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## THE ROLE OF LINGUISTIC AND CULTURAL MEDIATION IN LEARNING THE HOST COUNTRY'S LANGUAGE

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**Annotation.** The need to reconsider the value of mediation in language teaching/learning has been highlighted due to such processes as globalization and migration in the contemporary world. The importance of a language learner's entire plurilingual repertoire has been emphasized in *The Common European Framework of Reference (CEFR) Companion Volume* (2020) and students' linguistic and cultural backgrounds have been recognized as useful teaching resources to enhance language learning (Piccardo & North, 2017). The application of translanguaging has become an innovative method applied in language teaching and is now seen as a tool for increasing learners' commitment and self-belief (Duarte, 2020). A survey was conducted to explore the role of mediation in learning a host country's language in the UK and Lithuania. The study aimed to investigate the use of non-linguistic competences to reduce linguistic and cultural barriers, encourage collaboration among language learners, and improve their competence in translanguaging. The survey included 23 English for speakers of other languages (ESOL) students (levels A2 and B1) and 15 Lithuanian as a second language students (levels A1 and A2). A quantitative and qualitative research methodology was used to analyze their language learning experiences during mediated lessons of the target language. The results of the surveys and short semi-formal interviews showed that learners had developed various non-linguistic competences and demonstrated the ability to use other languages for learning a new language. Although most of the research participants agreed that such a way of learning had helped them to successfully learn the target language and preserve their national identity in a foreign country, a careful guidance provided by a language teacher is necessary in order not to be misguided among the variety of similar or different languages.

**Keywords:** mediation in language teaching/learning; linguistic integration of migrants; acculturation; plurilingual/pluricultural competence.

### Introduction

The use of mediation strategies and activities is of fast-growing research interest all round the world. Different types of mediation have become a recent

innovation in the didactics of languages and cultures. According to *The Common European Framework of Reference for Languages* (2020), the mediator "acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities (e.g., from spoken to signed or vice versa, in cross-modal communication) and sometimes from one language to another (cross-linguistic mediation)" (CEFR, 2020, p. 90). Considering this, the mediator (either a language teacher or a student) needs to interpret or create meanings through speech or writing using different linguistic / cultural backgrounds or situational contexts. Dendrinos (2006) claims that mediated language teaching marks a shift in existing language teaching ideologies, moving from "L1 as strictly forbidden in EFL classroom" to multilingualism and "the increasingly important social function of the intercultural mediator" (Dendrinos, 2006, p. 14).

North and Piccardo (2017), the leading authorities in multilingualism and mediation, distinguish between four types of mediation: linguistic, cultural, social, and pedagogic. Both linguistic and cultural mediation involve a flexible use of different languages (L1, L2, L3, ...) and cultures while learning a target language:

*Mediation is the linchpin to the notion of cultural awareness, which applies within a language as well as across languages and cultures, with consideration of styles, genres and the different sub-cultures, social and professional, within a society* (North & Piccardo, 2017, p. 85).

Acknowledging and valuing linguistic and cultural diversity and, moreover, using it as a teaching/ learning resource empowers both the language teacher and the language learner. Previous research indicates that linguistic and intercultural competences may be an important factor influencing emotional and behavioural progression of a person living in a host country. For example, Toppelberg and Collins' (2012) research on bilingual migrant children has shown that both languages (the language of a host country and a native language) are of equal importance as the former is "crucial for academic success and long-term social and economic well-being" in a new country and

the latter helps “immigrants maintain a meaningful connection to their heritage culture and language” (Toppelberg & Collins, 2012, p. 697).

Leading figures in inclusive plurilingual education, Little and Kirwan (2021), have demonstrated a remarkable success of linguistic and cultural diversity, which was successfully applied as an innovative teaching approach at primary education level. It is important to note that theoreticians and practitioners of translanguaging, plurilingual and pluricultural education also refer to mediation as a helpful and essential strategy as “various languages in play contribute to the development of a learning culture in which classroom discourse mediates between curriculum content and the pupils’ developing plurilingual repertoires” (Little & Kirwan, 2021, p. 173).

Research on the challenges that newcomers are confronted with in a host country is abundant (Almutairi, 2015; McAuliffe, 2020); Janar et al, 2022; Smith et al, 2022; Nshom, 2022; Norosi, 2023). The Council of Europe points out that migrants’ difficulties in communication usually result from the lack of proficiency in the language, register, cognitive gaps, unfamiliarity with cultural issues and concepts or the lack of relevant information, suggesting that mediated language lessons may “improve migrants” general confidence as participants in the host society and raise their self-esteem (The Council of Europe, 2021). While emphasizing that the use of a language learner’s linguistic and cultural background can help him/her better acculturate in a host country, Piccardo cites Engeström referring to mediation as “a process that allows overcoming separation between individuals and culture/society” (Piccardo, 2020, p. 15). In this context, the usage of translanguaging is no longer observed as an obstacle but as a tool for raising motivation and confidence (Duarte, 2020), stimulating the social practice of multilingualism and learning how to move between languages (Gallego-Balsà et al, 2019) or perceiving language learners “as users of their individual languages” and developing “an umbrella multilingual identity” (Fisher et al, 2020).

Finally, the use of mediation in language lessons can significantly contribute to the sustainable multilingualism development. By improving communicative skills in both native and additional languages, learners gain the capacity to navigate linguistic diversity, promoting inclusivity and effective communication among individuals from varied linguistic and cultural backgrounds.

Furthermore, linguistic and cross-cultural mediation encourages exploration of diverse cultures, fostering respect and empathy towards other cultures. This approach may help to minimize language and culture barriers, fostering the coexistence of languages and partially preventing linguistic extinction. Beyond education, the lifelong mediated learning of languages can help individuals to adapt to evolving languages and communication tools, while promoting social cohesion among linguistically and culturally diverse communities, which is essential for sustainable development and harmonious coexistence.

### **Methodology**

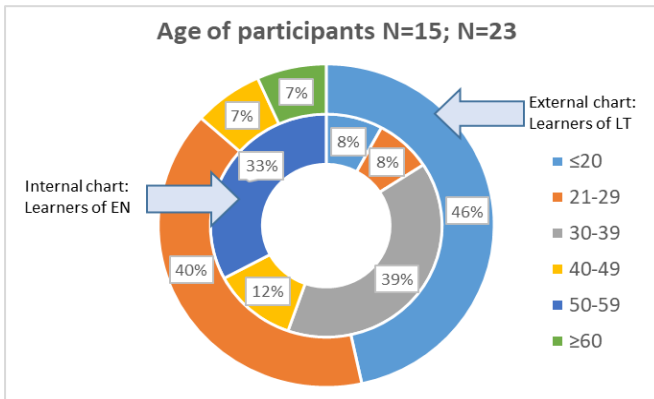
The study aimed to examine the use of mediation in language lessons in the UK and Lithuania, specifically in English for speakers of other languages (ESOL) and Lithuanian language courses for foreign learners. The aim of the research was to examine how methods and approaches used in mediation activities, organised by the language teacher and applied by language students, may enhance language teaching / learning, leading to various benefits such as the development of non-linguistic skills and the reduction of language and cultural obstacles while living in a foreign country. Another objective of the study was to investigate the students' roles as intermediaries for their classmates, enhancing their proficiency in translanguaging. The preliminary results of the research were presented during the international scientific conference *Sustainable Multilingualism 2021* (Meškauskienė et al., 2021). The research data was collected through an opinion survey and semi-structured interviews with 23 ESOL students in the UK and 15 students of Lithuanian for foreigners in Lithuania. The participants were asked to report their experiences of online lessons, where the following mediation strategies had been used: mediating a text, mediating communication, and acting as an intermediary in informal situations (the strategies were adapted from The CEFR Companion Volume, 2020). The data collection process was comprised of two consecutive parts: an online opinion survey, presented to the participants prior to mediated language lessons and semi-structured interviews after mediated language lessons.

## Sample

The participants were 23 ESOL students from the UK and 15 students of the Lithuanian language for foreigners, delivered in Lithuania. The respondents' age and gender are presented in *Figures 1* and *2*. The chart indicating the participants' age (*Figure 1*) shows that the two groups were rather different in terms of age: the highest number of students in the ESOL group was in the age group of 30-39 years, while in the Lithuanian language group students were mostly under 20 years old.

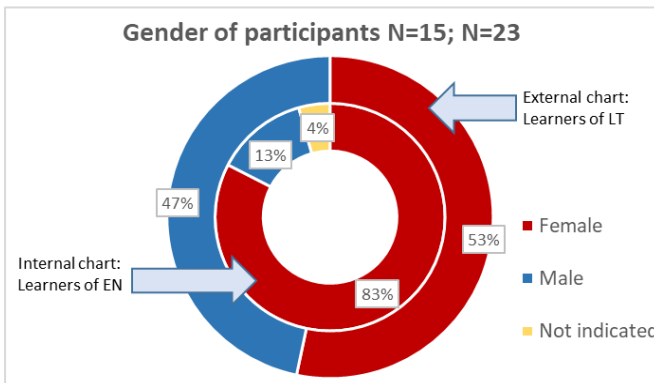
**Figure 1**

*Age of Participants*



**Figure 2**

*Gender of Participants*



The distribution by gender in the groups is presented in *Figure 2*, which reveals that ESOL students were mainly female, whereas the learners of Lithuanian were almost equally divided into male and female.

The research sample was selected based on three criteria. Firstly, all research participants were learning the host country's language (English or Lithuanian). Secondly, to explore how mediation works at different levels, the research subjects' competence of the target language was different: the students of the Lithuanian language for foreigners were at the elementary or pre-intermediate levels (levels A1 and A2 according to the Common European Framework of Reference for Languages (CEFR)) and ESOL students were at the pre-intermediate and intermediate levels (levels A2 and B1 according to CEFR). Thirdly, the respondents had come from a diverse range of cultural backgrounds (Lithuanian, Russian, Polish (ESOL students) and Belarusian, Russian, Ukrainian, French, Norwegian, Chinese, Kazakh, Indian, Kurd and Malaysian (the students of the Lithuanian language)). None of the sample was excluded as all the research participants had matched the research selection criteria.

### **Case Studies**

As mentioned above, there were two separate groups of research participants, which had been subdivided into sample groups according to the target language: ESOL students learning English in the UK and international students learning Lithuanian in Lithuania. The research methodology was comprised of three consecutive parts: an online opinion survey, mediated language lessons and semi-structured interviews that followed the lessons. The online survey was presented to the participants prior to the mediated language lessons. The survey questions aimed to collect general information regarding the research subjects' linguistic repertoire, age, gender, and time spent living in the UK or Lithuania. Furthermore, the survey was designed to find out the students' awareness of mediation and their previous experience of improving their non-linguistic competences during language lessons. The survey also aimed to analyse the research participants' attitudes towards the importance of different non-linguistic competences and

one's native language / culture while living in a foreign country (see *Table 1*). The initial results of the survey revealed that the participants were subject to mediation in their language learning experiences; however, they were unaware of its presence, purpose, and benefits. It is also important to mention that in the initial phase the students might have interpreted the questions in an abstract manner, providing their responses based on social desirability bias.

**Table 1**

*The Survey Questions*

The survey questions	
1.	Please write which languages you can use, including your native language, and indicate the language level: (native/A1 (basic user)/A2 (basic user)/B1 (independent user)/B2 (independent user)/C1 (proficient user)/C2 (proficient user)
2.	Mark which non-linguistic competences you have improved when learning languages: <ul style="list-style-type: none"><li>•intercultural competence</li><li>•the ability to emphasize with another person</li><li>•resolving conflict</li><li>•tolerance for other languages and cultures</li><li>•critical thinking</li><li>•constructive criticism</li><li>•mediation (the ability to explain, negotiate, find a solution, etc.)</li><li>•leadership (showing initiative, assigning tasks to the team, coordinating teamwork, etc.)</li><li>•creativity</li><li>•the ability to explain and summarise information</li><li>•other (please indicate....)</li></ul>
3.	Write down what non-linguistic competences are important when living in a foreign country.
4.	Write down whether it is important to preserve your identity, language and culture living in another country. Comment on your answer.
5.	Have you participated in language learning activities in which you told about your native language or culture to the people from other countries, compared your native language with other languages, etc.? Yes/No
6.	Your age.
7.	Gender.
8.	How long have you lived in the UK / Lithuania?

Mediated language lessons were carried out by an ESOL lecturer and the teacher of the Lithuanian language, who dedicated some time to define the process of mediation and introduced the participants to the purpose of the study. Although traditional research practice suggests withholding information related to research aims to avoid potential biases, in this particular

case, the research participants were invited to try critically evaluating language learning methods by comparing their previous and current experience. The participants were split into smaller groups according to their level of the target language. Different mediation tasks were designed due to the students' different language proficiency and the topics covered in the course.

After mediated language lessons, semi-structured group interviews were conducted online and recorded for further data analysis. The main aim of the interviews was to obtain a deeper insight into language learning experiences of students applying mediation, which may improve their non-linguistic competences and translanguaging skills. The questions of the semi-structured interviews were mainly the same as the ones presented in the online survey before mediated lessons (Questions 2-5), which allowed a direct comparison of participants' responses and attitudes towards mediation before and after the lessons that involved the practices of mediation (see Table 1). In addition, semi-structured interviews provided the students with the possibility to reflect upon mediation in language learning as a group and to elaborate more on the reasons of translanguaging and the use of their native language in the contexts of the host country.

### **Case Study I: ESOL A2-B1**

The sample of the ESOL A2-B1 students was comprised of 23 individuals from the UK. The participants were selected based on convenience sampling where the researchers indicated the students that were accessible and willing to participate in the study. This resulted in a diverse range of participants' nationalities including Lithuanian, Latvian, Polish, and Russian. The majority of participants were women (19 out of 23) and all participants were older than 21, with the majority in the 30-59 age range. Around half (11) of the participants have lived in the UK for 6-10 years, 5 participants for more than 11 years and the rest under 5 years. This introduced a diverse range of competences, culture, and language experiences across the sample.

The participants were split into groups according to their level of the English language: the pre-intermediate level (11 students) and



intermediate level (12 students). The topics for mediated language lessons were chosen to allow a common situation to language learners to be explored by utilising mediation. As for mediating a text, A2 learners of English had to do the role-play named "Booking a hotel":

*You speak both English and Lithuanian (or Latvian, Polish, Russian). Your friend wants to book a hotel in London, but he/she speaks only Lithuanian (or Latvian, Polish, Russian) and does not understand much information on English websites. You clarify what your friend wants, explain the information written in English and help your partner book a hotel room.*

Another role-play "At the restaurant", offered for B1 learners of English, included both mediating a text and communication:

*Student 1 speaks only Lithuanian (or Latvian, Polish, Russian) and cannot understand the menu written in English and also cannot communicate with the waitress who speaks only in English. You are Student's 1 friend. You speak both English and Lithuanian (or Latvian, Polish, Russian). You have to look through the menu, which is in English, and explain briefly in Lithuanian (or Latvian, Polish, Russian) what the dishes are and help your friend order something.*

The mediation task was adapted for level B1, and the students were asked to tell some extra information about the dishes, such as their taste, popularity in the UK and similarity with certain Lithuanian (or Latvian, Polish, Russian) dishes.

One of the main challenges that arose during the mediated language lessons was posed by online learning as some students were less confident to participate because the atmosphere was more formal compared to lessons face-to-face. This may have affected the responses and attitudes of students towards mediation in the later interview, when they suggested that face-to-face mediated lessons allow more creativity and teamwork to flourish.

## **Case Study II: the Lithuanian Language for Foreigners A1–A2**

The Lithuanian language lectures are usually characterised by a vast cultural and linguistic variation as this subject is chosen by Erasmus and exchange programme students from various countries. In the current study, 10 students of the Lithuanian language A1 and 5 students of level A2 came from nine countries: Belarus, China, France, India, Iraq, Kazakhstan, Malaysia, Norway, and Ukraine.

Different mediation tasks were designed for A1 and A2 levels due to different language proficiency and the topics covered in the course. As for mediating communication, A1 learners had to do a role-play at the supermarket: *"Student 1 wants to buy beef as he/she does not eat pork, but a shop assistant (Student 2) does not speak Lithuanian; Student 3 speaks both English and Lithuanian and helps Student 1 make the purchase."* In the text mediation task, A1 students were given a restaurant menu and had to role-play a situation where *"Student 1, who wants to order food, speaks only English, Student 2, a waiter/waitress, speaks only Lithuanian and Student 3, a mediator, who speaks both languages and can explain the menu to Student 1"*. Mediating communication, A2 students had to role-play a visit to a doctor:

*The patient (Student 1) speaks only his/her native language and English, while the doctor (Student 2) speaks only Lithuanian. The patient's friend (Student 3) helps them communicate and resolve some cultural issues. For text mediation, the students had to find a text in their native language about the weather or climate, generalize and simplify it and retell it to other students in Lithuanian. Other students had to ask additional questions to stimulate a discussion.*

The mediation tasks were performed online, which might have contributed to some minor misunderstandings: the student could not hear or understand something because of connection or microphone problems. Nevertheless, the tasks were completed, and the communication goal was achieved.

In the semi-structured interview after the tasks were completed, the students from both levels admitted that the activities had been sufficiently difficult, especially because of their comparatively low level of Lithuanian. Yet, all the respondents viewed the activities as valuable and improving their critical thinking and ability to explain, especially when not all words were known. Creativity was also closely related to the above-mentioned aspects as the research participants had to view the role-plays creatively and find a solution in the situations provided. From this perspective, they needed teamwork, which the learners viewed as an additional value to language lectures and challenge at the same time. One student expressed the idea that Lithuanian is a very complicated language; however, the activities helped him see the efforts and struggles of other students, which caused him psychological relief. These ideas suggest that in addition to the linguistic competence, during mediated language lessons students acquire or improve their non-linguistic skills, and mediated tasks contribute to the psychological atmosphere in the group.

### **Results: The Improvement of Non-linguistic Competences**

After analyzing the survey results, which aimed to investigate the essential non-linguistic skills required in a foreign country, the following observations can be made. Students studying Lithuanian as a foreign language (Group N15) highlight that qualities such as *tolerance, patience, creativity, adaptability, teamwork, interpersonal and communication abilities, empathy, and openness to new experiences* hold the greatest importance in a host country. In contrast, the majority of ESOL learners (Group N23) believe that *effective communication, respect, politeness, openness to diverse languages and cultures, understanding of traditions, awareness of the political landscape, knowledge of laws and regulations within the host country* constitute pivotal factors in comprehending life in a foreign country. These non-linguistic proficiencies are deemed crucial for their adaptation and survival.

**Figure 3**

*Improvement of Non-Linguistic Competences During Mediated Language Lessons*

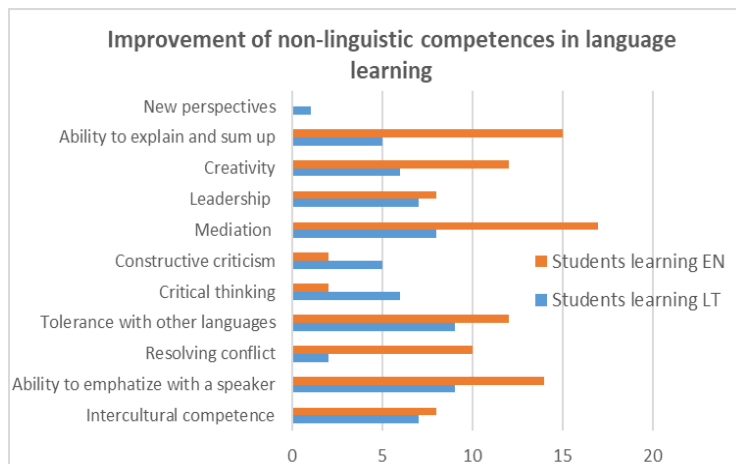


Figure 3 demonstrates the students' opinion on their improvement of non-linguistic competences during mediated language lessons. According to the research participants, during linguistic mediation activities the following non-linguistic skills were improved: *understanding about different cultures, teamwork, critical thinking, tolerance, creativity and improvisation skills* (as indicated by the students of the Lithuanian language) and *collaboration, imagination, creativity, making connections between ideas and information, self-esteem when interpreting to their friends, real-life copying situations and 'talking things through' to reach new conclusions and sharing cultural experiences* (as indicated by ESOL students).

The mediation tasks and the semi-structured interview after performing them have demonstrated that mediation is an important skill, which should be developed consistently. Its importance can be seen in different perspectives: the students have a possibility to explore and practice real-life situations as the tasks should be modelled according to a specific communicative purpose. These tasks encourage cooperation, teamwork, and creativity, as students have to achieve a solution in a situation provided. In addition, they have to be able to explain and summarise, which is essential in language learning and real life. The students' native language may facilitate or

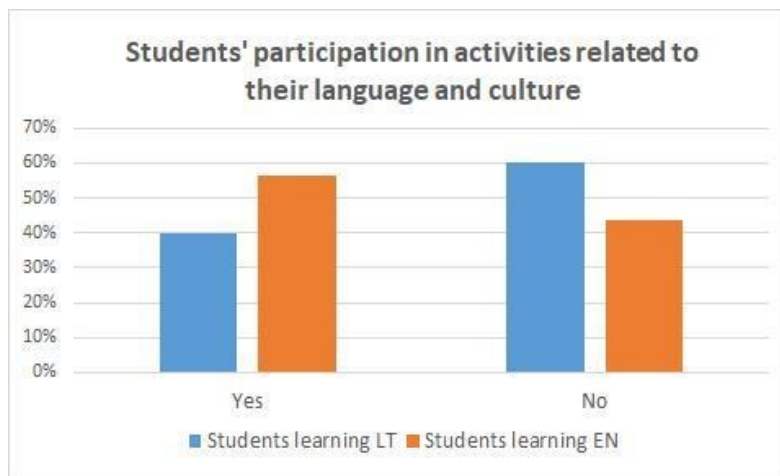
hinder the language learning process; nevertheless, discussion, comparison and analysis are encouraged because of linguistic similarities or differences.

### Results: Cultural Mediation

The survey and interview questions explored whether the study participants took part in any language learning activities which provided a space to share their culture and language with other students. The results showed that half of the respondents had already had the experience of such language learning activities through local cultural events, real life situations and previous language courses. These respondents further expressed the fact that they had found these experiences enjoyable and useful in getting to know diverse cultures and meeting new people. The number of students who indicated that they had participated in language learning activities, in which they had told about their native language or culture to the people from other cultures, was similar in both groups – above 50% of students learning English (N23) and 40% of those learning Lithuanian (N15) (see *Figure 4*):

**Figure 4**

*Students' Participation in Activities Related to Their Language and Culture*



The research participants were also asked to indicate some examples of these activities and to explain whether they enjoyed them. Most of

the participants shared their positive experiences:

*In Lithuanian language class we got the chance to compare native foods and cultural norms, which was fun and enlightening. (a student of the Lithuanian language)*

*For me it was interesting to compare the language, customs and habits of English and Lithuanian people. (a student of the English language)*

*The activity to mediate between two different language speaking people. It was so nice, that I felt the strength, that I really can speak in real life even in A1 level. (a student of the Lithuanian language)*

Furthermore, the case studies showed that most of research participants believe that fostering one's native culture, communication, respect, courtesy, tolerance to other languages and cultures, understanding traditions, the political situation, laws and rules of the country they reside is a crucial stage in adapting to a new way of life and is necessary for their survival in a host country. Moreover, all respondents reported that safeguarding their sense of self, language, and cultural heritage is a fundamental element of residing in a host society:

*It is important because more people can learn something new and fascinating about your country and culture. If my language and culture were threatened, I would want to preserve it because it is part of my identity. (a student of the Lithuanian language)*

*You will always be a newcomer in another country and you will not find new roots, if you lose your native ones. (an ESOL student)*

There were two common themes identified in the responses among ESOL learners. One theme was the importance of teaching children their first language. The second recurring theme was ensuring to not forget their 'roots' by preserving memories and fostering the culture and history of their

homeland. Almost all the students agreed that mediation activities, involving their native language or any other languages they can speak or understand, had helped them not only learn the above-mentioned aspects of the target country, but also respect their native language, which will always be an important part of their identity.

Finally, they found it very interesting to compare national dishes in different countries (the task on text-mediation), which was also a culturally enriching experience. Overall, the findings show a strong tendency towards fostering one's intercultural competence when living in a foreign country. Most participants expressed the need to preserve their national identity, language, and culture despite the attempts to integrate into the new local community.

The findings of the present study correlate with previous research conducted by other scholars such as North and Piccardo (2017), Little and Kirwan (2021), which emphasizes the importance of fostering intercultural competence and preserving one's cultural identity. The above-mentioned authors have underscored the role of cultural mediation in promoting cultural awareness. The participants of this case study demonstrated a keen interest in sharing their cultural heritage through mediated language learning activities. This aligns with the notion that cultural mediation not only enhances language learning but also contributes to mutual understanding and respect among diverse cultural backgrounds. From the pedagogical perspective, these findings highlight the need for incorporating activities that allow learners to share their cultures and create opportunities for intercultural dialogues within language classrooms.

### **Results: Linguistic Mediation**

Given that the majority of the language students possessed multilingual abilities, they were prompted and inclined to utilize their linguistic skills in various languages while engaging in mediated language lessons. This approach consequently enhanced their aptitude for translanguaging. When asked about their experience of mixing different languages, they have dwelled upon varieties in grammar, pronunciation, vocabulary and better comprehension of concepts or situations:

*Cases in Lithuanian are similar to Russian and my native language, so it's really helpful and faster to learn Lithuanian. (a student of the Lithuanian language)*

*Chinese is so different from Lithuanian, and English is more similar to Lithuanian, so maybe English helps me more. (a student of the Lithuanian language)*

*Even in higher levels, I love comparing words, concepts, situations or misunderstandings in English and my native language. It helps me comprehend the situation better and remember new vocabulary. I understand grammar better when I can compare example sentences in different languages. (a student of the Lithuanian language)*

*I have used the languages, which I can speak, to learn English in a multilingual class. It was interesting to compare Lithuanian and English traditions or cultural differences. (an ESOL student)*

*I prefer explanations in my native language and it is always interesting when the teacher compares different languages from a historical or linguistic perspectives. (an ESOL student)*

In spite of the fact that participants of both groups, ESOL students and the ones learning Lithuanian, were of rather different age, target language level and had diverse language learning reasons, many of them indicated that the usage of their native language and other languages is very important and helps them understand a new language better.

Other ideas highlighted by the research participants are related to the preservation of their native language. The respondents claimed that initially they did not consider their native language when performing the tasks; however, the language is an important part of one's identity. Therefore, their linguistic background influences (sometimes unconsciously) word choice or grammatical constructions used in the tasks. The respondents also recalled



other tasks performed in the course (e.g., the presentations on food), which preconditioned a more detailed discussion and expression of their culture. Finally, the respondents touched upon the influence of their native languages on learning Lithuanian. Two main perspectives were provided. Some students, whose native language is similar to Lithuanian, saw its positive influence. For instance, the students speaking Slavic languages or Latin found many parallels between their native languages and Lithuanian with respect to grammar and vocabulary. Another opinion expressed by the students was that the native language may even inhibit the acquisition of Lithuanian due to considerable differences (e.g., Chinese or Norwegian). Moreover, despite some similarities in vocabulary, the students speaking Romance languages emphasized differences in the word order. Thus, a generalization can be made that learning a new language stimulates the comparison with learners' native language and the search for similarities and differences, which improves students' analytical skills and promotes translanguaging.

The research participants' comparisons of grammar, vocabulary, and concepts in different languages align with prior research performed by Duarte (2020) and Gallego-Balsà (Gallego-Balsà et al, 2019) that emphasizes the benefits of analysing linguistic structures across languages. This approach promotes metalinguistic awareness and analytical skills. Pedagogically, educators should encourage students to leverage their multilingual repertoires, facilitating discussions and comparisons that enhance their understanding of linguistic nuances and structures. This approach not only strengthens their language skills but also fosters a deeper connection between languages and encourages a positive attitude towards linguistic diversity.

## **Conclusions and Recommendations**

The obtained research results have revealed that mediated language teaching can make language lessons more effective, meaningful, and personalised, providing an opportunity to use learners' linguistic and cultural background in relevant situational contexts. Such linguistic and cultural diversity in the classroom improves a variety of language learners' competences, which are essential in a host country. The research has also

revealed that mediated tasks contribute to a better psychological atmosphere in the classroom, although accomplishing mediated activities online can be more challenging due to technical issues and the absence of real communication. The research participants have expressed the opinion that face-to-face mediated language lessons allow more creativity and teamwork to flourish.

The present study indicates that a variety of useful non-linguistic competences can be developed during mediation activities in a language lesson. While the students enrolled in the Lithuanian language course primarily highlight cognitive and emotional non-linguistic proficiencies, ESOL learners underscore the significance of comprehending the host country's traditions, political landscape, laws, and regulations as a pivotal process of cultural adaptation. Thus, a justifiable inference can be drawn that the curriculum of mediated language instruction should encompass subjects that assist learners in overcoming linguistic, cultural, or emotional obstacles encountered within a foreign country. It is important to emphasise that "tailor-made" content is the key while designing mediation tasks for language lessons. It is recommended to involve activities, allowing learners' to share their national and personal identity with others, encourage translanguaging and help language students improve a variety of the above-mentioned non-linguistic competences.

Based on the outcomes of the survey, a plausible deduction can be made that language learners are capable of effectively collaborating and assuming the role of language and cultural intermediaries for their peers. All participants expressed the significance of upholding their identity, language, and cultural heritage while residing in a foreign country. From the collected responses, two prevailing themes emerge. One theme underscores the importance of maintaining one's "roots" by preserving memories, nurturing cultural practices and historical connections with their homeland, and imparting the native language to the younger generation. This sentiment is particularly voiced by ESOL students in the UK.

The second recurring theme, presented by the learners of the Lithuanian language and ESOL students, emphasizes mediation as a valuable approach for learning a foreign language and exchanging indigenous

culture and traditions with local communities. Thus, a significant inference can be drawn that mediated language instruction aids students in retaining ties with their home country, safeguarding their national identity, and simultaneously reducing unease in unfamiliar social interactions within the host country.

Nonetheless, it is essential to acknowledge that these findings could be somewhat restricted due to the limited number of participants in the research, potentially not fully representing the broader population. As a result, careful interpretation of the research outcomes is necessary, and it is recommended that a future longitudinal study be conducted to explore the enduring significance of mediation in language education.

Finally, additional investigation into the application of translanguaging within mediated language instruction would be intriguing. The results of the survey have revealed that the comparison with learners' native language and the search for similarities and differences between languages may improve students' analytical skills and promote translanguaging. While the majority of the research participants have exhibited their proficiency in multiple languages and their capacity to employ different languages for acquiring a new one, prudent supervision from a language instructor remains essential to avoid confusion amid the array of comparable or dissimilar languages.

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**LINGVISTINĖS IR KULTŪRINĖS MEDIACIJOS VAIDMUO  
MOKANTIS PRIIMANČIOS ŠALIES KALBOS**

**Anotacija.** Globalizacijos ir migracijos procesai moderniaame pasaulyje skatina įvertinti mediacijos vaidmenį mokant(is) kalbų. „Bendrieji Europos kalbų metmenys“ (2020), papildyti naujais mediacijos ir daugiakalbės / daugiakultūros kompetencijos deskriptoriais, pabrėžia kalbų besimokančiojo daugiakalbės kompetencijos svarbą. Mokslininkai E. Piccardo ir B. North (2017), ypač daug nuveikę daugiakalbystės ir mediacijos srityje, teigia, kad besimokančiojo lingvistinio ir kultūrinio identiteto naudojimas gali sukurti prasmingesnį ir efektyvesnį kalbos mokymą(si). Šiame kontekste tarpkalbystė tampa ne kliūtimi, o įrankiu, padedančiu kelti besimokančiųjų motyvaciją ir pasitikėjimą (Duarte, 2020). Siekiant nustatyti mediacijos vaidmenį, mokantis priimančios šalies kalbos Didžiojoje Britanijoje ir Lietuvoje, buvo atliktas tyrimas, kurio tikslas – ištirti, kaip mediacijos veiklos ir strategijos gali būti naudojamos ESOL (A2 ir B1) ir lietuvių kalbos užsieniečiams (A1 ir A2) kursuose. Be to, tyrimo autorės siekė išsiaiškinti, kaip mediacija per kalbų paskaitas gali atverti naujas galimybes: (1) tobulinti studentų nelingvistines kompetencijas ir „sušvelninti“ lingvistinį / kultūrinį barjerą priimančioje šalyje; (2) parodyti, kaip besimokantieji kalbų gali bendradarbiauti vienas su kitu ir tapti kalbų mediatoriais savo kolegoms; (3) padėti patobulinti besimokančiųjų tarpkalbystės kompetenciją. Tiriamųjų grupę sudarė 23 ESOL studentai ir 15 lietuvių kalbos užsieniečiams kurso dalyvių. Buvo siekiama išanalizuoti kalbos mokymosi, kurio metu naudojama mediacija ir studentų gimtoji kalba (arba kitos kalbos, kuriomis geba kalbėti besimokantysis), patirtį. Tyrime taikyta anketinė apklausa ir pusiau struktūruoti interviu po kalbos paskaitų, kurių metu buvo naudojamos mediacijos strategijos. Rezultatai parodė, kad mediacijos veiklos padėjo tobulinti įvairias studentų nekalbines kompetencijas, o besimokančiųjų gimtoji kalba mokymo proceso metu gali būti sėkmingai vartojama mokantis naujos kalbos ir padėti išsaugoti nacionalinį identitetą svečioje šalyje.

**Pagrindinės sąvokos:** mediacija; mokant(is) kalbų; lingvistinė migrantų integracija; akultūracija; daugiakalbė / daugiakultūrė kompetencija.