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## **MEDIATION TASKS IN TEACHING CZECH AS A SECOND LANGUAGE: A CLASSROOM-BASED STUDY**

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**Abstract.** This classroom-based study explores how CEFR-aligned mediation tasks can be incorporated into an A2 Czech-as-a-second-language university course for Erasmus+ students. Drawing on plurilingual and action-oriented perspectives (Council of Europe, 2020; Piccardo & North, 2019), it examines task feasibility and learner engagement across three activities: text mediation, mediation of concepts, and cross-linguistic mediation. Data from a reflective teacher-researcher diary and post-task questionnaires (n = 9) suggest that all three tasks were manageable at A2 and were experienced as meaningful. Learners reported increased willingness to participate, greater confidence in interaction, and heightened awareness of how to draw on their plurilingual repertoires to support communication. The analysis also identified pedagogical affordances and constraints related to task design, classroom interaction, and learner support at the A2 level. The study shows that mediation tasks can legitimize learners' full linguistic repertoires in classroom interaction even at lower proficiency levels and offers practice-oriented insights for mediation-focused teaching in early-stage L2 instruction.

**Keywords:** action-oriented approach; cultural awareness; Czech as a second language; mediation; multilingualism; plurilingualism.

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## Introduction

Mediation is a common aspect of everyday interaction, often occurring without our conscious awareness. People act as mediators when they bridge a communication gap. For example, a parent may explain how a device works using language adapted to a child's level of understanding. In the workplace, colleagues may summarize documents or meetings for others who were not present, ensuring key points are conveyed. Similarly, in educational settings, instructors deliver lectures while students take notes and later relay them to peers. In all these cases, mediation takes place through actions and strategies that facilitate understanding, collaboration, and meaningful communication. In international contexts of language education, it is crucial to develop cross-linguistic mediation skills that help overcome language barriers and promote mutual understanding among speakers of different languages.

In current language education, mediation receives varying degrees of attention. In some European countries, it has already been integrated into curricular frameworks, while in others, its implementation is progressing more gradually (Katelhön & Marečková, 2022). Research on the practical application of mediation in teaching remains limited (e.g., Hradilová, 2025; Marečková, 2022, 2023b).

An additional challenge concerns the curricular status of mediation in Czech as a second language (L2). Mediation is typically not explicitly articulated in existing curricula or textbooks, which places increased responsibility on teachers to interpret policy documents and translate abstract descriptors into concrete classroom practices. This situation raises empirical questions about whether and how mediation tasks, particularly cross-linguistic ones, can be integrated into regular instruction and how such learners and teachers experience integration.

The present study addresses this gap by examining mediation tasks in Czech as L2 instruction from an action research perspective, with particular attention to cross-linguistic mediation in a monolingual-oriented curriculum. The following research questions guide the study:

1. How do learners engage with mediation tasks integrated into an A2 Czech language course?
2. How do learners respond to a cross-linguistic mediation task?
3. What affordances and constraints do the teachers identify when implementing mediation tasks?

This study fills an empirical gap in Czech L2 mediation research by documenting the sustained implementation of three mediation tasks. The successful inclusion of cross-linguistic integration within monolingual curricula shows how mediation activates learners' full linguistic repertoires where monolingual norms prevail. This advances sustainable multilingualism through A2-level feasibility of authentic tasks anchored in students' plurilingual resources.

## **Literature Review**

### **Mediation in Language Education**

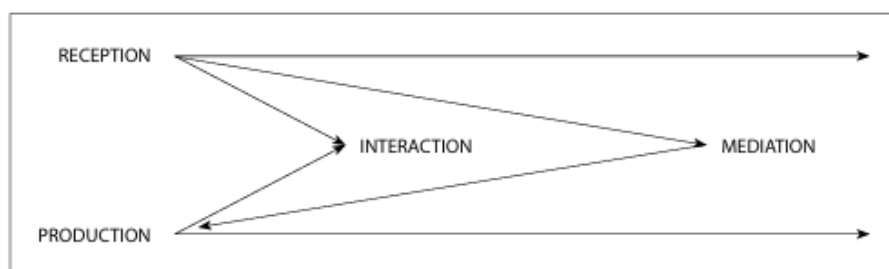
Mediation, one of the four communicative language activities alongside reception, production, and interaction, was introduced in the Common European Framework of Reference for Languages (CEFR, 2001) and subsequently translated into Czech (Council of Europe, 2002). However, the concept is more fully elaborated in the Companion Volume (Council of Europe, 2020), whose Czech translation was under development and not publicly available at the time of data collection. The CEFR and its Companion Volume shift away from the traditional division of language skills into reading, writing, listening, and speaking. Instead, they conceptualize four communication modes—reception, production, interaction, and mediation—that highlight the collaborative and social dimensions of language learning and use. The relationship among these modes and the position of mediation within them are illustrated in Figure 1.

Mediation can be understood as conveying a message into another language, often simplifying the conveyed information, or transmitting

simplified information within the same language. In such tasks, language users act as facilitators, helping to overcome barriers to understanding (Piccardo et al., 2019). In cross-linguistic mediation, the primary barrier is the language gap. Mediation may involve oral interpretation, summarizing, or paraphrasing a text to help the recipient grasp its meaning. Unlike traditional translation, which emphasizes accuracy, fidelity to the original text, and stylistic equivalence, mediation entails socio-cultural facilitation aimed at mutual understanding in situations where direct communication is hindered (Council of Europe, 2020).

**Figure 1**

*The Relationship between Reception, Production, Interaction, and Mediation*



**Note.** Sourced from Council of Europe, 2020, p. 34.

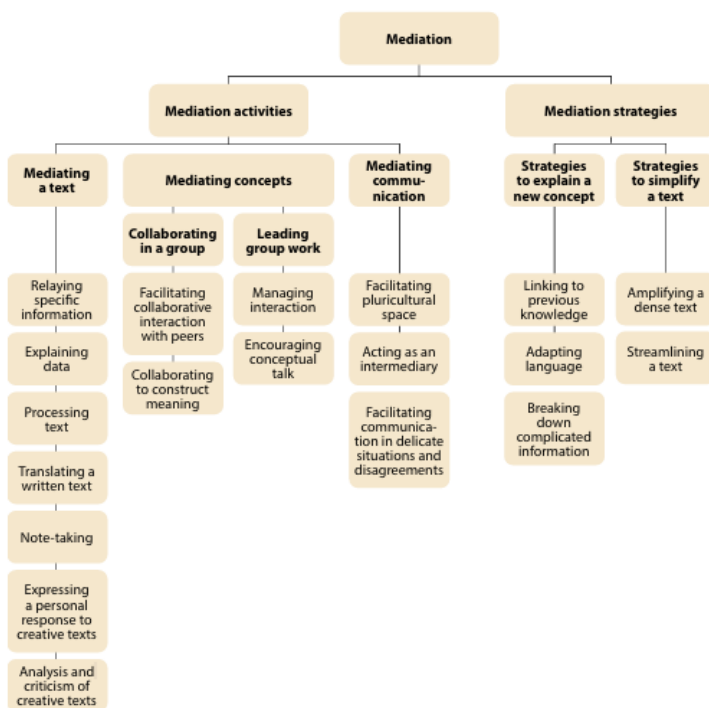
Mediators co-construct meaning, adapt messages to suit contextual and recipient needs, and help convey or shape meaning across languages, modalities, or within a single language. This includes sensitivity to cultural nuances and social conventions, with the ultimate goal of achieving communication that is not only intelligible but also culturally and socially appropriate. Mediation skills enable individuals to bridge comprehension gaps, facilitate dialogue, and foster mutual respect and cooperation (Piccardo et al., 2019).

The CEFR Companion Volume provides detailed descriptors for both mediation activities and mediation strategies, as presented in Figure 2 below. Mediation activities are grouped into three main categories: mediating a text, mediating concepts, and mediating communication. These encompass tasks such as summarizing, paraphrasing, translating, facilitating group work, and

clarifying misunderstandings—all aimed at bridging linguistic, cultural, or contextual gaps. Complementing these are mediation strategies, which include techniques for explaining new concepts and simplifying complex texts to enhance accessibility and understanding. Together, these categories form a coherent framework for implementing mediation in language teaching and assessment.

**Figure 2**

*Mediation Activities and Strategies*



**Note.** Sourced from Council of Europe, 2020, p. 90.

While mediation may occur within a single language, its pedagogical relevance becomes particularly salient in cross-linguistic contexts, where learners are required to mediate meaning across languages. Cross-linguistic mediation foregrounds learners’ full linguistic repertoires and thus establishes a natural link between mediation and plurilingual education.

From a pedagogical perspective, mediation tasks may therefore involve both intralinguistic mediation (within the target language) and cross-linguistic mediation, in which meaning is conveyed from one language to another in line with the plurilingual approach to language education (Piccardo et al., 2019). This approach conceptualizes languages as interconnected components of a dynamic plurilingual repertoire (Council of Europe, 2001, p. 13) and stands in contrast to traditional monolingual approaches to language teaching (Cook, 2016; Ortega, 2013). Within plurilingual pedagogies (Lau & Van Viegen, 2020), cross-linguistic mediation constitutes one of the key strategies through which learners are encouraged to mobilize their full linguistic resources. Although cross-linguistic mediation is presented as a key strategy within plurilingual pedagogies (Piccardo et al., 2019), empirical research examining how such mediation tasks function in regular language classrooms remains limited.

## **Mediation and Plurilingual Approaches in Language Education**

The CEFR Companion Volume conceptualizes plurilingualism<sup>1</sup> as a broad educational framework that foregrounds learners' personal linguistic repertoires. The CEFR emphasizes their interconnected and dynamic nature, as well as how individuals draw on available resources in communication (Council of Europe, 2020).

Research in second and third language acquisition has repeatedly demonstrated that languages within an individual repertoire interact and

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<sup>1</sup> Debates in applied linguistics continue to address the distinction between multilingualism and plurilingualism. Scholars typically use *plurilingualism* to refer to an individual's dynamic, interrelated language repertoire. In contrast, they more often use *multilingualism* to describe language diversity at the societal or institutional level, particularly in European policy frameworks (Council of Europe, 2020). At the same time, several theoretical perspectives extend the notion of multilingualism to the individual level, which leads to overlapping and sometimes competing uses of these terms. As Piccardo (2025) discusses in more detail, these terminological distinctions reflect broader conceptual differences. This paper adopts the term *plurilingualism* to foreground the situated, personal, and fluid nature of language practices and interaction.

influence one another, shaping both learning processes and communicative practices (Cabrelli et al., 2023; Romanowski, 2025). Plurilingual approaches seek to harness these interactions pedagogically by operationalizing plurilingualism in instructional practice. They acknowledge the multilingual realities of learners' lives and challenge monolingual norms in language education, which have traditionally treated languages as discrete entities learned in isolation (Cook, 2016; Woll, 2020).

One pedagogical practice frequently associated with plurilingual education is translanguaging, understood as the flexible and strategic use of learners' linguistic and semiotic resources within communicative events (García & Wei, 2014; García & Otheguy, 2019). In the present study, however, translanguaging is viewed as a situated classroom practice that may emerge within a broader plurilingual orientation, particularly in tasks that involve cross-linguistic meaning-making. In this sense, translanguaging represents one possible manifestation of plurilingual principles in action.

Mediation can be understood as a pedagogical practice that naturally aligns with task-based classroom work. The CEFR's action-oriented approach further reinforces the pedagogical relevance of mediation (Piccardo & North, 2019). This approach conceptualizes language users as social agents who employ language to accomplish meaningful tasks in specific contexts. Language use is thus inherently purposeful and relational, involving goals, interlocutors, and situational constraints. Mediation tasks, therefore, provide a concrete means of enacting both plurilingual principles and the action-oriented perspective in classroom practice.

Existing empirical work provides selected examples of how mediation has been incorporated into language teaching across different educational contexts, often without being explicitly framed in plurilingual terms. Stathopoulou (2015), for instance, highlights practices such as the use of learners' mother tongues in L2 classrooms, translanguaging as the fluid use of multiple languages within a single communicative event, and multilingual testing as a means of evaluating learners' ability to navigate across languages, thus offering a more comprehensive measure of communicative competence. Other practical tools cited in plurilingual pedagogy and

the development of mediation skills include code-switching and translation (Corcoll López, 2021; González-Davies, 2017).

Marečková (2021, 2023a) has developed mediation tasks for both primary and secondary school settings within German language instruction, while Boccou Kestřánková (2021) has provided examples of mediation activities tailored explicitly for teaching Czech as L2. Extending this work to the tertiary level, Marečková (2023b) designed and piloted a dedicated mediation course for university students. Dendrinós (2024) further underscores the motivational potential of mediation. Similarly, Pundziuvienė et al. (2023) report that mediation activities significantly supported student involvement as well as the development of non-linguistic competences such as collaboration.

Against this background, the present study approaches mediation as a pedagogical practice to be explored within a specific instructional setting, focusing on how mediation activities function when introduced into an established A2 Czech language course.

## **Methodology**

### **Research Context and Design**

The study was conducted within a regular A2-level Czech as L2 course offered at a local university, delivered as part of a curriculum in which mediation was not explicitly foregrounded. The empirical part of the study was carried out as classroom-based research (Dörnyei, 2007, p. 176) in a genuine classroom environment (Hopkins, 2008), with the instructor acting simultaneously as teacher and researcher. This dual role situates the project within the tradition of action research (Burns, 2009; Mills, 2003), aimed at improving teaching practice while investigating the pedagogical enactment of mediation.

The project originated in the teacher's intention to incorporate cultural content into an A2 Czech language course. Mediation was selected as

a practical pedagogical approach for exploring cultural content while drawing on learners' plurilingual resources.

The study was implemented as a single action research cycle comprising the classic phases of planning, action, observation, and reflection (Burns, 2009).

1. Planning: The teacher-researcher designed mediation tasks grounded in descriptors from the CEFR Companion Volume, with attention to cross-linguistic mediation and cultural content.
2. Action: The tasks were integrated into the existing university course syllabus and implemented during regular classroom instruction.
3. Observation and reflective documentation served as the primary data sources in this study. The teacher-researcher introduced the mediation tasks during regular classroom instruction, systematically observed learners' engagement and interaction, and recorded field notes.
4. Reflection: The teacher-researcher conducted structured reflection through a teaching diary, drawing on classroom observations and learners' task outputs. Insights from this phase informed adaptations to subsequent tasks and instructional sequencing.

These phases formed the empirical basis for examining how mediation activities functioned in this instructional context.

## **Participants**

The study involved nine adult learners (aged 18–40) enrolled in an optional A2-level Czech language course at a university in Prague. The course was attended by Erasmus+ students who had come to study in the Czech Republic, including both short-term visitors and students with longer prior residence in the country. The group represented a linguistically

diverse cohort, with learners drawing on a range of first and additional languages. Detailed information on participants' gender, age, and linguistic backgrounds is provided in the Appendix.

Ethical approval was obtained in accordance with institutional research guidelines, and students were informed of the voluntary nature of their participation and the anonymity and confidentiality of all collected data. All participants provided informed consent prior to the commencement of the study.

### **Mediation Tasks (Instructional Intervention)**

As Cambridge University Press and Assessment (2022, p. 15) note, mediation-oriented tasks are more commonly designed for independent users at B1 level and above. This study sought to explore whether learners at a lower proficiency level of A2 are also able to engage in mediation activities and to draw on their linguistic repertoires in meaningful ways.

Each task targeted a different mediation focus:

- (1) mediating a text, centered on composing a formal job application email;
- (2) mediating concepts, involving the interpretation of weather and geographical data related to the Czech Republic;
- (3) cross-linguistic mediation, embedded in culturally situated presentations and discussions related to the Christmas holiday trip.

### **Data Generation and Analysis**

Data were generated through a combination of teacher-researcher and learner-based sources. Learners captured their perspectives through post-task questionnaires administered after each mediation activity. The questionnaires elicited learners' reflections on task engagement, collaboration, perceived difficulty, and the activation of linguistic and cultural repertoires. To ensure accessibility for learners at lower proficiency levels,

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the instruments were administered in simplified Czech, with English translations.

The reflective teacher diary functioned both as a record of classroom observation and as a source of qualitative data. The diary was compiled throughout the instructional intervention and included task design rationales, descriptions of classroom interaction, learner engagement, and post-lesson reflections on pedagogical affordances and constraints.

Three task-specific questionnaires were used, each aligned with the focus of a particular mediation activity. The questionnaires combined closed-ended items to capture general perceptions (e.g., task difficulty, usefulness, collaboration) and open-ended questions that invited learners to reflect more freely on their learning experience and perceived outcomes. The first two questionnaires focused primarily on learners' engagement with culturally embedded content through mediation tasks, while the third questionnaire addressed learners' perceptions of the cross-linguistic mediation task.

Open-ended questionnaire responses and diary entries were examined inductively, with attention to recurring patterns across tasks, particularly regarding learner engagement, collaboration, mediation strategies, and instructional challenges. The reflective teacher diary played a key role in contextualizing and interpreting learner responses. Closed-ended questionnaire items were analyzed descriptively.

## **Results**

### **Learner Engagement and Practical Applicability of Mediation Tasks**

Data from learner questionnaires and the reflective teacher diary indicate that the mediation tasks were practically applicable and generated a high level of learner engagement. Learners were able to complete tasks, aligned with CEFR descriptors for text mediation, mediation of concepts, and cross-linguistic mediation, and they did so with sustained involvement throughout the instructional sequence.

A key factor supporting learner engagement was the practical relevance of the mediation scenarios. Tasks were embedded in situations that learners perceived as plausible and valuable in their current or anticipated life in the Czech Republic, such as responding to job advertisements, interpreting weather information, or explaining cultural practices. Learners explicitly connected mediation activities to opportunities to discuss personally meaningful content. For example, one learner noted, *when I am trying to speak with someone in Czech, I can try to tell them more about my country*, suggesting that mediation tasks enabled them to anchor Czech-language interaction in familiar experiential knowledge.

Another recurring theme across learner responses was the supportive role of collaboration, particularly pair work. Learners described mediation tasks as a welcome alternative to individual work, emphasizing opportunities for shared problem-solving and mutual learning. One student reported that when working in pairs, *you can learn new things, it's a good change from always working by yourself*. This perception was echoed in classroom observation notes, which document frequent peer negotiation of meaning, clarification requests, and joint decision-making during task performance.

Collaboration also played a crucial role in regulating task difficulty and reducing affective pressure. Mediation tasks often required learners to engage with cognitively demanding processes, such as selecting relevant information, reformulating content, or adapting explanations to a partner, while relying on limited linguistic resources in Czech. In this context, peer support appeared to lower anxiety and increase learners' willingness to participate. As one learner reflected, *I couldn't write a good email by myself, but my partner helped me, and that made me less stressed about it*. The reflective teacher diary similarly notes that assigning differentiated roles within pairs (e.g., one learner producing the written output while the other mediated content) enabled learners to remain engaged without becoming overwhelmed by linguistic demands.

The mediation tasks proved manageable within a textbook-based A2 course when explicitly scaffolded. Pre-task activities, such as vocabulary activation and guided analysis of model texts, prepared learners for task

performance, while post-task discussions and follow-up activities supported reflection and consolidation. According to the reflective teacher diary, this sequencing helped learners perceive mediation tasks as coherent extensions of the existing syllabus.

### **Learner Perspectives on the Cross-Linguistic Mediation Task**

The third task elicited the strongest learner responses across all mediation activities, generating longer written reflections and more detailed comments on both its interactional format and personal relevance.

Learners repeatedly referred to the opportunity to share and explain aspects of their own culture. Questionnaire responses emphasized that the task allowed them to talk about familiar content while using Czech as the shared classroom language. One learner wrote that *other students feel interested in my culture and they get to know me better*, while another reflected that, *through talking about my culture, I can get used to our different cultures, and it helps me to get more insight*. These responses show that learners valued the opportunity to present culturally specific knowledge to classmates.

When describing the task itself, learners highlighted the need to explain information in an accessible way. In the Christmas Trip activity, learners mediated restaurant menus written in their first languages by explaining ingredients, preparation, or flavors to partners unfamiliar with the cuisine. Learners characterized this process as cognitively engaging. One learner reflected: *talking about food and traditions made me think about how to explain my culture to people with different backgrounds*, while another noted, *I had to think about what my partner can understand*. Learners further described the task as *engaging and relevant to real life*.

### **Teacher Reflections on Affordances and Constraints**

The reflective teacher diary provides a longitudinal practitioner perspective on the implementation of mediation tasks in an A2 Czech as

L2 course. The diary documents instructional decision-making across the planning, implementation, and reflection phases and records observed affordances and constraints encountered during task enactment. This section summarizes recurrent themes identified in the diary entries across the three mediation tasks.

### ***Identified Affordances***

A central affordance noted in the diary was the use of authentic and contextually relevant materials. Tasks drawing on real-world sources (e.g., online job advertisements, weather maps, restaurant menus) consistently elicited high learner engagement. According to the diary, learners responded to activities that mirrored situations they were likely to encounter outside the classroom, such as job searching or ordering food.

Another recurrent affordance concerned peer collaboration and role distribution. The diary indicates that assigning differentiated roles within pairs supported learner participation and clarified communicative purpose. Pair and small-group formats proved effective in mediation tasks, which, in line with the action-oriented approach, involve learners acting as social agents who explain, select, and negotiate meaning for others.

The diary further highlights the anchoring of mediation tasks in learners' cultural knowledge as a facilitative factor. Tasks that enabled learners to draw on familiar cultural content (e.g., traditions, food, or everyday practices from their countries of origin) were associated with increased willingness to speak and longer interactional turns. The teacher observed that learners appeared more confident when mediating content they perceived as personally meaningful, even when their linguistic output was structurally simple.

### ***Identified Constraints***

Alongside these affordances, the diary documents several constraints in implementing the task at the A2 level. One recurring issue was task

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prompt ambiguity, particularly in early iterations of the activities. For example, broadly formulated questions sometimes elicited minimal responses (e.g., yes/no answers), which limited opportunities for mediation. The diary notes that such issues required subsequent refinement of task instructions to elicit elaboration and explanation better.

A further constraint concerned the insufficient availability of interactional language needed to complete specific mediation tasks. In climate-related activity, learners initially struggled to describe locations on a map because they lacked vocabulary related to geographical orientation. This limitation temporarily disrupted interaction and required immediate instructional support.

Time management emerged as an additional practical constraint. Several mediation activities extended beyond their planned duration due to learners' engagement and ongoing interaction. While this was noted as a positive indicator of involvement, it also posed challenges for lesson pacing within a fixed curriculum framework.

## **Discussion**

### **Learner Engagement with Mediation Tasks**

Research on mediation has predominantly focused on independent users (B1 and above), often implying that mediation presupposes a relatively high level of linguistic proficiency (Cambridge University Press and Assessment, 2022). The present findings extend this line of research by demonstrating that mediation-oriented instruction is feasible at the A2 level, provided that specific pedagogical conditions are met.

The results suggest that mediation at lower proficiency levels involves a redistribution of linguistic and cognitive demands. Learners engaged in cognitively complex activities such as selecting relevant information, reformulating content, and adapting explanations to an interlocutor, while relying on relatively simple linguistic means. This observation aligns with the CEFR Companion Volume's conceptualization of mediation as meaning-

making (Council of Europe, 2020). It illustrates how this can be operationalized in practice through collaboration and scaffolding.

Feasibility was closely linked to task design and instructional sequencing. Mediation tasks functioned effectively when embedded in familiar curricular themes and supported by preparatory and follow-up activities. This finding resonates with previous research emphasizing the need for pedagogical alignment between mediation tasks and existing syllabi (Marečková, 2021, 2022), while contributing new evidence from a lower-proficiency instructional context.

### **Responses to Cross-Linguistic Mediation**

Learner responses to the cross-linguistic mediation task indicate that mediation operated both as a communicative activity and affective and identity work. Acting as mediators of culturally familiar content allowed learners to reposition themselves from language learners to knowledgeable informants.

The findings provide empirical support for calls to challenge monolingual norms in language classrooms (Duarte & Kirsch, 2020; Galante et al., 2020). While much of the literature advocates for the legitimization of learners' full linguistic repertoires, detailed descriptions of how this occurs in everyday classroom interaction remain limited. The present study shows that cross-linguistic mediation tasks can normalize the use of multiple languages through routine pedagogical practices.

### **Teacher-Identified Affordances and Constraints**

Existing research on mediation has tended to focus on task typologies and learner outcomes (Dendrinou, 2024; Stathopoulou et al., 2023), with comparatively less attention paid to the instructional labor required to sustain mediation practices. The present study contributes to this gap by documenting how mediation tasks required ongoing adjustment, including refinement of prompts, provision of additional interactional language, and

flexible management of classroom time. The teacher-researcher reflections highlight mediation task implementation as a dynamic process where constraints related to task clarity, linguistic resources, and time management emerged during implementation and were addressed through in-situ adaptation. These observations resonate with action research principles, where Burns (2009) and Mills (2003) describe iterative cycles of reflection and adjustment to classroom realities, including resource limitations and temporal pressures. Similarly, in CEFR-mediated contexts, Perevertkina et al. (2020) emphasize teachers' spontaneous scaffolding to manage emergent discourse challenges, while the ECML METLA guide (Stathopoulou et al., 2023) advocates adaptive strategies aligned with learners' proficiency and task objectives.

The findings have implications for teacher education. If mediation is to be meaningfully integrated into language curricula, teachers require familiarity with CEFR descriptors and opportunities to develop pedagogical strategies for scaffolding mediation at lower proficiency levels. The findings thus support recent calls for greater institutional and professional support for mediation-oriented teaching (Marečková, 2023; Stathopoulou et al., 2023).

### **Limitations**

The small sample size and focus on a single proficiency level limit the generalizability of the findings. In addition, the action research design foregrounds situated pedagogical insight rather than broad empirical claims, and the study reports on a single action research cycle.

Future research could build on this exploratory study by examining mediation practices across larger, more diverse learner populations, varying proficiency levels, and longitudinal timeframes. Research could further examine how mediation interacts with affective, identity-related, and institutional factors to foster sustainable multilingualism across educational contexts.

## Conclusion

This study offers an empirically grounded, practice-oriented perspective on mediation in higher education language teaching. It advances research on plurilingual didactics by demonstrating how teachers can enact plurilingual principles in everyday classroom practice in a less widely taught language. It shows that mediation can be meaningfully integrated into A2-level instruction in Czech as an L2, even in contexts where the existing syllabus does not explicitly foreground this approach.

The findings further indicate that mediation-oriented activities can support both linguistic development and non-linguistic competences closely associated with mediation, including intercultural awareness, empathy, and collaboration. Learners responded positively to opportunities to activate their full linguistic repertoire and to draw on lived cultural experience. In this instructional context, integrating mediation increased learner engagement and enhanced dynamic classroom interaction.

Despite the study's limited scope, the findings suggest that mediation can serve as a practical entry point for plurilingual approaches in university-level language teaching. The study contributes to current discussions on sustainable multilingualism and highlights mediation as a viable pedagogical pathway in contexts where monolingual norms often remain the default.

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## Appendix

Participant	Gender	Age Group	Linguistic Background
1	Female	18–25 years	Korean, English
2	Female	18–25 years	Korean, English
3	Female	35–40 years	Spanish, Portuguese, Italian, French, English
4	Female	18–25 years	Polish, English, Slovak, Ukrainian
5	Female	18–25 years	Ukrainian, English, German, Russian, French
6	Female	25–30 years	Spanish, English
7	Female	35–40 years	Ukrainian, Russian, English
8	Female	35–40 years	Azerbaijani, Russian, Italian, Turkish, Norwegian
9	Male	18–25 years	Chinese, English

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**TARPININKAVIMO UŽDUOTYS MOKANT ČEKŲ KAIP  
ANTROSIOS KALBOS: KLASĖJE VYKDYTAS TYRIMAS**

**Santrauka.** Šiame klasėje vykdytame tyrime nagrinėjama, kaip tarpininkavimo užduotis, suderintas su Bendraisiais Europos kalbų metmenimis, galima įtraukti į A2 lygio čekų kaip antrosios kalbos universitetinį kursą, skirtą „Erasmus+“ studentams. Remiantis daugiakalbėmis ir į veiklą orientuotomis perspektyvomis (Europos Taryba, 2020; Piccardo & North, 2019), tyrime nagrinėjamas užduočių įgyvendinimas ir studentų įsitraukimas į tris veiklas: aiškinant tekstą (teksto tarpininkavimas), aiškinant sąvokas (sąvokų tarpininkavimas) ir bendraujant (tarpkalbinis tarpininkavimas). Duomenys iš refleksyvaus mokytojo-tyrėjo dienoraščio ir iš anketų ( $N = 9$ ), užpildytų atlikus užduotis, rodo, kad visos trys užduotys buvo įveiktos A2 lygiu ir įvertintos kaip prasmingos. Studentų teigimu, taikant tarpininkavimo užduotis, jie labiau norėjo dalyvauti klasės veiklose, jautė didesnę pasitikėjimą bendraudami ir geriau suprato, kaip pasinaudoti savo daugiakalbiu repertuaru bendravimui palaikyti. Analizė taip pat nustatė pedagogines galimybes ir ribojimus, susijusius su užduočių dizainu, sąveika klasėje ir mokinių parama A2 lygiu. Tyrimas rodo, kad tarpininkavimo užduotys gali įgalinti visą studentų kalbinį repertuarą bendraujant klasėje net ir žemesniais kalbos mokėjimo lygiais, ir siūlo į praktiką orientuotas išvalgas tarpininkavimo veikloms taikyti mokant antrosios kalbos ankstyvojoje mokymo stadijoje.

**Pagrindinės sąvokos:** čekų kalba kaip antroji kalba; daugiakalbystė; į veiklą orientuotas požiūris; kultūrinis sąmoningumas; tarpininkavimas.

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**MEDIAČNÍ ÚLOHY VE VÝUCE ČEŠTINY JAKO DRUHÉHO  
JAZYKA: EMPIRICKÁ STUDIE**

**Abstract in Czech.** Tato studie se zaměřuje na zařazení mediačních úloh v souladu s CEFR do běžné výuky češtiny jako druhého jazyka na úrovni A2 v rámci volitelného univerzitního kurzu Erasmus+. Vychází z plurilingvního a akčně zaměřeného přístupu (Council of Europe, 2020; Piccardo & North, 2019) a zkoumá proveditelnost mediačních úloh ve výuce i způsoby, jak se do nich zapojují studenti. Výuková intervence zahrnovala tři typy úloh zaměřených na mediaci textu, mediaci konceptů a mezijazykovou mediaci. Data byla získána z reflexivního učitelského deníku a dotazníků vyplňovaných studenty po realizaci jednotlivých úloh (n = 9). Výsledky ukazují, že všechny tři mediační úlohy byly na úrovni A2 zvládnutelné a studenty vnímané pozitivně. Účastníci uváděli zvýšenou ochotu zapojovat se do výuky, větší sebedůvěru v interakci a uvědomění si možností využívat svůj vícejazyčný repertoár. Analýza zároveň ukázala pedagogické příležitosti a omezení souvisejících s návrhem úloh a jejich realizací ve výuce. Studie dokládá, že mediační úlohy mohou přispět k využívání plného jazykového repertoáru studujících, a nabízí empiricky podložené poznatky využitelné pro zařazení mediačních úloh již od nízkých úrovní kompetence v cílovém jazyce.

**Klíčová slova:** akčně zaměřený přístup; čeština jako druhý jazyk; mediace; realie; plurilingvismus; realie; vícejazyčnost.