 3 say that their MT is Russian. Only two of the SU respondents consider themselves “bilingual” – one in Bulgarian and Arabic and the other in Ukrainian and Russian.

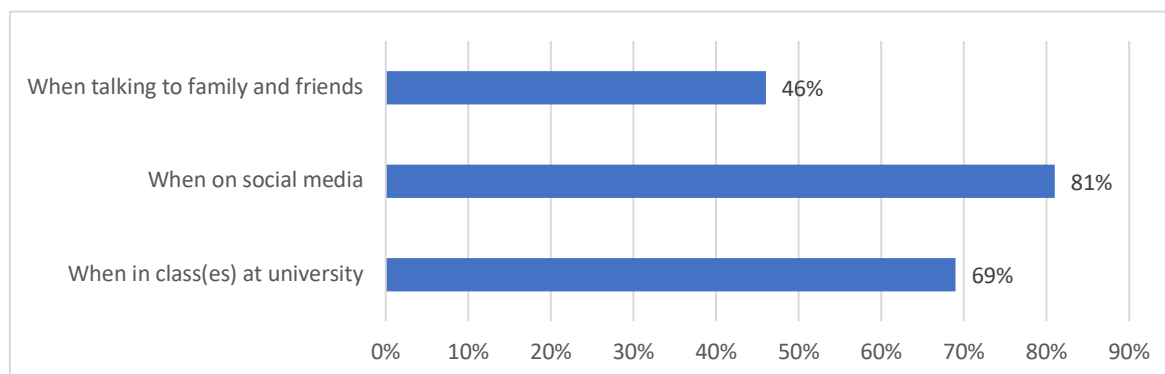
All 74 respondents, the majority of whom are in the European Studies Department and a few from the History Department, have proficiency in English: 56 of them have advanced level proficiency and 18 intermediate level proficiency.

SU respondents also have levels of proficiency in other languages: 35 have knowledge of French (16 are beginners, 11 intermediate and 3 at advanced level), 41 have knowledge of German (21 are beginners, 11 intermediate and 3 at advanced level), 17 have some knowledge Italian (14 are beginners and 3 are at intermediate level) and 41 have knowledge of Spanish (26 are beginners, 15 are at intermediate level and 1 at advanced level). Other languages in which SU respondents have some proficiency in are: 10 in Russian, one in Korean and one in Japanese.

### 2.3.2 SU respondents' use of their linguistic resources

The vast majority of the SU respondents use English for social media activities, to search for information on the Internet and for some form of activity at university. When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to the official university language, or from the official university language to a language they have learnt as a 'foreign' language, mainly when on social media (81%), when at university (69%), and less frequently when talking to family and friends (46%).

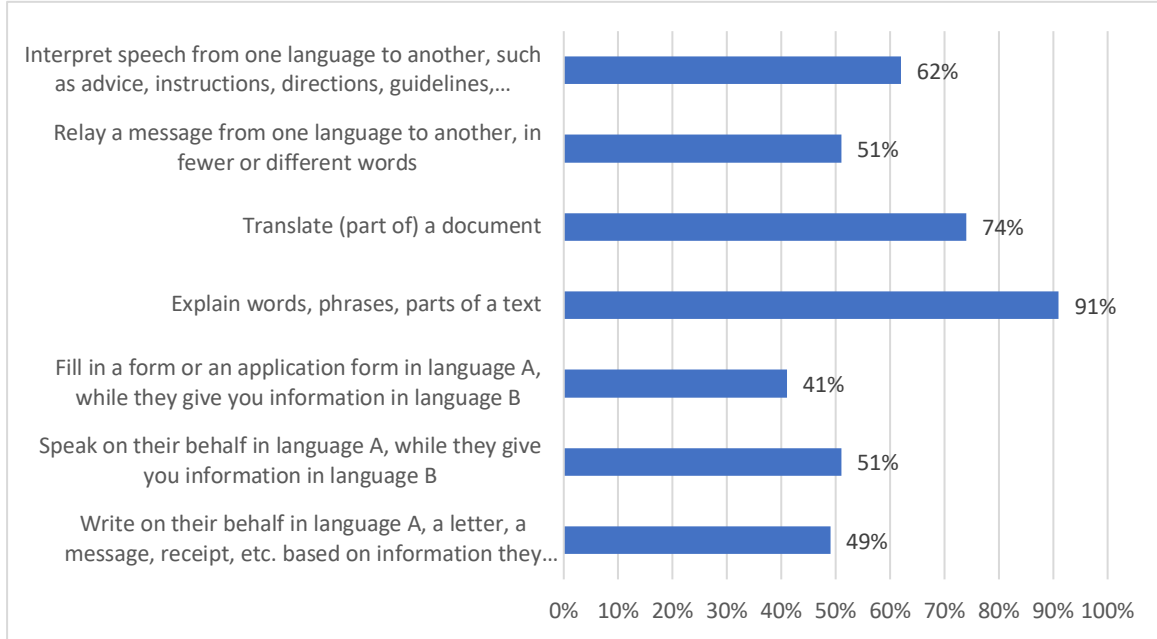
Chart SU2.1: Respondents' use of their linguistic resources (Q22)



### SU respondents' mediation practices

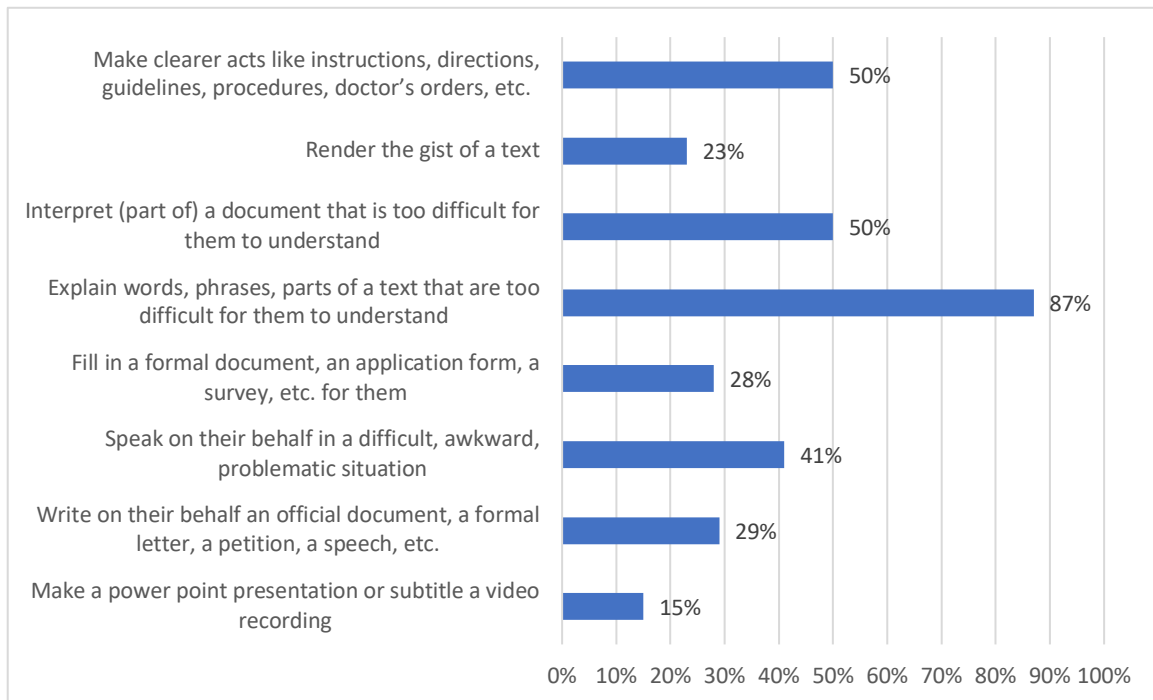
Most of SU respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks. As revealed in the chart below, 91% assist them by explaining words, phrases, or parts of a text, and 74% by translating parts of a document. Another 62% assist them by interpreting speech from language A to language B, while 51% relay messages from one language to another and an equal percentage, i.e. 51% speak on behalf of someone else in language A, while the people they are assisting are giving them information in language B. Fewer respondents, i.e. 49% write on someone else's behalf in language A while the people they are assisting are giving them information in language B. The task performed by a considerable percentage but fewer, i.e. 41%, is to fill in a form in language A with information in language B.

**Chart SU3.1: SU respondents' cross-linguistic mediation tasks for others (Q23)**



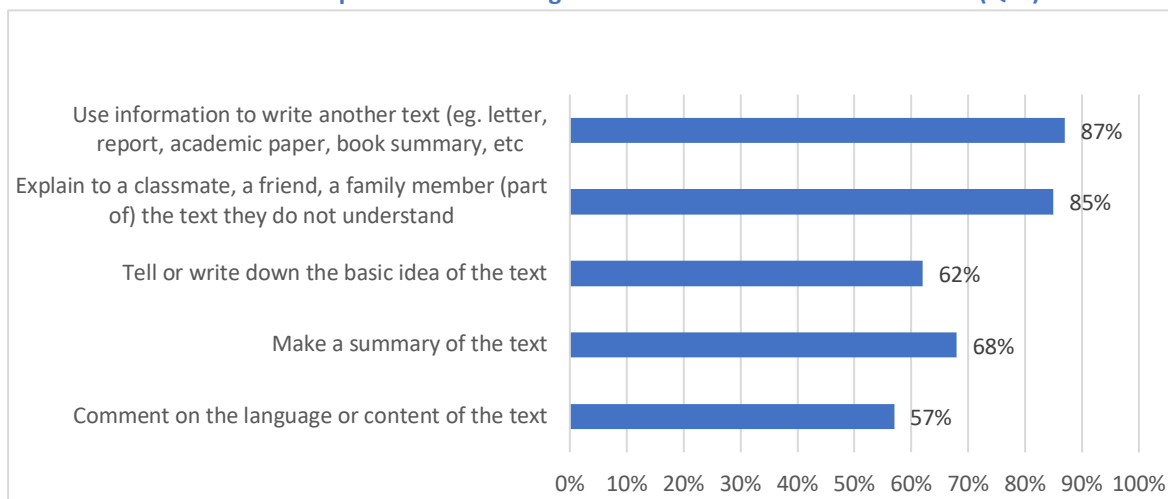
SU respondents also assist their family, friends, and/or university peers by performing intra-linguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. As we see in the chart below, they most frequently assist them by explaining words, phrases, or texts too difficult for them to understand (87%), but also to clearer instructions, directions, etc. (50%) and interpreting a difficult document (50%), speaking on their behalf (41%) and the other tasks that we see in Chart 18 below.

**Chart SU3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



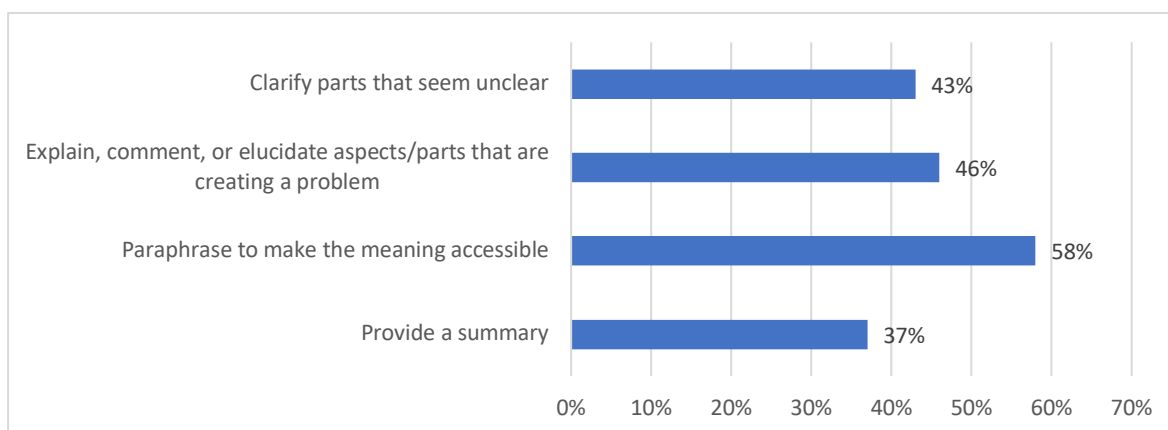
SU respondents also perform cross-linguistic tasks for themselves. They read a text in language A and perform a task in language B, such as using information from one text to write another (87%), explaining to a classmate, a friend etc. a text they don't understand though they are proficient in the language in which it is written (85%) as well as the others as we can see in the chart below.

**Chart SU3.3: Respondents' cross-linguistic mediation tasks for themselves (Q25)**



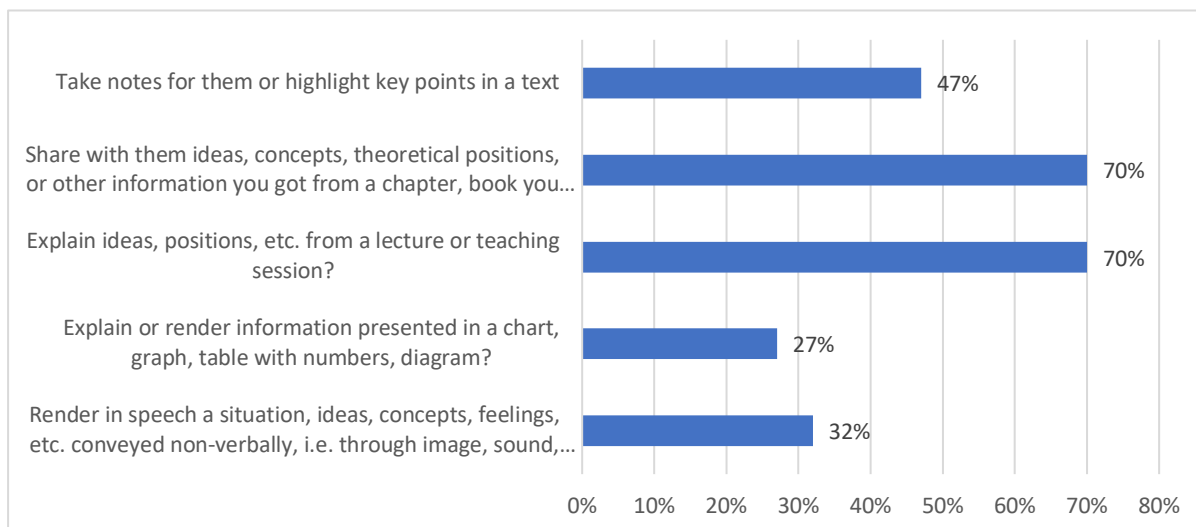
Furthermore, they may listen to one or more people talking in language A and perform a task in language B, such as those in the chart below, including to paraphrase to make the meaning accessible to others (58%), explain or comment on what was said (56%) to elucidate problematic points (46%) or clarify unclear points (43%).

**Chart SU3.4: Respondents' intralinguistic mediation practices for others (Q26)**



Finally, SU respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know, by performing one or more of the tasks in the chart below, including sharing ideas, concepts, theoretical positions from a paper or a book (70%), explaining ideas, positions, etc. from a lecture or teaching session (70%) and taking notes for them or highlight key points in a text (47%). Fewer of them explain or render information presented in a chart, graph, chart with numbers, diagram (27%), or render in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally (32%).

**Chart SU3.5: Respondents' intralinguistic mediation practices for university peers (Q27)**



## 2.4 UNIVERSITY OF STRASBOURG (UNISTRA)

### 2.4.1 UNISTRA respondents' linguistic profile

Of the 37 respondents from UNISTRA, 22 consider themselves “monolingual” in French (11 respondents), in Greek (2 respondents), in Arabic, Créole, Djoula, English, Kabyle, Portuguese, Romanian, Spanish, Turkish (1 each). The rest, i.e. 14 respondents, consider themselves “bilingual” in French and Berber, French and English, French and German, French and Malgache, French and Spanish, French and Tamazight, French and Turkish, French and Vietnamese, Greek and English, Indonesian and English, Spanish and Galician, Arabic and Italian. One of the respondents considers themselves trilingual in Thai, English and Chinese.

UNISTRA respondents, are by and large taking language (and culture) courses or courses in language learning for the teaching of language. A few are in a Master’s programme on plurilingualism and interculturality.

All UNISTRA respondents have some proficiency in English, though only 3 are at advanced level. Of course, they all have proficiency in French which is the official language of the university, but a majority, i.e. 27 out of 37, also has some proficiency in German (given that Strasbourg is in Alsace, near the German border): 16 of these 27 respondents are at a beginners level, 9 at intermediate level and 3 at advanced level. Many of these respondents also speak Spanish and Italian, 25 and 16 respectively. Of those who have proficiency in Spanish 10 are beginners, 5 at intermediate level and 10 at advanced level, while of those who have proficiency in Italian 13 are beginners and 3 are at intermediate level.

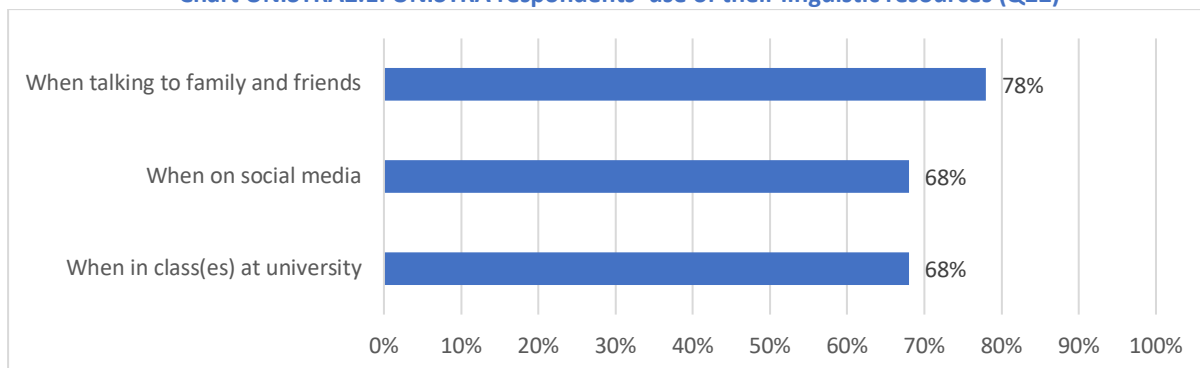
Other languages that UNISTRA respondents have some proficiency in are Alsatian, Arabic, Berbere, Bulgarian, Chinese (2), Dutch (2), Greek (7), Japanese, Korean (2), Lao language, Mandarin (2), Norwegian, Persian, Polish, Portuguese (2), Russian (5), Serbian, Turkish (5), and Urdu.

### 2.4.2 UNISTRA respondents' use of their linguistic resources

The UNISTRA respondents use French but also other languages for social media activities, to search for information on the Internet and for some form of activity at university.

When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to other languages that they know the official university language, or from the official university language to other languages mainly when talking to family and friends (78%), (which is an interesting finding – different from the universities discussed UBB, SU and NKUA), but also when on social media (68%) and at university (68%).

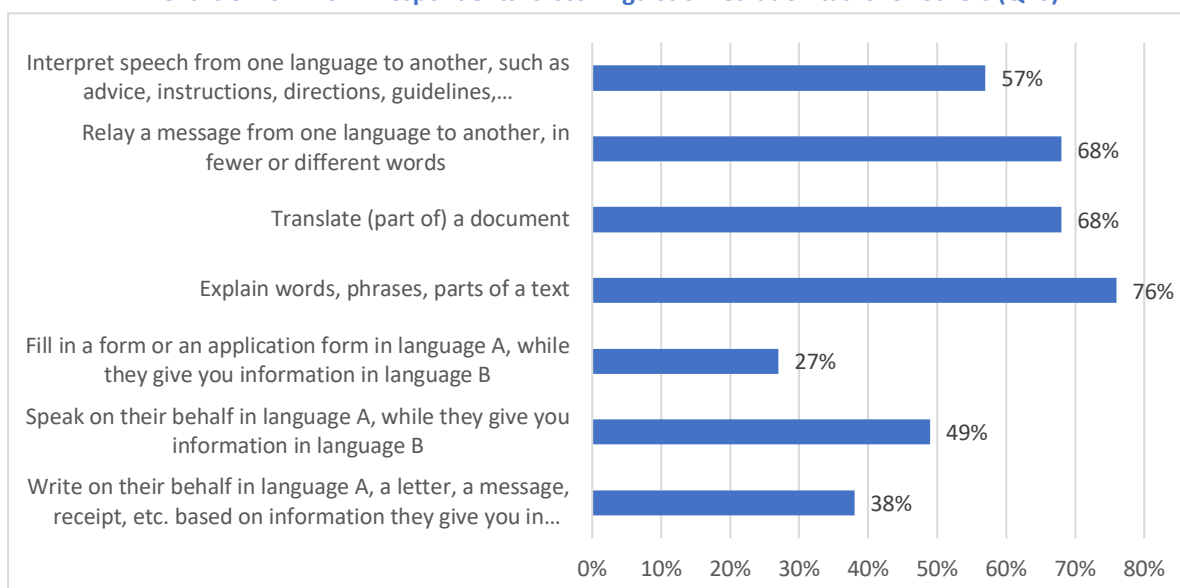
**Chart UNISTRA2.1: UNISTRA respondents' use of their linguistic resources (Q22)**



### 2.4.3 UNISTRA respondents' mediation practices

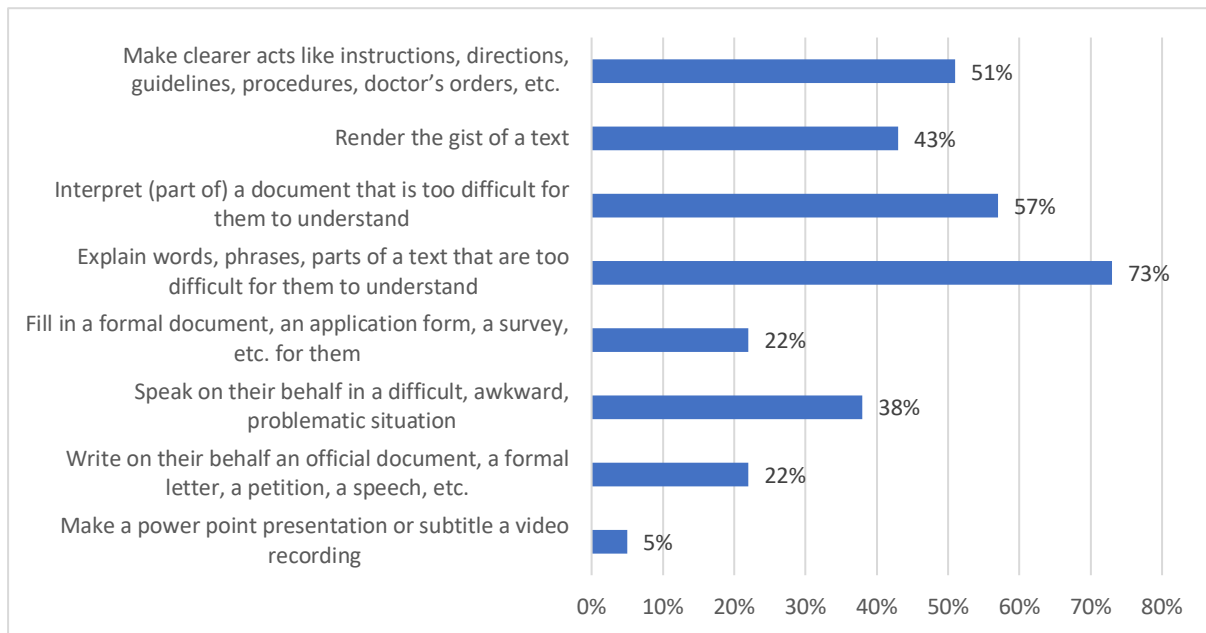
Most of UNISTRA respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks. As revealed in the chart below, 76% assist them by explaining words, phrases, or parts of a text, 68% by translating parts of a document and an equal percentage, i.e. 68%, relay messages from one language to another. Moreover, 57% assist them by interpreting speech from language A to language B, while 51% and 49% speak on behalf of someone else in language A, while the people they are assisting are giving them information in language B. Fewer respondents, i.e. 38% write on someone else's behalf in language A while the people they are assisting are giving them information in language B, and 27% fill in forms for them in language A with information in language B.

**Chart UNISTRA3.1: Respondents' cross-linguistic mediation tasks for others (Q23)**



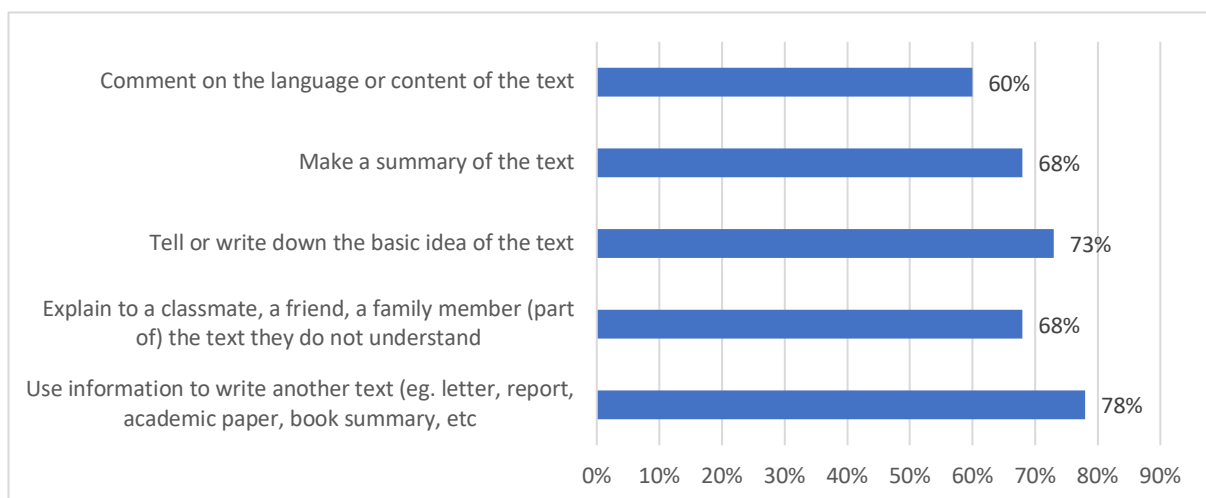
UNISTRA respondents also assist their family, friends, and/or university peers by performing intralinguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. Most frequently they assist them by explaining words, phrases or texts too difficult for them to understand (73%), but also giving clearer instructions, etc. (51%) and interpreting a difficult document (57%), speaking on their behalf (38%) and the other tasks in the chart below.

**Chart UNISTRA3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



UNISTRA respondents also perform cross-linguistic tasks for themselves, such as using information from a text in language A to write another text (eg. letter, report, academic paper, book summary, etc.) in language B (78%), tell someone or write down in language B the basic idea of a text in language A (73%), explain to a classmate, a friend, a family member (part of) the text they do not understand (68%) and make a summary of the text (68%), and/or comment on the language or content of the text (60%).

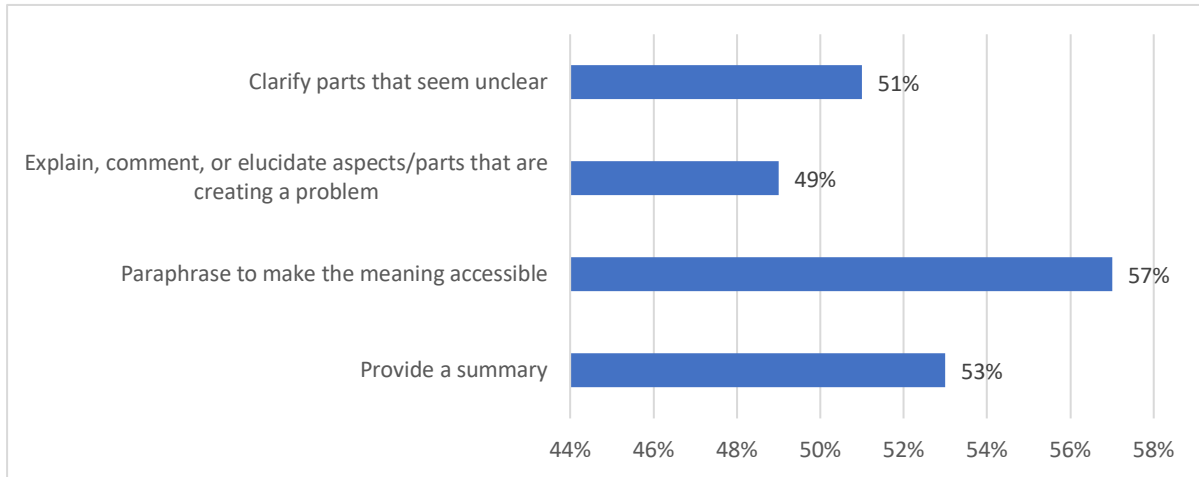
**Chart UNISTRA3.3: Respondents' cross-linguistic mediation tasks for themselves (Q25)**





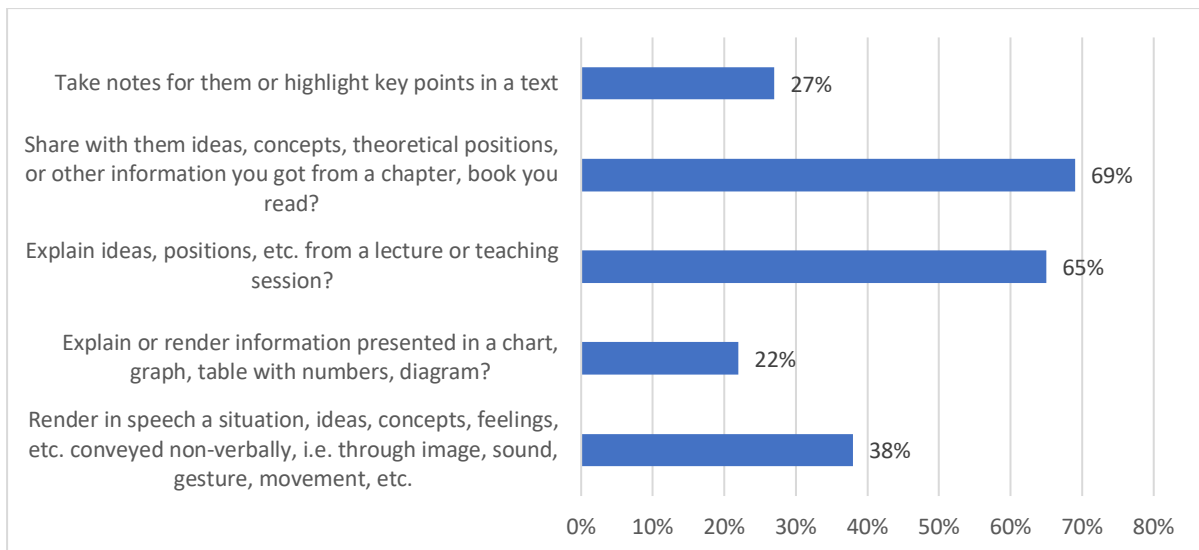
Furthermore, they may listen to one or more people talking in language A and perform a task in language B, such as those on Chart 20 below, including to paraphrase to make the meaning accessible to others (58%), explain or comment on what was said (56%) to elucidate problematic points (46%) or clarify unclear points (43%).

**Chart UNISTRA3.4: Respondents' intralinguistic mediation practices for themselves (Q26)**



Finally, UNISTRA respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know, by performing one or more of the tasks in the chart below, including sharing ideas, concepts, theoretical positions from a paper or a book (69%), explaining ideas, positions, etc. from a lecture or teaching session (65%) and rendering in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally (38%). Fewer of them explain or render information presented in a chart, graph, chart with numbers, diagram (22%) or take notes for them or highlighting key points in a text (27%).

**Chart UNISTRA3.5 respondents' intralinguistic mediation practices for university peers (Q27)**



## 2.5 UNIVERSITY FOR FOREIGNERS OF SIENA (UNISTRASI)

### 2.5.1 UNISTRASI respondents' linguistic profile

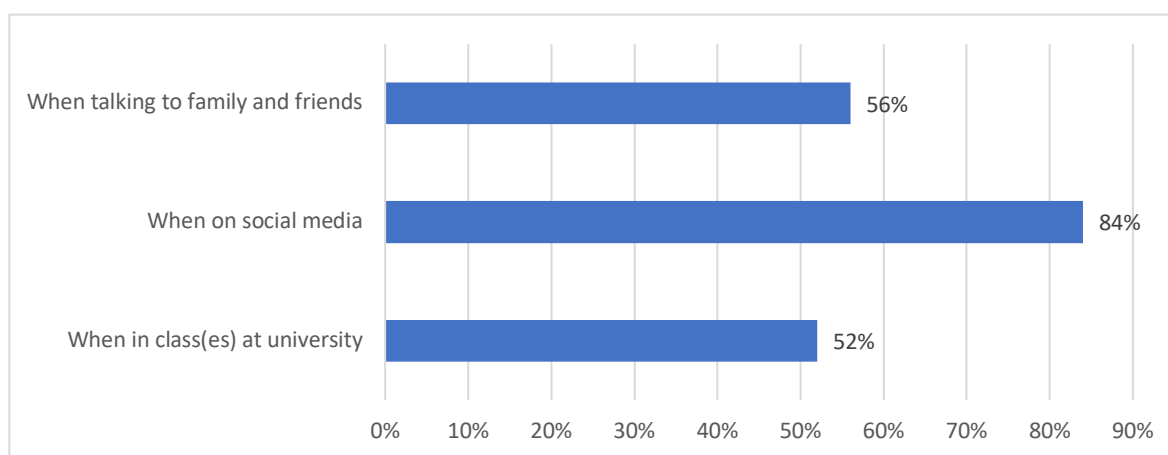
All 25 respondents of the UNISTRASI state that they are proficient in Italian, but 3 do not have Italian as their MT. One has Chinese, one has Polish, and one has Swiss German. There are also 6 who claim to be “bilingual” – 3 in Greek and Russian, 2 in Greek and Albanian, and one in Greek and Armenian. Other languages spoken by the respondents of UNISTRASI are the following: Arabic (3), Chinese (5), Indonesian (1), Japanese (5), Korean (7), Mandarin (1), Polish (1), Russian (2), Sicilian (1), Ukrainian (1). The languages all 25 say are used at university are, of course, Italian but also, English (23), French (5), Korean (4), Spanish (3), German (1), Russian (1) and Mandarin (1). The languages other than Italian that the respondents claim to use socially are English (24), French (7), Korean (3), Chinese (1), Spanish (8), Polish (1), and Arabic (1).

### 2.5.2 UNISTRASI respondents' use of their linguistic resources

The UNISTRASI respondents use Italian but also other languages for social media activities, to search for information on the Internet and for some form of activity at university.

When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to other languages that they know the official university language, or from the official university language to other languages mainly when on social media (84%) when talking to family and friends (56%), and at university (52%).

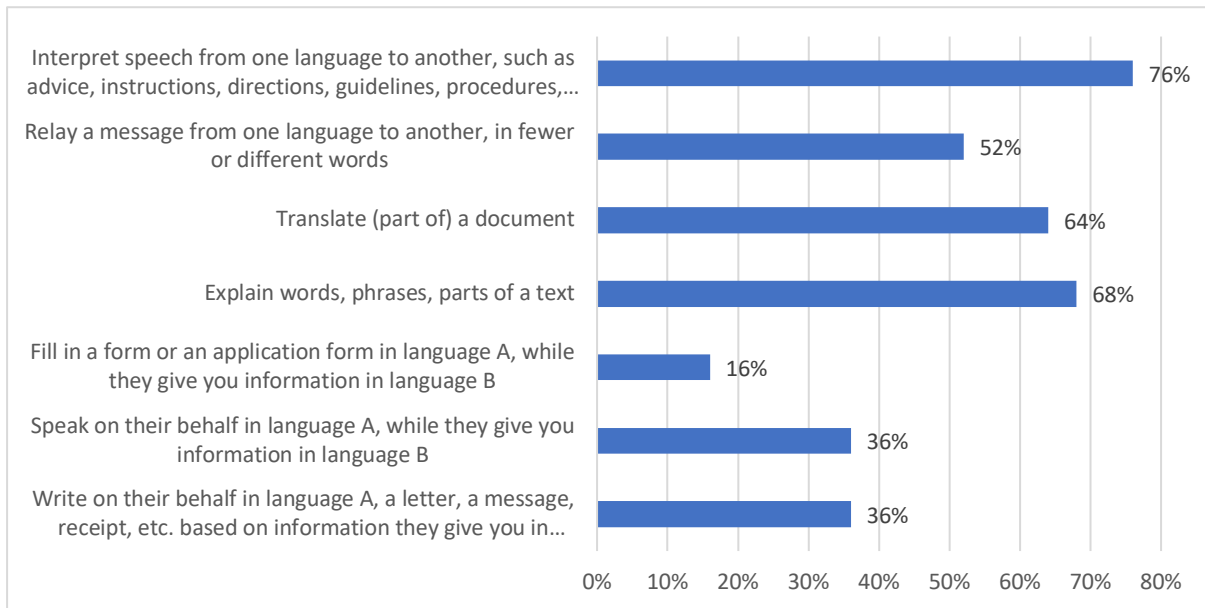
Chart UNISTRASI.1: Respondents' use of their linguistic resources (Q22)



### 2.5.3 UNISTRASI respondents' mediation practices

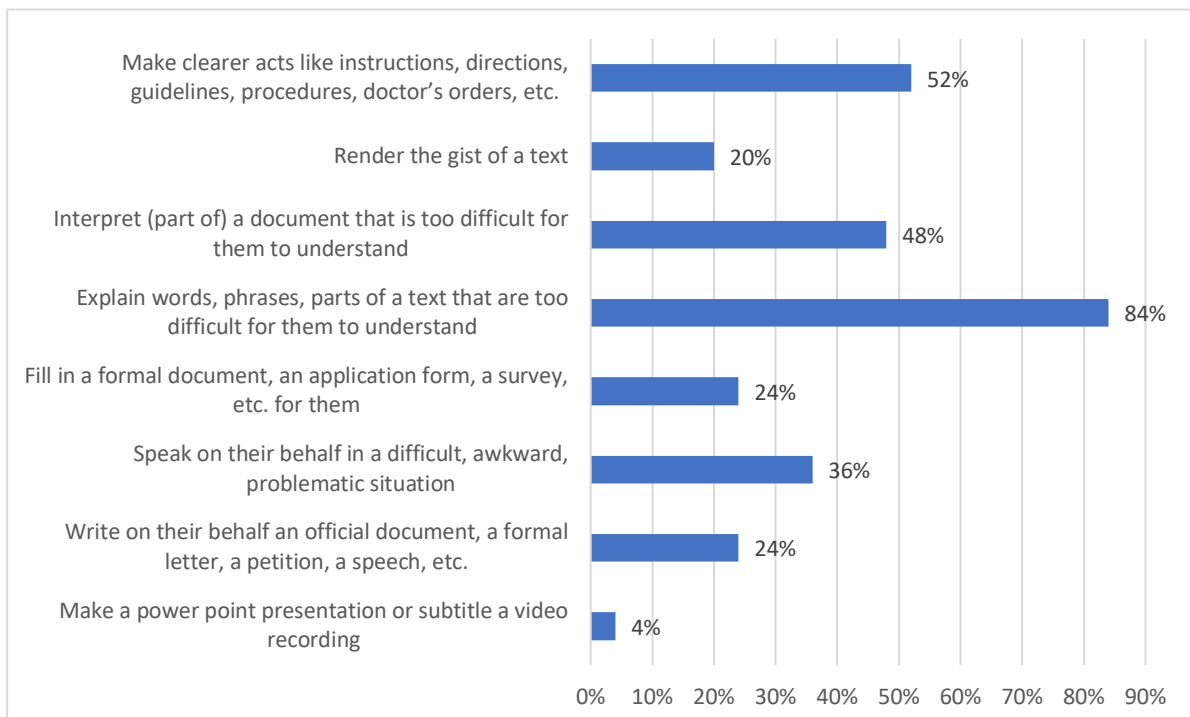
Most of UNISTRASI respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks. As revealed in the chart below, 76% assist them by interpreting speech from language A to language B, 68% by explaining words, phrases, or parts of a text, 64% by translating parts of a document. Moreover, 52% assist them by relaying messages from one language to another, 38% write and 36% speak on someone else's behalf in language A while the people they are assisting are giving them information in language B. Only 27% fill in forms for others in language A with information in language B.

**Chart UNISTRASI3.1: Respondents' cross-linguistic mediation tasks for others (Q23)**



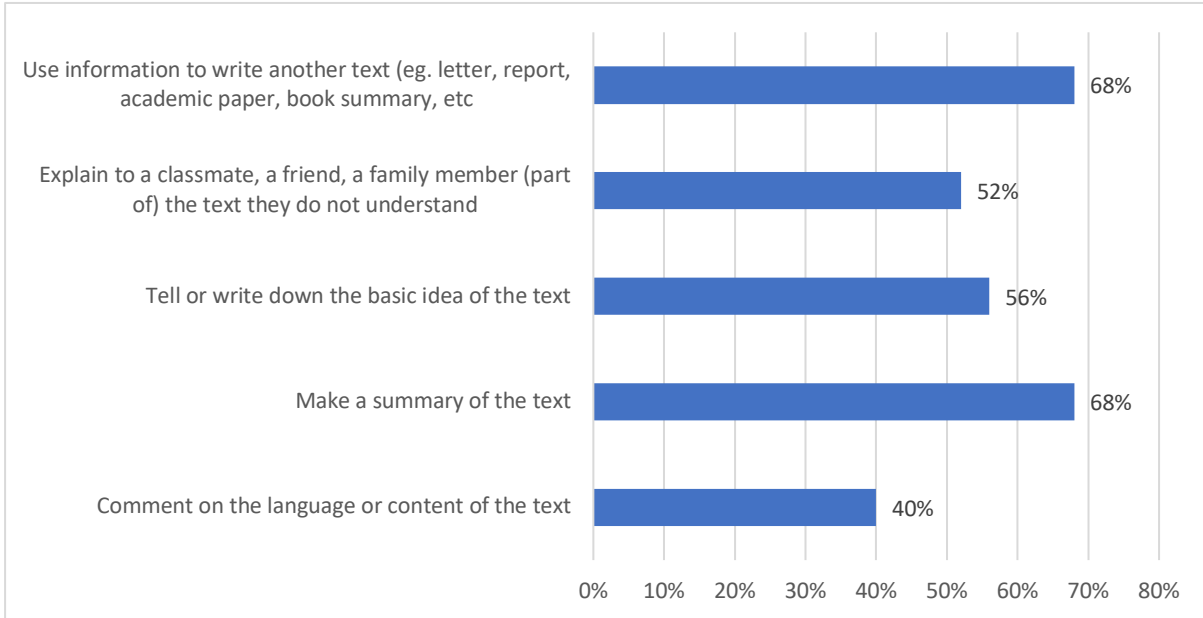
UNISTRASI respondents also assist their family, friends, and/or university peers by performing intralinguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. Most frequently they assist them by explaining words, phrases or texts too difficult for them to understand (84%), but also by giving clearer instructions, etc. (52%), interpreting a difficult document (48%), and the other tasks in the chart below.

**Chart UNISTRASI3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



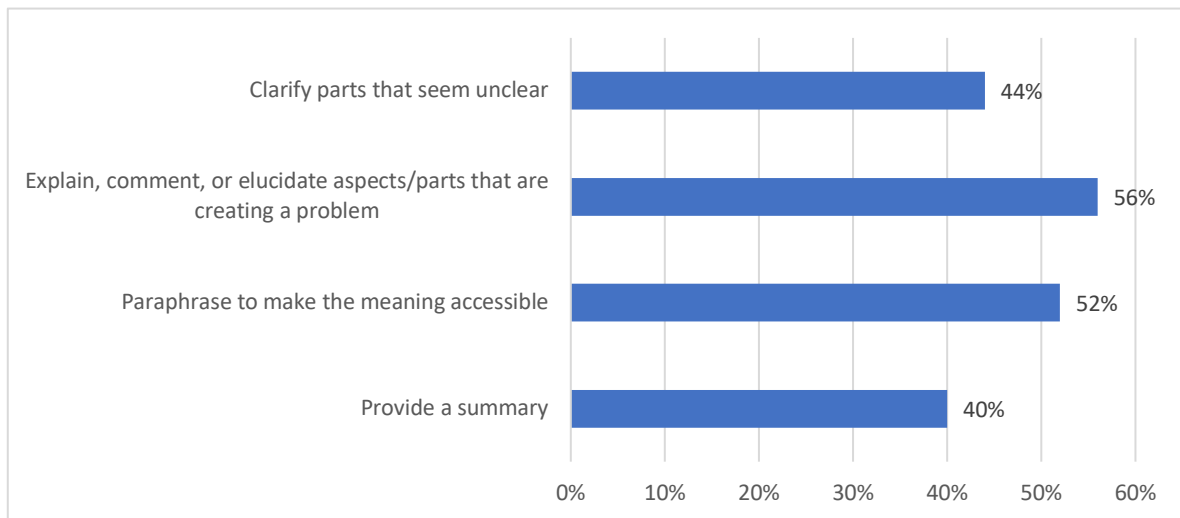
UNISTRASI respondents also perform intralinguistic tasks for themselves, such as using information from one text to write another type of text (68%), and making a text summary (68%) telling someone or writing down the basic idea of a text they heard or read (56%), as well as the others as we can see in the chart below.

**Chart UNISTRA3.3: Respondents' intralinguistic mediation tasks for themselves (Q25)**



Furthermore, they may listen to one or more people talking in language A and perform a task in language B, such as those in the chart below, including to paraphrase so as to make the meaning accessible to others (52%), explain or comment on what was said (56%), clarify unclear points (44%) and/or provide a summary in language B (40%) of a text they listened to in language A.

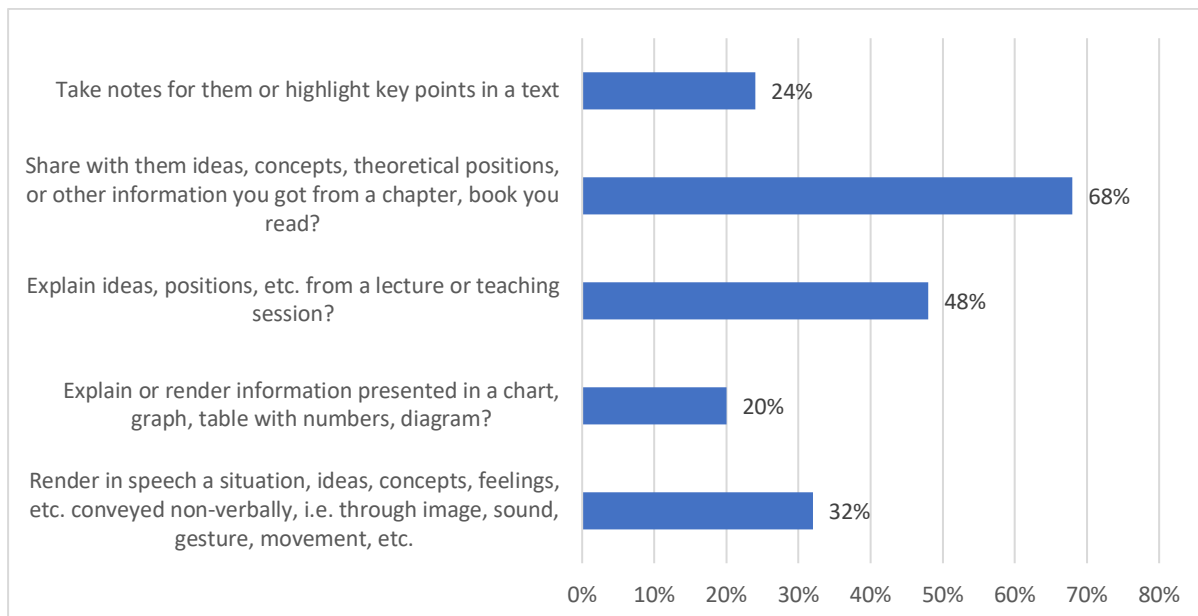
**Chart UNISTRA3.4: Respondents' intralinguistic mediation practices for themselves (Q26)**



Finally, UNISTRASI respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know, by performing one or more of the tasks in the chart below, including sharing ideas, concepts, theoretical positions from a paper or a book (68%), explaining ideas, positions, etc. from a lecture or teaching session (48%),

rendering in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally (32%). Fewer of them explain or render information presented in a chart, graph, chart with numbers, diagram (20%) or take notes for them or highlighting key points in a text (24%).

**Chart UNISTRA3.5 respondents' intralinguistic mediation practices for university peers (Q27)**



## 2.6 UNIVERSITY OF SÃO PAULO (USP)

### 2.6.1 USP respondents' linguistic profile

All 23 respondents from Sao Paulo consider themselves “monolingual” in Portuguese. None of them think of themselves as “bilingual”. Almost all of them 22 of them have some proficiency in English: one of these 22 respondents is a beginner, 8 are on intermediate level, and 13 have advanced proficiency in English.

The majority of USP respondents, i.e. 19 of them, have some proficiency in Spanish. Specifically, 11 of them are beginners, 5 are at intermediate level and 3 are advanced. Moreover, nearly half of the USP respondents have some proficiency in French, and specifically 4 are beginners, 5 are at intermediate level and one is at advanced level, while 6 of the USP respondents claim to have some proficiency in German – 4 are beginners, 2 are intermediate and one is advanced and 6 say they have some proficiency in Italian – 3 are beginners, 2 intermediate and one advanced.

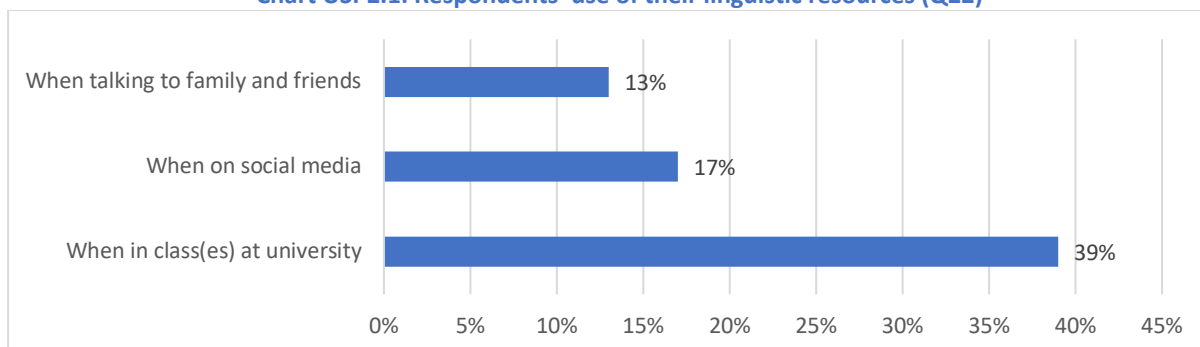
Other languages in which USP respondents claim to have some proficiency in are Japanese (2 respondents), Korean, Latin and Russian (1 each). However, at university all 23 say they use English, Portuguese (5), Spanish (10), French (4), Korean (1), German (2), Russian (1). The Languages they use socially are English (21), Portuguese (7), French (4), Japanese (1), German (1), Spanish (5), and Chinese (1).

### 2.6.2 USP respondents' use of their linguistic resources

The USP respondents use Italian but also other languages for social media activities, to search for information on the Internet and for some form of activity at university.

When asked if they switch from one language to another while communicating with others, nearly all of them responded positively. As one can see in the chart below, they switch from their home language to other languages that they know the official university language, or from the official university language to other languages mainly when at university (39%). Far fewer switch when on social media (17%) when talking to family and friends (13%).

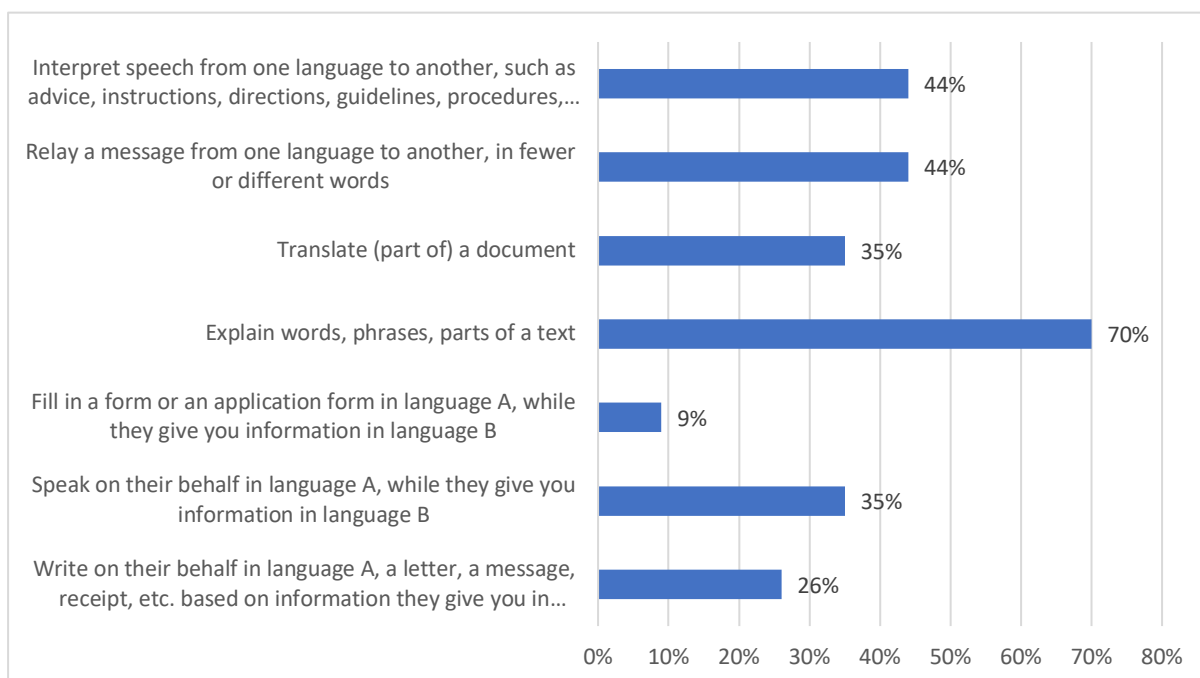
**Chart USP2.1: Respondents' use of their linguistic resources (Q22)**



### 2.6.3 USP respondents' mediation practices

Most of USP respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks, primarily explaining words, phrases, and parts of a text to them (70%), by interpreting speech, such as directions (44%), instructions, etc., by relaying one message from one language to another in fewer or different words (44%), and in other ways revealed in the chart below.

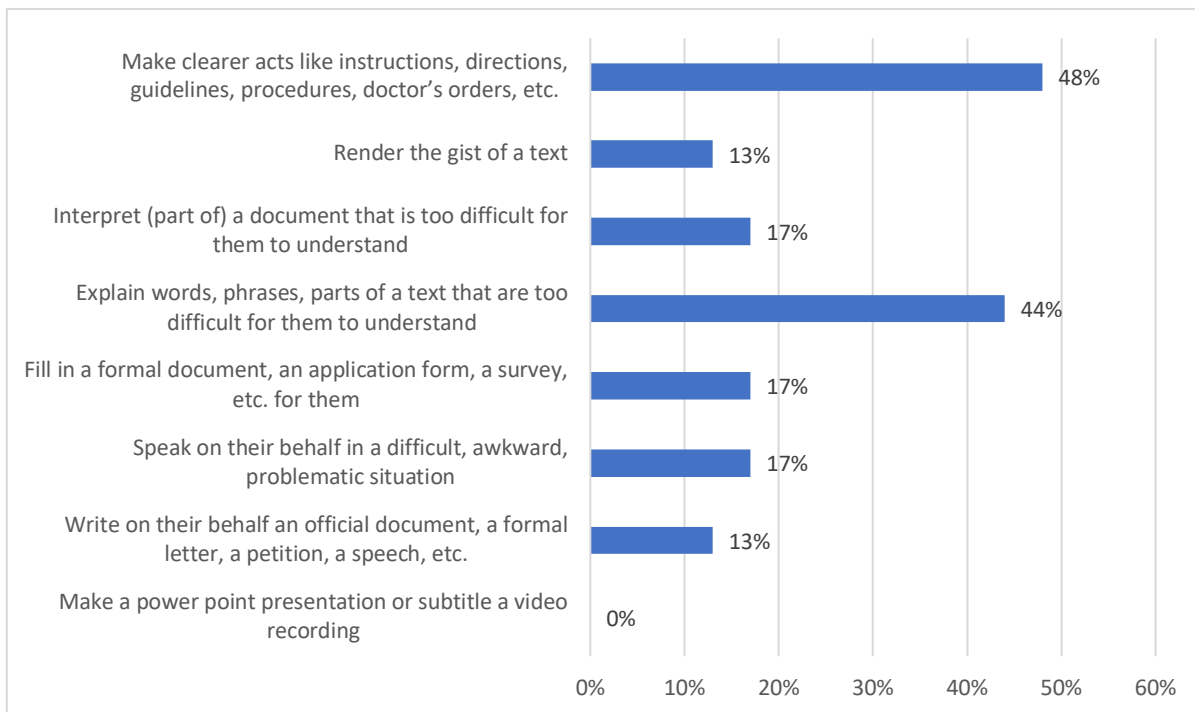
**Chart USP3.1: Respondents' cross-linguistic mediation tasks for others (Q23)**



USP respondents also assist their family, friends, and/or university peers by performing intralinguistic mediation tasks. That is, they help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. Most of them assist by giving them clearer instructions, directions, etc.

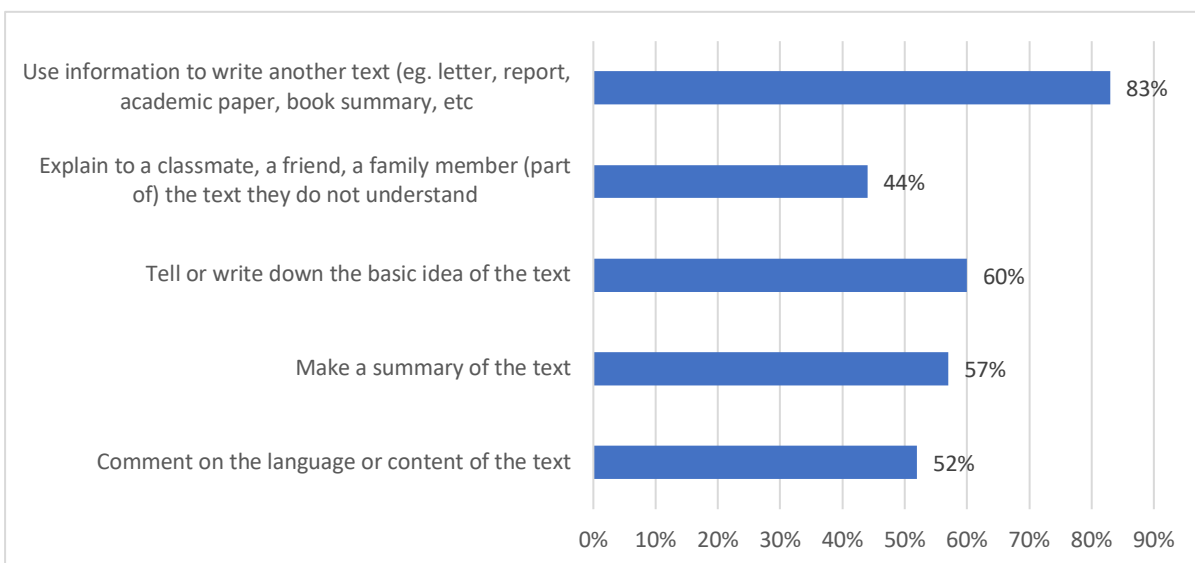
(48%), by explaining words, phrases, or texts too difficult for them to understand (84%), but also by interpreting a difficult document (44%), and few of them by performing other tasks we can see in the chart below – though none of them even help by making a PPT presentation or subtitling a video for them.

**Chart USP3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



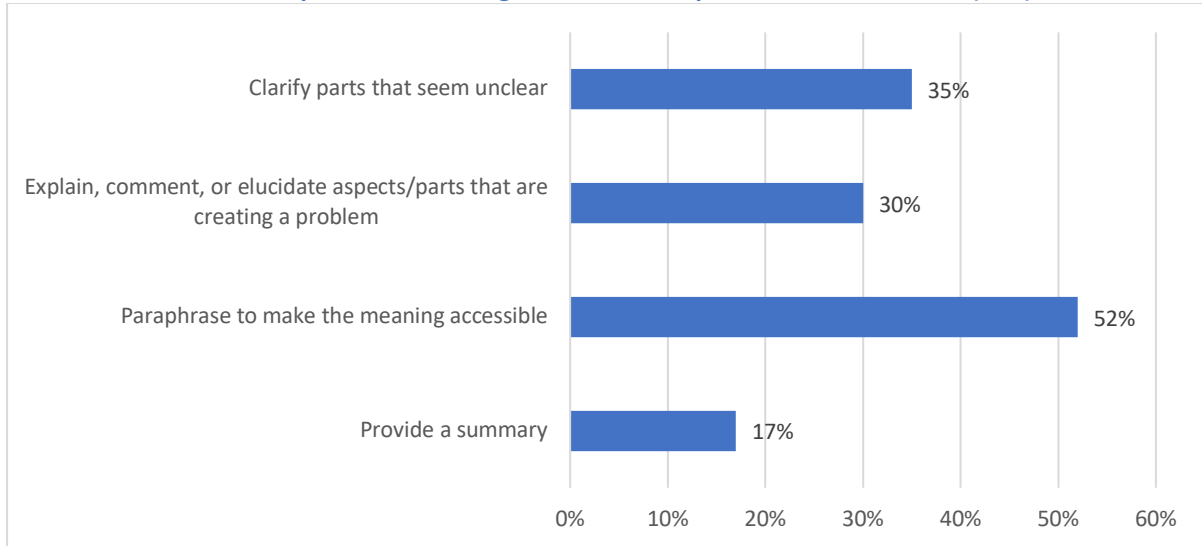
USP respondents also perform cross-linguistic tasks for themselves. That is, they may find themselves reading a text in language A and doing something in language B. Most of them, i.e. 83%, use the information they read in one text to produce a different type of text in another language, such as a report or an academic paper. Fewer, i.e. 60%, tell or write down in one language the basic idea of a text in a different language, 57% make a summary in language B of a text in language A, and still fewer do the other tasks we can see in the chart below.

**Chart USP3.3: Respondents' cross-linguistic mediation tasks for themselves (Q25)**



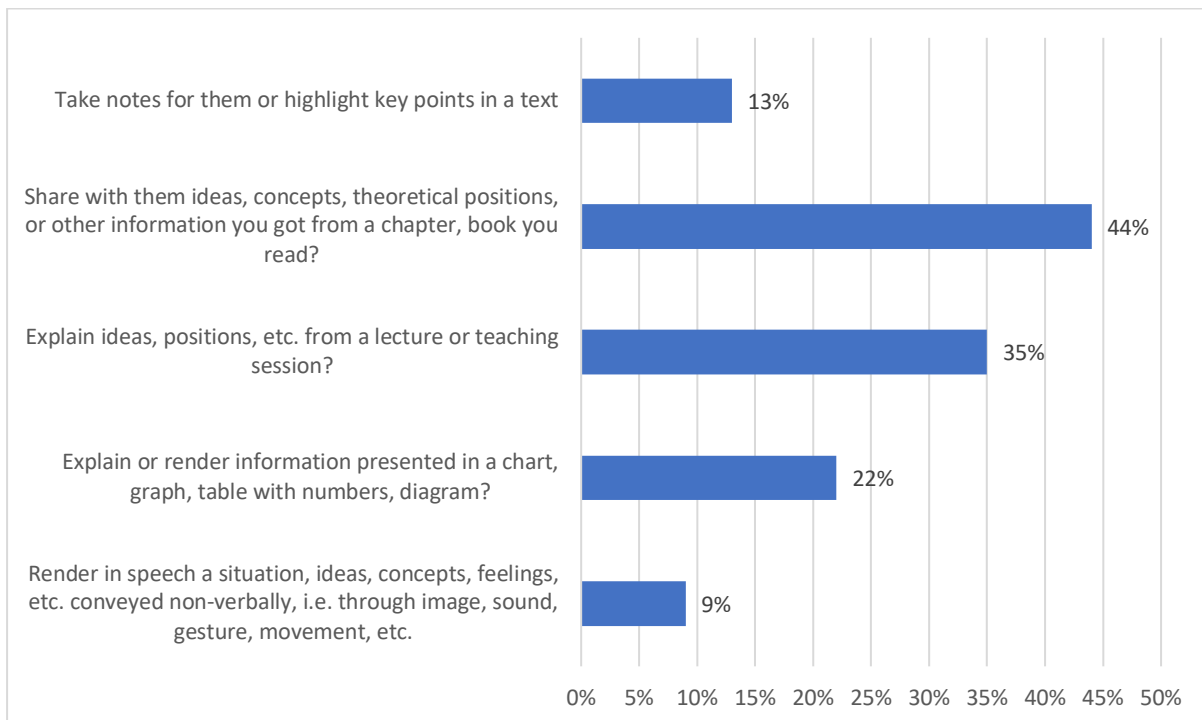
Furthermore, they may listen to one or more people talking in language A and perform a task in language B, such as those in the chart below, including to paraphrase so as to make the meaning accessible to others (52%), explain or comment on what was said (30%), clarify unclear points (35%) and only 17% provide a summary in language B on the basis of a text they listened to in language A.

**Chart USP3.4: Respondents' intralinguistic mediation practices for themselves (Q26)**



Finally, USP respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know, by performing one or more of the tasks in the chart below, especially sharing ideas, concepts, theoretical positions from a paper or a book (44%), and explaining ideas, positions, etc. from a lecture or teaching session (35%),

**Chart USP3.5 respondents' intralinguistic mediation practices for university peers (Q27)**





## 2.7 UNIVERSITY OF LOMÉ (UL) & UNIVERSITÉ DE NGAOUNDÉRIÉ (UN)

### 2.7.1 UL & UN respondents' linguistic profile

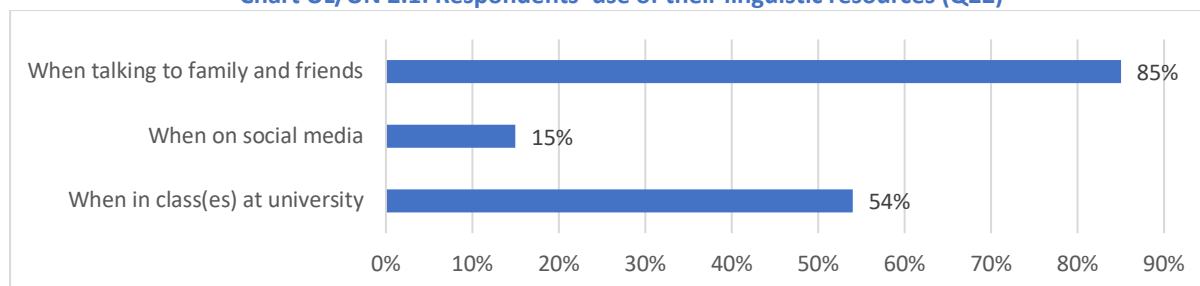
Because very few students from these two universities responded to the questionnaire, i.e. 10 from UL and 3 from UN, it was decided to present the data accessed, mainly because they have the most interesting linguistic profile of the whole student sample. However, they are considered together, as a sum of 13 respondents from two African multilingual countries whose MTs are different from the official language of their universities, which is French in both cases. One of the fascinating findings is that all 13 respondents consider themselves “monolingual”. However, they all attend a French speaking university but 4 out of the 13 say that their MT is Kabiye while the rest of them have one of the following African languages as their MT: Baoulé, MOBA, Nawdm, Guingbe, Mina, Ife, Djimi, Tupuri, Gidar.

All 13 of them responded to the French version of the questionnaire, but the 3 from UN did not respond to the question regarding their proficiency in French which, nevertheless, must be advanced since they are attending a French speaking university. On the other hand, all UL respondents state that they have advanced proficiency in French, which is only natural. Also, all 10 respondents from UL state that they have some proficiency in English – i.e. 4 are beginners, 4 are at intermediate level, and 2 are at advanced level. The 13 respondents from both universities speak other languages also. 11 of them speak German (9 are beginners and 2 at intermediate level). 3 speak Italian (2 are beginners and 1 is at intermediate level). Moreover, 4 speak Spanish (3 are beginners and one is at intermediate level). At university, the languages they speak are French of course, but also English (4), Ewe (2), as well as Kabiye, MOBA, Baoulé, Tem (one each), though not necessarily in class.

### 2.7.2 UL/UN respondents' use of their linguistic resources

The UL/UN respondents use French and native African languages at university and for social activities, while they also use these as well as other foreign languages in which they have acquired some proficiency for social media activities and to search for information on the Internet. When asked if they switch from one language to another while communicating with others, some responded that they do. They switch from their MT to other languages that they know and to the official university language, from the official university language to other languages they know mainly when talking to family and friends (85%). Far fewer switch when on social media (15%) but also quite a few switch when at university, in class (54%).

Chart UL/UN 2.1: Respondents' use of their linguistic resources (Q22)

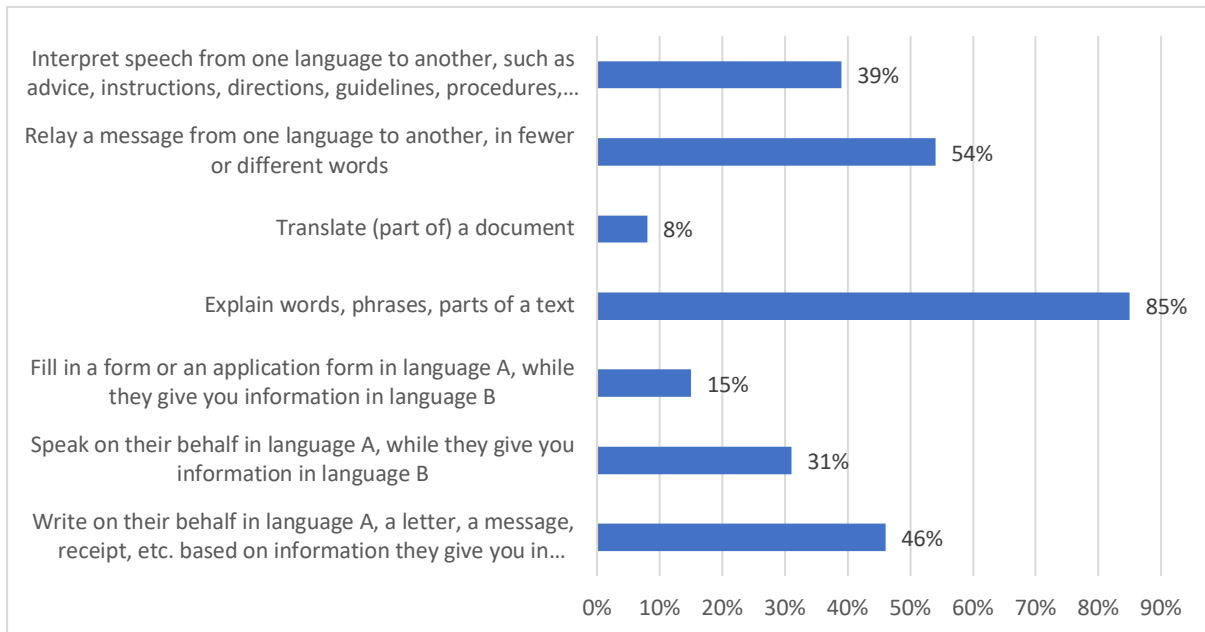


### 2.7.3 UL/UN respondents' mediation practices

Most of UL/UN respondents assist their family, friends, and members of their community by performing cross-linguistic mediation tasks, primarily explaining words, phrases, and parts of

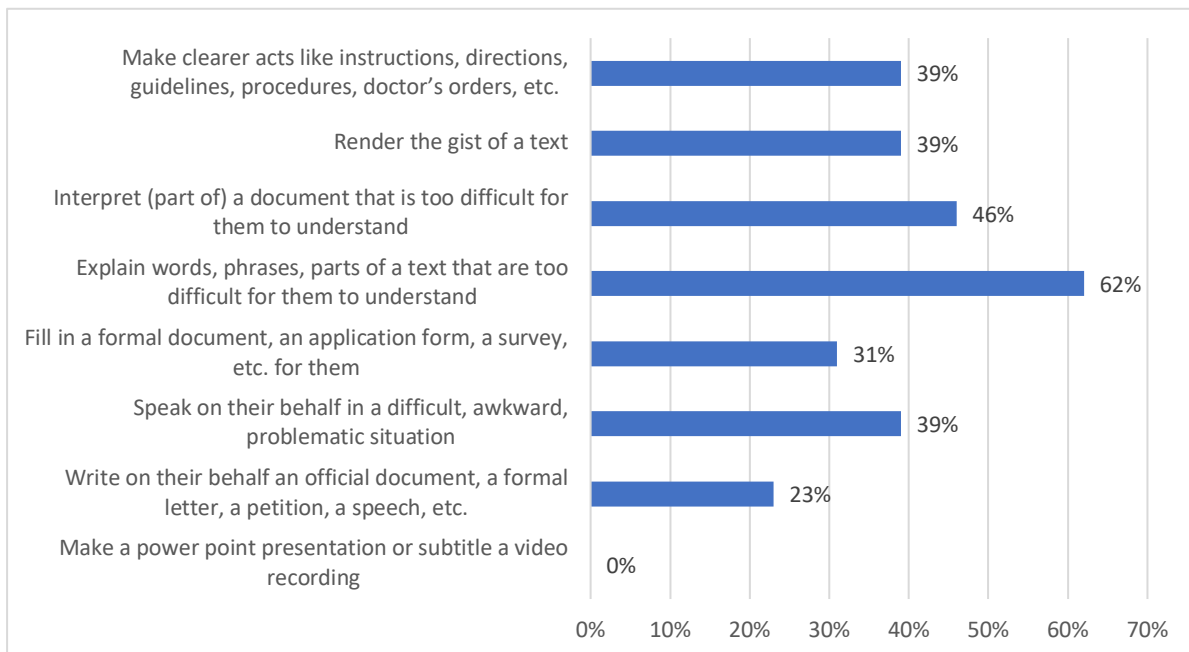
a text to them (85%), by interpreting speech, such as directions and instructions (39%), by relaying one message from one language to another in fewer or different words (54%), and in other ways revealed in the chart below.

**Chart UL/UN 3.1: Respondents' cross-linguistic mediation tasks for others (Q23)**



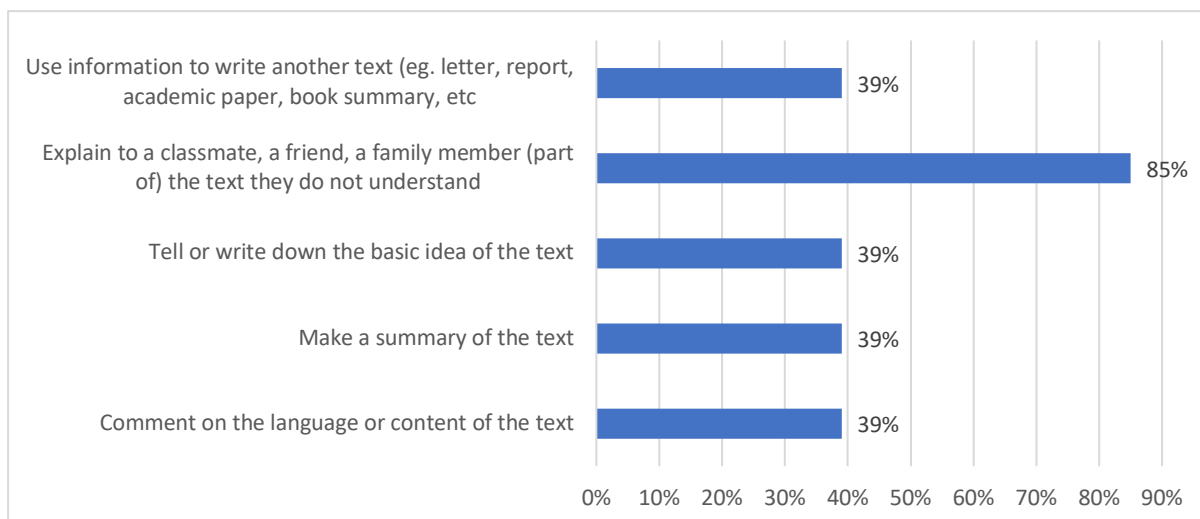
UL/UN respondents also assist their family, friends, university peers by performing intralinguistic mediation tasks. They help them when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter. They assist them by explaining words, phrases, or texts too difficult for them to understand (62%), by interpreting a difficult document (46%), and fewer by performing other tasks we can see in the chart below – though none of them help by making a PPT presentation or subtitling a video for them.

**Chart UL/UN 3.2: Respondents' intralinguistic mediation tasks for others (Q24)**



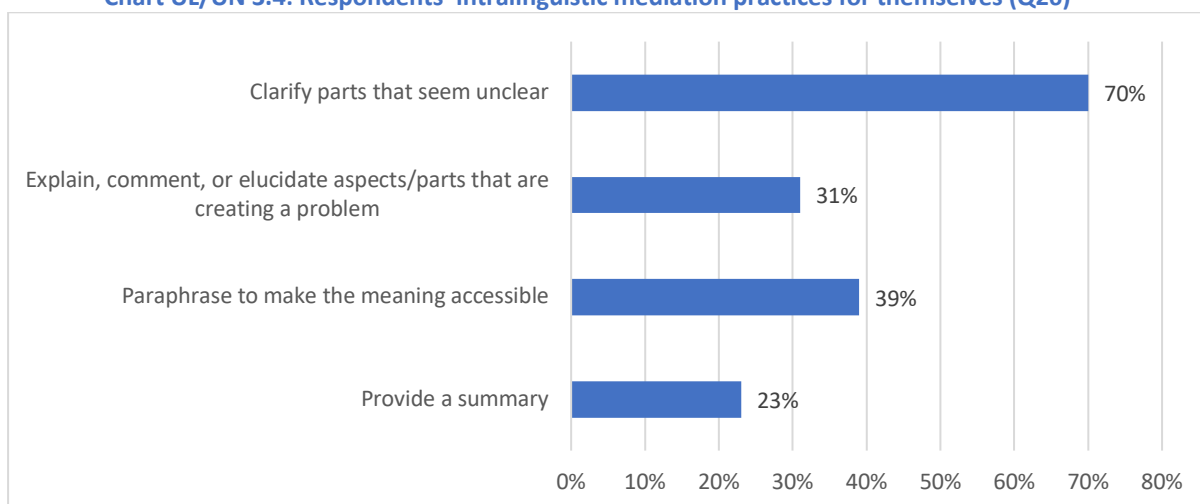
UL/UN respondents also perform cross-linguistic tasks for themselves. That is, they may find themselves reading a text in language A and doing something in language B. 85% of them explain to a classmate, a friend, a family member something they don't understand, 40% tell or write down in one language the basic idea of a text in a different language, 39% make a summary in language B of a text in language A, 39% use the information they read in one text to produce a different type of text in another language, such as a report or an academic paper.

**Chart UL/UN 3.3: Respondents' cross-linguistic mediation tasks for themselves (Q25)**



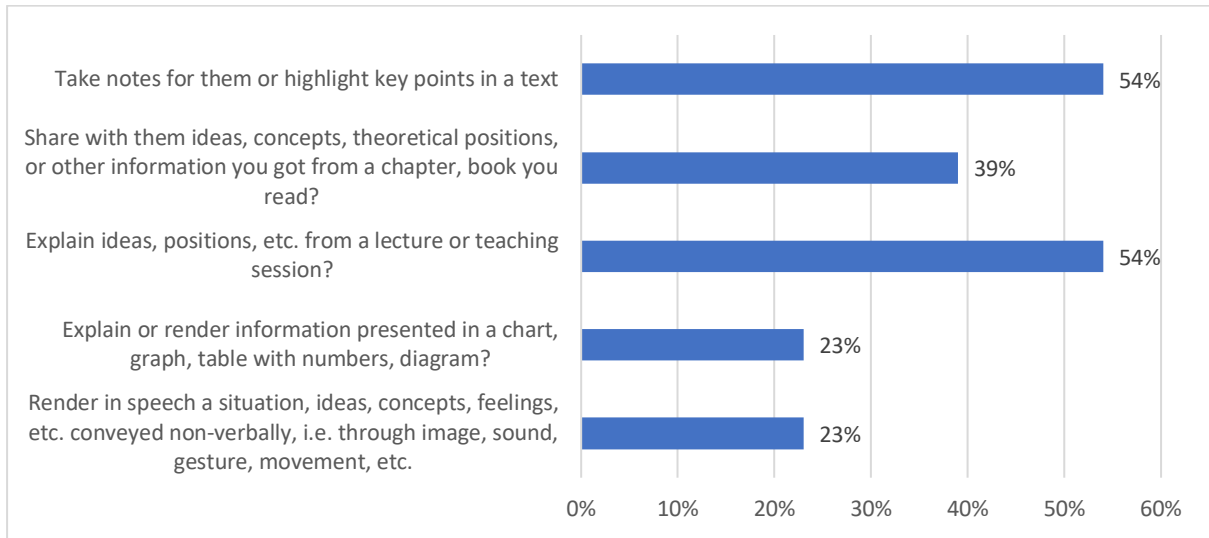
Furthermore, UL/UN respondents listen to one or more people talking in language A and perform a task in language B, such as those in the chart below, including to paraphrase so as to make the meaning accessible to others (39%), explain or comment on what was said (31%), most of them clarify unclear points (70%) and fewer, i.e. 23% provide a summary in language B on the basis of a text they listened to in language A.

**Chart UL/UN 3.4: Respondents' intralinguistic mediation practices for themselves (Q26)**



Finally, UL/UN respondents help their university peers for classwork, reading or writing assignments, projects, etc. in a language they both know, by performing one or more of the tasks in the chart below, like sharing ideas, concepts, theoretical positions from a paper or a book (39%), explaining ideas, positions, etc. from a lecture or teaching session (54%), as well as other tasks one can see in the chart below.

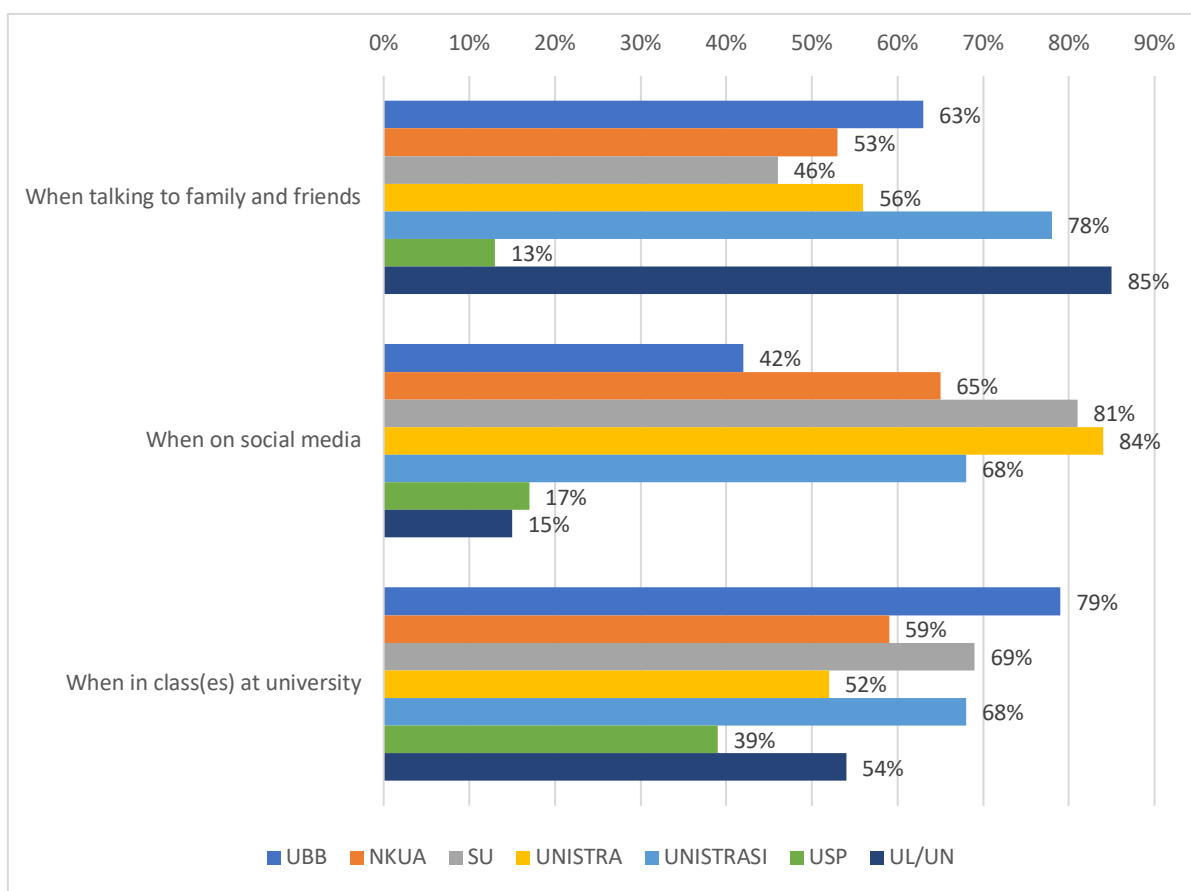
Chart UL/UN 3.5 respondents' intralinguistic mediation practices for university peers (Q27)



### 3. Comparing responses of students from the different universities

Among the most interesting findings from the data in Survey Questionnaire is that, despite that the students from all the participating universities have a rich linguistic repertoire, the largest percentage think of themselves as being monolingual. It is also noteworthy that there are quite a few similarities among the respondents' communicative performance, though they are from three different continents, have different degrees of proficiency and literacy (some in a few and others in several languages), live in very different sociocultural realities, attend universities, the educational systems of which are quite different from one another, and in different disciplines and taking different courses. One similarity worth mentioning is that they all tend to mix languages by switching from one to another, though as one can see in the chart below some tend to switch much more when they are with family and friends than when on social media or at university, whereas others do it the other way around.

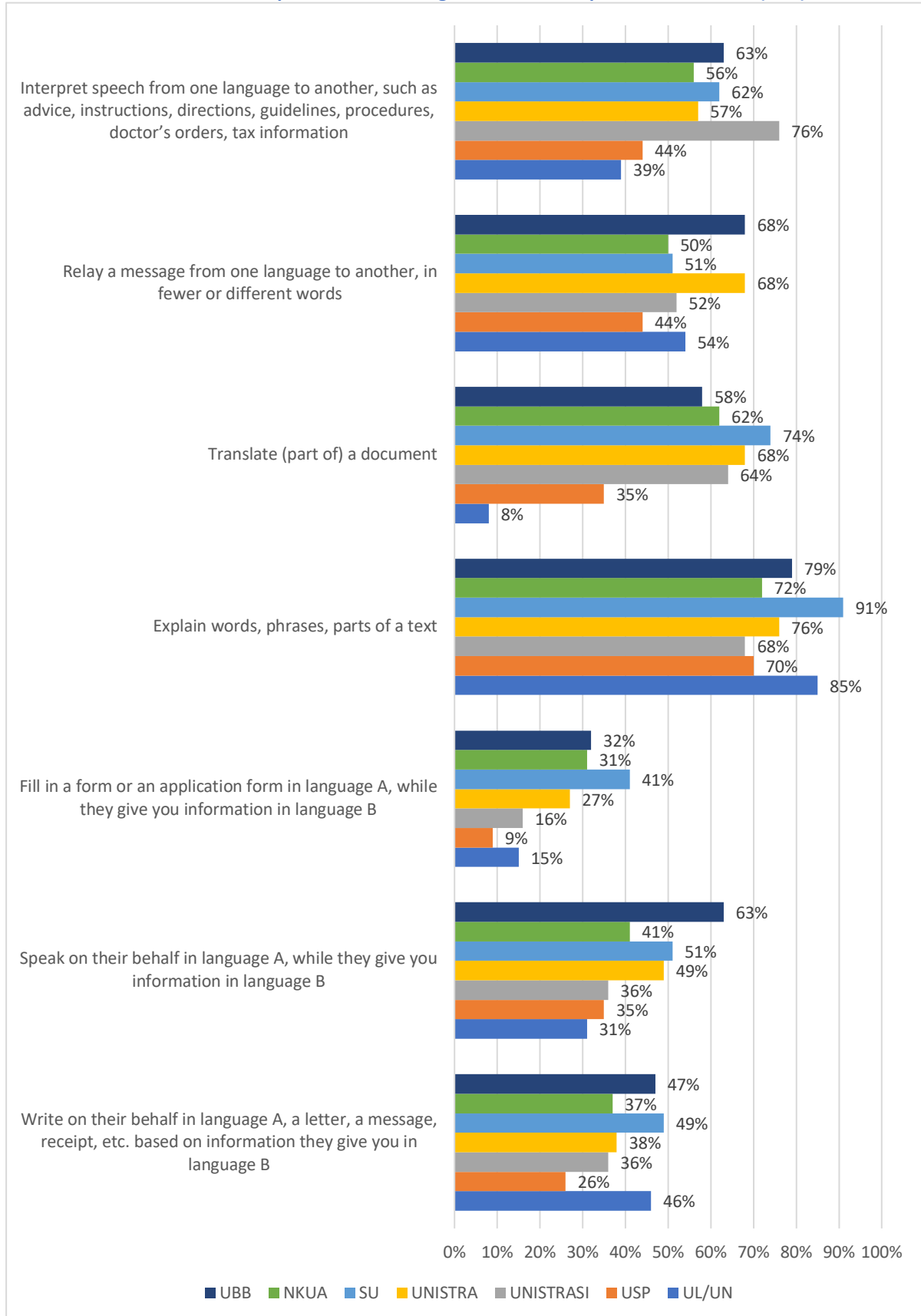
Chart ALL3.1: Respondents' use of their linguistic resources (Q22)



A significant difference in the profile of the Survey respondents is that the majority have as their first/home/community language that which is also the official language of their university – especially respondents from the five European universities and USP in Brazil whereas respondents from the two African universities have first/home/community language one or more which are different from the official language of their university. Also, in two of the European universities (UNISTRA and UNISTRASI), there is a greater number of respondents who are ‘international’ students, and this means that the official language the university they are attending is one which they have learnt as a ‘foreign’ language. Despite all these variations and the differences mentioned above, however, a crucial finding for this study is that all respondents

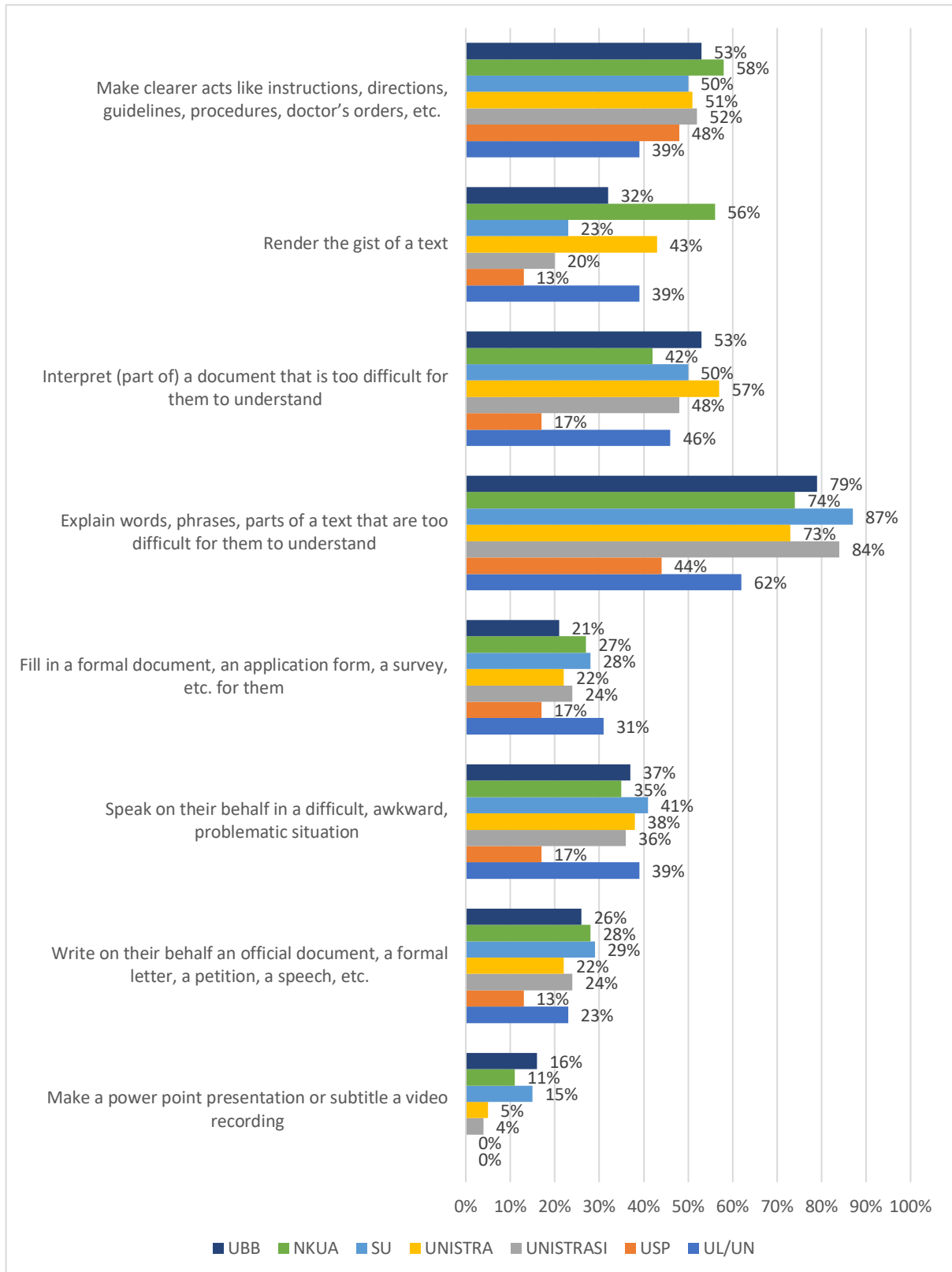
perform both cross linguistic mediation tasks of the type we can see in the chart below.

**Chart ALL3.2: Respondents' cross-linguistic mediation practices for others (Q23)**



All respondents also assist others by performing intralinguistic mediation tasks, helping their family, friends, and/or university peers when they need to communicate orally or in writing even if the people that they are mediating for already know the languages involved in the communicative encounter.

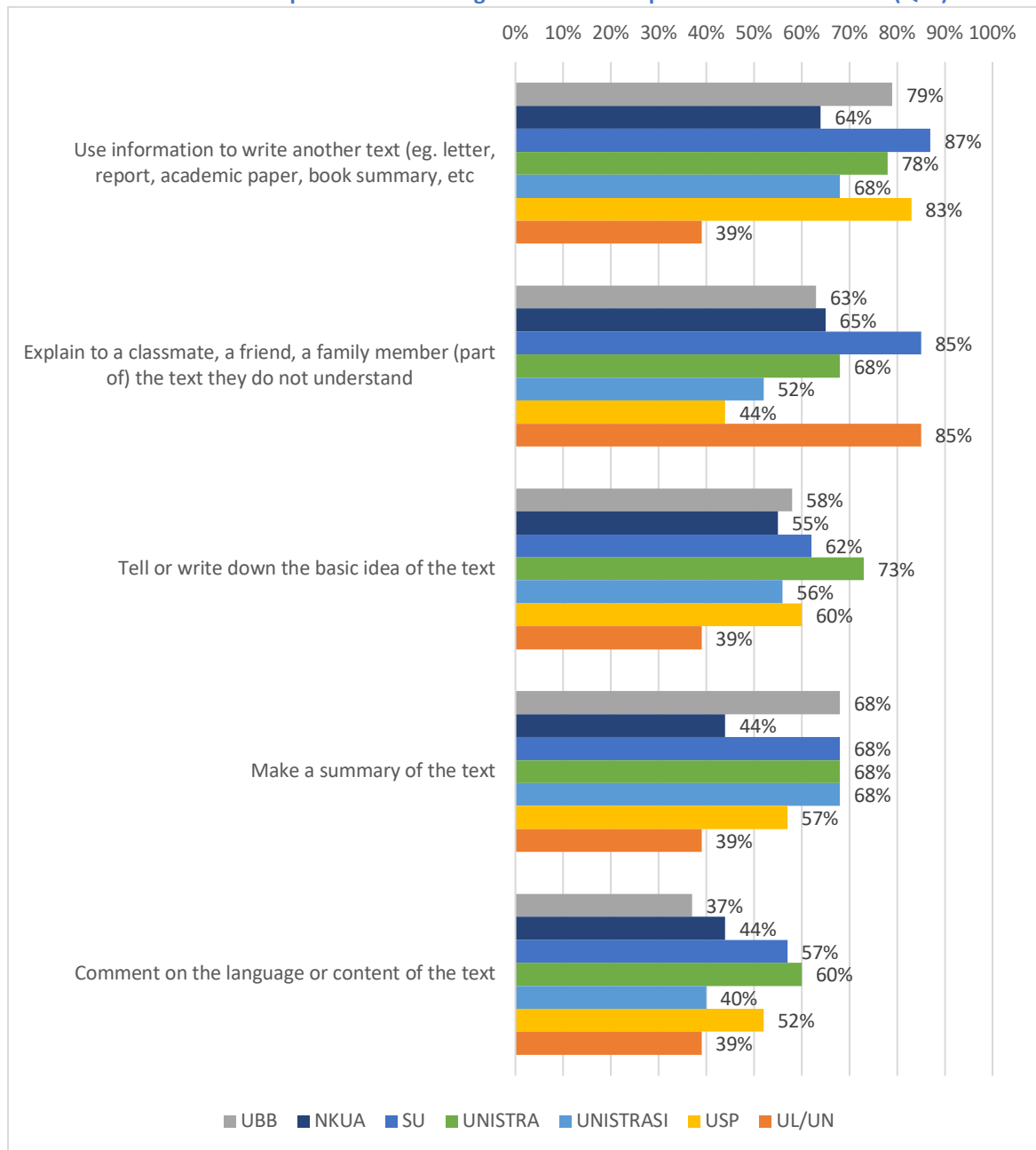
**Chart ALL3.3: Respondents' intralinguistic mediation practices for others (Q24)**



Though the reader can see variation in the chart above, there is also a common pattern detected insofar as the most common intralinguistic task the respondents perform in order to help their family, friends, or university peers when they need to communicate in a language you both know, is to explain words, phrases, parts of a text that are too difficult for them to understand and the least common task is to make a PPT presentation or subtitle a video recording. Make clearer acts like instructions, directions, guidelines, procedures, doctor’s orders, etc. is the next most common as well as interpreting (part of) a document that is too difficult for them to understand, whereas it is much less common across the board to fill in a formal document, an application form, a survey, etc. for them, or to write on their behalf an official document, a formal letter, a petition, a speech, etc.

In cross linguistic practices respondents perform for themselves, there is a less consistent pattern, as the reader can see in the chart below.

**Chart ALL3.4: Respondents’ cross linguistic mediation practices for themselves (Q25)**

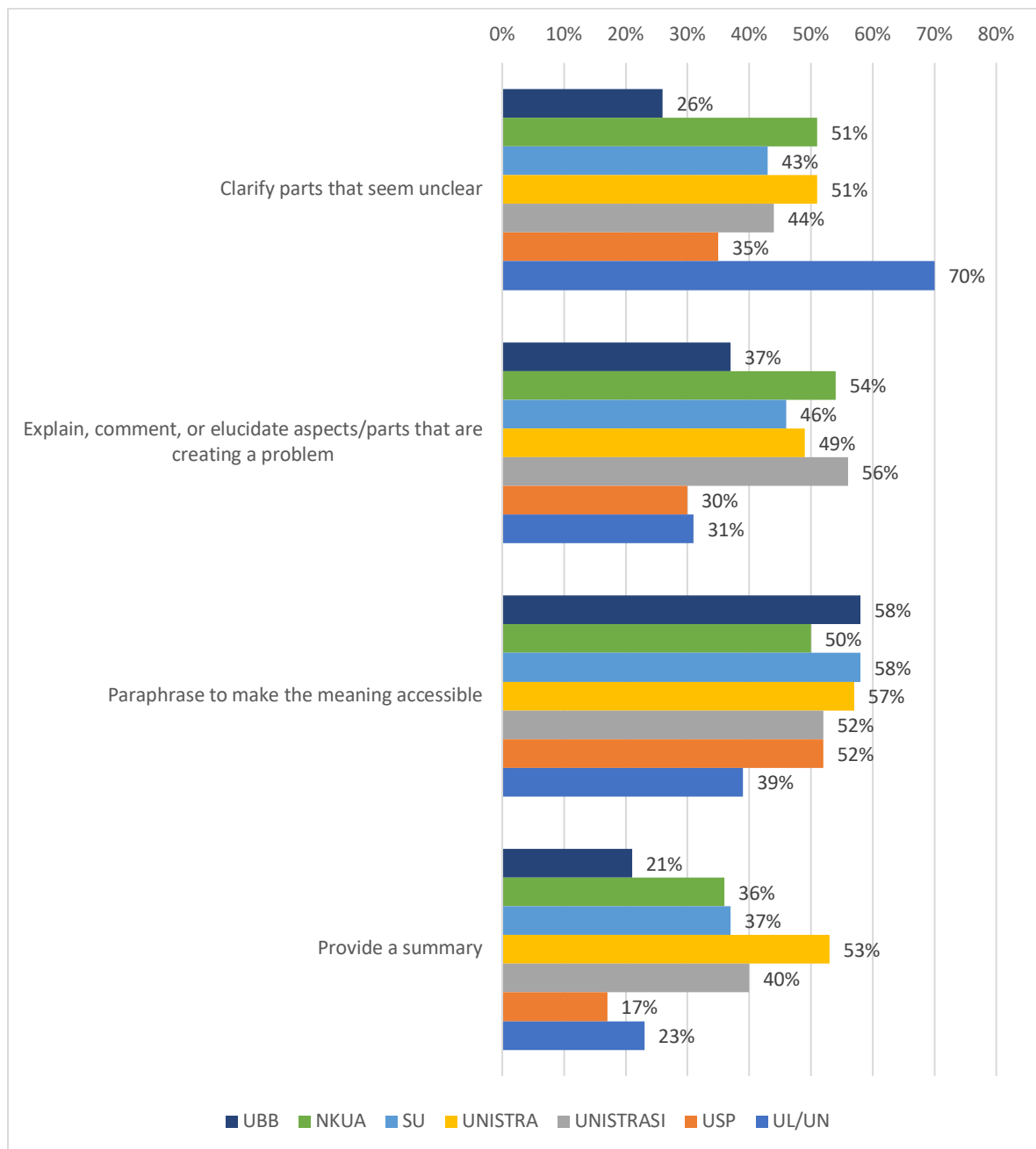




Whereas respondents from some universities most frequently use information in language A text to write a text in language B, such as a letter, report, academic paper, a book summary, etc., from other universities respondents most explain in language B to a classmate, a friend, a family member (part of) a text in language A that they do not understand. There is a pattern however that fewer from most universities make a summary of a source text in language A in a different language, or write comments in language B on the language or content of a text in language A.

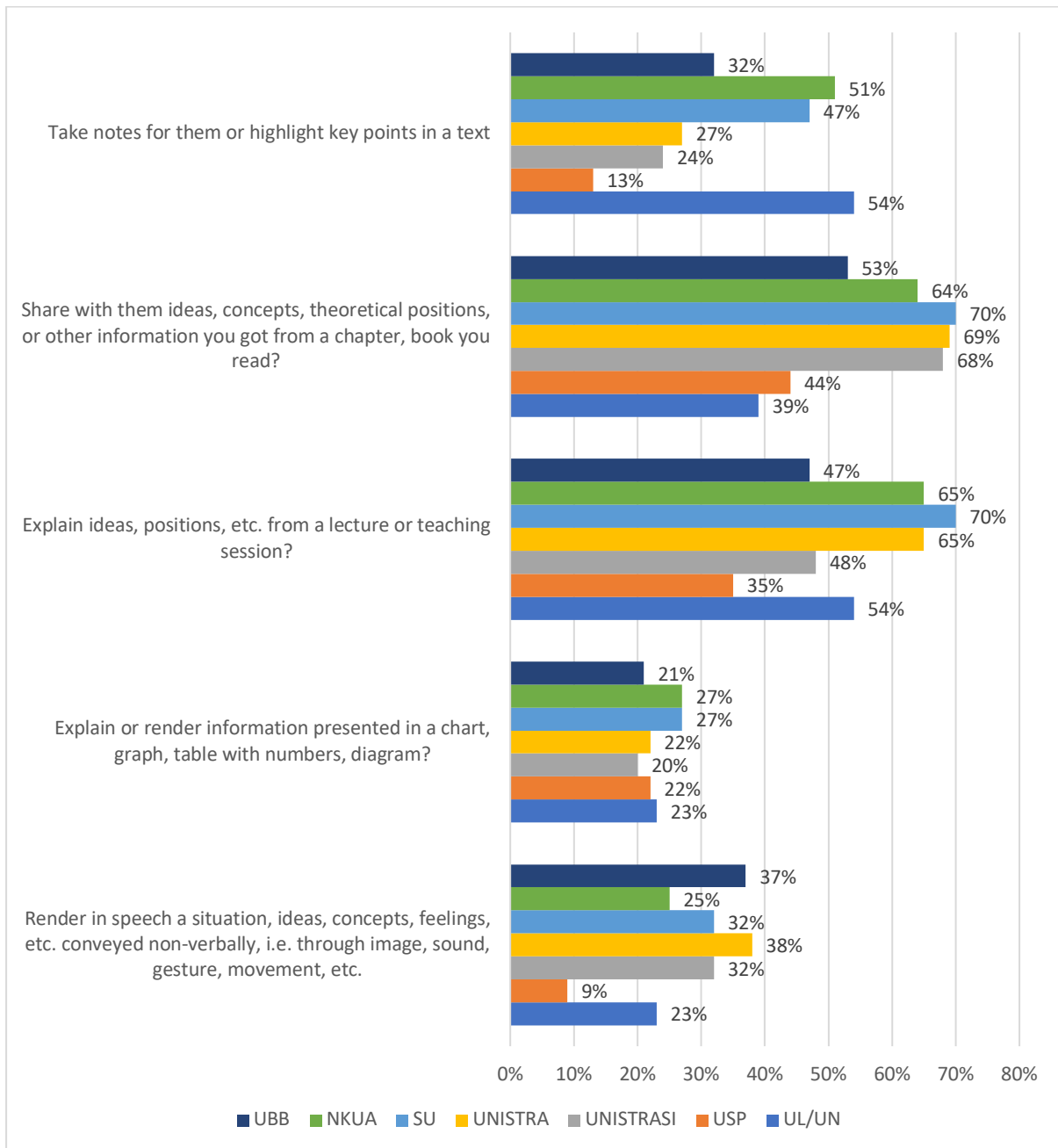
Likewise, there is considerable variance in the intralinguistic tasks that respondents from different universities perform for themselves, as we can see in the chart below. For example, while UL/UN students more frequently try to clarify the parts of texts that are unclear to them, UBB respondents perform this within the same language mediation task much less frequently.

**Chart ALL3.4: Respondents' intralinguistic mediation practices for themselves (Q26)**



Finally, it is thought-provoking to see, comparatively, what type of intralinguistic mediation tasks respondents from the different universities do to help their peers in their academic work, because this may reflect the differentiated educational strategies adopted by instructors, how students view relationships with other students and to what degree they feel responsible for their own and their peers' learning. The data are promising since students from all universities claim to assist your university peers for classwork, reading and writing assignments, projects, in a language both of the mediators and their peers know. The most frequent intralinguistic mediation tasks they perform as revealed in the chart below are: to share with their peers ideas, concepts, theoretical positions, or other information you got from a paper, chapter, or book they read, and to explain ideas, positions, etc. from a lecture or teaching session.

**Chart ALL3.4: Respondents' intralinguistic mediation practices for their peers (Q27)**



## ANNEXES

**ANNEX 1**

**MUDEXI SURVEY QUESTIONNAIRE**

**Personal information**

**Informations personnelles**

1. First name:   
Prénom
2. Last name:   
Nom de famille
3. Email:   
Email:
4. University you are attending:   
Université où vous étudiez:
5. Official language(s) of your university:   
Langue(s) officielle(s) de votre université:
6. Department in which you are enrolled:   
Département dans lequel vous êtes inscrit
7. Instructor who asked you to fill in the questionnaire (first and last name, area of expertise):  
Instructeur/ *instructrice* qui vous a demandé(e) de remplir le questionnaire (nom et prénom, domaine d'expertise)
8. Title of the course you are attending:   
Titre du cours auquel vous participez
9. Course's medium of instruction :   
Moyen d'enseignement du cours
10. Other language(s) used during class:   
Autre(s) langue(s) utilisée(s) en classe
11. Language(s) used for assessment:   
Langue(s) utilisée(s) pour l'évaluation.
12. Where were you born?   
Où êtes-vous née ?
13. Where were you raised?   
Où avez-vous grandi(e) ?
14. What is/are the official language(s) of your birth country?   
Quelle(s) langue(s) officielle(s) est/sont celle(s) de votre pays de naissance ?

**Language knowledge information**

**Informations sur les connaissances linguistiques**

15. Which is/are your mother tongue(s)?   
Quelle(s) est/sont votre/vos langue(s) maternelle(s) ?
16. What level of reading and writing competences do you have in your mother tongue(s), on a scale of 4 (excellent) 1 (poor)? 4, 3, 2, 1  
Quel niveau de compétences en lecture et en écriture avez-vous dans votre (vos) langue(s) maternelle(s), sur une échelle de 4 (excellent) 1 (faible) ?
17. How often do you use your mother tongue(s) with family, friends, and/or community members, on a scale of 4 (very often) to 1 (never)? 4, 3, 2, 1  
À quelle fréquence utilisez-vous votre/vos langue(s) maternelle(s) avec votre famille, vos amis et/ou les membres de la communauté, sur une échelle de 4 (très souvent) à 1 (jamais) ?
18. How often do you use your mother tongue(s) at university with classmates, peers, or university staff, on a scale of 4 (very often) to 1 (never): 4, 3, 2, 1

À quelle fréquence utilisez-vous votre ou vos langues maternelles à l'université avec vos camarades de classe, vos pairs ou le personnel de l'université, sur une échelle de 4 (très souvent) à 1 (jamais) :

19. Indicate what languages you know (**besides** your mother tongue(s) and the official language(s) of the university) by ticking the level of competence that you have in them (don't tick anything if you have NO knowledge of these languages):

English	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced
French	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced
German	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced
Italian	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced
Spanish	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced
Other(s) <input type="text"/>	<input type="checkbox"/> beginner, <input type="checkbox"/> intermediate, <input type="checkbox"/> advanced

Indiquez quelles langues vous connaissez (en plus de votre/vos langue(s) maternelle(s) et la/les langue(s) officielle(s) de l'université) en cochant le niveau de compétence que vous avez dans ces langues (ne cochez rien si vous n'avez AUCUNE connaissance de ces langues) :

Anglais, Français, Allemand, Italien, Espagnol, Autre(s)  
Débutant Intermédiaire Avancé

20. Which of the above languages do you use (if any) in/for your university studies (in class with your instructor or with your classmates, for bibliographical references, etc.)? Laquelle des langues ci-dessus utilisez-vous (le cas échéant) dans/pour vos études universitaires (en classe avec votre professeur(e) ou avec vos camarades de classe, pour les références bibliographiques, etc.) ?

21. Which of the above languages do you use (if any) in social events, for social media activities or to search for information on the internet?

Laquelle des langues ci-dessus utilisez-vous (le cas échéant) lors d'événements sociaux, pour des activités sur les réseaux sociaux ou pour rechercher des informations sur Internet ?

### Language use and mediation

#### Utilisation de la langue et médiation

22. Do you ever switch from one language to another (eg. from your home language to the official university language, from the official university language to a language you have learnt as a 'foreign' language) while communicating with others? If you do, indicate in which situation you do:

Vous arrive-t-il de passer d'une langue à l'autre (par exemple de votre langue maternelle à la langue officielle de l'université, de la langue officielle de l'université à une langue que vous avez apprise en tant que langue "étrangère") lorsque vous communiquez avec d'autres personnes ? Si oui, indiquez dans quelle situation vous le faites :

- When talking to family and friends

Lors de discussions avec sa famille et ses amis

- When on social media

Sur les médias sociaux

- When in class(es) at university

Lors des cours à l'université

- In different social situations. Say which ones:

Dans différentes situations sociales. Dites lesquelles :

23. Do you ever assist your family members, friends, members of your community when they need to communicate in language A, but are proficient only in language B? If you do,

indicate what kind of help you give them:

Vous arrive-t-il d'aider des membres de votre famille, des amis, des membres de votre communauté lorsqu'ils ont besoin de communiquer dans la langue A, mais qu'ils ne maîtrisent que la langue B ? Si oui, indiquez le type d'aide que vous leur apportez :

Interpret speech from one language to another, such as advice, instructions, directions, guidelines, procedures, doctor's orders, tax information

Interpréter un discours d'une langue à l'autre, comme des conseils, des instructions, des directives, des lignes directrices, des procédures, des ordonnances médicales, des informations fiscales, etc.

Relay a message from one language to another, in fewer or different words

Transmettre un message d'une langue à une autre, en moins de mots ou avec des mots différents.

Translate (part of) a document

Traduire (une partie) d'un document

Explain words, phrases, parts of a text

Expliquer des mots, des phrases, des parties d'un texte

Fill in a form or an application form in language A, while they give you information in language B

Remplir un formulaire ou une demande dans la langue A, pendant que l'on vous donne des informations dans la langue B

Speak on their behalf in language A, while they give you information in language B

Parler en leur nom dans la langue A, pendant qu'ils vous donnent des informations dans la langue B

Write on their behalf in language A, a letter, a message, receipt, etc. based on information they give you in language

Écrire en leur nom dans la langue A une lettre, un message, un reçu, etc. sur la base des informations qu'ils vous donnent vous donne dans la langue B.

If it is something different that you do, say what it is:

Si vous faites quelque chose de différent, dites-le :

24. Do you ever assist your family, friends, or university peers to community members when they need to communicate (in spoken or written form) in a language both of you know, and ask for your help to these tasks? If you do, indicate what kind of help you provide. Avez-vous déjà aidé votre famille, vos amis ou vos pairs universitaires à des membres de la communauté lorsqu'ils ont besoin de communiquer (sous forme orale ou écrite) dans une langue que vous connaissez tous les deux, et qu'ils vous demandent de l'aide pour accomplir ces tâches ? Si oui, indiquez le type d'aide que vous fournissez.

Make clearer acts like instructions, directions, guidelines, procedures, doctor's orders, etc. Rendre plus clairs des actes comme les instructions, les directives, les directives, les procédures, les ordonnances du médecin, etc.

Render the gist of a text

Rendre le sens global d'un texte

Interpret (part of) a document that is too difficult for them to understand

Interpréter (une partie d') un document trop difficile à comprendre pour eux

Explain words, phrases, parts of a text that are too difficult for them to understand

Expliquer des mots, des phrases, des parties d'un texte trop difficiles à comprendre pour eux

Fill in a formal document, an application form, a survey, etc. for them

Remplir pour eux un document formel, un formulaire de candidature, un sondage, etc.

Speak on their behalf in a difficult, awkward, problematic situation

Parler en leur nom dans une situation difficile, embarrassante et problématique

Write on their behalf an official document, a formal letter, a petition, a speech, etc.

Rédiger en leur nom un document officiel, une lettre officielle, une pétition, un discours, etc.

Make a power point presentation or subtitle a video recording

Faire une présentation power point ou sous-titrer un enregistrement vidéo

If it is something different that you do, say what it is:

Si, vous faites quelque chose de différent dites ce que c'est :

25. Do you ever read a text in language A and do something in language B? If you do, indicate what it is that you do:

Vous arrive-t-il de lire un texte en langue A et de faire quelque chose en langue B ? Si oui, indiquez ce que vous faites :

Use information to write another text (eg. letter, report, academic paper, book summary, etc. Utiliser des informations pour rédiger un autre texte (par exemple, une lettre, un rapport, un travail scientifique, un résumé de livre, etc.

Explain to a classmate, a friend, a family member (part of) the text they do not understand Expliquer à un camarade de classe, un ami, un membre de la famille (une partie) du texte qu'il ne comprend pas.

Tell or write down the basic idea of the text

Raconter ou écrire l'idée de base du texte

Make a summary of the text

Faire un résumé du texte

Comment on the language or content of the text

Commenter la langue ou le contenu du texte

If it is something different that you do, say what it is:

Si, vous faites quelque chose de différent dites ce que c'est :

26. Do you ever listen to one or more people talking in language A and do something in language B? If you do, indicate what it is that you do:

Vous arrive-t-il d'écouter une ou plusieurs personnes parler dans la langue A et de faire quelque chose dans la langue B ? Si c'est le cas, indiquez ce que vous faites :

Clarify parts that seem unclear

Clarifier les éléments qui ne semblent pas claires

Explain, comment, or elucidate aspects/parts that are creating a problem

Expliquer, commenter ou élucider les aspects/ éléments qui posent problème

Paraphrase to make the meaning accessible

Paraphraser pour rendre le sens accessible

Provide a summary

Fournir un résumé

If it is something different that you do, say what it is:

Si vous faites quelque chose de différent, dites ce que c'est :

27. Do you assist your university peers for classwork, reading/writing assignments, projects, etc. that they have to do (with you or by themselves), in a language you both know? If you do, what kind of help do you provide?

Aidez-vous vos pairs à l'université pour les travaux de classe, les lectures/écritures, les projets, etc. qu'ils doivent faire (avec vous ou par eux-mêmes), dans une langue que vous connaissez tous les deux? Si oui, quel type d'aide leur apportez-vous ?

Take notes for them or highlight key points in a text

Prendre des notes pour eux ou souligner les points clés d'un texte

Share with them ideas, concepts, theoretical positions, or other information you got from a chapter, book you read?

Partager avec eux des idées, des concepts, des positions théoriques ou d'autres informations que vous avez tirées d'un chapitre, d'un livre que vous avez lu ?

Explain ideas, positions, etc. from a lecture or teaching session?

Expliquer des idées, des positions, etc. tirées d'un cours ou d'une séance d'enseignement ?

Explain or render information presented in a chart, graph, chart with numbers, diagram?

Expliquer ou restituer des informations présentées dans un tableau, un graphique, un tableau de chiffres, un diagramme ?

Render in speech a situation, ideas, concepts, feelings, etc. conveyed non-verbally, i.e. through image, sound, gesture, movement, etc.

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.

If it is something different that you do, say what it is:

Si vous faites quelque chose de différent, dites ce que c'est :



## ANNEX 2

### ABOUT ACTION 2: CASE STUDY ON LINGUISTIC MEDIATION<sup>3</sup>

A group of instructors from the five participating universities, who are offering courses in language studies during the academic year 2023-2024, are asked to take part in this case study which involves the co-construction and implementation of a programme designed to enhance cross-linguistic and intra-linguistic practices for teaching-learning.

#### 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 languages – an ability constitutive of a plurilingual and pluricultural ethos of communication 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 not only so as to support crosslinguistic and intralingual communication between teachers and learners, between teachers and learners themselves, but also to facilitate the teaching and learning process and to enhance collaborative pedagogical processes.

#### Specific objectives

By taking part in this case-study **instructors**:

- are motivated to map the visible and invisible languages that their students bring into their class – languages other than the official language of instruction
- investigate when/how students in what circumstances their students are aware of resorting to cross-linguistic and intra-linguistic mediation
- are driven to collaborate and negotiate on designing a programme with their colleagues from other universities (with whom they don't necessarily share a common language)
- gain knowledge regarding the theory and practice of linguistic mediation
- develop awareness regarding plurilingualism in action
- discover ways of implementing a plurilingual pedagogy in their classes by collaborating with their colleagues from other universities

By taking part in this case-study, **students**:

- cultivate their ability to mediate and develop their plurilingual competence
- they 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

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<sup>3</sup> Action 2 briefly described in the Project Report: “Des connaissances nouvelles sur la médiation linguistique et des pistes méthodologiques pour la production et transmission du savoir multilingue; Les observations et les données collectées grâce à l'étude de cas bénéficieront à un large public. Les enseignants-chercheurs disposeront de données originales et pourront faire évoluer leurs pratiques à l'aide d'une nouvelle méthodologie et de nouveaux outils. Les résultats de cette étude de cas feront l'objet d'une publication, et pourront être partagés dans des séminaires/colloques.”

## Background information

To begin with, I'd like to make an important distinction between the terms Multilingualism and Plurilingualism, which are often used interchangeably. To do so, I take into consideration how these two terms have been defined in the Council of Europe's *Common European Framework of Reference for Languages* (2001) and its *Companion Volume* (2020).

- **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<sup>4</sup> that they know quite well, partially, or just a little, to understand others (in text or speech) and to be understood by them. As a matter of fact, plurilingualism depicts “an uneven and changing competence, in which the user’s resources in one language or variety may be very different in nature to those in another” (Piccardo *et al.* 2019<sup>5</sup>). But it should be emphasised that for one thing bilingual or multilingual individuals are not necessarily plurilingual for they might use the languages they know monolingually. Secondly, plurilingualism cannot flourish without the individual agent’s willingness and plurilingual competence may not develop sufficiently unless it is cultivated through education and practice.

Given that Action 2 of the MUDExI project is a Case Study on Mediation practices in university language classes, the next concept that needs to be defined is Mediation, which is actually a very common social practice since antiquity. It was and still is used in commercial transactions, as merchants interact and negotiate so they end up selling their goods or services. It is common practice in legal and political matters, in the health system, etc., whereby mediators intervene to explain, help, or offer advice, interpret things for others in the community and act as intermediaries, using languages or forms of language that those

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<sup>4</sup> 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.

<sup>5</sup> Bibliographic reference: Piccardo E., North B., Goodier T. (2019), Broadening the Scope of Language Education: Mediation, Plurilingualism, and Collaborative Learning: the CEFR Companion Volume, *Journal of e-Learning and Knowledge Society*, v.15, n.1, 17-36. ISSN: 1826-6223, e-ISSN:1971-8829 DOI: 10.20368/1971-8829/1612

who are being addressed do not understand. That is, they may perform acts of mediation across languages (cross-linguistic) or within the same language (intra-linguistic).

Mediation has been developed as a concept in and described in detail the CEFR-CV, in connection with plurilingual competence, of which mediation is said to be constitutive. Earlier publications have discussed mediation as social practice, especially by Dendrinou (2006, 2013) who has maintained that all language users are potentially mediators, 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 operate 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

**ANNEX 3**

**TEACHING STAFF**

The names of the instructors/professorial staff who motivated students to participate in the MUDEXI Survey are thankfully included in the list below.

UNI	Name	Field of study	Course(s) taught	Student No.
UNISTRA	Maria Zerva	Language Studies	Modern Greek / Plurilingualism / Research methods	18
	Peggy Candas	Language Studies	Language and Language Learning	9
	Chloé Faucompré	Language Studies	Teaching French as a Foreign Language	6
	Irini Tsamadou-Jacobberger	Language Studies	Greece in Europe / language and Iberian culture	3
	Farah Ramzy	Language Studies	Arabic culture and writing	1
USP	Amarílis Aurora Aparecida Valentim	Language and Education	Geosciences and Environmental Education & Languages – Portuguese and Korean	2
	Irani Soares	Language Studies	Letras - Português/Chinês	1
	Sergio Proença	Linguistics	Historiography of Linguistics	1
	Marília Buzalaf	Medical Sciences	Health education	1
	Sandra Alonso Caixeta	STEM Social, Natural & Health Sciences	Academic Communication; Philosophy; Public Relations; Tropical Medicine Portuguese and Linguistics; Civil Engineering; Science; Physics; Dentistry	10
NKUA	Angeliki Alexopoulou	Spanish Department	Methodological Currents in Teaching Spanish as a Foreign Language & Text Genres	7
	Anna Chita	German Department	Development of mediation activities in the foreign language	2
	Bessie Mitsikopoulou	English Department	ELT Methodology	2
	Eleni Sella	Turkish Department	Didactics of Turkish Turkish language and literature History of the Turkish language Turkish and Greek in comparison Theory and Practice of Translation Sociolinguistics Introduction to General Linguistics & Greek and Turkish Language Relations	10
	Evangelia Vlachou	French Department	Morphology Introduction to Linguistic Theory	9
	Evdokia Karava	English Department	ELT Methodology	11
	Kanella Menouti	French Department	Practices of teaching of French as a foreign language	15

	Maria Iakovou	Greek Lit Department	Introduction to Linguistics & La langue humaine/ Glossologia	3
	Marina Vihou	French Department	French language teaching parameters (practices?)	10
	Spiros Moschonas	Communication Studies and Media Department	Languages and communication	28
	Vasiliki Tsakona	Education Department	Critical Literacy Introduction to Linguistics	5
SU	Desislava Karaaseno	Language Studies	European Studies & Specialized vocabulary, translation, conversation, writing – English & Terminology of the EU & English & English for Special Purposes	19
	Mirena Legurska	Language Studies	History and Foreign Language & Pedagogy & Civic Education	7
	Nikolina Tsvetkova & Desislava Karaaseno	Language Studies	Introduction to multilingualism & English & English Terminology & English Terminology of the EU & European Studies & Intercultural Relations & Specialized vocabulary, translation, conversation, writing – English & Terminology of the EU	47
	Nikolina Tsvetkova	Language Studies	Intercultural Relations	1
UNISTRASI	Monica Barni	Language Studies	Linguistic sciences and intercultural communication & Teaching Italian to foreigners & Educational linguistics and language policies	25
UBB	Adina Comea	Language Studies	Interpretation & English & Specialised Translations & Translation & Specialised Terminology	19
UL	Kadza Kodjo Essenam Komla	Language Studies	Lexical research (Recherche lexicale) & Psycholinguistique	10
UN	Abraham Djida	Language Studies	Grammar of African languages	2
	Daniel Daba	Language Studies	Grammar of African languages & Genetic linguistics/ Linguistic archaeology (Linguistique génétique/ Archéologie linguistique)	1

## ANNEX 4

### Case Study on Mediation Practices in HE language classes

#### Invitation for participation

The instructors who volunteer to participate in the project are required to explain to their students what this Case Study is about, and to ask them if they wish to participate, on a voluntary basis.

It may be that not every student in the class wishes to participate, but those that do wish to will be acknowledged through posts in our social networks, while instructors will not only be acknowledged, officially thanks, but they may also collaborate if they wish in publications for the dissemination of outcomes of this Case Study.

Instructors need to inform us if they wish to participate by facilitating the process of mediation in class and will help document their students' cross-linguistic and intra-linguistic mediation practices in class. Students themselves will be documenting their own practices through pre-constructed questionnaires.

The questionnaires are English, which is the working language of this Case Study. Both instructors and students are required to *understand* English or be willing to use language translation tools. Their responses to the questionnaires used may be in English or French, but the work in class can involve ANY language, including community or home languages and of course the languages that they are studying at university or through which they are studying. They may also be their home or community languages.

Those instructors whose class or classes are interested in participating in this case study, need to fill in the MUDEXI Questionnaire, and send it completed to the Action Coordinator, Ms Guðrún Gísladóttir ([gudrun \[at\] ecspm.org](mailto:gudrun[at]ecspm.org)), **by 10 February**, so that when we know who is participating we can organise a seminar to explain the study in greater detail.

Following the expression of interest by up to ten university instructors, a webinar for the instructors participating will be organised in mid-February on a day and at time convenient for those involved.

If anyone has questions on procedures, participation regulations and rules of conduct, please forward them to the Director of this Case Study via the Action Coordinator.

With thanks for considering participation

Prof. B. Dendrinou