

RESEARCH ARTICLE

International Journal of Changes in Education

2026, Vol. 3(1) 61–73

DOI: [10.47852/bonviewIJCE42023884](https://doi.org/10.47852/bonviewIJCE42023884)



Exploring Mediation Competence and Awareness in Elementary Learners: A CEFR Basic User Level Analysis

Jihye Jeon^{1,*}

¹*Department of Elementary School Education, Namwon Wolrak Elementary School, South Korea*

Abstract: This study examined elementary school learners' mediation competence and awareness based on the Basic user framework of the Common European Framework of Reference for Languages (CEFR). A mixed-methods approach was employed to assess the learners' mediation competence and awareness during functional-integrated lessons incorporating both individual and group activities. English and Korean were strategically integrated using Google Translator as a mediation tool to help learners understand and express their thoughts in English. Classroom interactions were qualitatively analyzed, focusing on learners' speech and behaviors concerning the CEFR Basic user 'can-do' statements. Pre-surveys and post-surveys were conducted to measure changes in learners' mediation awareness using the same mediation scale. The results indicated an overall improvement in mediation awareness after 12 sessions, with significant improvements in Mediating a text but more moderate gains in Mediating concepts and Mediating communication. Interviews revealed that translation, summarization activities, and peer support helped learners build confidence in using English and enhanced their understanding of concepts. However, the impact of translation tools varied by proficiency level, with lower-proficiency learners benefiting more than higher-proficiency learners. The study also acknowledged the limitation of a small sample size, suggesting that future research with a larger and more diverse group of participants is necessary to explore the broader applicability of these findings. This research contributes to the understanding of mediation as an active component of language learning. It highlights the potential of CEFR mediation elements to enhance communicative competence in elementary English as a Foreign Language settings.

Keywords: CEFR, Basic user, mediation, can-do statements, elementary school

1. Introduction

In language education, mediation has garnered increasing attention, underscored by its inclusion in the Common European Framework of Reference (CEFR). This process is crucial in bridging communication gaps and enhancing learners' communicative and intercultural competencies, making it an essential element of modern language education. Mediation, as defined by the CEFR, involves the learner's or user's role as a social agent facilitating the construction or conveyance of meaning across linguistic and cultural barriers [1]. Mediation transcends the mere act of translation or interpretation to include the ability to navigate and reconcile linguistic and cultural differences. This enhances mutual understanding and cooperation, especially in our increasingly globalized and multilingual world [2–4]. This is particularly true in educational settings, where integrating mediation tasks can significantly impact learners' language development and intercultural sensitivity [5].

Recent studies have emphasized the role of technology, such as Google Translator, in facilitating mediation in language learning environments, highlighting how digital tools can support learners in expressing themselves in a foreign language and understanding

content across languages [4]. Yet, while extensive studies have been conducted on mediation at the secondary and tertiary levels [6, 7], research focusing on elementary school learners' mediation competencies remains sparse. This is especially relevant considering the foundational role that early language education plays in shaping learners' communicative abilities and cultural awareness [8].

This study used a combination of methods to explore how young elementary school learners develop and utilize their mediation awareness in an English as a Foreign Language (EFL) setting. Activities were strategically designed to blend English and Korean, and Google Translator was utilized to facilitate the integration of both languages. Furthermore, although the concept of mediation in language learning has been partially studied, the particular aspects of mediation competencies, such as the capacity of learners to act as intermediaries, restate and explain information across languages, and deal with cultural subtleties, have not been thoroughly examined in elementary education. The research aim was to investigate learners' awareness of mediation and their use of mediation activities and strategies within functional-integrated lessons. In light of the preceding, this study is guided by two research questions:

- 1) Is it possible to analyze the improvements in learners' mediation awareness through functional-integrated lessons, including individual and group activities?

*Corresponding author: Jihye Jeon, Department of Elementary School Education, Namwon Wolrak Elementary School, South Korea. Email: jihye7@jbedu.kr

- 2) Is it possible to analyze learners' mediation that appears during lessons according to the CEFR Basic user scale?

The findings of this study are expected to offer an understanding of mediation as a dynamic aspect of language learning in elementary education, emphasizing the role of mediation in enhancing communicative competence in EFL settings.

2. CEFR Mediation

2.1. Mediation at Basic user level

The CEFR, devised by the Council of Europe, transcends its function as a mere assessment tool, establishing itself as a comprehensive guide for language learning, teaching, and assessment across Europe and globally [9]. This framework meticulously structures language proficiency into detailed levels, ranging from Pre-A1, the most foundational, to C2, indicative of mastery. It takes a more comprehensive approach to language learning than traditional frameworks. It doesn't only focus on discrete skills like listening, speaking, reading, and writing but also on broader communicative competencies. The CEFR characterizes each proficiency level with detailed descriptors that show the learner's abilities across traditional linguistic skills, while also including the broader communicative competencies. These competencies are divided into four domains of language activities: reception (listening and reading), production (speaking and writing), interaction, and mediation. This categorization acknowledges that listening, speaking, reading, and writing skills are interconnected in real-world communication. The CEFR provides a versatile roadmap for educational curriculum development, learner assessment, and the establishment of precise learning objectives contexts [10–13].

Significantly, it introduces mediation as a critical skill, emphasizing the learner's role in constructing meaning and facilitating communication across linguistic and cultural barriers. This aspect reflects a deep understanding of language use in real-world scenarios, where individuals often act as intermediaries to convey, interpret, or translate information in diverse social and professional contexts [1, 14–18]. Central to the CEFR framework is its emphasis on the holistic development of language skills. It highlights the importance of the Pre-A1 stage for early exposure and interaction with the language, fostering a supportive learning environment that ignites learners' intrinsic motivation. This foundational stage paves the way for learners to progress through subsequent levels, each building on the skills developed in the previous one. As learners advance, they expand their linguistic repertoire and enhance their ability to engage in more complex communicative tasks, including those requiring mediation [19].

Recent studies have closely aligned themselves with the objectives of the CEFR [20–22]. These studies highlight the crucial importance of early language exposure and the development of mediation skills from the Pre-A1 level onwards. They demonstrate that engaging with a target language at an early stage fosters higher motivation and foundational skills, which are vital for effective communication and intercultural understanding. As learners progress, their ability to perform mediation tasks, including paraphrasing and translating, improves, thereby emphasizing the CEFR's holistic approach to language education, which aims to achieve linguistic proficiency and prepare learners for diverse communicative contexts.

Mediation activities and strategies within the CEFR framework are categorized into several key dimensions, each

Table 1
CEFR mediation scale of activities and strategies

Mediation	Scales
Mediating a text	<ul style="list-style-type: none"> - Replaying Specific Information(RSI) - Explaining Data(ED) - Processing Text(PT) - Translating a Written Text(TWT) - Note-Taking(NT) - Expressing a Personal response to Creative text(EPC) - Analysis and Criticism of Creative Texts(ACCT)
Mediating concepts	<ul style="list-style-type: none"> - Collaborating in a group - Facilitating Collaboration Interaction with Peers(FCIP) - Collaborating to Construct Meaning(CCM)
Mediating communication	<ul style="list-style-type: none"> - Leading group work - Managing Interaction(MI) - Encouraging Conceptual Talk(ECT) - Facilitating Pluricultural Space(FPS) - Acting as an Intermediary(AI) - Facilitating Communication in Delicate situations and disagreements(FCD)
Mediation strategies	<ul style="list-style-type: none"> - Strategies to explain new concepts - Linking to Previous Knowledge(LPK) - Adapting Language(AL) - Breaking down Complicated Information(BCI) - Strategies to simplify a text - Amplifying a dense Text(AT) - Streamlining a Text(ST)

focusing on different aspects of language use. Table 1 outlines these mediation dimensions, including activities such as Mediating a text, Mediating concepts, and Mediating communication, along with the strategies learners employ to navigate these tasks effectively.

Within the Mediating a text scale, learners classified at the Basic user levels (Pre-A1 to A2) demonstrate proficiency in employing English or Korean, as well as different modalities of the same language, to facilitate fundamental communicative tasks [1]. These learners are adept at articulating their views on familiar subjects, grasping the principal concepts of straightforward texts, and distilling information to enhance their comprehension. They serve effectively as intermediaries in uncomplicated communicative scenarios, skillfully employing basic linguistic skills to paraphrase and summarize pertinent information. Employing strategies such as note-taking and summarization proves advantageous in augmenting their understanding of the content [23].

The progression from Pre-A1 to A2+ within the Basic user levels is characterized by a gradual increase in the capacity to manage increasingly complex and varied communicative challenges that involve diverse texts and data presentations. At the introductory stages, the emphasis is primarily on the transmission of basic factual information, typically necessitating direct repetition or slight modifications in phrasing. As learners advance to the A2 level, they progressively undertake more intricate tasks, including summarizing straightforward texts and clarifying elementary data in visual formats. This progression indicates a

developing proficiency in addressing daily communicative requirements in a secondary language, underscoring the dynamic nature of language acquisition at these foundational stages [1].

Mediating concepts are crucial at the Basic user levels in language learning, where learners begin to link new information with previously acquired knowledge. This skill simplifies and clarifies basic concepts, making them accessible and understandable. For Basic user learners, this involves recognizing and integrating simple, familiar elements from their everyday experiences with new linguistic inputs. At these introductory stages, learners typically engage with concrete and context-specific materials that do not require advanced cognitive skills [1]. For instance, in a language classroom, a learner at the A1 level might associate the vocabulary of common household items with their corresponding physical objects at home, thus enhancing retention and comprehension. As learners advance to the A2 level, their capacity to coordinate concepts develops further to encompass more abstract relationships, such as categorizing items based on shared attributes or employing basic comparative structures, such as “bigger than” or “smaller than”. Effective teaching strategies for these levels incorporate visual aids, repetitive practice, and direct connections to tangible experiences, all of which help anchor new knowledge within familiar contexts.

At the Basic user level, the role of the communicator is both foundational and critical, emphasizing the essential skills required for initiating and sustaining straightforward interactions. They are adept at requesting clarifications to ensure a clear understanding of the messages conveyed. Typically, they operate within a limited vocabulary range and may rely on simple non-verbal cues to express basic emotions such as agreement, invitation, gratitude, and various attitudes. Basic users are responsible for handling simple communication challenges such as finding compromises and resolving minor disputes. They do this by using brief and clear phrases that are designed to clarify misunderstandings and encourage agreement. This skill is particularly important in diverse environments where people must navigate and reconcile different cultural norms and communication styles.

Moreover, the capacity to express empathy is integral at this level. Learners frequently employ elementary empathetic phrases such as “I understand” or “Are you okay?”. These expressions not only facilitate comprehension and convey concern but also serve to bridge cultural divides, thereby augmenting the efficacy of communication. As they develop their communication skills, these learners progressively undertake more structured tasks, engaging in discussions by posing simple, direct questions or summarizing the points of others in elementary terms. This engagement enables them to solidify their grasp of new linguistic structures and concepts, which is essential for their ongoing language development. At this foundational stage, the role of a communicator involves several essential skills. These include asking for explanations to gain a clear understanding of messages, employing a limited vocabulary, and using simple sign language or non-verbal signals to express agreement, invitation, gratitude, and attitudes toward others. It is crucial for learners to seek compromise and agreement by using simple phrases for clarification or to reconcile disagreements.

To enhance understanding, learners use strategies to help both themselves and others grasp the main content of simple messages on everyday topics. They highlight important information by identifying and marking key sentences in short, everyday texts (e.g., by underlining or highlighting). This approach helps them and their peers focus on essential information, making communication more effective and efficient. This study aims to investigate mediation awareness and the speech and behavior of

Korean elementary school learners based on the Basic user level of the CEFR mediation scale. By analyzing classroom interactions, the research seeks to understand how these young learners perceive and participate in tasks that involve Mediating communication across linguistic and cultural barriers.

2.2. Mediation awareness

Mediation awareness refers to the learner’s role as an intermediary in communication, where they facilitate the understanding and construction of meaning across linguistic and cultural boundaries. This process typically requires interpreting, simplifying, or reformulating information to ensure mutual understanding, especially when linguistic or cultural barriers exist [17]. Mediation is positioned as an integral part of communicative competence, extending beyond traditional language skills (speaking, reading, writing, and listening) to include broader interactions that encompass negotiation, explanation, and clarification across multiple contexts [1].

The development of mediation awareness involves guiding learners from simple information sharing to progressively more complex mediation tasks. Initially, learners may begin with basic activities such as summarizing discussions or clearly explaining information to others. Over time, they advance to more sophisticated tasks, which require them to navigate cultural differences and prevent misunderstandings in more diverse contexts [24]. Through this process, mediation goes beyond mere translation, requiring learners to adapt their language use flexibly according to the situation and to reconstruct meaning in various social contexts [25, 26]. As learners engage in increasingly complex mediation activities, they gradually build the essential skills needed to communicate effectively in multicultural and multilingual environments [27].

As learners progress through the CEFR levels, their mediation tasks become increasingly complex. Learners may begin with simple tasks such as relaying specific information or translating basic texts. However, as they reach higher-proficiency levels, they are expected to engage in more challenging mediation activities, such as resolving misunderstandings in multicultural discussions or facilitating cross-linguistic communication in professional settings [28]. This progression highlights how mediation is not a static skill but one that evolves as learners gain greater linguistic and cultural competence. While developing mediation awareness is essential for learners, it presents challenges for both learners and teachers.

Learners must not only grasp the content they are mediating but also consider the perspectives and needs of their interlocutors, which requires significant cognitive flexibility and social awareness. These skills can be particularly demanding for learners at lower-proficiency levels, who may struggle with the complexity of such tasks [29]. For teachers, the challenge lies in designing mediation tasks that are appropriately tailored to their learners’ proficiency levels, while also providing enough complexity to promote further development of their mediation skills.

3. Research Methodology

3.1. Research design

This study employs a mixed-methods design, combining both qualitative and quantitative approaches. The research is structured to analyze the strategies and activities used by elementary learners to mediate during functional-integrated lessons. Specifically, the study leverages the CEFR Basic user mediation scale to evaluate how learners apply mediation in EFL classes and how their mediation awareness evolves through classroom activities.

The quantitative aspect involves pre-surveys and post-surveys based on CEFR descriptors to assess learners' mediation awareness. These surveys were administered to track changes in learners' self-assessed mediation competencies throughout 12 lessons. Data were analyzed using the Wilcoxon signed rank test for non-parametric data to compare pre-intervention and post-intervention mediation awareness scores. For the qualitative component, classroom observations were conducted to capture learners' behaviors and verbal interactions in real time.

Each lesson was recorded, and the learners' mediation activities were evaluated according to the CEFR Basic user mediation scale. Post-lesson interviews provided further insight into the learners' perspectives on mediation strategies used in class. This dual approach allows for a comprehensive understanding of both the quantitative changes in mediation awareness and the qualitative nuances of mediation practices during lessons.

3.2. Participants

The participants in this study were three male sixth-grade elementary school students. Their English proficiency levels—high, medium, and low—were determined through a two-step process. Initially, in March 2023, the students took a basic academic skills diagnostic assessment administered by the Jeollabuk-do Office of Education, which consisted of 20 questions. Based on the results, one student who did not meet the benchmark score of 15 correct answers was classified as low proficiency [30]. The remaining two students who met or exceeded the benchmark were further evaluated using performance assessments conducted throughout the first and second semesters. These performance assessments, based on four criteria (Excellent, Good, Average, and Needs Improvement), were used to classify the students into medium and high proficiency levels, as determined by each school's Academic Performance Management Committee [31].

The diagnostic assessment is grounded in the Basic Academic Achievement Guarantee Act, which mandates early identification and support for students with learning deficiencies. Under this legal framework, schools are authorized to conduct diagnostic tests to determine if students meet the foundational academic skills required for their grade level. Students who do not meet these standards are eligible for additional academic support. This legal foundation ensures that the diagnostic assessment used in this study is aligned with national standards for identifying and supporting students with learning gaps [32].

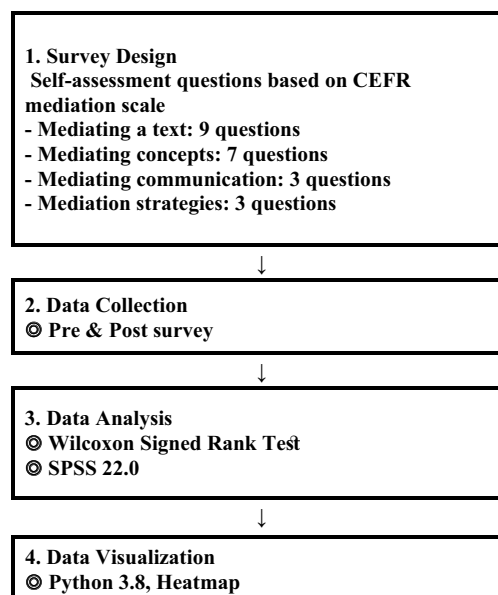
The study took place over six weeks, from the first week of October to the second week of November 2023, with a total of 12 sessions. Each session lasted 40 min, following the standard class time in Korean elementary schools. All three participants attended each session consistently, and consent was obtained from both the learners and their guardians before the start of the study.

3.3. Data collection and analysis

The data collection approach aimed to capture both quantitative and qualitative dimensions of learners' learning experiences and outcomes. A structured survey based on the CEFR descriptors for mediation was developed to quantitatively assess participants' awareness. The CEFR descriptors, which serve as a useful self-assessment tool, are commonly used to evaluate communication skills by learners [18, 20].

The data collection and analysis process is summarized in Figure 1. This flowchart visually represents the key stages, starting from survey design based on the CEFR mediation scale,

Figure 1
Research methodology flowchart



followed by data collection and analysis through statistical tools such as the Wilcoxon signed rank test, and concluding with data visualization using Python-based heatmaps.

Utilizing a 5-point Likert scale, the survey evaluated key areas such as Mediating a text, Mediating communication, Mediating concepts, and employing Mediation strategies, aligning with the CEFR Basic user level. The items were designed to measure learners' capacity to translate content, facilitate communication, manage group discussions, and implement appropriate mediation strategies effectively. The survey was conducted using Google Forms and consisted of the same set of questions both before and after a 6-week study period. The purpose of the survey was to evaluate changes in learners' self-awareness of their mediation competencies. This approach allowed for an assessment of how participants' awareness of their mediation skills evolved due to the instructional activities, such as poster-making, completing charts, and creating comics, which featured functional-integrated tasks to enhance learners' mediation skills. Quantitative data were analyzed using SPSS 22.0 to identify significant changes in mediation competencies before and after the experimental sessions. This study employed the Wilcoxon signed rank test to evaluate the changes in pre-scores and post-scores across various mediation scales for the participants. The Wilcoxon signed rank test, a non-parametric statistical method, is particularly useful for comparing two related samples, especially when the data do not follow a normal distribution [33].

Initially, p -values were derived for each mediation scale to assess significance. Subsequently, the pre-scores and post-scores for each learner were compared across the mediation scales, with p -values calculated using SPSS 22.0. These p -values were then visualized using a heatmap generated through the Python 3.8 version. The heatmap illustrates the p -values for each participant and mediation scale using color intensity, with darker colors indicating lower p -values and thus more significant changes.

The quantitative data were collected through classroom observations and interviews. Lessons spanning 12 sessions were video recorded, analyzing learners' behaviors and speech

according to the Mediation scale of the CEFR Basic user level. Following the 12-session course, three learners were interviewed to further investigate their awareness of mediation activities and strategies. The interview consisted of six open-ended questions, designed to capture the learners' experiences with the activities. The interviews were analyzed qualitatively through thematic analysis, identifying key themes such as the use of translation tools, peer collaboration, and challenges faced during mediation tasks. Additionally, classroom observations were analyzed by coding learner behaviors, with a focus on interaction patterns and task engagement.

3.4. Mediation

This study utilized Google Translator as a teaching tool, in line with previous research by Jeon and Kim [21], which highlighted the positive impact of AI Translator on Basic user learners' expression and emotional aspects. The study involved conducting D Publisher's 5th section in each unit [34], which comprised four language skills, as presented in Table 2. As explained in Table 2, the activities were organized into four stages, including pre-task, task, post-task, and feedback. These stages allowed learners to practice mediation strategies through individual and group activities, such as poster-making, completing charts, and creating comics.

Previous research by Jeon [22] served as a precursor to this study by analyzing D textbook assignments using the Mediation scale for the Basic user level. According to the analysis, out of 48 tasks, the majority involved Mediating a text. This predominance is attributed to the structure of each assignment, which typically begins with reading a passage and then requires learners to comprehend the content to solve problems.

4. Results

4.1. Learner's mediation awareness

The research objective focused on analyzing the improvements in learners' mediation awareness through functional-integrated lessons that integrated both individual and group activities. To this end, the Wilcoxon signed rank test, a non-parametric statistical method, was employed to compare pre-survey and post-survey results. This test is particularly effective in handling small sample sizes and non-normal data distributions, as demonstrated in previous studies on educational mediations [33]. While the sample size in this study is relatively small, effect sizes were calculated to better assess the practical significance of the observed improvements. The overall effect size for the combined four mediation scales was 2.17, indicating a large effect. This suggests that the mediation activities had a substantial positive impact on learners' mediation skills across various domains. However, due to the small sample size, the generalizability of these findings may be limited, and the results should be interpreted with caution.

As shown in Table 3, the pre-survey and post-survey results from three participants were evaluated across four areas of mediation using the Wilcoxon signed rank tests, providing a detailed breakdown of their progress across different mediation scales.

The results for the Mediating a text scale indicated notable improvements (p -value = 0.004, effect size = 2.05). Median scores rose from 2.5 to 4.5, indicating a large effect size. This suggests a substantial enhancement in the learners' abilities to handle text-based mediation tasks. These significant changes highlight the potential effectiveness of the tailored educational activities focused on text mediation, implying that targeted exercises in

Table 2
Functional-integrated lessons

Session	Lesson
1	<ul style="list-style-type: none"> - Reading a club recruitment poster and answering questions - Organizing a club by groups - Creating a promotional poster for the club - Recruiting members while promoting the club
2	<ul style="list-style-type: none"> - Read the text and complete the chart - Summarize today's emotions and condition - Express your emotions and condition through a drawing - Discuss while showing the drawing
3	<ul style="list-style-type: none"> - Read the comic and fill in the blanks with expressions - Organize comics to decorate by group - Draw a comic - Present the comic by dividing roles
4	<ul style="list-style-type: none"> - Read the questions and select answers that apply to your habits - Decide on habits to research by group and conduct a frequency survey - Draw a graph and write sentences based on the survey results - Present based on the graph
5	<ul style="list-style-type: none"> - Read the birthday party invitation and match birthdays - Plan your own birthday party - Create an invitation - Invite friends to the birthday party
6	<ul style="list-style-type: none"> - Read Lyan's blog post and match friends' vacation plans - Decide on three vacation plans for yourself - Write about your vacation plans on a blog - Present your vacation plans and write comments
7	<ul style="list-style-type: none"> - Read the Robot Museum brochure and complete the conversation - Organize a place you want to introduce in our area with a partner - Create a brochure for the place you want to introduce - Discuss while showing the brochure
8	<ul style="list-style-type: none"> - Read the new menu introduction and complete the chart - Organize your new menu - Create a menu as a group - Play restaurant while showing the menu
9	<ul style="list-style-type: none"> - Read the text and mark the symbols according to the content - Organize the content you want to express about a Wonderland into a table - Create your own Wonderland - Introduce the completed work
10	<ul style="list-style-type: none"> - Read the article and mark pictures related to the person introduced in the app - Organize a topic you would like to introduce in the app - Create a tablet book introducing the app's content - Introduce the app you created
11	<ul style="list-style-type: none"> - Read the environmental protection poster and find practices to implement - Discuss and organize ways to protect the environment at various locations with friends - Create tools for an environmental protection campaign - Conduct an environmental protection campaign by a group

(Continued)

Table 2
(Continued)

Session	Lesson
12	<ul style="list-style-type: none"> - Read the article and answer the description of Yunho - Organize your future aspirations - Create materials introducing your future aspirations - Present your future aspirations and place the introduction materials in a time capsule

Table 3
Grouped analysis results by scale

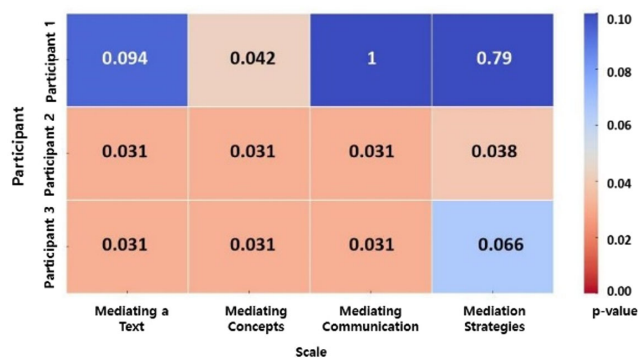
Scales	Pre	Post	<i>P</i> -value	Effect size
Mediating a text	2.5	4.5	0.004	2.05
Mediating concepts	2.0	3.5	0.188	2.64
Mediating communication	2.0	3.0	0.157	3.41
Mediation strategies	2.0	2.5	0.500	1.87

interpreting and relaying written information may have significantly bolstered the participants' skills. This finding resonates with the previous research [4], which found that structured mediation activities, such as translating and summarizing texts, greatly enhance students' cross-linguistic abilities. The Mediating concepts scale showed a moderate increase in median scores from 2.0 to 3.5, with a large effect size of 2.64. Although the changes did not reach statistical significance (p -value = 0.188), the substantial effect size suggests that the interventions had a meaningful impact on conceptual mediation tasks. This outcome suggests that while there is some improvement, the interventions designed to enhance conceptual mediation such as clarifying, linking, and restructuring information may require additional refinement to meet educational objectives more effectively.

This aligns with findings that learners often rely on their first language as a scaffolding tool to mediate conceptual understanding, particularly when dealing with abstract information in second-language learning contexts [35]. Although the Mediating communication scale showed an increase in median scores from 2.0 to 3.0, the effect size was large (effect size = 3.41), despite the improvement not being statistically significant (p -value = 0.157). This indicates that, while the results did not reach significance, the intervention likely had a strong impact on communication mediation tasks. The lack of significant progress in this area suggests that activities may need to be adjusted to more effectively address the specific challenges and skills associated with mediating oral and interpersonal communication. Studies on peer negotiation and collaborative tasks have demonstrated the potential to enhance communication mediation skills, particularly in contexts where learners work through problem-solving or discussion-based activities [36].

The slight improvement in the Mediation strategies scale (p -value = 0.500, effect size = 1.87) suggests a moderate effect size. While learners are introduced to various strategies, their application of these methods may still be limited. This result indicates that although there was minimal improvement, it is necessary to investigate further whether the young participants sufficiently utilized the strategies employed to facilitate basic communication during classroom activities. Incorporating additional scaffolding, such as structured guidance and repetitive

Figure 2
Heatmap of p -value for mediation scales by participants



practice, can be essential for ensuring that mediation strategies are effectively integrated into learners' interactions.

Figure 2 illustrates a heatmap that was generated to visualize the p -values obtained from the Wilcoxon signed rank test for each participant across four mediation scales.

A heatmap was generated to visualize the p -values for each participant across four mediation scales: Mediating a text, Mediating concepts, Mediating communication, and Mediation strategies. The heatmap uses color intensity to indicate the level of statistical significance, with darker colors representing lower p -values and hence higher statistical significance.

Participant A showed a clear improvement in the Mediating concept scale, with a p -value of 0.0422 and a large effect size of 2.64, indicating a distinct increase in their post-survey scores compared to their pre-survey scores. This improvement may be related to behaviors observed during the lessons, where Participant A frequently engaged in conceptual discussions and checked the spelling of specific terms, such as "soccer", and proposed creative ideas like naming clubs. However, despite having the highest English proficiency among the participants, there were no substantial improvements in the Mediating a text scale (p -value = 0.0938, effect size = 2.05). This outcome could be influenced by several factors.

One possible explanation for this result is that Participant A's high proficiency in English may have led them to rely more on translation tools, such as Google Translate, which could have limited their deeper engagement with the texts. While translation tools offer quick and accurate translations, they might bypass the active cognitive processes required for deeper text analysis and restructuring [37–39]. This reliance on tools might have reduced opportunities for Participant A to fully engage with the nuances of the text, thus limiting their improvement in text mediation abilities. Additionally, Participant A's existing language skills and well-developed learning strategies could have influenced their approach to the tasks. Highly proficient learners might rely on established methods, such as quick translations, rather than exploring new strategies for engaging with and interpreting texts. This could explain why there was a less noticeable improvement in their ability to mediate texts. Furthermore, Participant A may have found the text mediation tasks less challenging due to their higher proficiency, which could have resulted in less active participation or reduced effort in these activities. Instead, he might have focused more on other areas, such as conceptual or communication mediation, where they perceived greater value or challenge. This could explain why significant improvements were

observed in Mediating concepts but not in Mediating a text. Similarly, Mediating communication (p -value = 1.0000, effect size = 3.41) showed no significant improvement, even though Participant A asked clarifying questions, such as “Why do we need to split the story into so many parts?” during group discussion. In the Mediation strategies (p -value = 0.7855, effect size = 1.87), Participant A demonstrated the ability to simplify language for peers, but this did not appear to result in significant improvement in their overall strategic mediation skills.

Participant 2 displayed marked improvements across all mediation scales, including Mediating a text (p -value = 0.0312, effect size = 2.05), Mediating concepts (p -value = 0.0312, effect size = 2.64), Mediating communication (p -value = 0.0312, effect size = 3.41), and Mediation strategies (p -value = 0.0384, effect size = 1.87). Given his medium-level English proficiency, these balanced improvements across the scales suggest that Participant 2 was able to apply the lessons’ objectives in diverse contexts. Several factors might explain this comprehensive development. One potential reason for his progress in the Mediation strategies scale could be attributed to Participant 2’s proactive efforts in simplifying and adapting language to aid his peers in comprehending complex ideas. Participant 2 simplified complex sentence structures when their peers struggled with them. In one case, they transformed a challenging question into “Do you like art?” to help a peer better comprehend the task. This adaptive use of language may have contributed to their development of Mediation strategies and might have improved overall group communication. Furthermore, Participant 2 showed a consistent ability to break down complex information and explain it in a way that was easy for peers to understand. During a comic strip creation task, he simplified instructions, breaking the task into smaller, more manageable steps, which could have helped the group grasp the assignment more clearly. This skill may have contributed to growth in Mediation strategies, as it reflects an ability to streamline tasks and communicate effectively. Participant 2 also demonstrated the ability to use prior knowledge to connect new concepts. In group activities, he often recalled previous lessons and applied them to current tasks. For example, he referenced vocabulary from earlier lessons to assist peers with sentence construction. This ability to integrate past knowledge may have facilitated learning and contributed to their improvements in both Mediating concepts and Mediation strategies. In addition, Participant 2’s role in managing group dynamics likely played a role in their strong performance in Mediating concepts and Mediating communication. He frequently took on a leadership role, asking questions like “What should we name this character?” and “How should we organize the story?” to guide group discussion. This involvement in conceptual discussions and task management might have helped the group stay focused, possibly contributing to his success in these areas. Participant 2 also navigated challenging communication situations effectively. During a disagreement about the comic strip storyline, they proposed using rock-paper-scissors to resolve the conflict, thereby facilitating collaboration and maintaining group harmony. This approach to managing conflicts and facilitating communication may have been a key factor in improvement in Mediating communication. Overall, Participant 2’s improvements across all mediation scales appear to be related to their proactive engagement with the tasks, and his ability to adapt language, simplify complex information, and connect new knowledge to familiar concepts. Their willingness to take on leadership roles in group settings and assist peers likely supported his balanced development across the mediation tasks. While it is difficult to

pinpoint specific causes, these behaviors might explain their comprehensive progress across all mediation areas.

Participant 3, who was classified as having a low level of English proficiency, displayed significant improvements in Mediating concepts (p -value = 0.0312, effect size = 2.64) and Mediating communication (p -value = 0.0312, effect size = 3.41), while demonstrating moderate progress in Mediating a text (p -value = 0.0312, effect size = 2.05) and Mediation strategies (p -value = 0.0656, effect size = 1.87). Several factors may explain the improvements observed in some scales and the challenges encountered in others. In Mediating a text, despite showing some improvement, Participant 3 faced difficulties with more complex sentence structures and vocabulary. During a task where they had to read and interpret a passage, Participant 3 was observed taking notes and asking peers for explanations about difficult vocabulary such as “stomachache” and “tangerine”, indicating their struggle with more complex linguistic elements. This reliance on peers and translation tools may have limited deeper engagement with the texts, explaining why the improvement in this area, while present, was less pronounced compared to other scales. In the Mediating concepts and Mediating communication tasks, Participant 3 actively engaged with peers, often asking for clarification or simpler explanations when the group discussions became too complex. For instance, during a group task where they had to collaboratively decide on story elements for a comic strip, Participant 3 asked clarifying questions like, “What does this character do next?” and frequently relied on translation tools to understand their peers’ suggestions. This willingness to ask questions and seek clarification likely contributed to their improvements in these mediation areas, as it allowed them to stay involved in group discussions and process complex ideas more effectively. Moreover, in the Mediating concepts domain, Participant 3 showed initiative in trying to contribute to the conceptual discussions. During a task where the group had to decide on the plot of a story, Participant 3 suggested possible character actions, such as “The character eats too much ice cream and then feels sick”, which demonstrated their effort to engage with the narrative structure. Although Participant 3 occasionally needed additional help to understand some of the more abstract concepts, their active participation in group discussions likely enhanced their conceptual mediation skills. Overall, Participant 3’s improvements across the mediation scales indicate that, despite their lower English proficiency, they were able to actively engage with the mediation tasks, particularly through collaboration and peer support. His willingness to seek clarification and participate in group tasks may have played a key role in their progress, especially in Mediating concepts and Mediating communication. However, the reliance on translation tools and the need for simpler explanations suggests that additional support may be necessary to help them fully engage with text-based mediation tasks.

4.2. Learner’s mediation activities and strategies

This study analyzed the behaviors and utterances of learners over a total of 12 functional-integrated lessons using the Mediation scale. The learners’ speech behavior was categorized into four mediation scale components, revealing specific characteristics as follows.

4.2.1. Mediating a text

Mediating a text involves conveying or translating text content to others. This study analyzed the frequency and characteristics of learners using various scales to mediate a text, as presented in Table 4. The results highlighted that certain scales showed

Table 4
Analysis of speech behavior by Mediating a text

RSI	ED	PT	TWT	NT	EPC	ACCT
11	2	12	19	4	11	2

prominent activities among learners, clarified through their association with textbook tasks.

According to prior research by Ma et al. [23], textbook functional integration tasks heavily involved learners in PT, focusing on reading and understanding texts. Particularly, since the first task in each unit is often text-based, learners frequently utilized translation tools or directly translated English texts into Korean, performing TWT 19 times, making it the most frequent activity. For example, in the first session, learners expressed their desired club and activities in Korean and translated them into English terms such as “catch the tail club”, “first to sixth grades”, “practice”, and “every Wednesday” for the club recruitment task. Similarly, they illustrated scenarios that would necessitate a hospital visit in comic form, detailed their plans for winter vacation, and introduced local attractions such as “Namwon Gwanhanlu” and “Dolmen Village”. These examples illustrate learners’ frequent use of translation to convert Korean texts into English across various topics. Especially for Basic users, who have a limited range of vocabulary, learners often use translation tools to express their ideas in Korean and then translate them into English. Next, the PT scale, which involves reading texts to extract or summarize key information, was analyzed 12 times. Among the various activities, learners utilized this scale by reading club recruitment posts, texts discussing emotional states and reasons, comic strips, invitations, and menus. Through these activities, they identified and summarized the core elements of the texts. Beyond merely understanding the content, learners also accurately documented emotional states and reasons or appropriately marked action items after reading environmental posters. These activities indicate that learners focus on comprehending the essential content of texts and performing additional tasks based on this understanding. Additionally, learners employed the RSI scale to convey parts of the information contained in texts or their thoughts. To effectively communicate specific details, they sometimes sought assistance from other learners or translation tools. This scale was evident in activities where learners defined or characterized subjects, such as stating “Cows have four legs”, or distinguishing between “mandarine” and “tangerine”.

Furthermore, learners engaged in interactions categorized under EPC by listening to each other’s presentations and posing questions like “Why?” and “What?” or expressing simple emotions with phrases such as “It’s fun” and “Wow, great!”. The responses were not only emotional expressions but also included comments on vacation plans and sharing background knowledge about their desired future professions. However, the personal responses of Basic users were often limited and fragmented, indicating a need for activities that deepen the connection between texts and learners. This suggests the importance of creating tasks that encourage more comprehensive and meaningful engagement with the texts. Such activities, where learners express their emotions and personal responses through simple phrases, reflect a focus on emotional and personal engagement. This is consistent with findings that emphasize the role of mediation in fostering deeper cultural understanding during language learning interactions [3]. Both studies underscore the significance of integrating emotional responses into language tasks to enhance learner engagement.

In contrast, the scales of NT, ED, and ACCT were utilized less frequently. Learners were actively involved in various activities, including correcting mistakes in their peers’ writing and collaboratively discussing spelling. In session 7, they practiced spelling out the word “behind” aloud while taking notes. These activities demonstrate the learners’ ability to record and retain essential information accurately. Learners’ activities involving correcting their peers’ writing and discussing specific aspects demonstrate the effectiveness of collaborative learning. Through these interactions, learners were able to improve their spelling and writing. This has also been shown to be effective in telecollaborative learning environments, where peer interaction and collaboration play a crucial role in enhancing learning outcomes [4].

Furthermore, while working together to create comics, they organized the events and pointed out specific aspects such as inadequate character expressions and inappropriate attire for certain situations. These activities reflect the learners’ capacity to deeply understand and critically evaluate texts.

4.2.2. Mediating concepts

Mediating concepts enable learners to connect new information with existing knowledge, simplifying and clarifying basic concepts for better understanding. This process involves integrating familiar elements from everyday experiences with new linguistic inputs. Additionally, Mediating concepts explain the role of learners as leaders in guiding group tasks and collaborative projects. The analysis of speech behavior, shown in Table 5, breaks down the frequency of learners engaging in Mediating concepts across various tasks. These data highlight how participants contributed collaboratively, clarifying and simplifying concepts in group projects.

Table 5
Analysis of speech behavior by Mediating concepts

FCIP	CCM	MI	ECT
6	8	5	10

The analysis recorded six instances of the FCIP scale, indicating frequent collaborative engagement among learners in task completion. Learners were often seen checking spellings together, as in the example, “Let’s check the spelling, soccer”, brainstorming club names collaboratively, and exchanging feedback on sentence construction while writing invitations. These activities emphasize the crucial role of peer support in improving understanding and ensuring accurate task completion. This scale fosters a collaborative learning environment where learners can exchange knowledge, address uncertainties, and collectively build meaning.

The CCM scale appeared eight times throughout the analysis. Learners used translation tools to understand the meanings of sentences and words and then performed tasks based on this understanding, collaboratively constructing meaning with their peers. For instance, in session 7, while creating a guidebook for the robot museum, learners used translation tools together, asking questions like “Let’s find the exact meaning of this word” and “Let’s find an appropriate expression for this situation”. By searching for accurate definitions and using appropriate language, learners enriched their learning experience and deepened their understanding by helping each other. This process not only improved their language skills but also appeared to encourage

logical thinking and problem-solving strategies, potentially leading to more natural conversations.

The MI scale refers to the ability of learners to efficiently manage and coordinate interactions with their peers. Analysis revealed that this scale was observed a total of five times. During these instances, learners managed their peers' learning activities, provided guidance, adjusted work pace, or divided tasks to facilitate collaborative learning. For example, during a habit frequency survey, a learner encouraged a slower peer by saying, "Let's write faster. Try using 'got'". Additionally, learners guided their peers by pointing to their worksheets and indicating the specific phrases or words that needed to be written. This type of interaction management primarily occurred during group activities. Through these collaborative tasks, learners not only supported each other's understanding but also demonstrated effective task completion.

The ECT scale was observed ten times, demonstrating its role in facilitating conceptual discussions and enhancing interaction. Learners engaged in activities such as asking and answering questions about the meaning of "snowball battle" in Korean and discussing prompts like "Why did the protagonist act this way? What emotions did they feel?" and "What do you think is the most important information to include in the invitation?". These interactions helped deepen conceptual understanding and stimulated critical thinking in a collaborative learning environment. Overall, learners demonstrated the ability to resolve tasks through questioning and discussion across all units.

4.2.3. Mediating communication

Mediating communication involves facilitating effective communication, acting as an intermediary, and managing delicate situations and disagreements. As outlined in Table 6, this scale helps learners navigate various communication challenges in multicultural settings and collaborative environments.

Table 6

Analysis of speech behavior by Mediating communication

FPS	AI	FCD
0	5	72

FPS reflects the concept of creating a shared space between linguistically and culturally diverse interlocutors. This involves addressing otherness, identifying similarities and differences, and enabling communication and collaboration based on cultural characteristics. It was found that there were no examples of learners speaking or behaving in a way that matched this particular scale. To encourage curiosity, show interest, and promote sensitivity and respect among learners, broadening the range of classroom activities to include global perspectives can be beneficial. Activities like exploring club cultures from around the world, adjusting comic backgrounds to represent different cultural settings, and discussing diverse birthday celebration practices across cultures would fit well with this scale.

The AI scale is related to collaborative communication that overcomes differences in common language or cultural background between individuals. The analysis of learner speech behavior showed that the intermediary role was observed a total of five times. Learners promoted a collaborative learning environment by serving as intermediaries in various situations, such as looking for information about months or dates, and explaining greetings like "hi" and "hello" and farewells like "bye". Additionally, learners acted as intermediaries to assist in understanding the historical context in which Namwon

Gwanhanlu was built during the reign of King Taejong when an official was exiled there. The intermediary role plays a crucial part in bridging communication gaps and ensuring mutual understanding among participants from diverse backgrounds. The analysis of learners' language behavior revealed that, while there were no significant cultural background differences, intermediaries played a key role in bridging informational gaps.

The scale FCD was observed the most frequently among all the scales, with a total of 72 instances. This scale helps learners navigate through sensitive or contentious discussions, ensuring that communication remains clear and respectful. Learners performed the role of facilitating clear communication and providing information to aid mutual understanding in various situations across all units. Examples include admitting their own mistakes, positively praising a peer's work, setting up task procedures, asking if it's acceptable to provide a more detailed answer in Korean, and inquiring about the characteristics of a character. Through these activities, learners demonstrated enhanced communication clarity, improved mutual understanding, and created a collaborative learning environment. However, there was minimal use of English for learning discussions, and activities were limited to basic question-and-answer interactions to complete tasks.

4.2.4. Mediation strategies

Mediation strategies encompass a variety of techniques to help learners understand new concepts and simplify texts, playing a crucial role in improving communication clarity and facilitating understanding. Table 7 presents an analysis of the learners' use of different mediation strategies during classroom activities.

Table 7

Analysis of speech behavior by mediation strategies

LPK	AL	BCI	ST
17	19	1	9

The frequencies of the LPK and AL scales were notably high, suggesting numerous activities focused on connecting existing knowledge with new information and simplifying complex content to enhance comprehension. "Amplifying a dense text" was omitted from the analysis of this study due to the absence of descriptors for the Basic user level. It reflects the fact that Basic users acquire fundamental communication skills through simplified texts and clear explanations. The LPK scale is essential for helping learners connect existing knowledge with new information to enhance understanding. This scale was observed a total of 17 times, indicating that learners often relied on previously acquired knowledge to comprehend and retain new concepts. Learners frequently used prior knowledge to facilitate understanding, such as recalling that "once" and "twice" do not require "times" afterward, understanding that in English, family names come first, unlike in Korean naming conventions, and recalling the letter-writing techniques learned in the Korean class. These instances show that learners effectively applied their previous knowledge to grasp and explain new information more easily across various tasks.

The AL scale also plays a critical role in helping learners simplify and clarify complex ideas or expressions to aid their peers' understanding. This scale was observed a total of 19 times. Learners adjusted their language to make complex information

easier to comprehend and explain across various tasks. Examples include confirming that “I will” can be contracted to “I’ll” when expressing future plans, emphasizing and repeating the English word for “person”, and explaining prepositions of a place like “behind”, “in front of”, and “next to” with their Korean meanings to help other learners understand better.

The BCI scale refers to the ability to break down complex information into smaller, more manageable parts. During a collaborative comic strip assignment, one learner provided a summary of the content required for each of the six scenes to be drawn by two other learners. This method is important for simplifying and communicating complex content to improve understanding. However, the scale was only observed once, indicating that it is relatively rare. The infrequency of this scale may be due to learners’ language proficiency and the fact that the tasks are limited to everyday topics, often involving simplified texts and clear explanations. The ST scale was observed a total of nine times. Learners simplified and conveyed information by asking another peer if they liked art when they had difficulty forming a sentence, writing the Korean pronunciation next to keywords, and requesting “Can you say that again?” to have a presentation repeated briefly when it was not understood. These actions demonstrate the crucial role of simplifying information to aid comprehension and effectively complete tasks. This indicates the need for more frequent use of this strategy to support learners’ understanding and task performance.

4.2.5. Learner interviews: insights and reflections

Following the 12-session course, participants were interviewed to capture their perspectives on mediation activities and strategies. In this study, conducted in 2023, participants are referred to as A, B, and C to protect their privacy and adhere to ethical standards. At the time of the experiment, all three were sixth-grade elementary school students, and their real names have been withheld to ensure their anonymity. Additionally, their English proficiency levels are categorized as high, medium, and low, respectively.

The A expressed that the activities helped him connect new information with what he already knew, making it easier to understand and remember new concepts. He particularly appreciated tasks that involved translating and summarizing texts, as these activities reinforced his language skills and boosted his confidence in using English. He mentioned, “I liked how we linked new words to things I already knew. It made learning new vocabulary easier” and “Translating sentences from Korean to English helped me understand the grammar better”. The B found the mediation tasks helpful for improving his language comprehension, especially through peer interactions. He often relied on classmates to clarify difficult concepts and felt that working together made challenging tasks more manageable. He stated, “It was easier to learn when we worked in groups. My friends helped me understand difficult words” and “Using the translator was good because it showed me the English words I didn’t know”. The use of translation tools was particularly beneficial for bridging gaps in his understanding. The C struggled with the mediation tasks but acknowledged that they were beneficial for learning. He relied heavily on translation tools and peer support to complete assignments. Despite the challenges, Learner C felt that these activities gradually improved his language skills and helped him become more comfortable using English. He mentioned, “The tasks were hard, but my friends helped me a lot. I used the translator to understand” and “I think my English is getting better because I tried to speak more”.

The learner interviews highlight the varying levels of engagement and benefits experienced by learners with different proficiency levels. Notably, all learners, A, B, and C, unanimously mentioned that the use of translation tools greatly facilitated their learning process. Given this insight, further research is warranted to explore how translation tools can effectively serve as mediators among beginner learners. Emphasizing the use of tools like translation software can provide substantial support to learners.

5. Conclusion

This study aimed to analyze improvements in learners’ mediation awareness through functional-integrated lessons that incorporated both individual and group activities. Additionally, it examined how learners’ mediation competence aligns with the CEFR Basic user scale during these lessons. The findings confirm that functional-integrated lessons can significantly enhance learners’ mediation awareness, particularly in text-based tasks. Learners demonstrated an improved ability to interpret and relay written information, showing notable progress in Mediating a text, as defined by the CEFR Basic user descriptors.

In terms of mediation awareness, the results indicate that learners became more conscious of their role as mediators. Through engaging in translation, summarization, and collaborative tasks, learners gained a clearer understanding of their responsibilities in facilitating communication. This shift in awareness was particularly evident in how learners approached mediation activities with increased confidence and strategic thinking, highlighting that functional-integrated lessons can enhance mediation awareness beyond basic language skills.

Furthermore, the study found that learners’ mediation skills, particularly in Mediating a text, showed significant improvements, aligning with the CEFR Basic user scale. However, improvements in other areas such as Mediating concepts and Mediating communication were more moderate, indicating that while learners could manage basic mediation tasks, more complex mediation areas require additional support and tailored instruction. The findings suggest that structured mediation activities can help learners at the Basic user level meet the CEFR’s expectations for these domains, but further refinement in instruction is necessary to fully develop these competencies.

Additionally, learners provided positive feedback on the use of translation tools, noting how these tools helped them complete tasks more confidently and efficiently. However, the reliance on these tools, especially for higher-proficiency learners, revealed some limitations. While translation tools were helpful for lower-proficiency learners, they may have hindered more advanced cognitive processes needed for deeper text mediation and analysis. This suggests that balancing the use of translation tools with more cognitively engaging activities could optimize learners’ mediation development.

However, it is important to acknowledge the limitations of this study, particularly regarding the small sample size. As the study involved only a limited number of participants, the generalizability of the findings may be restricted. The small sample size also limits the statistical power of the study, which may affect the reliability of the observed improvements. Future research should aim to include a larger and more diverse group of learners to better assess the broader applicability of the results and to explore how different factors, such as learner proficiency, impact mediation awareness and competence.

In summary, the incorporation of functional-integrated lessons, in accordance with the CEFR Basic user scale, has the potential to

significantly enhance learners' mediation competence and awareness. It is imperative, however, to tailor mediation activities to accommodate varying proficiency levels and to facilitate deeper cognitive engagement in more intricate mediation tasks. Subsequent research endeavors should prioritize the refinement of these instructional methodologies and address constraints associated with sample size to optimize their efficacy across diverse mediation domains in EFL contexts.

Conflicts of Interest

The author declares that she has no conflicts of interest to this work.

Data Availability Statement

Data sharing is not applicable to this article as the data analyzed involves sensitive information regarding learners' speech and behaviors. To protect the privacy and confidentiality of the participants, the data cannot be shared publicly.

Author Contribution Statement

Jihye Jeon: Conceptualization, Methodology, Validation, Formal analysis, Investigation, Resources, Data curation, Writing – original draft, Writing – review & editing, Visualization, Supervision, Project administration.

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How to Cite: Jeon, J. (2026). Exploring Mediation Competence and Awareness in Elementary Learners: A CEFR Basic User Level Analysis. *International Journal of Changes in Education*, 3(1), 61–73. <https://doi.org/10.47852/bonviewIJCE42023884>

Appendix

Self-assessment questions based on the CEFR mediation scale

Self-assessment questions

1. Can translate written content about time and location into another language. (RSI)
 2. Can translate visual material on familiar topics such as weather and maps written in another language. (ED)
 3. Can summarize the main points of a text written on a familiar topic in another language. (PT)
 4. Can copy or list keywords, phrases, and texts in English. (PT)
 5. Can handwrite short texts, words, and phrases in English. (PT)
 6. Can briefly explain the main points of simple texts (e.g., notices, letters) in Korean or write them in English. (TWT)
 7. Can take brief notes in English on the content of a presentation on a familiar topic. (NT)
 8. Can express interest, likes, dislikes, and feelings about a work. (EPC)
 9. Can speak and briefly explain the theme and characters of a short and simple story on a familiar topic. (ACCT)
 10. Can ask for and understand others' opinions about collaborative work, and make suggestions. (FCIP)
 11. Can indicate understanding and ask if others understand. (FCIP)
 12. Can give simple explanations and occasionally ask questions to check if the listener understands. (CCM)
 13. Can express my ideas and ask about others' thoughts. (CCM)
 14. Can briefly explain how to proceed with activities necessary for the group. (MI)
 15. Can ask others what they think about the ideas presented. (ECT)
 16. Can use simple English words, symbols, and non-verbal signals to show interest in ideas. (ECT)
 17. Can request explanations, understand what is said clearly, and show a welcoming attitude and interest in intercultural exchange. (FPS)
 18. Can convey the general meaning of everyday speech according to basic cultural life in another language. (AI)
 19. Can recognize when people disagree or cannot come to a consensus. (FCD)
 20. Can ask simple questions to understand the relevance between what people know and new information. (LPK)
 21. Can repeat the main points of a simple message on a daily life topic for others to understand. (AL)
 22. Can recognize key sentences in short English texts about daily life and underline or highlight them. (ST)
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