

Charles University in Prague
Faculty of Education
Department of English Language and Literature

DIPLOMA THESIS

**CZECH-ENGLISH CROSS-LANGUAGE MEDIATION IN EFL
TEACHING AND LEARNING**

MEDIACE A JEJÍ APLIKACE VE VÝUCE ANGLICKÉHO JAZYKA

Bc. Stanislava Bartáková

Supervisor: PhDr. Bohuslav Dvořák

Study Programme: Teacher Training for Secondary Schools, Master's Studies

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I hereby declare that this diploma thesis is completely my own work and that no other sources were used in the preparation of the thesis than those listed on the works cited page.

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ANNOTATION

The aim of this thesis is to introduce the concept of cross-language mediation, which is well established in some countries abroad but is not widely used in the Czech environment, from various points of view. The work tries to show that cross-language mediation is an engaging, effective and interesting activity preparing the learners for real-life mediating situations employing both mother tongue and English. The work is enriching for its battery of mediation activities designed for the Czech context, mediation assessment criteria and a survey among Czech and foreign teachers summarizing their attitude towards mediation and its role in EFL lessons.

KEYWORDS: cross-language mediation, translation, mother tongue in EFL teaching

ANOTACE

Cílem této práce je z různých úhlů pohledů představit pojem mediace, což je concept dobře zavedený v některých zemích, avšak jeho využití v českém prostředí není tak časté. Tato práce se snaží ukázat mediaci jako poutavou, efektivní a zajímavou výukovou aktivitu, která připravuje žáky na reálné mediační situace, ve kterých se využívá jak mateřský, tak cizí jazyk – v tomto případě angličtina. Tato práce je přínosná pro soubor mediačních aktivit, které navrhuje pro český context, kritéria hodnocení těchto aktivit a dotazníkové šetření v rámci českých a zahraničních učitelů, jenž shrnuje jejich postoj vůči mediaci a její roli ve výuce anglického jazyka.

KLÍČOVÁ SLOVA: jazyková mediace, překlad, mateřský jazyk ve výuce AJ

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INTRODUCTION

This thesis focuses on a type of EFL activity called cross-language mediation that might represent a valuable enrichment of EFL lessons in Czech environment. People have been mediating since languages became part of human life. This type of activity is already well established and used as a part of curriculum in Germany or Greece, however it is not commonly used in the Czech Republic. To make it short, cross-language mediation is a kind of transformation of information between two different languages. Mediation is a term relatively close to translation which is often critically perceived by the modern language methodologies. This thesis disproves applicability of such criticism on mediation and points out the fact that translation and mediation are totally different terms and should not be interchanged.

The theoretical part of the thesis focuses on description of mediation in the language teaching context, its differentiation from translation and interpretation is a crucial part that highlights the fact these two concepts should not be confused. Furthermore, mediation use in EFL classroom is defined with regard to its usability, assessment, positive as well as negative effects. Finally, the role of mother tongue in EFL teaching and learning is discussed.

The practical part aims to support the hypothesis that mediation is an enriching, effective, interesting and engaging activity and there are no reasons why it should not be used in the Czech classrooms. The practical experiments and surveys also try to support the positive effects of mediation introduced in the theoretical part. The practical part is based on application of the theory in Czech EFL classrooms connected with a quantitative survey among the Czech and German teachers. To be specific, mediation worksheets are created according to the theoretical rules and applied in the classrooms. The author created a set of criteria for the assessment that is used to evaluate the learners' results. A questionnaire to evaluate the whole activity is answered by the learners.

Moreover, a questionnaire among Czech and German teachers is conducted to find out more about their perception of mediation. The Czech teachers are expected not to know much about mediation and therefore they will be introduced to the concept. The German teachers as experts on mediation are familiar with the notion and for that reason they are given more detailed questions.

The appendices of this thesis include all the created mediation worksheets, the assessment criteria, the questionnaires for all participants, the results of the reading-writing mediation activity performed by the learners and the open answers by Czech and German teachers.

THEORETICAL PART

1 MEDIATION

1.1 Origin of the term

Concerning etymology, the term mediation or mediator is derived from Latin *medius* meaning middle or *mediare* meaning to halve, to be in the middle or to intercede (W.-M.Roth). From the Christian theological point of view, Christ is considered to be a mediator since he interceded between God and human (Online Etymology Dictionary). The term mediation has been used in more contexts through the history. Dendrinios mentions the activity of mediation in the ancient civilisations as a practice of Phoenicians in their commercial transactions while negotiating during the selling and buying goods. Mediators in social institutions in Greece functioned as the go-betweeners bringing people together for marriage. It could have also been a mediator between two nations when advancing national interests. In Mediterranean world mediation meant a political act of diplomacy, whereas in Africa, Asia and South America mediators were old, religious, experienced people spreading their knowledge about social affairs necessary for life in a community (Dendrinios, Mediation in Communication 11-12).

Nowadays the importance of exchanging knowledge has increased thanks to all information media and Internet usage. And, knowledge needs to be mediated either through language or image in everyday life. Mediation is required and happens everywhere, in courtrooms, educational institutions, advertisement, mass media, churches, workplaces and other different private as well as public places. It has become an act of purposeful social practice focusing on negotiating meanings in interactions between two or more participants who cannot fully understand each other (Dendrinios, Mediation in Communication 11-12).

Another concept of mediation assumes the mediator to be an intermediary between two parties having a conflict for the purpose of bringing agreement and compromise. The mediator as a third external party enters the direct relationship to negotiate reconciliation between them in case

they are for any reason not able to do it themselves. (W.-M.Roth) This concept even when seeming to be similar to the cross-language mediation will not be investigated in this thesis.

1.2 Definition

Cross-language or interlingual mediation can be in the foreign language methodology understood as an act of exchanging meaning between two languages, codes or dialects using either spoken or written medium. This communication-facilitating process provides an exchange of information that is not accessible or understandable to one of the participating party. All language users are for their language knowledge interwoven with the cultural and social practices potential mediators (Dendrinos, Testing and teaching mediation). Common European Framework of Reference for Languages (hereinafter CEFR) defines the mediator as an intermediary between interlocutors who cannot make each other understood and are usually users of two different languages (Europe). Dendrinos also states that a mediator serves as a go-between participating in communication and therefore helping the two or more parties to both deliver and understand the message.

The necessity of mediation usually results from a communication breakdown or any type of communication gap between the participants, which can, for instance, be the lack of knowledge of the other person's language. The mediator negotiates the message whilst reconciling, settling and compromising the meanings (Dendrinos, Testing and teaching mediation).

1.3 Role of the mediator

The mediators as intermediaries between two parties become meaning-creators and interpreters for the two of them for their inability to understand each other. An interlingual mediator's role lays in making new meaning out of the articulated one while transforming it according to the new situational context so that it is understood by the receiver. Using spoken or written medium the mediator tries to recontextualize the initial information, which means to move the information from one context to another (Fairclough 51). The text parts relocated through recontextualisation are usually textually changed, which can mean they are simplified, condensed, elaborated or refocused. According to Linell, recontextualisation is explained as a dynamic transfer and transformation of an

information from one discourse or text to another. He further argues that recontextualisation includes “the extrication of some part from a text or discourse or from a genre of texts or discourses and the fitting of this part or aspect into another context, i.e., another text or discourse” (Linell 145). All this places demands on the mediator deciding how to move meanings from one text to another to make it compatible with the target text/language conventions (Linell).

Furthermore, the need to make information accessible to a person having different linguistic and cultural background leads often to a change of register, discourse or genre as it has different communication purpose than the original text (Dendrinou, Testing and teaching mediation). An example of a mediation task in a real-life situation that requires such a change is following. A Czech teenager hosts a British exchange student and they happen to see a scene from a political interview in Czech, however, there are no subtitles available in English so the Czech student decides to mediate. S/he has to summarize the main idea of the dialogue so that it is understandable for the English speaking person. S/he tries to explain the gist in limited time as they cannot pause the interview. The Czech speaker also needs to clarify the cultural specifics connected to the topic.

Having a closer look at the mediator’s function as a cultural intermediary, its high importance for our society needs to be highlighted. A cultural mediator’s role involves explaining the social meanings of particular cultural conventions and serves as an information gap filler about social issues and values. This task is typical for people who do not share the same cultural experiences. It means that we mediate because our communication partner lacks the required cultural awareness and the insight into the cultural reality. The mediator should have all this and is, therefore, able to share it with someone who is lacking it. (Dendrinou, Testing and teaching mediation).

Since the cultural experience is often interconnected with the language or it may sometimes be even conditioned by it, it becomes obvious that for the Czech speakers as the only users of Czech as the official language¹, the ability and willingness to mediate should be an essential skill in today’s multicultural society. As there are hundreds of languages in this world the need to mediate has probably always been part of human’s everyday life. However, in nowadays’ multicultural society the

¹ Except Slovakia, which is however irrelevant as the two languages are so similar that their language users can mostly understand each other using both languages without a mediator, dictionary or any other aids.

need of mediators might be increasing as people want to spread information about their distinctive cultural backgrounds, to be understood for their otherness as well as comprehend the uniqueness of the others. The Western trend of emphasizing multicultural education might be connected both with migration as well as with the immense increase of information technology devices enabling and reinforcing people to easily share or find anything they want to. This fact should be taken into consideration when trying to adjust English language teaching and learning to modern society needs since it accentuates the mediator's role.

Moreover, the mediation process requires linguistic competence in two languages, which specifically means using the linguistic knowledge, selecting from the range of potential meanings and deciding which of them to communicate. Consequently, an important role of the mediator is to move between the two languages when conveying information according to the communicative rules and experiences. Hence, mediation strategies influence the success or failure of the final product, i. e. the mediator can contribute to the success by combining information from different sources, such as their background knowledge of the topic; reorganising sentences or paragraphs; summarizing of the information into gist; reformulating and synthesising. The abovementioned strategies are of course in agreement with the mediation task which implies the ability to deal with the task requirements (Stathopoulou, Cross-Language Mediation). Furthermore, literacy, taken nowadays very often as a granted constituent of language knowledge, has to be mentioned as another condition of successful mediation.

Last but not least, cognitive as well as social skills need to be taken into consideration. Reading between the lines, combining prior knowledge and experience with new information, combining information from various sources, solving problems, making decisions and hypothesis or coming to conclusions are all cognitive skills that should not be underestimated considering mediation. On the other hand, recognition of the needs of the communication partner, ability to simplify the process of communication, effective negotiation of meaning and relevance to the situational context belong to the social skills equally significant as the cognitive skills (Dendrinos, Testing and teaching mediation).

From the above mentioned, it becomes obvious that being a good mediator is a demanding and especially complex activity involving many cognitive as well as affective processes. To sum it up, the following list suggests some of the most important **roles of a cross-language mediator**:

- meaning creator (the mediator creates new meanings when necessary for the receiver's comprehension)
- user of two different languages (for successful cross-language mediation at least basic knowledge of two different languages is essential)
- translator (the mediator needs to translate some of the parts of the meanings from the initial text)
- intermediary (the mediator's role is to be a go-between between two speakers and facilitate communication between them)
- interpreter (the mediator needs to interpret some of the parts of the meanings from the initial text)
- recontextualizer (it is expected from the mediator to explain the culture-specific context when it differs from the receiver's context)
- explainer (the mediator should be able to explain understandably all the information necessary for receiver's comprehension)
- summarizer (the mediator needs to summarize the initial text as it might be longer and more complex than the expected final text)
- selector (the mediator selects the information to be conveyed as not all information is relevant for the receiver)
- cultural intermediary (the mediator does not only mediate between two speakers, but also between two different cultures)
- decision maker (the mediator has to decide which information to select, when to add some extra information, how to transfer the individual meanings, how to structure the text, etc.)
- discourse/genre changer (the task of the mediator is often to change the genre of the initial text)
- meaning modifier (the mediator often needs to modify the meaning to make it understandable for the receiver and to suit the receiver's needs)
- communication gap reducer (in case there is a gap between two communication partners, which is true in case both speak a different language, the mediator reduces the communication gap via mediation)

1.4 Difference from translation and interpretation

From the above-described explanations of mediation result some of the main differences between mediation and translation. However, the terms translation and interpretation are often interchangeably used to explicate the term mediation to non-expert public as they seem to be the most closely related notions. Moreover, the definitions of mediation, translation and interpretation vary among the theorists this subchapter will try to present and compare some of the views on this differentiation.

1.4.1 Translation

Before the comparison can be performed, a brief definition of the terms translation and interpretation need to be indicated. Oxford dictionary explains translation as a “process of translating words or text from one language into another” (Translation). Jakobson distinguishes three types of translation – intralingual, interlingual and intersemiotic translation out of which the second one corresponds to the notion of translation that is relevant for this thesis. From his perspective, the interlingual translation corresponds to the term translation proper and could be defined as “an interpretation of verbal signs by means of another language.” He mentions no full equivalence between code-units or messages as not all word units can always be expressed correspondingly in another language from various reasons, such as lack of particular word items or real objects, a shift of meaning, its narrowing or broadening. All this leads to a transition of complete messages from one language to another instead of an exchange of isolated code units. Therefore, translation entails “two equivalent messages in two different codes.” (Jakobson 233)

1.4.2 Translation versus interpretation

English, as well as Czech language, distinguish between spoken and written rendering of meaning from one language to another. From the point of view that the beforehand discussed translation corresponds to the written act of transmitting meaning, interpretation is according to the Oxford dictionaries associated with the oral rendition of words among languages (Interpret). This is a commonly accepted definition supported by others such as Ramage, Medeiros, etc. However, interpretation should not be understood as a word-for-word translation of spoken messages since it would not be comprehensible for the target audience. Interpretation implies paraphrasing, contextualizing, rephrasing idioms and collocations and awareness of the cultural specifics. Therefore,

interpreters need to be good public speakers as their job is usually enacted during public meetings serving as a communication bridge between two parties unable to understand each other. The distinctive features between interpretation and translation do not lay only in the medium, though.

First of all, translation is not immediate, since it is fixed by the written medium and the translator can go through the text repeatedly, which makes translation significantly more time demanding. Interpretation, contrarily, takes place on the spot and cannot be retrieved. Secondly, various sources can be used as an aid when translating whereas interpreters can mostly rely only on their knowledge, as a result of which much greater emphasis is placed on translators' accuracy. On the other hand, translators are not expected to be communicatively fluent in the second language as they are endowed with enough time to sort their thoughts without any urgent pressure. Last but not least, the primary aim of translation and interpretation is unlike. Interpretation serves as a successful communication facilitating bridge at one specific moment, but the translation is meant as an initial connection with a broader audience (Ramage).

1.4.3 Translation and interpretation versus mediation

As already mentioned there are apparent nuances in terminology among theorists concerning the differentiation between mediation and translation/interpretation, which need to be discussed. To start with CEFR, they see mediation as an activity enabling communication between two individuals who for any reason cannot communicate directly. The mediator provides a reformulation of a source text for a third party, using either translation, interpretation, paraphrase, summary or record. This perspective suggests translation and interpretation as a means of mediation. CEFR further mentions the crucial difference from other theorists in their understanding of mediation. According to them, in mediating activities and strategies the mediators are not supposed to communicate their own meanings, but they merely play the role of an intermediary between two parties who do not understand each other. This means the mediators in CEFR's approach are neither concerned to change the meaning of the transformed text nor to add their opinion on the subject matter. Therefore, common mediation activities to communicate the meaning include oral interpretation and written translation. The translation process is represented by the following scheme:

writer (L1²) → text (L1) → mediator/user/translator → text (L2³) → reader (L2)

The mediator receives a text from the usually non-present writer in one language (L1) and creates an analogous text in another language (L2) to be read by a user of L2 at a distance.

interlocutor (L1) → discourse (L1) → mediator/user/interpreter → text (L2) → interlocutor (L2)

The mediator serves as a go-between in a face-to-face interaction between two interlocutors, both users of different languages (L1 and L2). The interpreter receives a text in one language (L1) and produces a parallel text in the second language (L2) (Europe 99).

Quite the contrary, the Greek scholar Dendrinos does not coincide with the CEFR's explanation labelling mediation as a hypernym to interpretation and translation. She sees a sharp distinction between mediation and translation as well as mediation and interpretation. The cross-language mediation in ESL classrooms as well as in real-life situations, as she defines it, corresponds to the CEFR's term informal interpretation in social and transactional situations. In her opinion, mediation, however, serves many other communication purposes and should not be limited to interpretation. It is undeniable that mediators may incline to certain techniques typical for translation and interpretation, but their task differs. The result of mediation, in Dendrinos' conception, is not a text corresponding to the original one in meaning and form as it characteristic for translation and interpretation. Translators' and interpreter's job is, as already mentioned, to fully respect the source text and the way it articulates the meanings. Mediators, the other way around, are privileged to produce a text of a totally different form and without any tight connection to the communicated meaning. The mediators have the right to decide which meanings to skip, to add their own experience and even to express their view on the subject matter. In real-life situations, they are furthermore responsible for the choice of the way, form, genre, and register of conveying the message. This might in the ESL classroom be restricted by the mediation task instruction. The decision on all factors influencing the outcome text should, however, be addressor and especially audience specific, whereas

² Language one – language of the producer

³ Language two – language of the receiver

translation and interpretation allegiance lies foremost with the source text (Dendrinou, Testing and teaching mediation).

Reimann further mentions an essential contrast between interpreter, whom he labels as an information exchange facilitating medium between two parties, and mediator being a communication partner directly taking part in the interaction (Reimann, Sprachmittlung 3-4).

1.5 Intralinguistic versus interlinguistic mediation

The so far discussed type of mediation can be categorised as so-called interlinguistic mediation as it relays meaning between two different languages. By contrast, intralinguistic mediation involves transferring of information within the same language. The following situation may function to exemplify that. A Czech student of law happens to join his/her layperson mother in civil litigation in court and is after the trial asked by her to explain to her what was said. Even though they had all used the same language, the mother is not able to fully understand the communicated information since she has no education in law and cannot comprehend the specific legal terms. The student becomes a mediator between two communication contexts within one language. The legal discourse may also tend to employ features of formal register given by the social distance of the communication partners, whereas the mediated content might be transmitted by an informal register of everyday language. The student's task is to select salient information, to summarize the provided meaning and if necessary to omit the detrimental message in order to calm the receiver. Intralinguistic mediation is therefore much more than converting direct speech to the reported one as it includes more than grammatical transformation (Dendrinou, Testing and teaching mediation).

Intralinguistic mediation tasks can according to Dendrinou be used in English as a foreign language (hereinafter EFL) classrooms as well. It, however, requires an advanced English language level as the mediation tasks consist of extracting information from one text in English and creating another text using the extracted information. All this anticipates rich linguistic knowledge, lexical repertoire of the intra-mediated language caused not merely by the genre and register change within one non-native language. These are logically not the presuppositions that can be assumed by lower-level English students. Therefore, intralinguistic mediation will not be reconnoitred in this thesis since students of a grammar school who have pre-intermediate and intermediate English level (A2 and B1) will be objects of research in this thesis.

2 MEDIATION IN EFL CLASSROOMS

The term mediation has already been explained above and this chapter will concentrate on its application in EFL classrooms, reasons for using mediation, its aims, task types, strategies and especially the actual teaching. Mediation as a classroom activity or means of assessment has been used since 2001 when it was introduced by CEFR for the first time. The CEFR (Europe 14) sees the ability to mediate as one of the essential aims of foreign language teaching and learning based on the fact that mediation activities hold an important position in the societies' everyday life. Mediation is quite often used in Germany (Reimann, Sprachmittlung 1), Austria, Switzerland, Romania and Greece (Stathopoulou, Cross-Language Mediation 64). The German school-leaving exam (Abitur) contains since 2012 mediation activities as so-called fifth language skill (KMK 12). Although many countries recognised mediation as a crucial skill in language learning, the usage of mediation in the Czech classrooms is rather limited or even absent as no resources mentioning its employment in the Czech Republic were to find.

Very often the term translation has to be used to expound laypeople as well as English teachers the concept of mediation. However, translation is no more part of the modern communicative language learning as it reminds many people of the criticized grammar-translation method that had been the prominent foreign language teaching method for many decades before the communicative language teaching became popular. The historical development of mother tongue employment in foreign language learning and its positive, as well as negative effects, will be minutely discussed in chapter 3.

2.1 Reasons for using mediation in EFL classrooms

Before thinking about how to use mediation in EFL classrooms, the question, why to use it, needs to be answered since no classroom activity should be applied without any purpose. Therefore, this subchapter is entirely crucial for this thesis as well as for all teachers intending to employ mediation activities in their EFL lessons. The reasons for supporting mediation use are logically its advantages at the same time.

First of all, the differentiation between ESL and EFL classrooms will be presented as their reasons for using mediation may vary significantly. English as a second language classroom (ESL) can

be found in countries where English is a dominant language and the students of the ESL classrooms are usually of different language backgrounds which means they do not share the same native language and culture. Furthermore, the ESL students have many opportunities to use English outside of the classroom. On the other hand, EFL classrooms belong to countries where the dominant language is not English, most of the students share one native language, cultural experiences and have limited chances to use English outside of the classroom (Brown). ESL students may appear to have an equal or even higher amount of opportunities in everyday communication than EFL students who experience these situations seemingly only when traveling abroad (Reimann, Sprachmittlung). However, this might not be fully true after considering conversation opportunities with tourists and other foreigners in EFL students' country and especially all the possibilities that modern technologies with the Internet being in the lead offer. All this makes it reasonable to use mediation in EFL as well as ESL classrooms.

One of the most obvious advantages of using mediation in EFL lessons is definitely the link to real-life context. EFL teachers may find it challenging to maintain the students motivated to learn a language that is not dominant in their country. Showing students a real-life communicative situation that everybody can identify with makes this task for its authenticity easier. Most of the students have probably travelled abroad, planned to study in a foreign country or met a person speaking a language different from their own. These factors could make the mediation activities though being performed only as role-plays attractive because the students can without effort see the connection to everyday life which motivates them. This is not always true for other EFL activities such as gap filling or matching exercises, where the use in real life may not be so evident for the students.

In view of the fact that the final product of mediation activities is either a spoken or written text – both productive language skills – it is expectable that mediation improves productive skills. Written mediation as a process-oriented writing activity makes the students concentrate more on the message and content as the goal is to transmit the information, which makes it more intrinsically motivating. Spoken mediation serves mostly as a transaction of information, therefore it could be classified as transactional or dialogical speaking activity for which negotiating nature is typical (Brown). All these categorizations are in agreement with real-life character. To reach an improvement of productive language skills, it is essential for the teachers to follow the preparatory stages leading to the end product of the productive activities. It is clear that students cannot be asked to write a letter of complaint when they have not been taught how to write it, therefore pre-teaching needs to be done as by most classroom activities. The teachers, for example, have to be aware of the fact that it is not possible to skip the controlled and guided writing stages before teaching the written mediation, which

obviously is a free writing activity. At the same time, the knowledge of the students' level, ability, needs and many other learning influencing factors is of immense importance.

Receptive language skills – reading and listening comprehension- are not neglected in mediation activities. The mother tongue may be used to provide the text for receptive skills which is not of such importance for EFL classrooms, but the whole mediation activity may be performed the other way around. To be specific, the initial text or recording is in English and the final product is a Czech writing or speech. This type of mediation might be used by lower-English-level students as they may not yet be in condition to produce a text in a foreign language. Receptive skills can from these reasons also be practised very effectively through mediation, nonetheless, this mediation type (initial English text – final Czech text) will not be subject of this thesis.

Another reason favouring mediation is its intercultural importance, which has already been indicated in chapter 1.3. When starting to learn English students should already be aware of the existence of other countries, cultures and their diversity. From the very beginning of language learning, the process should not be separated from the cultural specifics of the country where the language is spoken and restricted only to linguistic knowledge as they both are inseparable units influencing each other reciprocally (Kramer 325). These can be exemplified by the use of different politeness phrases, choice of the register according to the cultural conventions. Hallet also considers the transfer of information from one language to another as a common activity in everyday communication. Hence, he labels mediation as one of the essential pillars of multilingual methodology (Hallet 2). In contemporary globalised society multicultural competence became also a superior part of the national education curriculum in the Czech Republic (Výzkumný ústav pedagogický v Praze (VÚP)). Multicultural awareness and understanding of students' cultural identity can be reinforced in schools by using mediation activities, but also by participating in international projects, exchange programs, inviting foreign guests, organizing trips abroad etc. where mediation can take place in real situations.

What is more, interactional competence can be improved by mediation, too. Interactional, which can also be called social, competence allows the mediator to grasp the challenges and extraordinariness of social situations combined with understanding the relationship between the communication partners. Mediation situations require comprehension of the communication aims, individual interests and pre-knowledge of the communication partner followed by adequate reaction on them. Politeness principles connected to the social and interactional behaviour of particular language users need to be taken into consideration as well (Seidel).

To continue acclaiming mediation, language systems' improvement cannot be left unnoticed. Mediation leads to practicing grammar, vocabulary, pronunciation as well as discourse maybe even without students realizing it. Language systems are in the case of mediation means to transmit the contents which is again coincident with real-life situations, where the focus is placed on fluency and information exchange instead of accuracy.

Reimann mentions another indisputable profit mediation can bring when used in the EFL classrooms. The choice of mediation content – texts – can have an educational function for the students, which means that the teachers can directly influence not only the language learning, but they can also create ethical, social, multicultural or interpersonal values (Reimann, Sprachmittlung 212). Moreover, the informative density of the particular initial texts may fill the gaps of missing factual knowledge of the students that may otherwise endanger or even cease the communication fluency.

Furthermore, interference mistakes and errors caused by the influence of learners' mother tongue might be thanks to thoughtful preparatory activities prevented. If the students are aware of the negative influences of native language and undergo a systematic training before doing the actual mediation task, the interference problems might be avoided. There are not many better opportunities for introducing interference than before mediating since the mistakes occur immediately and can cause failure in the information exchange.

Last but one reason to use mediation described in this chapter concerns cognitive competencies that are developed when mediating. Based on facts; that the learners have to recognize the most important information, summarize, paraphrase, find the gist of the text, comprehend the attitude of the receiver, anticipate partner's reaction and many others; mediation can be claimed as a complex cognitively demanding activity. All these micro skills might be developed through purposeful training which mediation doubtless is.

Last but not least, teachers using mediation in their classrooms might feel challenged as mediation activities are completely new tasks for Czech EFL students, which means there are no materials available to teach mediation. At first, it could sound rather demotivating, but on the other hand, it might encourage the teachers to be creative when designing their own handouts. It can avoid their boredom caused by the use of similar routines, course books and activities in their lessons because during mediation tasks they always need to keep up to date when creating the worksheets as they need to be updated to motivate the students as well.

Following list summarizes the main reasons speaking in favour of mediation use:

- real-life context
- motivating effect
- improving productive language skills
- improving receptive language skills
- improving intercultural competence
- improving interactional skills
- improving language systems
- preventing interference
- educational character because of the choice of content
- cognitive competencies development
- challenge for teachers

2.2 Negative aspects of mediation

Many of the advantages may become disadvantages when not performed correctly. Interference mistakes and errors, for instance, may be intensified when not explained and practised thoughtfully. The challenging character of mediation activities creation may at the same time be discouraging because it requires certain research connected with discomfort by trying out something new. This goes hand in hand with the little experience with mediation the Czech teachers' community has. Introducing something that has not been explored yet, has no evident proof of its usefulness and is simultaneously preparation demanding as well as time-consuming, can logically be considered exacting which may lead to rejection without giving it a try.

Additionally, quite a problematic feature can seem to be the fact that mediation cannot be performed by beginners and low-level EFL students for the sake of its linguistic complexity. The mediation tasks involve demanding fluency focused activities and require therefore preparation and at least minimal experience with the target language.

Another factor affecting the acceptance of mediation negatively is the mother tongue employment in EFL lessons. Word-for-word translation activities overusing the native language are very sceptically associated with the criticized grammar-translation method preceding the nowadays

popular communicative language teaching. This method is no more the leading one in EFL learning as it is based on unauthentic contexts, prioritizing grammar over language skills and excessive use of mother tongue. However, this is not the case of mediation. Chapter 3 will further elaborate the views on using mother tongue in EFL lessons in detail.

The most relevant and defensible reason why to reject mediation is obviously the lack of clarity and unity concerning the assessment of mediation tasks. Critics of mediation may argue that there are no criteria how to evaluate the tasks, which is only partly true. German and Greek mediation tasks are included in school leaving exams (Dendrinios), (KMK) and, hence, they need to be corrected according to beforehand set criteria. They, however, confess that it is still a challenging job to assess mediation, which is at the same time a valid statement for all the productive language skills. This problematics of mediation task assessment and its suggested criteria will be discussed later on.

Despite the fact that there are various disadvantages handicapping the chances for mediation to be integrated into the EFL teaching and learning in the Czech Republic, none of them is of such power to disable mediation to become part of the modern language education curriculum.

2.3 Aims of mediation

Before presenting the objectives of mediation in the EFL classrooms, one important fact needs to be stated. Mediation should by no means be considered as the aim of EFL teaching and learning. Mediation is only a type of EFL and ESL activity that can lead to various language, communication, interactional, multicultural etc. improvements and can also be used in order to control the successful achievement of learning aims (Königs 315). Mediation should not, therefore, be practised to the prejudice of other language skills and systems.

The main goal of mediation is with no doubt the exchange of information between two communication partners who are due to the lack of language knowledge not able to communicate directly. The aim itself sounds simple, but the process of achieving it is contrarily rather demanding. Dendrinios presents a list suggesting the process of a mediation activity that can be considered as subgoals of mediation leading to the final aim – facilitating interaction between two persons.

- 1) “Developing an understanding of the problem, the information gap, etc., by resorting to one’s socio-cultural knowledge and experiences.

- 2) Considering the interlocutors' needs and determining in advance what type of intervention is required.
- 3) Listening to or reading the source text with the purpose of locating the pieces of information, or the message which must be relayed.
- 4) Deciding what to relay from the L1 text into the L2, decisions which are not only content-related but also language-related.
- 5) Drawing upon the gist of the source text to frame the new text and/or recalling bits of information.
- 6) Planning the organization of the output.
- 7) Entering a meaning-making process as the target text is being articulated.
- 8) Negotiating meaning with the (real or imagined) interlocutor.”
(Dendrinos, Testing and teaching mediation).

The advantages of mediation mentioned in chapter 4.1 could be believed as mediation aims, too. At this point, it is, nevertheless, necessary to remark that all mediation tasks employed in EFL classrooms should correspond with the overall aims of language teaching, the learning aims required by the national curriculum and the aims the teachers have set for the school year/term/period.

2.4 Requirements for successful mediation

As mediation is a very complex activity, it is expectable that the learners doing mediation activities have already learned various skills to be able to fulfil mediation tasks successfully. German Provincial Institute for School and Media (Landesinstitut für Schule und Medien), that presented the methodological grounds of mediation in Germany, created a list of prerequisites learners should be equipped with to successfully solve the mediation tasks.

Concerning the reading strategies, learners should be endowed with an ability to choose the reading speed, style (global, detailed) according to the task, text type and reading intention. They are expected to use pictures, headlines and the structure of the text to deduce information before the actual reading. Distinguishing the essential from the superfluous facts is another of the requirements connected with finding the keywords.

Writing strategies the learners should have consist of an ability to reduce complex structures into gist, to structure the information in bullet points, to use paraphrases, synonyms, antonyms, descriptions, to transform direct into indirect speech. Another useful skill might appear to be the appropriate and correct use of a dictionary (preferably monolingual).

Application of the following working techniques might make the mediation tasks easier for the learners. Firstly, they should be able to structure the working process according to the goals. Written texts marking strategies may help the learners with structuring of the new text and with finding the most relevant information. It is recommendable to teach the students to avoid the bilingual dictionaries and rather learn how to paraphrase, explain various pieces of vocabulary as it is more alike to authentic situations. The omission of bilingual dictionaries may result in an ability to cope with phases of incomprehension of authentic texts and dealing with these situations like opportunities to guess the meanings from the context (Landesinstitut für Schule und Medien 4-5). This can, however, be valid for mediation tasks whose initial text is written/spoken in the foreign language and the final text in the mother tongue.

Spoken mediation tasks further require appropriate use of non-verbal communication (gestures, touch, distance, facial expressions, eye contact) and active listening supported by the use of checks and confirmations (Howell). Intercultural, cognitive and interactional competencies do also come into play, they have already been mentioned in chapter 2.1.

2.5 Teaching through mediation

The mediation activity itself is not only demanding for the learners, but for the teachers as well. Preparing a succesful mediation activity is, of course, time-consuming and exacting since the task needs to be meaningful, relevant and appropriate for the students. At the same time, it should follow some necessary methodological procedures. This chapter concentrates on the theoretical aspects of mediation teaching, nevertheless, as it is and should be based on the practical use of mediation in the EFL classrooms, creation and application of various worksheets etc. the practical part of this thesis will provide the teachers a tool how to use mediation in the classrooms.

2.5.1 Implementation of mediation

Mediation would be for most of the learners a totally new concept that necessitates a well-thought-out introduction. In this case, introduction serves firstly as a motivation factor and secondly as a preparatory stage. No EFL activity can be integrated into the learning process without being thoroughly explained. Inductive presentation starting with an exemplification of mediation situations is suggested as it raises the learners' curiosity and makes them more engaged in learning more about mediation. After presenting the learners few real-life mediation situations, they should be asked to

come up with other examples. The choice of example situations is of immense importance and is a crucial element of learners' motivation, it should, therefore, be chosen according to learners' interest, real-life connection and advantageously entertaining character. At this point, students may be aware of the fact that mediation is not the same as translation. This is a great moment for the teacher to present some basic facts about mediation and translation, as well as differences between them. After that, some exercises on distinguishing between mediation and translation can be performed (see handout 0). Towards the end of this stage, mediation principles should be summarized and the difference from translation emphasized once again.

2.5.2 Pre-mediation activities

Kolb suggests pre-mediation activities serving lexical, semantical as well as strategical preparation for the mediation task itself. The pre-teaching may include activities helping explain semantic relations, such as using synonyms, antonyms, hyperonyms, co-hyponyms, general words, word formation etc. Further, structures for paraphrasing and explaining various meanings need to be practiced, such as relative clauses, reported speech, exemplifications and so on (Kolb 75). Mind-maps, picture descriptions, inventing headlines for texts, answering questions, vocabulary matching activities or dozens of other pre-teaching tasks could function as pre-teaching together with motivating factor. Various examples of pre-mediation tasks are presented in the practical part and in the appendices.

2.5.3 Mediation tasks

To make clear what a task actually is, a definition from Bachman will be cited: "task is regarded as 'an activity that involves individuals in using language for the purpose of achieving a particular goal or objective in a particular situation'" (Bachman 458). Mediation tasks are such tasks that require the learners to relay contents from one language to another for a specific purpose. Creating a mediation task needs to respect the situation, addressee as well as the cultural specifics to become a successful mediation activity without being an end in itself. A task such as - summarize the following text in English – would not be a mediation task but decontextualized activity with no specific purpose.

Reimann (Reimann, Sprachmittlung 6) distinguishes nine types of mediation activities. The following table presents the categories that were adopted by other German authors to describe mediation activities.

	operation	initial text	target text
1	summary	Written	written
2	summary	Written	spoken
3	summary	Spoken	written
4	summary	Spoken	spoken
5	paraphrase	Written	written
6	paraphrase	Written	spoken
7	paraphrase	Spoken	written
8	paraphrase	Spoken	spoken
9	informal interpretation	Spoken	spoken

Table 1: Mediation task types according to Reimann

To make mediation task meaningful, many factors should be taken into account. Pfeiffer enumerates ten criteria of a good mediation task. According to him, they should:

- be orientated towards learners' interest
- fit the required language level
- be clear about the action-oriented situation
- refer to the addressee's needs
- be clear about the task
- have intercultural content
- be meaningfully inserted into the lesson
- avoid any lexical aids
- have transparent evaluation criteria
- lead to genre change if necessary (Pfeiffer 52)

The author thus simplified the typology to be a basis for this thesis. Mediation represents for an EFL classroom a very complex activity consisting of both receptive (reading and listening comprehension) and productive (writing, speaking) language skills. That suggest two types of mediation tasks to be distinguished – spoken and written. When combined, there happen to be four types of mediation tasks that will be essential for this thesis. The following typology shows the four categories of mediation since the author is convinced mediation can involve much more than summary, paraphrase or informal interpretation. The first categorization gives the teachers more freedom and opportunity for improvisation with the texts which can lead to more learner-oriented tasks when the teacher takes all the knowledge about the students into consideration when creating the mediation worksheets.

1. written – written (reading – writing)

The initial text is of written medium (might be Czech or English), authenticity being its crucial characteristics. Therefore, newspaper or magazine articles, recipes, menus, manuals, literary texts, Internet websites, reviews etc. represent a great source of possible initial mediation texts. The task is in this case to transform the original text written in one language into another text written in the second language. The form of the final text may and should be determined by the task instruction.

2. written – spoken (reading – speaking)

This mediation task type starts identically as the first type – with a written medium. It does not necessarily have to be a text written in sentences or paragraphs, but charts, tables, graphics, menus, lists and similar text forms can be used as starting mediation sources. The learner's task as a mediator is to convert the original written text from one language into another language, the target one being of a spoken character intended to be listened by a person understanding only the second language.

3. spoken – written (listening – writing)

Initial input for the third mediation type is a spoken text received by the learners as a listening comprehension activity. The students are asked to use the text they have heard in the first language as a basis for creating a new text written in the second language. As sources for the initial texts may serve various recordings such as interviews, commercials, spots, news, speeches, songs, phone calls, documentaries, film trailers, etc.

4. spoken – spoken (listening – speaking)

The last type of mediation activity is based on a spoken medium. The students change a text they have listened to in the first language into a speech in the second language. The initial materials can be the same as by the previous activity in case the author of the original text is distant. A subtype of this category would, of course, be real communication consisting of minimally three people, the first one being a speaker of English only, the second being the mediator capable of using and understanding both languages and the third one being a user of Czech language only. This situation resembles, therefore, a simplified informal interpretation and is sometimes categorized as a separate mediation type (Reimann, Sprachmittlung 6).

From the above-mentioned typology, it can be drawn that the initial skill to be used is always receptive whereas the end product is always a productive skill. It, however, needs to be emphasized that the first and second language are interchangeable in the activities, Czech can be initial language when English is the second language, or the other way around – English as starting language and Czech as final language. This thesis focuses on Czech being the input language and English being the output language of the productive activities.

2.5.4 Post-mediation activities

Kolb suggests post-mediation activities to briefly reflect various mediation task solutions created by different groups of students, connected with feedback being given on the particular lexical, grammatical or pragmatic features used in these solutions. These post-mediation reflective phases may follow immediately after the mediation task and aim to the assessment of mediation tasks. A discussion about the products of mediation task among the learners may take place as well, which can lead to an explanation of the difficulties with the lexical, grammatical or pragmatical issues. Another post-mediation activity may include a creation of lists of with correct and incorrect lexical or grammatical solutions. This evaluation phase should enable the learners to assess the various solutions, their content equivalence and adequacy, and search for the reasons for such assessment. A dictionary may be helpful when trying to improve the final product of mediation during the post-mediation task. Another activity that can be performed after the mediation task is a comparison of the mediation solutions created by the learners with texts by native speakers. The learners should be made aware of the fact that some solutions are from the linguistic, contentwise and pragmatically better

than other solutions, but at the same time, there are often more equally good mediation possibilities (Kolb 82).

2.6 Mediation tasks assessment criteria

The previous chapter mentions mediation task requirements by Pfeiffer. As the task instruction should closely relate to the assessment criteria, Pfeiffer's research results concerning the meaningful criteria a task has to contain to be considered a mediation task will now be emphasized. The mediation task should lead the students to take the role of an intermediary, to transform the sense of word meaningfully, to respect the situation and to take account of the recipient (Pfeiffer 51). It needs to be highlighted that the principal features of cross-language mediation are that the initial and final texts do not express the same meanings and that the mediator, contrarily to the professional interpreters and translators, participates actively in the interaction. Valid mediation tasks have to respect these aspects in the task instruction and therefore also in the diagnosis and evaluation of the learners' performances (Howell).

To make the mediation assessment as objective as possible various catalogues of criteria and descriptors were designed. Since mediation tasks are part of the official school leaving exam in Germany, the criteria is mostly set by the national and provincial institutions and focus mainly on the first mediation type (reading – writing) (Kolb). The criteria suggested in Germany may be of use in the Czech classrooms as well.

Bohle claims the most important criterion of mediation task assessment to be the **fulfilment of communicative aim**, which means the appropriate choice of information and its understandable as well as complete transformation (Bohle 96). To apply the translation terminology, the presupposition for success in mediation, translation and interpretation is not equivalence but adequacy (Howell). In Bohle's framework, half of the score learners can receive from the spoken mediation activity is awarded for conveying information prescribed by the task (Bohle).

Other aspects to be considered when evaluating cross-language mediation performances should, according to Bohle, be **interactional and expressive ability**. Interactional skills might be represented by the ability to react, non-verbal communication, request for repetition, paraphrasing and other circumlocutionary strategies. Appropriateness towards the addressee(s) and the situation belong to the expressive ability categorized by Bohle (Bohle 96). Gregorzewski further adds an extra category for the **culture-specific lexis** and the students' ability to deal with the difficulties caused by

it, such as explaining the vocabulary (Bohle 142-143). Last but not least, teachers should also consider the **linguistic mistakes and errors** going hand-in-hand with their frequency (Howell).

Reimann distinguishes levels of adequacy in order to differentiate fully, partially and non-competent mediation task performances (Reimann). Together with Gregorzewski (Bohle 142-143) they mostly overlap in suggesting the following assessment criteria:

- linguistic and cultural comprehensive performance (relaying the central content and intention of the source text)
- intercultural performance (ability to explain culturally specific differences)
- interactional ability (speed of reaction, non-verbal communication, circumlocutions, corrections, etc.)
- linguistic performance – expressive ability
- cognitive performance – selection, structuring of the information, adding supplementary information

3 THE ROLE OF MOTHER TONGUE IN EFL TEACHING

The role of mother tongue in EFL teaching and learning has always been a subject of discussions for methodologist and foreign language teachers. The attitude varies from absolute rejection of mother tongue, tolerance of native language to an emphasis of mother tongue advantages in EFL lessons. Probably ever since the problem existed nobody has been able to agree whether the mother tongue should be used or avoided in EFL classrooms. The trend of the last decades emphasizes the elimination of students' mother tongue (hereinafter L1) and is perhaps influenced by the communicative learning teaching supporting the rejection of L1 in foreign language lessons. The use of L1 comes into question especially in EFL lessons where L1 of all the students and the teacher is the same.

As the use of L1 has been connected rather with skepticism in the last decades and modern language teachers try to avoid its use in the classrooms, Atkinson articulates some of the reasons for L1 this neglect (Atkinson).

- Many people associate L1 use with the grammar-translation method, which was critically refused for its decontextualized contents and inefficiency, without realizing they are not expected to use the L1 in many non-authentic and non-real-life contexts as sometimes suggested by the grammar-translation method.
- The popularity of native speaker teachers who are trained in monolingual contexts and therefore fixed to techniques of teaching suitable for multilingual classroom environments - ESL classrooms.
- The influence of Krashen's theories considering learning as invaluable in comparison with the acquisition that is natural for human beings. The target language should be according to Krashen used as the medium of instruction without using L1.
- The truism English can be learnt and thought exclusively through speaking English, which he considers axiomatic and suggests a reasonable involvement of L1, especially by lower-level students.

The teachers of EFL classrooms have to face the decision whether to use the mother tongue, how often, in which situations, for what purposes etc. Atkinson formulates some advantages L1 can have when used effectively. Firstly, translation techniques form a great part of the preferred foreign language learning strategies by many students at different places in the world. This fact should not be undervalued. He further criticizes the assumption among teachers that learner's are not in the position

to decide what means effective learning for them, this has always been the role of the teacher. This statement from 1987 is, however, no longer fully true as nowadays many learners get a chance to choose an effective learning strategy suitable for their needs. The mother tongue also serves the learners to communicate what they really want to, this might be useful in the lower-level classrooms. Furthermore, the effectivity of using mother tongue may sometimes be higher as it is less time-consuming and there might in some cases be no other chance to communicate comprehensibly in the L2.

The mother tongue has countless possible utilizations in the EFL lessons. L1 may be used when eliciting the learners pre-knowledge as it is often less time consuming than using various visual aids. The teacher can check the learners' understanding and clarify anything that was not comprehended in the second language. Mother tongue further proves useful when developing the ability to distinguish the structural, semantic or pragmatic nuances between the two languages. L1 may sometimes be useful when giving instruction, despite the fact instruction explanation is considered a real communication. Especially early level students may profit from a particular activity, which is however difficult to set up and fails on instructing the learners. In these cases, it would be more valuable for the learners to be given the instruction in their native language. Furthermore, the communication between learners is predominantly in L1 most of the school day and the lower-level students might consider it difficult to communicate only in English. When failing to understand the teachers' presentation or instruction, a peer explanation in L1 might be much more effective than the teachers' attempts to present inductively or using various aids to explain the problematics (Atkinson).

Although the above-mentioned advantages and reasons for meaningful use of mother tongue, many teachers may consider switching from L2 into L1 as a failure and share the opinion that when using L1 in an L2 lesson, the foreign language will never be acquired properly. Fenclová, however, contends a mental blockade that can be caused by intentional ignorance of the learners' mother tongue based on a research by Castelotti (Fenclová 3).

On the other hand, the biggest disadvantage of the L1 in EFL classrooms is its overuse. Using the mother tongue is more convenient but it should by no means become a routine. In case it happens, learners cannot understand anything without a translation into L1, they become lazy and tend to use the mother tongue even when L2 is required. Additionally, interference mistakes and errors caused by the influence of the mother tongue may be a result of mother tongue overuse (Atkinson).

To conclude, Atkinson suggests finding a balance between the use of L1 and L2 to benefit from students' own mother tongue, which may however not always be easy for the teachers.

PRACTICAL PART

The theoretical part describing the main principles of cross-language mediation may lead the EFL teachers to question its effectiveness, usability and practical implementation in the EFL lessons. That is the reason why the following practical part's aim is to elaborate on the theoretical background with regard to the Czech cultural context. To be more specific, the practical part of this thesis applies the theory in a real EFL classroom setting, besides other things, through designing own Czech-English mediation worksheets, employing them in English lessons and questioning Czech and German EFL teachers. The central intention of the practical part is, therefore, to confirm the notion that cross-language mediation is an effective, meaningful and useful activity preparing students for real-life communicative situations. Furthermore, it aims to prove how the reasons for using mediation listed in the theoretical part correspond with reality, more precisely, students' perception of the effects of mediation after fulfilling various mediation tasks, Czech EFL teachers' critical opinion and last but not least German EFL teachers' experience and recommendation, as they can be considered expert at mediation use in EFL classrooms since mediation is part of their national curriculum.

Corpus analysis and questionnaire survey are the research methods this thesis is based on. Learners' work served as the corpus for the analysis evaluating successful mediation task fulfilment. The questionnaire survey, whereas, functioned as a means of collecting opinions, experiences and other necessary facts. Some parts of the practical investigation are a quantitative research as the number of respondents is high, other parts are qualitative. To put it in numbers, in total 105 persons participated in various parts of the practical research, out of whom there were 33 EFL learners, 48 Czech EFL teachers and 24 German EFL teachers. The students fulfilled altogether at least 62 tasks on 19 handouts and filled in 47 evaluation sheets during 2 weeks.

4 MEDIATION APPLICATION IN CZECH EFL CLASSROOMS

This chapter can be considered as one of the most crucial parts of this thesis as it describes the actual mediation application in EFL classrooms. To describe the structure of this chapter, it copies the chronological procedure of the research, first of all, nineteen mediation worksheets representing all four mediation task types are described, then assessment criteria is produced, further the handouts are applied in the classrooms, assessed according to the criteria, analysed by the teacher and finally the all the activities are evaluated by the students. The intention of this chapter is to give a detailed description of the procedure of the mediation application in EFL classrooms. Further it aims to assess the mediation solutions produced by the learners based on created criteria. Last but not least, the evaluation of the mediation activities provided by the learners is analysed as an important motivational factor.

4.1 Designing the worksheets

The first part being described is the practical use of mediation in EFL classrooms. For this reason, nineteen mediation worksheets were created according to the mediation task requirements defined in the theoretical part. All worksheets are chronologically numbered according to the date they were created, which is however of no importance for the analysis, it serves especially for easier distinction of the particular worksheets. All the handouts that were created for this thesis are to find in the appendices.

Worksheet called Mediation Zero introduces mediation as a task type, to be specific, the definition of mediation, differentiation from translation and subtasks connected to mediation are presented in an inductive way as students try to find the mediation rules after reading examples of real-life mediation situations. The aim of the handout is to introduce the activity, motivate the students and let them find out the differences between mediation and translation. The handout was designed to lead students to discuss the issue with other students and the teacher, whose feedback is obligatory for the correct understanding of mediation. Furthermore, the handout should be used only before the first mediation activity in a classroom that has never heard of mediation before. When the students get to know the basic principles of mediation, it is no more necessary. However, students' attention should be constantly drawn to follow the mediation strategies thorough all mediation activities.

Pre-mediation activity is of high importance as it should prepare the students for the mediation activity, it means it serves as a lead-in task. The pre-mediation task should lexically, strategically, grammatically or culturally make the students ready for the mediation task. The preparatory activity must respect the students' knowledge and language level. Useful types of activities may be matching exercises, paraphrasing, describing pictures, preparing mind maps concentrating on the topics, finding synonyms, explanatory exercises, guessing games and many others since pre-mediation activities are similar to other pre-teaching activities. The pre-mediation worksheets use various task types so that the students, as well as teachers, do not consider them monotonous.

The creation of the mediation worksheets tries to take students' interest and language level into consideration. All worksheets describe the mediation situation and the task students are expected to fulfil. The tasks containing initial text to be read include of course the text and part of the writing-oriented tasks is one page with lines for the text written by the students. The particular mediation tasks are described in chapter 4.3 more thoroughly. All the worksheets can be divided into four categories with regard to the activity type: reading-writing, reading-speaking, listening-writing, listening-speaking.

4.2 Characteristics of the respondents and experiment procedure

The learners participating in the mediation activities are students attending an upper-secondary school called Gymnázium U Libenskeho Zamku in Prague. Approximately 350 students divided into 12 classes attend this four-year grammar school. The author of this thesis works as a resident teacher at that institution and asked her classes to participate in this research. The respondents although belonging to different classes formed quite a homogenous sample since they are all Czech native speakers, nobody has ever spent more than one month in an English speaking environment, their age is between 16 to 18 years, their English level hovers between A2 and B1, they all learn English at school using the coursebook *New English File* (pre-intermediate or intermediate) and the length of learning English ranges between 8 and 12 years.

The task was performed by three EFL students' classes. To make the distinction clear, the groups are labelled with letters A, B, C with following characteristics evincing only minor exceptions:

Group A: 12 learners, A2 level, 16 years

Group B: 15 learners, A2-B1 level, 17 years

Group C: 8 learners, B1 level, 18 years

The classroom mediation experiment lasted two weeks. The individual tasks were practised during 45-minute-lessons and few 90-minute-lessons. The procedure involved introductory tasks, pre-mediation tasks, mediation tasks and evaluative questionnaire. The teacher served during the mediation tasks as a motivator, prompter and she monitored the activity procedure. The process of individual activities varied and thus it is described in particular subchapters concentrating on the specific activity type.

4.3 Assessment criteria

The assessment criteria for informal classroom mediation activities are designed via combination Reimann's, Bohle's, Gregorzewski's set of criteria (see chapter 2.6). Two tables of assessment criteria are presented – one for the written and one for the spoken mediation activities. They vary just slightly caused by medium-specific characteristics. Some features of assessment criteria table are adapted from the Czech centre for school-leaving exams' assessment called CERMAT (CERMAT), as they present a set of assessment criteria for written as well as spoken performances. Another factor to be taken into consideration when creating the assessment criteria are the results of a questionnaire among German EFL teachers who are experienced with mediation activities and their assessment. The results speak clearly for including the criteria of communicative aim achievement, fulfilment of the task instruction, transformation of culture-specific lexis and grammar correctness.

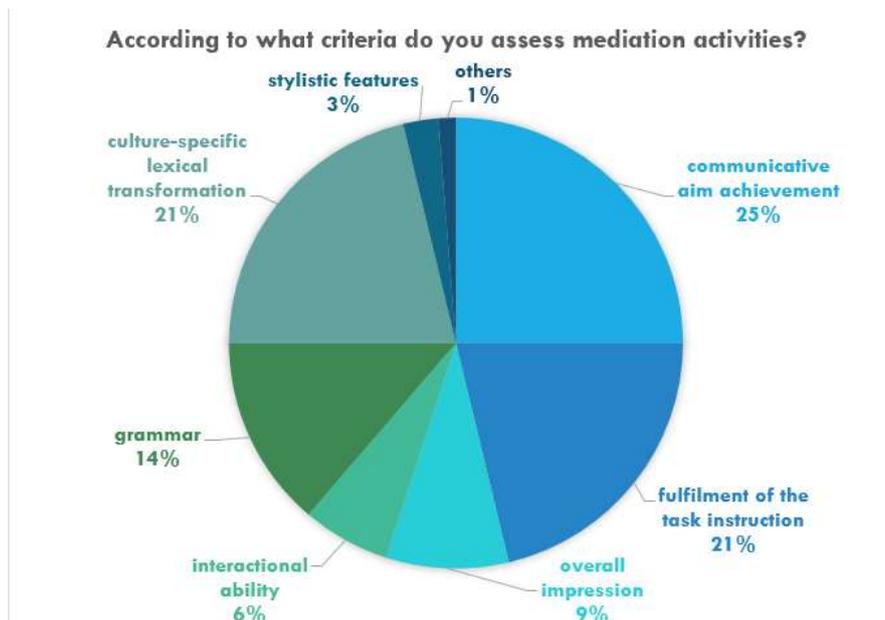


Figure 1: Assessment criteria by German teachers

The full mediation assessment criteria table created for this thesis and for teachers who decide to employ mediation activities in their EFL lessons can be found in appendices. It distinguishes four main categories – fulfilment of the communicative aim, fulfilment of the task, intercultural performance and linguistic ability which are according to the author the five most important categories to be measured during mediation tasks. Each of the four categories may be evaluated on a scale from zero to five, five being the best performance in each category. The learners can, therefore, reach the maximum of 20 points for the whole mediation task. The table contains descriptors for the maximal (5 points) and minimal (0 points) possible amount of points to be achieved. It is recommended to follow the subsequent formal criteria, especially by the written mediation.

Writing assessment criteria:

- 1) **fulfilment of communicative aim** and **expressive and cognitive ability** (appropriate choice of information and its understandable as well as complete transformation, relaying the central content and intention of the source text, appropriateness towards the addressee(s) and the situation, selection, structuring of the information, adding supplementary information when necessary)
- 2) **fulfilment of the task** (formal and stylistic requirements of the task, cohesion, length of the text, conveying information prescribed by the task)

- 3) **intercultural performance** (ability to explain culturally specific differences, culture-specific lexis, explaining the vocabulary, ...)
- 4) **linguistic ability** (morphosyntactical and lexical mistakes and errors and their frequency, punctuation)

The criteria for spoken mediation are similar, they do not, however, have to be followed so strictly, as spoken mediation should be more or less spontaneous, usually performed in pairs in the EFL lesson, and therefore, the teacher is not able to monitor all the learners at the same time. Learners should be motivated to fulfil the speaking mediation task, while assessment sometimes functions counterproductively. It does not mean the teacher should not provide feedback, it may, though, be done in less strict and more informal way than when assessing the written tasks. Following list suggest the relevant criteria for speaking mediation assessment in case a teacher decides for any reason to evaluate the activity formally. This list is also elaborated in a table situated in the appendices and is structurally similar to the writing assessment criteria. The only difference between the assessment criteria is an addition of interactional ability criterion which is a defining feature of spoken performances. This extra category causes 5 extra points in the final evaluation, which means 25 points in total for this task.

Speaking assessment criteria:

- 1) **fulfilment of communicative aim** and **expressive and cognitive ability** (appropriate choice of information and its understandable as well as complete transformation, relaying the central content and intention of the source text, appropriateness towards the addressee(s) and the situation, selection, structuring of the information, adding supplementary information when necessary)
- 2) **fulfilment of the task** (formal and stylistic requirements of the task, cohesion, length of the text, conveying information prescribed by the task)
- 3) **intercultural performance** (ability to explain culturally specific differences, culture-specific lexis, explaining the vocabulary, paraphrasing, ...)
- 4) **linguistic ability** (morphosyntactical and lexical mistakes and errors and their frequency, punctuation)
- 5) **Interactional ability** (ability to react, non-verbal communication, request for repetition, paraphrasing and other circumlocutionary strategies, speed of reaction, non-verbal communication, circumlocutions, corrections, etc.)

The various mediation activities presented in this thesis will work with these criteria.

4.4 Mediation tasks

The author-teacher designed a set of 19 mediation tasks according to the theoretical foundations mentioned above and using various sources from Germany as examples (Hamburger Institut für berufliche Bildung), (Bohle), (Senatverwaltung für Bildung, Jugend und Sport), firstly because it is a country including mediation activities in EFL national curriculum and second reason is the author's language proficiency in German, which is necessary for understanding and imitating the mediation tasks when transforming them into the Czech context. Greece as another European country employing mediation could have also provided a rich source of mediation activities' types, it was however not in the author's capabilities to translate as well as transfer them into the Czech context. Following sections introduce in random order the individual mediation task types that were performed by the students.

4.4.1 Type 1: reading – writing

This activity type consists of two written texts, the initial one meant to be read and the final one meant to be produced by the learners. In two out of three classes it was the first mediation task type performed and was therefore integrated directly after mediation as an EFL activity had been presented. Seven handouts of this type are created, concretely handouts number 1, 2, 3, 4, 9, 10 and 11. The topics of these handouts are chosen with regard to the Czech culture specific background and to form a numerous variety for the learners to choose from. The task instruction reflects the students' knowledge and the fact it is the first mediation task they come across. Therefore, the text types the learners have to produce are especially informal e-mails as students are familiar with them. Other text types are short articles or comments. A summary of particular handouts, their topics and instruction follows.

Handout 1:

Topic	Initial text(s)	Final text	English level	Amount of words
Czech filmography	reviews	Informal e-mail	A2-B1	150

Table 2: Handout 1 - Overview

Situation:

Your English speaking friend John asked you to recommend him a good Czech film that reflects the Czech mentality in a funny way. You have decided to write about the film *Pelíšky* directed by Jan Hřebejk. You have found many reviews on the Internet and made a decision to use different perspectives for your recommendation.

Instruction:

Write an informal e-mail to your English speaking friend John where you consider the following questions:

- Why have you chosen this film?
- What do people **like** about the film?
- What do people **dislike** about the film?
- What is your personal opinion about the film?

Topic	Initial text(s)	Final text	English level	Amount of words
Czech politics	article	Informal e-mail	A2-B1	150

Table 3: Handout 2 - Overview

Handout 2:**Situation:**

It is February 2018 and your English speaking friend asked you about the presidential election in our country. He has read an article on BBC, but he wanted to see a perspective of a young Czech student. You have decided to write him a summary of president's winning speech after the election.

Instruction:

Write an informal e-mail to your friend where you:

- introduce the situation
- summarize the winning speech of our president
- write your opinion on the election

Handout 3:

Topic	Initial text(s)	Final text	English level	Amount of words
Czech traditions	article	article	A2-B1	150

Table 4: Handout 3 - Overview

Situation:

You are making a trip to the United Kingdom with your school next month and you were asked to prepare short articles describing the Czech culture for your host school magazine. Your teacher told you to write an article on Czech traditions and you decided to write about Easter and May 1st.

Instruction:

Write an article mentioning the following points:

- What traditions have you chosen and why
- Summary of the Easter tradition
- Summary of celebrating May 1st
- Your opinion

Handout 4:

Topic	Initial text(s)	Final text	English level	Amount of words
Czech cuisine	article	informal e-mail	A2-B1	150

Table 5: Handout 4 - Overview

Situation:

Your English speaking friend Jane wants to come to the Czech Republic to visit you. She asked you about the traditional Czech food. You have decided to write her an email to inform her of our cuisine.

Instruction:

Write an informal e-mail to Jane where you:

- Introduce the topic
- Write about the traditional Czech cuisine (dishes and drinks)
- Recommend her what to try once she is here
- Describe your favourite dish

Handout 9:

Topic	Initial text(s)	Final text	English level	Amount of words
Czech sportsmen and sportswomen	article	informal e-mail	A2	100

Table 6: Handout 9 - Overview

Situation:

Your English speaking friend Jimmy is interested in sports. He asked you to write him some information about the **most famous Czech sportsmen and sportswomen**. You found an Internet article with six famous athletes from the Czech Republic.

Instruction:

Write an **informal e-mail** to your English speaking friend Jimmy where you discuss the following points:

- Greet your friend and say that you are happy that he is interested in Czech sportsmen and sportswomen
- Introduce the topic (sport in our country, what athletes will be described)
- Describe three out of the six athletes that you think are the best and say why
- Say goodbye

Handout 10:

Topic	Initial text(s)	Final text	English level	Amount of words
Prague	article	informal e-mail	A2	100

Table 7: Handout 10 - Overview

Situation:

Your English speaking friend Sue is visiting you in Prague next week. She asked you about the plan. She would like to know what to visit, where to go and what monuments and places of interest to see. You decided to write to her about the most important places to go in Prague.

Instruction:

Write an **informal e-mail** to your English speaking friend Sue where you cover the following points:

- Greet your friend and say that you are happy that she is coming to Prague next month
- Say some basic facts about Prague
- Recommend her few places she should see when she comes to Prague
- Say goodbye

Handout 11:

Topic	Initial text(s)	Final text	English level	Amount of words
Karel Gott	report	comment	A2	100

Table 8: Handout 11 - Overview

Situation:

You found an English website concentrating on famous singers from different countries. Each singer has there a short introduction of his/her life, a list of famous songs and photos. All website visitors can write comments about the singer. You saw a profile of Karel Gott and read the comments. Somebody has written following comment:

**I have heard that Karel Gott had a concert this week. It is unbelievable and respectable at his age!! I was wondering how it was? Has anybody been there or heard anything about the concert? Thanks!
Nancy**

You have decided to reply. You haven't been there, but your friend told you it was amazing. You found a report from the concert on the Internet and decided to use it for your answer.

Instruction:

Write a short comment where you:

- greet Nancy, introduce yourself and say that you are happy that she is interested in Czech pop music
- describe the concert according to the article that you have read
- give your opinion about the singer

Obviously, the last three handouts – 9, 10 and 11 are designed for lower level learners (group A), hence they lead the learners to submit shorter written text and include more formal text type requirements in the instruction to remind learners of basic rules of the individual text types.

This activity type took in average 60 minutes – 15 minutes lasted the introduction of mediation (handout zero) plus the pre-mediation activity, 40 minutes the individual task and 5 minutes lasted the final evaluative questionnaire. That means it was performed in the 90-minute lessons or in one group the task was divided into two 45-minute lessons for organisation reasons. Altogether 26 students submitted the task. In group B consisting of 14 learners (one student was absent that day) students chose from handouts 1-4 according to the topic that interested them the most. The author-teacher, however, did not print out sufficient amount of extra worksheets and the students who were choosing later had to take the remaining handouts that may have in some cases not matched their interests. This fact was critically mentioned in the evaluation, accepted by the teacher and avoided in group B and by performing other mediation activities.

The final assessment proceeds from the assessment criteria set by this thesis, which means the written texts are evaluated according to their fulfilment of the communicative aim, fulfilment of the task, intercultural performance and linguistic ability. The texts are marked with S1-S26 according to the handout numbers. Maximal possible amount of points for each category is 5, in total 20 points can be reached for the whole task. All the students achieved 50 or more percent, meaning 10 or more points. The following table shows the results of the assessment of this activity.

	handout	communicative aim	Fulfilment of the task	intercultural performance	linguistic ability	total	Percentage
S1	1	3	4	3	1	11	55%
S2	1	4	4	2	3	13	65%
S3	1	4	5	3	4	16	80%
S4	1	3	5	2	4	14	70%
S5	2	4	5	4	5	18	90%
S6	2	4	5	4	4	17	85%
S7	3	5	3	4	5	17	85%
S8	3	3	4	4	3	14	70%
S9	3	3	1	4	3	11	55%
S10	3	4	2	4	3	13	65%
S11	4	1	3	5	3	12	60%
S12	4	5	5	5	5	20	100%
S13	4	5	4	4	4	17	85%
S14	4	2	4	3	1	10	50%
S15	9	5	4	5	3	17	85%

S16	9	3	5	4	2	14	70%
S17	9	4	5	4	4	17	85%
S18	9	2	4	4	3	13	65%
S19	10	5	5	4	4	18	90%
S20	10	4	5	5	5	19	95%
S21	10	3	2	4	3	12	60%
S22	10	5	4	4	4	17	85%
S23	11	4	4	3	4	15	75%
S24	11	5	4	4	4	17	85%
S25	11	4	4	3	4	15	75%
S26	11	4	3	4	3	14	70%
average		3,8	4,0	3,8	3,5	15,04	75%

Figure 2: Assessment of the reading-writing activity

The average number of points for the communicative aim fulfilment is 3,8, 88% of the students were able to choose the information appropriately, understandably and add supplementary information when necessary. 12% of them based the texts only on the supplementary information not included in the initial text, which is negatively evaluated. 88% of them communicated the central content and intention of the source text and the same amount of them was able to find the gist, except those who only used their knowledge or experience instead of the initial text. Two texts were not appropriate towards the addressee as they transmitted information requiring further explanation without clarifying it.

The category fulfilment of the task is the most successful category for its average 4 points. Most of the students are probably used from ordinary lessons to follow the instruction and therefore it was not such a big problem for them during mediation tasks. One third of the students forgot, however, to mention one or more points prescribed by the task, 10 students (38%) wrote longer texts than required and 3 students (12%) forgot particular features of the stylistic requirements of the task – such as headline by articles, greeting by emails etc. 4 students (15%) provided a disbalanced elaboration of individual topics e.g. they wrote only one short sentence about disadvantages and a long paragraph about advantages. All in all, they were quite successful in fulfilling the task instruction.

Concerning intercultural performance, the learners received on average 3,8 points. They were mostly able to meaningfully and comprehensibly present the culture-specific lexis. The majority of students (90%) did not translate word-for-word, but they rather used the Czech term and provided an explanation of what it means. Half of them used information based on their personal experience to make the text more understandable for a foreigner. Due to the fact the texts are relatively short, no detailed explanations were given by the learners. 10% of the students, however, forgot, did not want

to or were not able to clarify the cultural differences and only used word-for-word translations, e.g. song names or quotes from movies.

Linguistic ability was with average 3,5 points the student's weakest performance. One-quarter students' morphosyntactical and lexical mistakes and errors prevented the understanding of the text. Other linguistic discrepancies were not comprehension-disabling but inadequately frequent.

To sum up the assessment, firstly it needs to be highlighted that the assessment criteria worked well, the author-teacher printed out the criteria, consulted them when correcting the texts and they were clear, objective and universal. Secondly, the students were mostly successful in the mediation tasks, their average success rate is 75%, probably because the task was clear for them, the texts to be written were relatively short and the text types to be produced were known and often practised before. The table with individual results is to find in the appendices.

This assessment is, however, not able to show how mediation improves grammatical and lexical abilities of the learners as it is firstly not the only aim of mediation activities, secondly, it is not measurable after the first application of mediation in the classroom and thirdly, it is not even measurable after a longer employment of mediation in the lessons since the mediation activities are meant to be used occasionally as an activity leading to general language improvement depending on the particular task, in this case improvement of writing skills, improvement of intercultural awareness, improvement of cognitive processes (selecting information, structuring, finding gist).

The final part of the task constitutes the evaluation by learners. The aim of the evaluation is to find out how this mediation task is perceived by the learners, if they find the activities useful, motivating, meaningful etc. This result is essential for the motivational phase of the learners during further mediation activities. In fact, not only the teachers although equipped with the methodology should be the only ones influencing the learning contents, methods and classroom activities. To teach the learners responsibility for their own learning, they should be given a chance to express their opinion procedures happening in the classroom. For this purpose, two sets of questionnaires were created. The first one serving to find out about learner's experience with mediation connected to questions concentrating on the particular mediation activity they had performed, whereas the second one omitted the general questions about mediation as the answers would be the same. The results analysing learner's experience with mediation are presented towards the end of chapter 4.

Following analysis focuses on mediation type 1 (reading – writing) evaluation by the learners. It has to be stated that the results were predominantly positive, meaning the learners considered the activity as interesting, useful or they described it with other words supporting the mediation use in the classrooms. 4 questions are answered with numbers 1-5 evaluating the activity similarly as school marks, 1 being the best, most positive answer, 5 being the worst, most negative answer. Altogether, 21 students participated in this questionnaire survey.

One of the questions specified the characteristics of the reading-writing mediation activity by assigning it various adjectives. Students were told to choose as many adjectives to describe the performed mediation task as they wanted to as long as they were relevant for them. The answers are relatively balanced, except the adjective *interesting* being in the lead (85%). Many students considered the activity *useful* (47%), *long* (38%), *funny* (43%) or *easy* (33%), which are principally positive characteristics. This is a fact supporting the claim mediation is an engaging and interesting task to be used in EFL classrooms. The amount of answers saying the activity was *difficult* or *easy* is relatively balanced, which implies the tasks' level was appropriate.

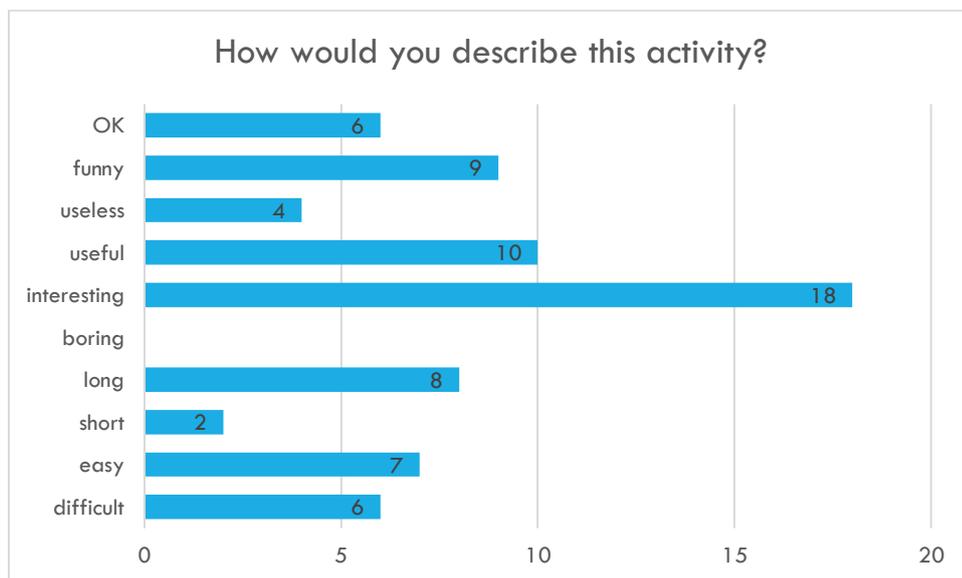


Figure 3: Students' evaluation - Type 1: adjectives describing the activity

Another investigated areas are the advantages and positive effects of this mediation activity. Students again chose one or more options from a list of positive effects of mediation presented below. The majority of learners mostly sees the advantages of mediation in learning grammar (62%) and vocabulary (62%) (both belonging to language systems) in real-life contexts. 42% of students consider

improvement in translating as other positive effect of mediation tasks, which is however not its primary aim and should be reduced, especially in the form of word-for-word translation. This answer is at the same time understandable since this was for the students the first time they did a cross-language mediation activity in an EFL lesson and the tendency to translate might be during the first confrontation with mediation higher. Even German teachers whose learners are experienced in mediation tasks warned before word-for-word translation as a possible obstacle when performing mediation tasks.

To add more positive effects the learners appreciate, improvement of writing skills (38%), general improvement (48%) and learning something new (42%) have to be mentioned. The author expected the students to label real life context of mediation tasks as one of the most important positive effects as it is one of the characteristic features of mediation, which for any reason did not happen. The author is convinced that this result is caused by the situation of the task instruction, the students might not have been able to identify themselves with the contexts specified by the task, they may for instance not have any English speaking friend they could write to in their real life. This result is thus contradictory to results of the subsequent question if they find mediation activities useful for real life and therefore it is questionable, whether the students accidentally skipped the option, ignored it or just considered other options more relevant than this one.

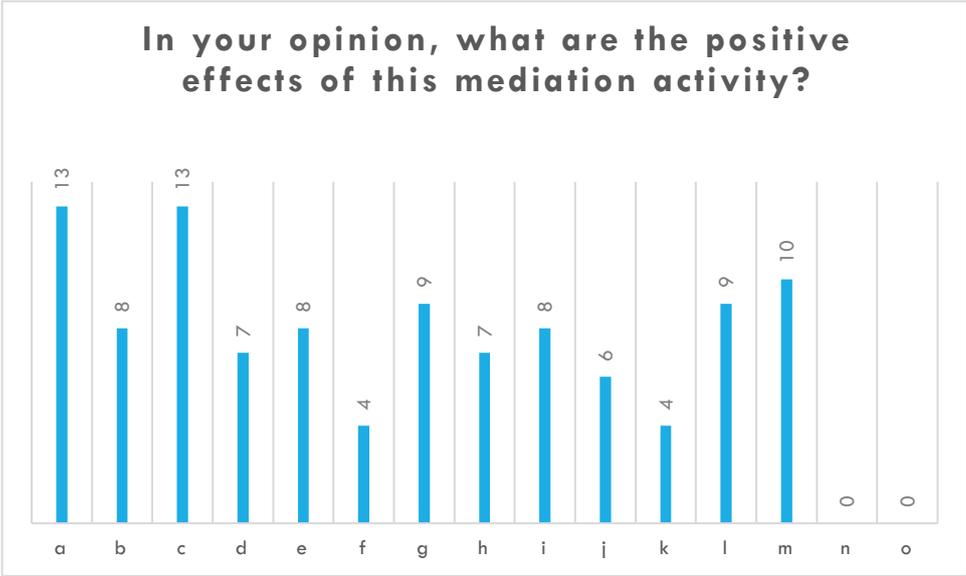


Figure 4: Students' evaluation – Type 1: Positive effects of mediation

- a. learning how to use grammar in real situations
- b. finding the most important information of a text
- c. learning vocabulary
- d. summarizing
- e. improving writing skills
- f. seeing Czech culture in a multicultural context
- g. improvement in translating
- h. sharing Czech culture with foreigners
- i. real life context
- j. using different perspective (explaining the common things to somebody with different cultural background)
- k. reading comprehension of my own language
- l. learning something new
- m. English language improvement in general
- n. doing a meaningful task
- o. others

As above indicated, students were asked about the usefulness of this mediation activity for real life. Their opinion supports evidently the hypothesis describing mediation as an ability and activity useful for real-life. Out of 5 possible answers (corresponding to school marks 1-5), answer 1 and 2 were in majority, to be specific they took 71%.



Figure 5: Students' evaluation - Type 1: usefulness for real-life

Mark 2 was by almost half of the students assigned to the final overall evaluation of the activity and together with mark 1, they represented almost three-quarters of the evaluation, which is another reason supporting the use of cross-language mediation in EFL classroom.

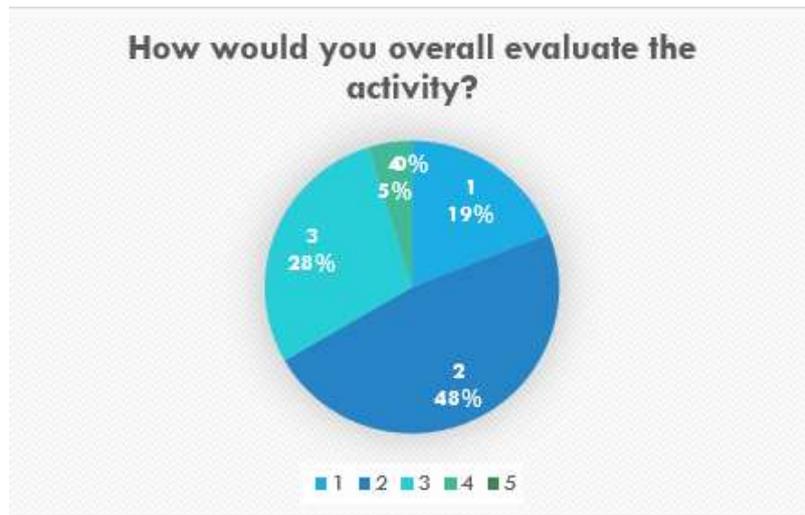


Figure 6: Students' evaluation - Type 1: Overall evaluation of the activity

4.4.2 Type 2: listening – writing

This second mediation task type is based on a spoken text meant to be listened (in context of this thesis a text in Czech) and a written text meant to be produced by the learner (in English). The source text might be either direct, such as the individual teacher, one of the students, a guest in the EFL lesson, another teacher teaching different subject⁴, or indirect, for instance, videos, recordings, films, trailers, audio books, songs, commercials etc.

The activity was performed in a smaller group of eight students (group C), two handouts (handout 12 and 13) were created for the students to choose from. The two handouts were prepared for students of intermediate level (B1) or higher which is reflected in the task instruction, topic selection, final text requirements and difficulty of multicultural transfer (especially handout 13 working with the character of Jara Cimrman).

The procedure was similar to the previous activity type, firstly, mediation as an activity type was introduced, secondly students decided for one of the two handouts, surprisingly, all students

⁴ This option creates a great opportunity for CLIL (content and language integrated learning) lessons as the first teacher may provide the learners with various contents in the Czech language and the students mediate the contents in English. To make it also culturally specific, Czech literature, geography, economics, culture, history might be some of the areas to be mediated.

decided for handout 12 as they were not familiar with the character of Jara Cimrman. Next, pre-mediation activity to pre-teach as well as activate the vocabulary and motivate the learners took place. After this, students were given the handouts to read the situational context, instruction and get ready for the task. Subsequently, a video was played and the learners were encouraged to take notes during the listening in order to be able to mediate. Individual writing activity followed.

Next lines present the individual listening-writing tasks.

Handout 12

Topic	Initial text(s)	Final text	English level	Amount of words
Waste separation	song/spot	article	B1	150

Table 9: Handout 12 - Overview

Situation:

A British youth blog asked the readers about a spot/commercial they had seen recently that influenced them in a positive way. They decided to give a prize to those three authors who will write the best texts. You have recently heard a song about waste separation and plastic bottles' production. You really liked the idea of the spot and its aim to inform young people about the problematics. You have decided to take part in the writing competition.

Task:

Write a short article about the song you have heard where you:

- Introduce the song
- Concentrate on the main aim of the song, ecological point of view, its target audience
- Describe how effectively you think such a song can work
- Write your opinion about the song

Write approximately 150 words.

Handout 13

Topic	Initial text(s)	Final text	English level	Amount of words
Jara Cimrman	Part of a theatre play	email	B1 -B2	150

Table 10: Handout 13 - Overview

Situation:

Your friend Peter from the UK told you they speak about the Czech Republic in the Geography and Civics classes and he has to write a seminar paper on a famous Czech person. He asked you to recommend somebody to him. After some thinking, you have decided to introduce him Jara Cimrman as he is a typical Czech personality, though fictional. You sent him a video link with a part of the play *České nebe* that has English subtitles. He, however, replied that he can't understand what should be so funny about it and how it represents the Czech identity. Write an email where you explain it.

Task:

In your email you should:

- greet your friend
- write why you chose to present him Cimrman
- try to explain the video, the falsifications of Hanka and Linda, the joke connected to Cimrman that the video contains
- give some more details about Cimrman

Write approximately 150 words.

When assessed according to the created set of criteria, all the students were successful. As the level of students was higher than by the previous writing tasks, their ability to fulfil the communicative aim seems to be higher. All of them appropriately chose the information from the song and made it understandable. When considering the fulfilment of the task, their performance was a bit lower, as they forgot to respect the text type, 90% of them did not write an article headline, they omitted some of the required parts and one quarter of the texts was shorter than it should have been. The

intercultural performance was for them not the most important part and therefore sometimes culture-specific information was absent. Linguistically, they performed relatively well with a minimum of comprehension-disabling mistakes and errors, but often the grammatical structures were not appropriate the B1 language level the students should have.

As for the evaluation by the students, no figures are provided since only 8 learners participated in this activity type and the information value can therefore not be generalised. To sum it up, students mostly enjoyed the activity, the average mark is 2,21 which is similar to the evaluation of the previous activity type. Learners reflected the activity as interesting and long at the same time, which might be caused by different expectations of classroom activities towards the end of the school year. 80% of the students saw the usefulness for real life, average mark assigned to this question is 1,84. More than half of the learners consider improving productive skills, learning vocabulary in real contexts and summarizing as positive effects of mediation. All these findings support the hypothesis of this thesis, that mediation is a meaningful, interesting and effective EFL activity.

4.4.3 Type 3: reading – speaking

The third type of mediation activities is grounded in a written initial text intended to be read and a spoken text produced by the learners. The initial text can be either in form of an article, report, message, etc. or it might be represented by a figure, table, list, picture and other less textually dense materials. In correspondence to this, four mediation tasks are created – tasks 5-8.

These tasks were performed in all three groups (A-C) during one 45-minute lesson. The procedure started with elicitation of what mediation is, an introduction of individual topics of the activities and dividing students into pairs. The pre-mediation activities were done in the pairs depending on the topic the students had chosen. After pre-mediation tasks, the mediation task followed in a form of a role play. Each student was given a card with an explanation of the situation and the role– either mediator or English speaking person. Both speakers got a handout with the text in Czech that was the subject of the mediation and when being in form of a figure, menu or picture it served as a graphical aid for the mediator. At the end of the mediation task, the students representing the English speakers were told to give the mediators feedback on their performance. The task took the students 10 minutes on average, the teacher monitored them and when finished she offered them to chose another set of handouts to work with. The learners were told to exchange the roles when using

the new set of handouts so that the English speaking person who did not speak much during the first mediation activity would be the mediator instead in order to practise speaking as well.

An overview of the reading-speaking mediation activities ensues:

Handout 5:

Topic	Initial text(s)	Final text	English level
Czech cuisine	menu	dialogue	A2-B1

Table 11: Handout 5 - Overview

English speaking friend:

You are with your Czech friend in a Czech restaurant. Unfortunately, the menu is written in Czech only. You ask him/her to help you with understanding and to recommend you something tasty.

Mediator:

You are in a restaurant with your English speaking friend. He does not understand Czech and the menu is written in Czech. He/she asked you to explain him/her what the dishes are and to recommend him something tasty.

Handout 6:

Topic	Initial text(s)	Final text	English level
Czech system of education	figure	dialogue	A2-B1

Table 12: Handout 6 - Overview

English speaking friend:

You are with your Czech friend discussing school and education. You are interested in the Czech educational system. Ask him to explain it to you.

Mediator:

You are having a conversation with your English speaking friend. He does not understand Czech and is interested in the Czech educational system. Explain it to him using the figure.

Handout 7:

Topic	Initial text(s)	Final text	English level
Weekend in Prague	article	dialogue	A2-B1

Table 13: Handout 7 - Overview

English speaking friend:

You are visiting your Czech friend in Prague. You are thinking about the plans for the weekend. Your friend found a list of events happening this weekend. Ask him/her to present to you the events and agree on what to do at the weekend.

Mediator:

Your English speaking friend came to visit you in Prague. He/she wants to do something interesting at the weekend and you found a list with recommended events on the internet. Present him/her the events, discuss them and agree on your weekend plan.

Handout 8:

Topic	Initial text(s)	Final text	English level
Free time activities in the Czech Republic	figure	dialogue	A2-B1

Table 14: Handout 8 - Overview

English speaking person:

You are hosting a Czech student in your house. He/she has come for a student exchange program for one week to the UK. You are discussing free time activities and you would like to know what the Czech

people do in their free time. Ask the student to tell you the favourite activities of the Czech people and to tell you his/her favourite free time activities.

Mediator:

You are doing a student exchange program in the UK. Your host is very nice and talkative. You are discussing free time activities and he/she would like to know what the Czech people do in their free time. Tell him/her with help of the graphic what the favourite activities of the Czech people are and mention your favourite activities as well.

The activity although monitored was not assessed according to the prepared criteria for various reasons. The teacher gave delayed feedback to some of the learners, as she was not able to observe all the students all the time, which is a typical feature of most EFL speaking activities in pairs. The peer-evaluation covered partly the assessment criteria. The learners did not agree with being recorded for further detailed assessment according to the criteria. Last but not least, the teacher did not want to demotivate the students by detailed assessment the first time they were performing this type of activity.

Fortunately, thanks to the fact that 30 students performed the reading-speaking activity and contributed with their evaluation, statistically significant results can be obtained. To start with the students' enjoyment of the mediation task, it seems very positive. Four-fifths find the activity enjoyable (marks 1, 2), none of them assigned the task mark worse than 3. The result is 20% better than while completing the reading-writing task, which might be, based on the teacher's experience, caused by students' general preference for speaking activities to writing tasks.

As for the description of the activity, students mostly agreed on the entertaining character of the task by labelling it as *funny* (66%), which is of significant difference from the first mediation type. The virtual second place was taken by the adjective *useful* (60%), which indicates either learners' raising awareness of mediation usefulness through doing more mediation activities or it might imply that learners see speaking activities as more useful than writing tasks. It can, however, be affected by their enjoyment, to be specific, students might consider more enjoyable activities as more useful in their life. Another dominant attributes consider this type of mediation activity as *interesting* and *easy*.

The set of prevailing adjectives forms a collection of positive reasons for using mediation tasks in EFL lessons.

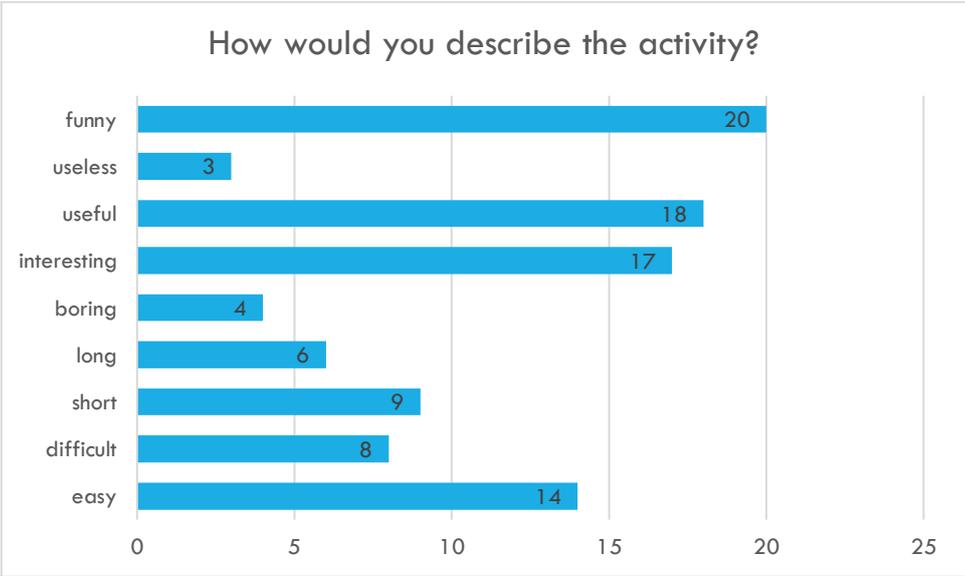


Figure 7: Students' evaluation - Type 3: Adjectives describing the activity

As already mentioned students found this activity more useful for real life than the first type of mediation tasks, to be specific, exactly half of the learners labelled the usefulness of the activity with the best mark meaning they consider it very useful. Together with mark 2 they form 80% of the evaluation, which is 9% more than by activity type 1. This result is very pleasing as it, among other things, shows that the handouts were created to attract the students' attention by providing real-life contexts.

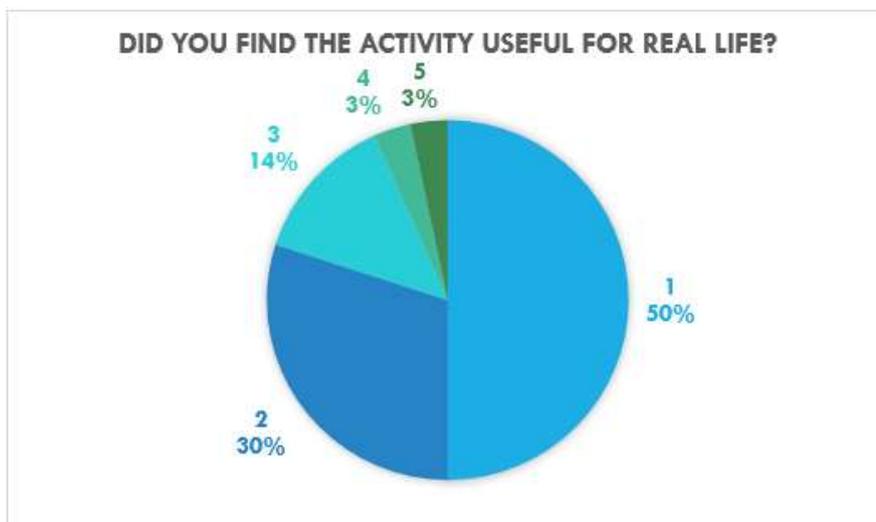


Figure 8: Students' evaluation - Type 3: Usefulness of the activity

To analyse the following questionnaire answers, a striking difference in the leading position compared to the activity type 1 needs to be highlighted. This time, sharing Czech culture with foreigners is according to the learners the prevailing advantage of mediation (70%). It can be caused by the visible role of the foreigner given by the instruction or by contents the learners might be more able to imagine sharing with foreign people. Learning grammar (63%), vocabulary (60%) and English improvement in general (56%), kept their similar position compared to the previous questionnaire. Real-life context had this time much higher significance (33%) probably from already mentioned reasons going hand in hand with its usefulness. The fact that these results support the positive effects of mediation introduced in the theoretical part does not have to be mentioned again as it is quite obvious.

- | | |
|---|--|
| a. learning how to use grammar in real situations | h. real-life context |
| b. finding the most important information of a text | i. using different perspective (explaining the common things to somebody with different cultural background) |
| c. learning vocabulary | j. reading comprehension of my own language |
| d. summarizing | k. learning something new |
| e. seeing Czech culture in a multicultural context | l. English language improvement in general |
| f. improvement in translating | m. doing a meaningful task |
| g. sharing Czech culture with foreigners | n. others |

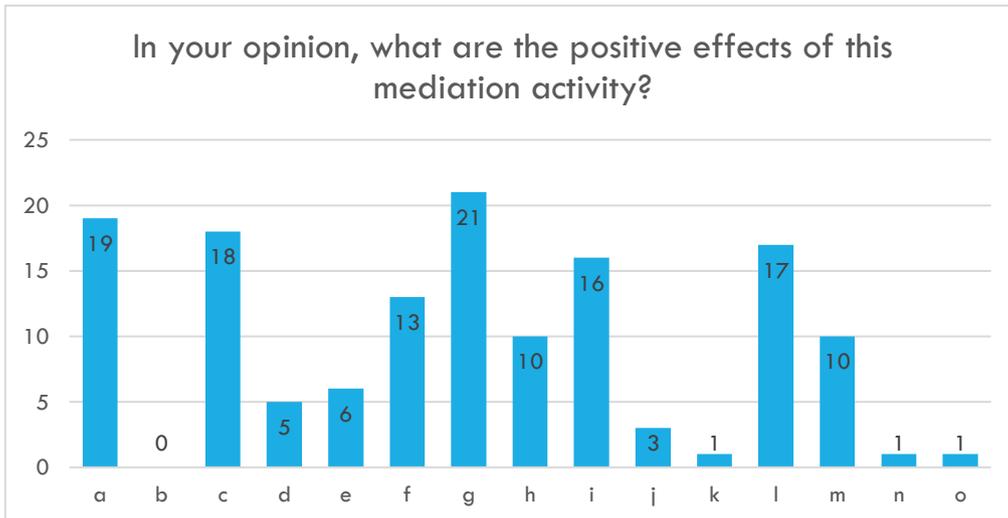


Figure 9: Students' evaluation - Type 3: Positive effects of mediation

The learners considerably substantiate by the last question that the activity is engaging, entertaining, useful, meaningful, motivating or whatever reason leads them to evaluate it so excessively positively. The fact whether the students profit linguistically from this task cannot be proved, which was however not the aim of the question, but at the same time the learners' positive perception of the task, its usefulness and feeling it can help them learn something, plays an important role in the motivational phase and should be taken into consideration by the teachers.

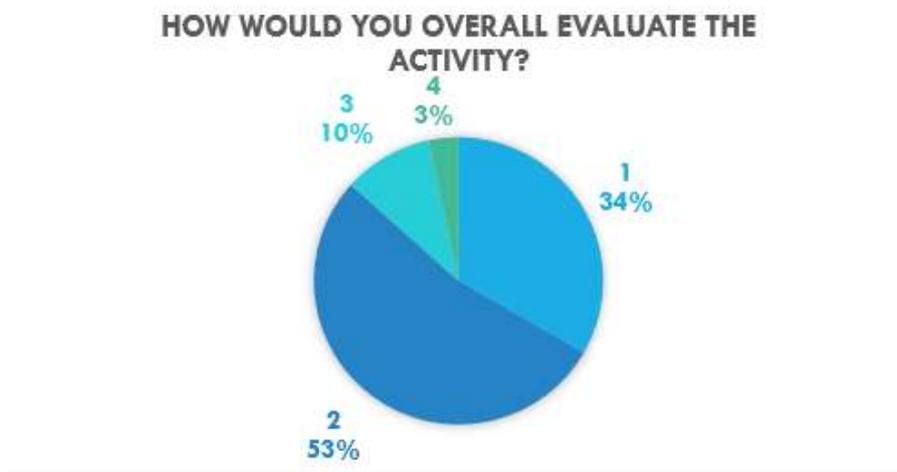


Figure 10: Students' evaluation - Type 3: Overall evaluation

4.4.4 Type 4 listening – speaking

The last activity type can be performed between three speakers, one of them being the mediator either in a direct form, they are all at the same place and able to react immediately, or distant form, one or more of them being at a different place and communicating via phone, video or another means of communication. This task type is based on a text meant to be listened to and another text meant to be uttered orally.

For this purpose handouts 14-19 were prepared, the first one (handout 14) grounded in a video to be summarized in a monologue, which corresponds with the characteristics of a distant type of mediation task. The remaining 5 handouts were intentionally created for a real-life mediation role play meant to represent a Czech speaking person unable to understand English, a mediator and an English speaking person unable to understand Czech.

Handout 14

Topic	Initial text(s)	Final text	English level
Czech filmography	video (children's story)	monologue	A2-B1

Table 15: Handout 14 - Overview

Situation:

You are participating in an international school conference where students from different countries present interesting facts about their countries. The topic of this year's conference is called *children's stories*. You have decided to speak about Spejbl and Hurvinek because they are very funny and typical for our culture and you watched their stories when you were a child as well.

Task:

Prepare a short speech (monologue) for approximately 5 minutes where you:

- Briefly introduce the characters using the information below.
- Summarize the plot of one of the stories you have seen (Spejbl and Hurvinek went mushroom picking)
- say your opinion about Spejbl and Hurvinek

This handout was not tested in a classroom due to time reasons, but one of the Czech teachers in the teachers' questionnaire critically commented on the choice of the topic as uninteresting for teenage learners. The author accepts this remark and recommends this handout therefore for either young learners with appropriate language level or adults who might consider it entertaining and engaging.

To summarize the whole chapter, another figure needs to be shown. Before the cross-language mediation activities were implemented into the EFL lesson, only two students out of 33 had heard about mediation, one of them mentioning it in context of ghosts, which is absolutely irrelevant for the survey. After finishing the mediation activities, students were asked to think about other situations requiring mediation that happened in their lives outside of the classroom. The result is an obvious yes, to be exact 74% of students had already experienced a mediation situation outside of the classroom. They mentioned, for instance, explaining something during holidays abroad with their parents, meeting foreigners and giving instruction, exchange stays in the United Kingdom and speaking with the guest family about our country or explaining the menu to foreigners while working part-time in a restaurant. This very clear argument supports mediation usefulness for real life more than anything else and when students realize this fact, it might be a great source of motivation for them.

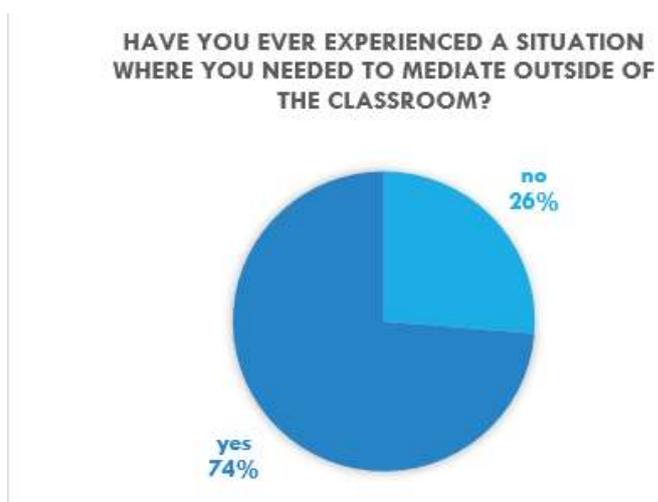


Figure 11: Students' evaluation - mediation situation outside of the classroom

Another fact worth mentioning concerns application of mediation in EFL classrooms. Although being proved as an engaging and useful activity for learners, it can in no sense become the prior activity

type to be practised in the lessons, the EFL lessons should provide a wider range of activities to suit diverse students' needs, lesson aims, teacher's abilities and many other variables.

5 PERCEPTION OF MEDIATION BY EFL TEACHERS

5.1 CZECH EFL TEACHERS

A new activity type cannot be implemented into the EFL education based only on learners' positive evaluation, EFL teachers as specialists in EFL teaching and learning need to express their experts' opinion as well. Therefore, a survey among Czech teachers of English was carried out, where they were asked to read a short text summarizing what mediation means accompanied with a set of mediation task examples and after the reading, they should have answered eleven questions concerning mediation. The survey proceeded from the assumption that the Czech EFL teachers have never heard of mediation as it is an unknown concept and hence the introductory text was provided.

5.1.1 Respondents and survey procedure

EFL teachers of upper-secondary grammar schools were chosen as respondents to be in correspondence with the participating learners who attend the same type of school. 603 email addresses were collected on websites of various public as well as private grammar schools in the Czech Republic and the same number of emails asking for completing the questionnaire was sent to individual teachers'. The response rate was unexpectedly low – to be exact 7,9%. It means, the data for the analysis were produced by 48 EFL Czech teachers participated in the anonymous questionnaire survey.

Due to the anonymity, no other characteristics of the respondents' group can be presented, except length of teaching experience, which was one of the questions the teachers were asked. The largest part of the respondents is represented by teachers with 0-5 years of experience – they are 18 in total and the amount of teachers with more experience descends. This is a phenomenon that was not planned or anyhow influenced by the selection of respondents as they were chosen from various websites containing mostly only their name, email address and the subjects they teach. It can, however, be caused by the way the questionnaire was spread and completed – via the Internet. The

younger teachers, probably the ones with less experience, tend to use the Internet more often and for that reason, they might be more willing to react on this way of requesting for completing a questionnaire.

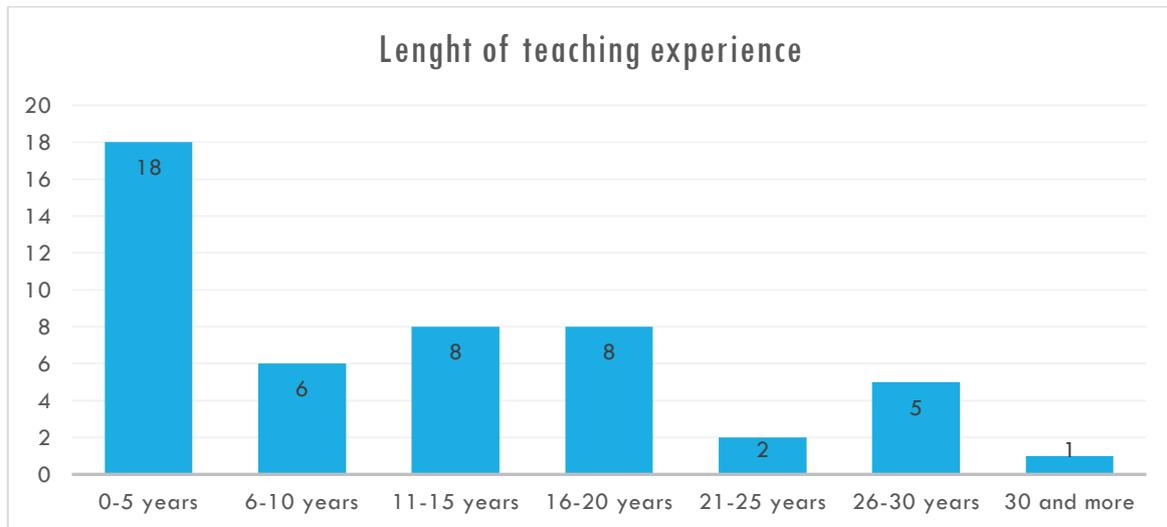


Figure 12: Czech EFL teachers' questionnaire - Lenght of teaching experience

As above mentioned, the questionnaire was shared and filled in through the Internet – concretely via Google Forms. The data collection lasted two weeks. The questionnaire was created with regard to the theoretical part of this thesis and consists of the following 11 questions:

1. How long have you been teaching English?
2. Have you ever heard of mediation?
3. Have you ever done a similar activity with your students?
4. If yes, describe it briefly.
5. From what you have read, how would you describe mediation activities?
6. In your opinion, what advantages and positive effects on learners do mediation activities have?
7. In your opinion, what can make mediation tasks difficult?
8. What language level students would you use mediation activities with?
9. What do you think of using mother tongue in EFL classrooms?
10. If there were enough available materials, would you use mediation in your classrooms?
11. What is your opinion about mediation as an EFL activity?

Open as well as closed questions were used, most of them enabling multiple answers. The majority of respondents was able to answer eruditely after reading about basic characteristics of mediation on an extra Google Docs spreadsheet, very few teachers were confused and claimed they were not able to answer the questions as they had never heard of mediation, they had probably skipped the reading part, or did not carefully read the instruction, one teacher confused cross-language mediation with mediation as a conflict solving method and one teacher jumbled mediation with meditation.

5.1.2 Results

A vast majority of the respondents has never heard of mediation and the group of positively replying teachers was formed by the above-mentioned teachers as well.



Figure 13: Czech EFL teachers' questionnaire - Have you ever heard of mediation?

On the other hand, when asked if they had ever done a similar activity in the lesson almost half of the teachers replied positively.

**HAVE YOU EVER DONE A SIMILAR
ACTIVITY WITH YOUR STUDENTS?**

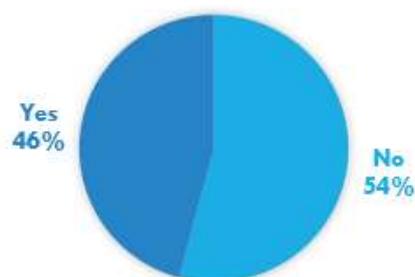


Figure 14: Czech EFL teachers' questionnaire - Have you ever done a similar activity with your students?

Following request to describe the activity was meant for those who answered yes in the previous question. The list of all answers can be found in appendices. Some EFL teachers indicated activities that can more or less be labelled as cross-language mediation⁵, such as transforming jokes either from Czech or English into the other language and explaining how they work, preparing presentations or posters using Czech sources, summarizing a Czech text connected to cultural differences in English, talking about their town based on Czech sources or their own knowledge, presentation of Czech culture for foreign students, watching a video about the USA in Czech and summarizing it in English, describing Czech cuisine of lifestyle after brainstorming in Czech, reading various texts in Czech and retelling them in English or giving directions in Prague. All this supports the fact that if there were more available materials and methodological manuals focusing on cross-language mediation, they would probably be useful for EFL teachers as some of them are already using a certain type of mediation.

The results concerning the description of mediation activities correspond with the students' answers, most of the EFL teachers think mediation is an interesting, useful, motivating and meaningful activity. The effectiveness is not so dominant probably for its variability, this response does not mention in which sense the effectivity is meant, it cannot be easily measured, because when used in ordinary EFL lessons in combination with many other activities, it is not clear what particular activity

⁵ To say for certain if the activities are cross-language mediation, more detailed description of the activities, their aims and procedures would be needed.

was the improvement caused by. All In all, the mediation task was evaluated positively which supports the further use of mediation.

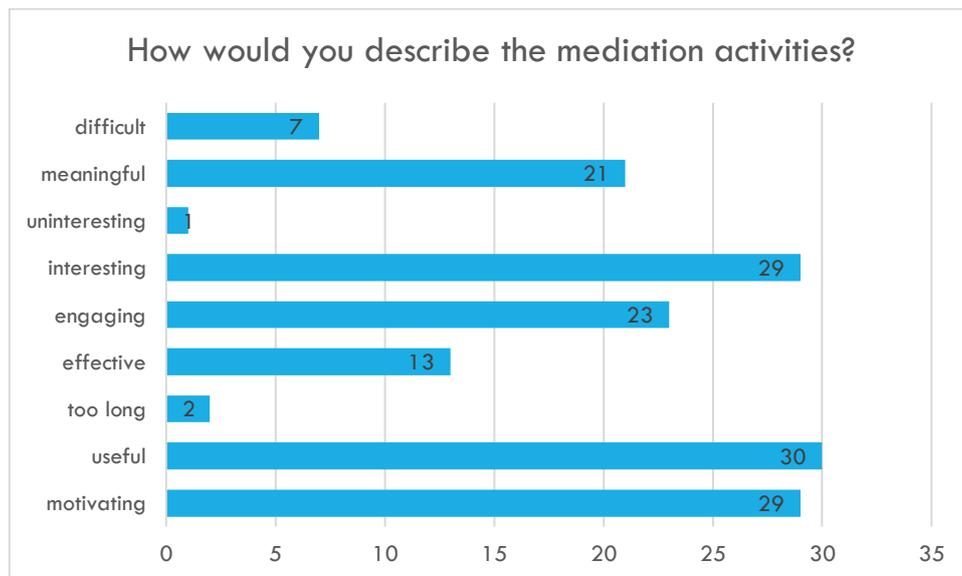


Figure 15: Czech EFL teachers' questionnaire - How would you describe the mediation activities?

Following list shows the EFL teachers' attitudes towards possible difficulties mediation tasks can be interrelated with.

- lack of vocabulary, culturally specific vocabulary
- time-consuming (activities are not included in textbooks)
- understanding the purpose of the task
- the topic does not match the interests of students
- the absence of a model text
- inappropriate level of English
- demotivated, non-cooperative, lazy or less communicative students
- not knowing enough of their own culture, having no interest in sharing
- not having anyone to mediate meaningfully to (why bother preparing something for a non-existent English speaking friend?)
- negative interference of mother tongue
- too long tasks
- lack of experience with mediation
- differentiating translation from mediation

- difficult without seeing it in real life

All these remarks should help the teachers with preparation of mediation task as most of them can be avoided by systematic preparation with respect to students' level, interest, abilities and experience. The time-consuming duration of the preparatory phase can be reduced by creating a diverse battery of cross-mediation activities with a manual helping teachers to create own mediation tasks and clear assessment criteria. Another option is including mediation tasks into textbooks, which is however the least feasible step, but simultaneously it is a common source of mediation tasks in Germany. Other exemplified disadvantages could be minimalised through purposeful pre-mediation tasks preparing the learners in terms of vocabulary and motivation, a model text can be part of the preparatory task as well and might be skipped when students are more experienced with mediation tasks.

The final open question of the survey tries to reveal the teachers' opinion about mediation as an EFL activity and brings surprisingly positive and encouraging results. Most of the teachers evaluate enthusiastically all the advantages mediation tasks can have and acknowledge their interest in trying the mediation tasks in the classrooms. A shortened list of some of the comments follows, the full version is part of the appendices.

- On the whole, great idea. I believe in case there are enough materials available mediation can be very useful and meaningful tool for learners and teachers.
- It's something new, different and creative that can increase the students' motivation.
- I think that mediation can be very useful when learning English as it teaches us about cultural differences.
- It is interesting because it simulates some situations in real life - we often have to translate and interpret things from L1 to L2 and often not literally - for example from complex written instructions to easy spoken instruction etc.
- It should be an essential part of any foreign language class.
- Such tasks requiring language mediation might serve as a way of enriching teaching-learning repertoire
- Suitable for expressing and explaining things, it makes students think and find words, good for communication and interaction.
- Attractive for more advanced students - if an up-to-date context is used
- Absolutely essential, motivating. Let's try it!

- I like it - it makes students active and encourages them to use English in a natural context. I will definitely try it with some of my students.
- It sounds interesting. I can imagine students who would really benefit from it in comparison to other tasks they are given during lessons.
- Sooner or later every teacher comes across a situation when the different cultural backgrounds play an important role in understanding language. Mediation may be a useful supplement to EFL lessons.

The slightly negative comments mention the fact this activity has been practised in EFL lessons for ages without a special label and they disagree with theorizing about something so commonly used. To elaborate on this, it can be stated that not all the activities categorized as mediation by the teachers are in fact mediation and therefore the theory behind it is more than necessary to unify the perception and application of the task. Another remark disagreed with mediation being the only EFL activity to be performed in the lessons, which has already been rejected above by declaring mediation should by no means be the only activity type in the EFL lessons.

Last but not least, teachers decided whether they would use cross-language mediation in their EFL lessons if there were enough resources. They answered on a scale from one, meaning not at all, to ten, meaning and absolute yes. Obvious superiority of higher numbers meaning they would like to use mediation speaks again for creating a richer source of mediation materials and implementing them into the EFL lessons.

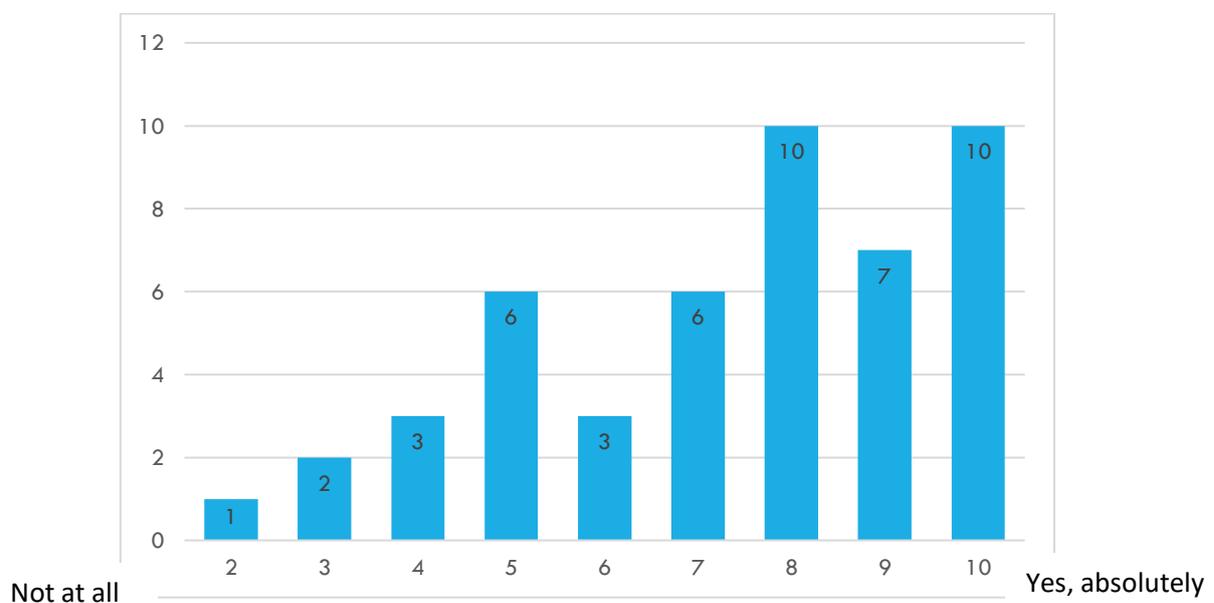


Figure 16: Czech EFL teachers' questionnaire - If there were enough resources, would you use mediation in your EFL lessons?

5.2 USE OF MEDIATION IN GERMANY

German EFL teachers, well experienced with mediation, were chosen as a target of this questionnaire survey because of following practical reasons. The author of this thesis can speak German, which simplified the communication and also personified addressing of the teachers via Internet. The author also find out about mediation during her Erasmus stay in Germany when attending EFL methodology courses at university, which assured her that mediation is part of the curriculum in Germany and therefore the teachers should be experienced with this activity type.

5.2.1 Respondents and survey procedure

The respondents for this survey were chosen identically as the Czech EFL teachers with one inconvenient hindrance. Most of the schools' websites do not publish the personal email addresses or even names of the teachers, probably due to the data protection rules. From this reasons only 264 emails were sent with a relatively high amount of secretariat email addresses. In spite of this fact the response rate being 9% is higher than by the Czech EFL teachers. In total, 24 EFL teachers of upper-secondary grammar schools participated in the survey. The teachers may additionally be characterized by average length of experience being 17,9 years. Following figure shows the particular distribution of teaching experience length, which differs from the Czech one.

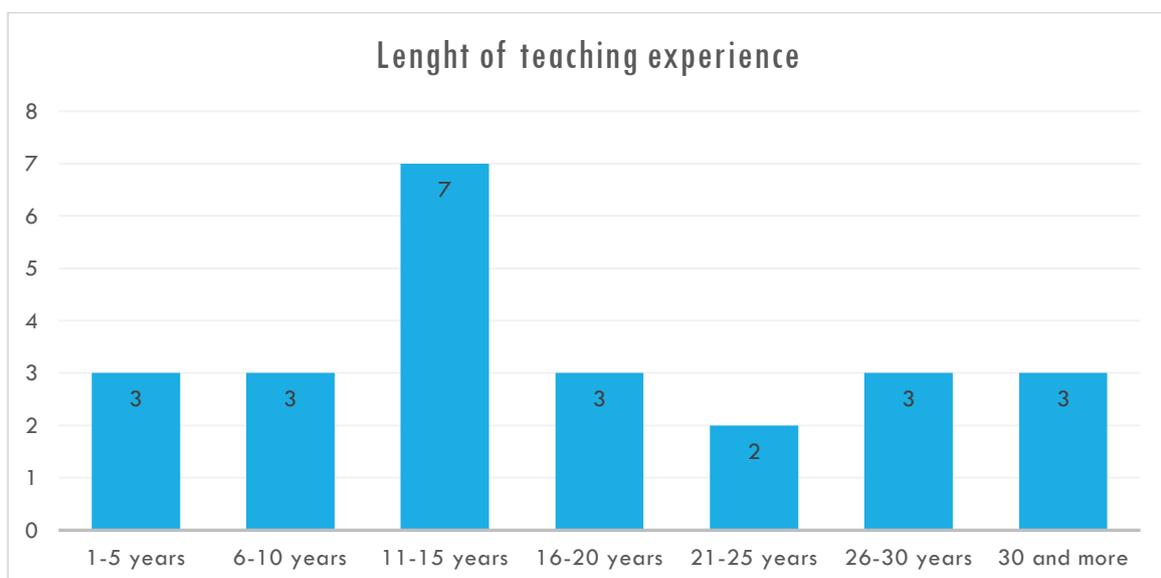


Figure 17: German EFL teachers' questionnaire - Lenght of teaching experience

The form of completing the questionnaire was identical to the survey among Czech teachers. Google Forms was used to create the questionnaire and collect the data, the questions were mostly different from the questions for Czech EFL teachers. Here ensues a list of the questions.

1. How long have you been teaching English?
2. Have you ever heard of mediation?
3. Have you ever used mediation in your lessons?
4. Why do you use mediation activities?
5. In your opinion, what advantages and positive effects on learners do mediation activities have?
6. Do your learners find the mediation activities engaging and interesting?
7. What type of mediation do you most frequently use?
8. What difficulties do you face when doing mediation activities?
9. What do you use as a source of mediation tasks?
10. What language level are the students you use mediation activities with?
11. Do you use any activities as pre-teaching before doing the mediation tasks?
12. According to what criteria do you assess mediation tasks in your lessons?
13. What do you think of using mother tongue in EFL/ESL classrooms?
14. Your recommendation: Why should Czech EFL teachers use mediation activities in their lessons?
15. Do you personally consider mediation as a meaningful and effective EFL activity?

5.2.2 Results

As expected, 100% of the German EFL teachers participating in the questionnaire have already heard of mediation and the same percentage has used mediation in their EFL lessons. The formal reason for using mediation is by all of them the national curriculum, some of them added the headmaster's decision or their personal decision. The majority of them (83%) confessed their EFL students find the mediation activities engaging and interesting, which is in correspondence with the results arisen from from the Czech learners' evaluation of the mediation tasks. A vast majority of the German EFL teachers (92%) uses pre-mediation tasks before performing the actual mediation activity. Czech teachers warned the problematic feature of mediation might be the lack of vocabulary or unpreparedness of learners, which should from the point of view of the German teachers diminished by using pre-mediation tasks.

When asked about the resources the German EFL teachers use for mediation activities, they mostly mentioned the coursebook or Internet as their most common inspiration for mediation tasks. The coursebook is of course the easiest option since the activities included in the coursebook should be in accordance with the students' level, needs and hopefully with their interests. These activities are also expected to correspond to the topic of the whole coursebook unit, so that the whole task is performed in broader context and the pre-teaching does not have to be so demanding. Concerning the preparation, the coursebook tasks are not so time-consuming, as it is already prepared, probably even tested and also printed out in the material the learners own, which lowers the demands on teacher's preparation. Half of the teachers admitted they create their own handouts, which might be also an option for Czech teachers when being equipped with the theoretical background of mediation aims and principles. Not a small amount of teachers uses specialized books containing various mediation tasks as their resource. Other mentioned sources were newspaper articles and former mediation exams available on the Internet.

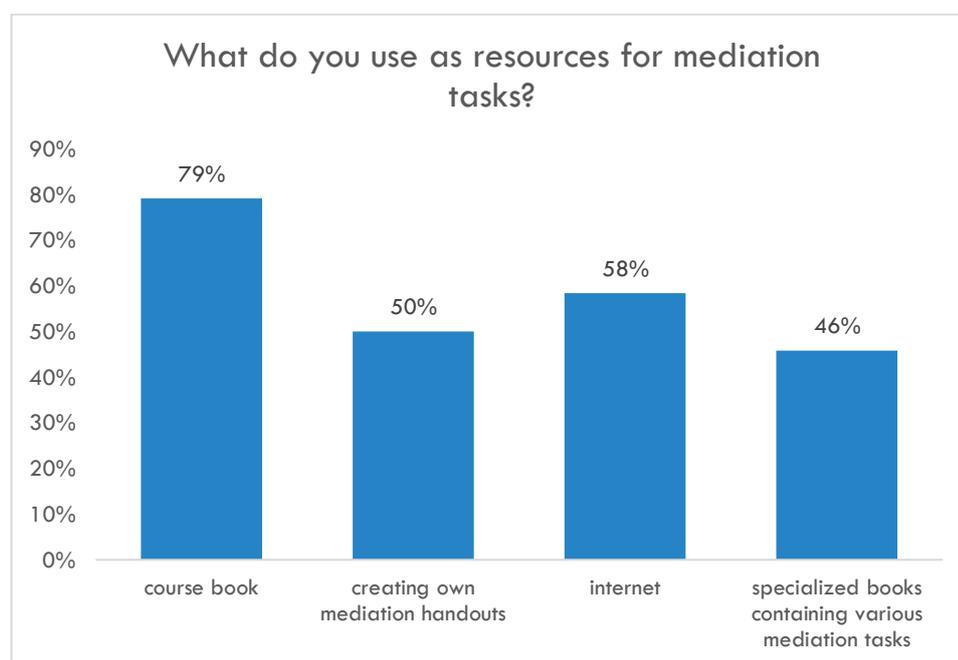


Figure 18: German EFL teachers' questionnaire – Resources for mediation tasks

Nearly absolute majority of German EFL teachers performs with the students the first type of mediation activities – reading – writing. This is probably caused again by the national curriculum which prescribes this type of activity as part of the school leaving exam (KMK)⁶. The other mediation tasks are, however, neglected, which is according to the author unutilized potential that mediation as a complex activity type offers.

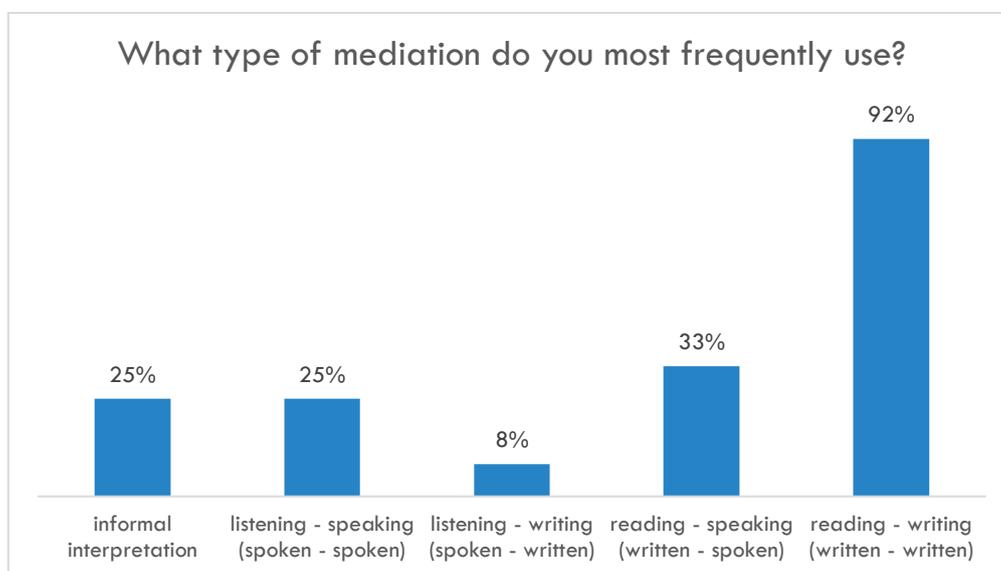


Figure 19: German EFL teachers' questionnaire - Most frequent mediation types

Similarly as the Czech teachers were asked to think about the negative aspects of mediation, the German teachers should mention the difficulties they have to face when performing mediation tasks in the classrooms. Following list summarizes the most frequent responses.

- creating a meaningful context
- making students aware of the differences between translation and mediation, tendency to translate word-for-word or everything

⁶ Starting from 2007, mediation tasks type *reading (German) - writing (foreign language)* is part of the central school leaving exam. No dictionaries are allowed during this exam. Both texts (the German and the one in foreign language) contain together maximally 700-1000 words in the higher difficulty level of the final exam and maximally 500-700 words in the lower difficulty level whereas the text written in the foreign language has always to be longer than the German one.

- difficult vocabulary, grammar
- deciding what is important and what not
- situational context
- difficult to teach general techniques, because every text is so specific and different
- the students don't understand the German texts

To conclude, the German teachers were asked to suggest the Czech teachers reasons why to use mediation in their EFL lessons. Most of them recommended mediation especially for its authentic real life context, usefulness and widening their lexical, grammatical and cultural horizons. The full list of their suggestions is available in the appendices.

5.3 COMPARISON OF CZECH AND GERMAN EFL TEACHERS PERCEPTION OF MEDIATION

The previous subchapters deal with results of the two questionnaires answered by Czech and German EFL teachers. Now, a comparison of the Czech and German teachers' perception of mediation is presented. A comparison of teachers' perception of positive effects of mediation is given, half of the analysed mediation advantages is also answered by the learners, which means three perspectives are presented.

To start from the beginning, German teachers (33%) did not consider improvement of interactive skills as so important as Czech teachers (50%). This might be probably caused by the prevailing use of reading-writing mediation activity in Germany for which interactivity is not relevant. Contrarily, by improvement of multicultural awareness, 83% of the German teachers labelled it as a positive effect of mediation, whereas only 58% of the Czech teachers agreed on that. 65% of the students realized they improved multicultural skills during the mediation activities. All German teachers agreed on mediation improving effects on productive language skills, whereas 15% less Czech teachers marked this effect as positive for mediation. Influencing the learning content was more relevant for the Czech teachers, but both nationalities did not rate this category very high. A huge difference was in the category of improving grammar, both teachers' groups considered it rather less advantageous, however, 70% of the students thought they improved their grammar during the mediation activities. This might be caused by the learners' appreciation of grammar as one of the most

important parts of language learning, which might be caused by some teachers' emphasis of grammar exercises. Learning vocabulary authentically was again considered as most important effect by the learners (67%), half of Czech teachers and less than half of German teachers marked this category as a positive effect of mediation. It might be again caused by the learners' concentration on vocabulary as an understandable category in learning process. Both teachers' groups were rather sceptical concerning the motivation effect – 33% of Czech teachers and 29% of German teachers labelled this factor as relevant. On the other hand, real-life contexts were marked by most of the respondents as positive, to be concrete 81% of Czech teachers, 92% of German teachers and 80% of Czech learners. This fact supports the hypothesis that mediation is an activity useful for real-life situations. Understanding the own national identity and improvement of receptive language skills received all less than 50%.

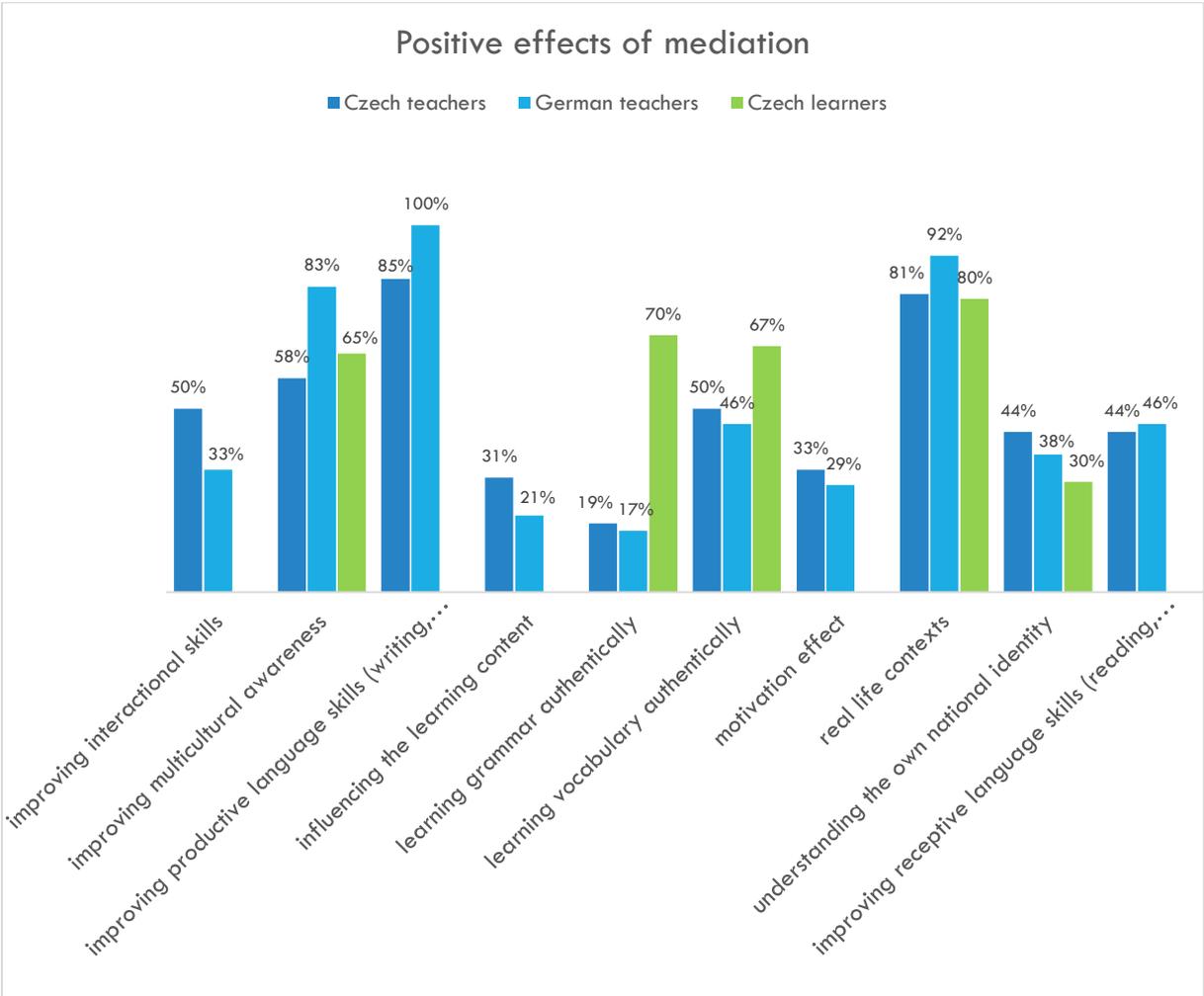


Figure 20: Comparison of positive effects of mediation results

Next aspect to be compared is the mother tongue use in the EFL classrooms. This was in both questionnaires an open question and therefore a list of answers will be shown. To summarize the results, 22% of the German teachers would totally avoid it in their lessons, contrarily only 1 out of 48 Czech teachers would avoid it. All the remaining teachers in both countries would sometimes use it in case it is necessary, however the German ones tend to be rather more sceptical than the Czech teachers. Czech EFL teachers would allow it for explaining grammar or other difficulties, in lower-level classes and they are convinced it cannot be fully avoided.

Following list summarizes some of the answers:

German EFL teachers

- in my classes there is a strict only target language policy which I consider highly effective
- Generally it's "English Only", yet in mediation modules your native language needs to be critically reflected to properly mediate; that can (and should, as in real life) be done by actively using it
- sometimes necessary, especially for beginners
- It is unnecessary and should be avoided
- As little as possible, as much as necessary.
- For mediation tasks unavoidable. Otherwise, rather not.
- can't always be avoided in beginner classes, sometimes necessary to establish (emotional) relationship with students
- I use it very rarely, only to explain difficult aspects of grammar

Czech EFL teachers

- It's fine if L1 is used purposefully and effectively.
- It shouldn't be overused.
- I think that translation should be used when it is more effective, e.g. due to time constraints and in case of culture specific terms.
- It sometimes can't be avoided with lower level students. It's useful to compare and contrast the mother tongue and the target foreign language.
- Should be used when it enhances the teaching/learning process, otherwise not necessary.
- very useful, faster

- I think it can sometimes be useful, especially for explaining grammar, new (especially abstract) vocabulary...
- it is forbidden in my classes, yet this activity may be an exception
- Mixed feelings, students might feel too comfortable using their mother tongue, but it is also something that they can rely on in the case of being completely lost.
- It's fine and sometimes unavoidable
- sometimes it is very helpful, but not needed. Czech English teachers cannot avoid using it.
- only in case that something must be explained properly, otherwise it should not be used at all
- I use Czech for grammar explanations and translations.
- Mother tongue is suitable to explain grammar , compare Czech and English version, give examples of similarities in both languages
- I use it when necessary - when using English could become a cause for not understanding what is being taught
- Sometimes it is useful and necessary, especially with A1 and A2 levels
- The use of Czech is important when explaining the differences between the two languages and when checking correct application of grammar rules through translation.
- it's OK if it is used because of a specific reason not because of laziness
- good for lower level students and explanation of grammar
- I'm not against it where it serves a purpose or spares time. English should always be the predominant used language though.
- Necessary for lower levels, also for grammar lessons
- for explanation of grammar sometimes necessary, more effective
- It can be very useful in particular situations, but in general it should be avoided.
- It is alright as long as students are given plenty of opportunities to speak English.
- I try to avoid it as much as possible to make students think in English and not translate word for word what they want to say. There are, however, activities which are actually better to do with the help of the mother tongue.

SUMMARY OF RESULTS

To sum up the results of the practical part, advantages mentioned in the theoretical part will be compared with the results of the experiment and the surveys. First and foremost, the real-life context that is a crucial advantage of mediation activities being however not typical for all EFL tasks, is considered to be a beneficial effect of mediation by both learners and teachers. This circumstance is also supported by the fact learners admitted they had already done a similar activity in their real-life. Additionally, a motivational character of mediation activities resulting from its real-life usefulness is reinforced especially by learners, who are the target group of mediation activities, but EFL teachers labelled the activity as motivating as well. The Czech and German EFL teachers agreed on the productive language skills improvement caused by mediation activities, this statement was beyond the framework of this paper to be proved. Nevertheless, the author is convinced any meaningful activity including productive skills designed according to the theoretical backgrounds e.g. by Brown or other methodologists may lead to general improvement of these skills. Furthermore, grammar as a language system is according to the learners practised in authentic situations, this claim is, nonetheless, not supported by the teachers, who consider other improvements as more obvious. Improvement of the language system of vocabulary is valued by the teachers, but especially by the learners. These are, however, complicatedly measurable factors as already suggested above. Apart from that, improvement of intercultural competence is the next benefit of mediation emphasized by the EFL teachers from both countries and the learners. The educational character based on the choice of the content is proved by the mediation application in the lessons which enabled any content to be mediated depending on the teacher's choice. Interactional, as well as cognitive skills, mean a bonus to all the previously mentioned advantages since they are practised through mediation as well.

FURTHER RESEARCH SUGGESTIONS

A detailed long-term research aiming to prove learners' development in various categories such as language systems, language skills or multicultural competence, might be a logical continuation of this work as they were beyond the scope of this diploma thesis. As already mentioned, it is, however, cannot easily be proved whether any linguistic improvement is caused by cross-language mediation or other EFL activity since mediation is meant to comprise only a part of the diverse EFL education. No similar research was found in the cited sources, though.

Moreover, this thesis focuses only on A2 and B1 level learners, which is a limited range as mediation can be performed at almost all levels, except total beginners. It is, therefore recommendable to create a battery of activities of various mediation types for all levels of learners that would serve the teachers interested in mediation use as a source of materials. The fact they would use mediation in their lessons if there were enough available resources, was proved by the questionnaire in this thesis.

CONCLUSION

The main aim of this thesis was to introduce, apply, assess and evaluate the cross-language mediation activities in a Czech EFL context. The theoretical part presents the theoretical foundations of mediation using various sources especially from German and Greece authors. It concentrates on teaching through mediation, description and typology of mediation activities and their positive effects on learners. Last part of the theoretical background focuses on the use of mother tongue in EFL teaching and learning.

The practical part applies the theory in a real EFL classroom setting through designing own Czech-English mediation worksheets, applying them in EFL lessons and questioning Czech and German EFL teachers. The central aim of the practical part is to confirm the notion that cross-language mediation is an effective, meaningful and useful activity preparing students for real-life communicative situations.

The results show clearly that mediation activities are enjoyable for the learners, which is however didactically not so important, but it has a positive motivation effect. The learners as well as the teachers find the mediation activities meaningful, useful for real-life and effective for improving productive skills. The majority of students stated they have already experienced a similar situation which supports the usability of mediation in real-life. Most of the Czech teachers also noted they would use mediation if there were enough resources. All this proves mediation can be a useful tool for enrichment of the EFL lessons.

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APPENDICES

1- Mediation Handout 0 - Introduction

1. What do you think mediation is?

2. Read the following text about mediation and try to answer the questions below.

Cross-language mediation is an activity that happens very often in real life. Imagine a situation when you travel to London with your parents who do not speak English. You are sitting in a restaurant and the waiter brings you a menu that is however written in English. You have to describe your parents what the particular dishes mean in your language so that they can choose what to eat.

Another situation can be when an exchange student from Britain visits you. You want to go for a trip and you find a Czech website with some tips. They are written in Czech and you want to tell your friend what tips the website suggests and let him/her choose where to go. In this case you need to transfer the written Czech text into a spoken text in English.

Questions:

- I. Would you translate word-for-word in the two situations?
- II. Would you use dictionary? Why? Why not?
- III. Would you say only the information included in the text or would you add your opinion/experience?
- IV. Would you transform all the information from the text (the whole menu, the whole article with travelling tips)?
- V. Will the spoken text be of the same genre as the initial text?
- VI. How would you explain the words that cannot be translated directly? (e.g. *fish and chips, black pudding, Yorkshire pudding, full English breakfast, haggis, jižní Čechy, Morava, jet na vodu, kostnice, jeskyně v Moravském krasu, jet na chalupu, jít na houby*)
- VII. Is the activity that you did translation? Why/Why not?
- VIII. Is there any difference between mediation and translation?

3. Divide the terms into the right columns.

- word by word translation
- summary
- my opinion
- genre change
- literary texts
- paraphrase
- no change of meaning
- choosing what information to translate

MEDIATION	TRANSLATION

4. Do you think you have ever done any mediation activity? Describe it.

5. Can you think of another mediation situations?

6. Write a short definition of cross-language mediation.

2. Mediation Handout 1 - Czech Filmography

CZECH FILMOGRAPHY

Situation:

Your English speaking friend John asked you to recommend him a good Czech film that reflects the Czech mentality in a funny way. You have decided to write about the film *Pelíšky* from the director Jan Hřebejk. You have found many reviews on the Internet and made a decision to use different perspectives for your recommendation.

Task:

Write an informal e-mail to your English speaking friend John where you describe following points:

- Why have you chosen this film?
- What do people **like** about the film?
- What do people **dislike** about the film?
- Your personal opinion

Use the texts written in Czech as a basis for your e-mail.

Write approximately 150 words.

gudaulin



Spolu s Musíme si pomáhat jde o vrchol Hřebejkovy tvorby. Scénáristicky dobře vypointovaný příběh, o kterém se většina pamětníků shodne, že tak nějak to bylo. Ono to ve skutečnosti bylo opravdu jen "tak nějak", spousta temnějších motivů a celá složitost té doby se Hřebejkovi do filmu nedostala, ale to vůbec nevadí, protože Hřebejk jen postupuje stejně, jako postupuje lidský mozek. Odfiltrovává to nepříjemné nebo si to aspoň náležitě upravuje. Nemyslím, že Pelíšky jsou Hřebejkův nejlepší film, ale určitě je nejkomerčnější a nejmainstreamovější. Je to velmi profesionálně udělaný komediální rodinný snímek pro všechny generace, kterému se z hlediska řemesla nedá nic podstatného vytknout. Kdyby takhle profesionálně fungovala výroba většiny českých filmů, byla by na tom naše kinematografie opravdu dobře. Jen tu pátou hvězdičku se mi nějak dávat nechce. Tvůrčí odvaha riskovat a posunovat hranice filmového umění někam dál Hřebejkovi vlastní není a nebude. Herecky je to prakticky bez komentáře, taková paleta hvězd se v současném českém filmu vidí opravdu zřídka. Celkový dojem: 85%.

(1.1.2008)

cheyene



Nepochopitelným způsobem nadhodnocený film! Ano, herecké obsazení a výkony jsou skvělé, soundtrack je podmanivý, mnohé scény úsměvné, avšak poprvé mi příjemně zamrazilo v zádech při hymně (a to mi mrazí pokaždé, když ji slyším), což už byl takřka konec filmu. Sluneční hrob na závěr je neuvěřitelně silná písnička, takže dávám 3* za posledních několik minut - od vpádu Rusů. Očekával jsem možná více od snímku, který je nejlépe hodnocený v databázi (v rámci české tvorby). Troufám si tvrdit, že máme minimálně 5 filmů, které jsou lepší, působivější, atd.

golfista

★★★★★

Skvělý film se skvělou atmosférou těch "podivných" let našeho života. Vždy při jeho sledování obdivuju, jak to všechno mohl s takovou přesností vystihnout režisér, který v té době zrovna přicházel na svět?! Klobouk dolů pane Hřebejk.

(11.2.2003)

Kulmon

★★★★★

Pokud bych měl zvolit náš jeden nejlepší polistopadový film, byl by to bez jakýchkoli okolků právě tento. Pelíšky jsou neuvěřitelně svěží retro komedií a opravdu nemají jedinou chybu. Velmi poutavý příběh, k tomu můžeme připočíst skvělou hudbu a výtečné herecké výkony. Jiří Kodet je naprosto bravurní a právem získal Českého lva. Za ním nezaostávají ani Miroslav Donutil, Bolek Polívka či Jaroslav Dušek jako Saša Mašlaň. Z žen vyčnívá Simona Stašová, Eva Holubová a v menší roli Stella Zázvorková. Prostě herecký koncert. Když to všechno sečteme a podtrhneme, dostaneme skutečný filmový klenot!

(9.5.2009)

salahadin

★★

Jeden z nejnudnějších filmů posledních let. Není to tím, že bych vtipy nepochopil, já je pochopil, ale prostě mi nepřišly vtipné! I když mé srdce plesá v momentech, když se zesměšňují komunisti, tento film i přesto neobstojí. Slepit z pár kamínků celou mozaiku nelze. Podle mě až neúměrně přeceňovaný film, Kodetovy hysterické výlevy místy tahaly za nervy, hlášky jedním slovem nezajímavé, herecké výkony by ušly. Jako divadelní fraška na téma "Jak to chodívalo za komunistů" by Pelíšky určitě obstály líp, ale proč vznikl tenhle umělý slepenec, nad tím zůstává rozum stát. Zcela nezajímavý film. Ale abych jen nekritizoval, pár solidních momentů se našlo.

(9.6.2006)

Source: <https://www.csfd.cz/film/4570-pelisky/komentare/>

3. Mediation Handout 2 – Czech Politics

CZECH POLITICS

Situation:

It is February 2018 and your English speaking friend Thomas asked you about the presidential election in our country. He has read an article on BBC, but he wanted to see a perspective of a young Czech student.

You have decided to write him a summary of president's winning speech after the election.

Task:

Write an informal e-mail to Thomas where you:

- introduce the situation
- summarize the winning speech of our president
- write your opinion on the election

Use the texts written in Czech as a basis for your e-mail.

Write approximately 150 words.

Vítězná řeč Miloše Zemana: Do dalších pěti let jdu nabit důvěrou 2,8 milionu občanů

Znovuzvolený prezident Miloš Zeman při vystoupení před svými podporovateli poděkoval. Prohlásil, že je to jeho poslední politické vítězství a nyní už neprijde žádná porážka.

Praha 16:25 27. 1. 2018 (Aktualizováno: 16:54 27. 1. 2018)

„Před pěti lety mi důvěru dalo 2,7 milionu voličů, teď to bylo 2,8 milionu, takže jdu do dalších pěti let nabit důvěrou těchto občanů ČR a věřím, že takovou důvěru nezklamou,“ řekl svým příznivcům.

Na pódium znovuzvoleného prezidenta doprovodili jeho nejbližší podporovatelé a rodina. Nechyběla ani dcera Kateřina Zemanová.



Kromě nich řeči přihlížel i prezidentův poradce Martin Nejedlý, exministr vnitra a úřadující předseda ČSSD Milan Chovanec, předseda SPD Tomio Okamura, ředitel TV Barrandov Jaromír Soukup či moderátorka téže televize a manželka kancléře Alex Mynářová.

'Vážím si lidí, kteří chodí k volbám'

„Nebýt vás, tak jsme nevyhráli. Za mnou jsou lidé, kteří teď seděli v prezidentském salonku a s napětím pozorovali, jak nabíhají procenta a jak Praha může ovlivnit výsledek prezidentských voleb. Chtěl bych poděkovat těm pražským voličům, co mi dali svůj hlas.“

Zeman poděkoval i voličům protikandidáta Jiřího Drahoše, kterého porazil o přibližně 160 tisíc hlasů. „Vážím si lidí, kteří chodí k volbám. Relativně těsné vítězství nejvíce těší. I za to těmto voličům děkuji,“ prohlásil prezident Miloš Zeman.

Výsledek druhé volby prezidenta prohlásil za své poslední politické vítězství.

„Za ním už nebude žádná politická porážka, protože jak dobře víte, prezident má Ústavou vymezena pouze dvě pětiletá období a já rozhodně nehodlám iniciovat změnu Ústavy,“ přislíbil.

Babiš dostane více času

Premiér v demisi Andrej Babiš dostane od znovuzvoleného prezidenta více času hledání podpory pro svou vládu. „Protože jsem byl znovu zvolen, nevidím důvod, proč bych měl vydírat Andreje Babiše příliš krátkým termínem pro jmenování jeho vlády,“ podotkl Zeman.

A co by chtěl Zeman udělat jinak? „Řekl jsem už v TV Barrandov, že bych chtěl být, jak stárnu, poněkud pokornější, méně sebevědomý a vstřícnější vůči názorům lidí, které mají jiné názory než já. Méně arogantní, i když si o některých nebudu myslet nic dobrého. Ale ne o všech,“ uvedl znovuzvolený prezident.

„Chci bojovat za to, čemu říkám aktivní občanství. Přesvědčil jsem se, že nejen novináři, ale i někteří politici mají inteligenci, která je podstatně nižší než inteligence občanů. Přál bych si, aby občané se mohli rozhodovat nejen v referendu, ale v přímé volbě starostů, primátorů a hejtmanů,“ dodal.

Zemanovi věrní

Zeman také vtipkoval na adresu novinářů z médií podnikatele Zdeňka Bakaly. „Svůj tým na Hradě nejenže doplním novináři z Bakalových novin, ať je to týdeník Respekt, nebo Hospodářské noviny, případně Aktuálně.cz. Požádám pana Zdeňka Bakalu, aby se stal mým hlavním ekonomickým poradce na téma, jak úspěšně tunelovat českou ekonomiku,“ rozesmál přítomné Zeman.

„Lidé, kteří sedí za mnou, jsou titíž lidé, kteří přišli do horního salonku, aby mě pozdravili. Poprosil jsem je, aby sem přišli, protože nikdo, a politici už vůbec ne, nemají tolik přátel, aby si jich nevážili a ignorovali je,“ dodal prezident České republiky.

https://www.irozhlas.cz/volby/prezidentske-volby-2018-milos-zeman-prezident-reakce_1801271625_vman

4. Mediation Handout 3 - Czech Traditions

CZECH TRADITIONS

Situation:

You are making a trip to the United Kingdom with your school next month and you were asked to prepare short articles describing the Czech culture for your host school magazine. Your teacher told you to write an article on Czech traditions and you decided to write about Easter and May 1st.

Task:

Write an article mentioning following points:

- What traditions have you chosen and why?
- Summary of the Easter tradition
- Summary of celebrating May 1st
- Your opinion

Use the texts written in Czech as a basis for your e-mail.

Write approximately 150 words.

Jak se slaví Velikonoce v Česku

Velikonoce jsou v České republice stejně jako v jiných zemích jedním z nejdůležitějších křesťanských svátků a jejich oslava se nese především v tomto duchu.



S Velikonocemi je spojeno velké množství tradic a zvyků, z nichž některé mají své kořeny až v dobách pohanských. Ve městech se v dnešní době dodržují už méně, avšak na vesnicích a v regionech se silnými folklórními tradicemi, například na Moravě, jsou stále velmi živé.

Samotným velikonočním svátkům předchází svatý nebo také pašijový týden, který připomíná vrchol Ježíšova života – jeho smrt a vzkříšení. Jednotlivé dny ve svatém týdnu mají své zvláštní pojmenování – Škaredá středa, Zelený čtvrtek, Velký pátek a Bílá sobota. Mezi tradiční zvyky spojené se svatým týdnem patří „odlet zvonů do Říma“ – v tomto týdnu na Zelený čtvrtek se zvony rozezní naposledy a umlknou až do velikonoční neděle.

Velikonoce se v České republice slaví dva dny – v neděli (velikonoční Boží hod) a pondělí. Velikonoční neděle se nese ve znamení radosti a veselí nad zmrtvýchvstáním Ježíše Krista. V kostelech se konají slavnostní bohoslužby, světí se velikonoční pokrmy (beránek, mazanec, vejce, chleba a víno) a doma se hoduje. Nechybí maso, zejména sekané v kombinaci s vejci či různé masové nádivky a směsi. Nejčastěji se konzumuje jehněčí.

Velikonoční pondělí je den, ke kterému už se neváže žádná speciální křesťanská oslava a patří spíše lidovým zvykům. Je dnem veselí a zábavy, kdy chlapci chodí šlehat dívky pomlázkou, aby byly po celý rok zdravé a veselé. Pomlázka, to jsou vlastně spletené mladé vrbové proutky ozdobené mašlemi. Za odměnu dostávají chlapci od děvčat malovaná vajíčka, nazývaná kraslice. Co kraj, to jiné ornamenty. Dnes nebývají při pomlázce výjimkou ani vajíčka čokoládová. V České republice jsou kraslice spolu s pomlázkou a velikonočním beránkem hlavními symboly Velikonoc.

<http://www.czech.cz/cz/Objevte-CR/Zivotni-styl-v-CR/Tradice/Jak-se-slavi-Velikonoce-v-Cesku>

První máj

Byl pozdní večer – první máj – večerní máj – byl lásky čas. Hrdliččin zval ku lásce hlas, kde borový zaváněl háj... Však to znáte. ;) První máj je svátkem lásky, to věděl už básník Karel Hynek Mácha, ale také Svátek práce a v lidové tradici je počátek května spojen se stavěním májek.

Máje, nebo také májky, jsou silné, rovné a vysoké stromy, které muži staví na návších i náměstích. Užívané jsou často smrky, borovice, jedle i břízy. Někde se druhy stromů kombinují - kmen je z jednoho stromu a vršek z jiného. Důležité je, aby byla májka zelená (symbol vitality). Kmen je vždy hladký, rovný a vršek je zdoben barevnými stuhami (důležitá je červená barva jako symbol krve a života). V minulosti bylo zdobení májek ryze ženskou záležitostí. Májka na vsi stojí někdy i po celé léto, někdy do druhého dne, kdy je slavnostně pokácena.



Dříve, někde možná ještě i dnes, mládenci mezi sebou soutěží, kdo jako první uřízne špičku z pokácené májky. Ten, který vyhrál, si mohl vybrat dívku, která s ním musela tancovat. Pokud by nechtěla, musela se vykoupit penězi nebo soudkem piva. V minulosti se májka hlídala, aby ji někdo neukradl. Mládenci z vesnice se totiž vždy snažili ukrást májku ze sousední vsi, nebo alespoň ozdobu z ní. Pokud se mláďencům podařilo ukrást celou májku, postavili ji vítězně do své vesnice s nadepsanou cedulkou, ze které vesnice pochází. Májka se nestavěla jen ve středu obce či u stavení vrchnosti a nepředstavuje jen symbol jara, ale také lásky. Chlapci stavěli tajně v noci menší májky pod okny dívek na důkaz lásky. I tyto malé májky musely být zelené a rovné. Jinde stavěli chlapci májky pod okny dívek, se kterými se už předtím sblížili. Pro rodiče dívek pak ráno nečekalo milé překvapení.

Se změnou režimu po roce 1948 se stal 1. Máj politickým svátkem s povinnými průvody s transparenty a politickými hesly. V dnešní době si už naštěstí můžeme 1. Máj užít jako den oslavy lásky a těšením se z jarních dnů plných voňavých rozkvetlých stromů, květin a stále teplejšího počasí.

<https://www.ceska.cz/prvni-maj/>

5. Mediation Handout 4 - Czech Cuisine

CZECH CUISINE

Situation:

Your English speaking friend Jane wants to come to the Czech Republic to visit you. She asked you about the traditional Czech food. You have decided to write her an email to inform her about our cuisine.

Task:

Write an informal e-mail to Jane where you:

- Introduce the topic
- Write about the traditional Czech cuisine (dishes and drinks)
- Recommend her what to try once she is here
- Describe your favourite dish

Use the texts written in Czech as a basis for your e-mail.

Write approximately 150 words.

Česká tradiční kuchyně



Tradiční česká kuchyně, to jsou pestré chutě vonící libečkem, meduňkou, kerblíkem či saturejkou - a také hodně poezie. Málokdo ale ví, co je například rambulice, couračka, hladká Ančka, zelník, mrkvanec, řepánek, miletínské modlitbičky, dandule, drkotina nebo hruščáky. Netroufáme si za vás odpovědět záporně, ale docela bychom se vsadili, že spíše vám více řeknou takové McCountry, cheesburger, twister, hot wings, maki či nigeri suši. Nejde o to vyvolávat falešnou nostalgii, ale povědomí o našich domácích kulinářských specialitách by mělo patřit k součásti kultury našeho života.

Ačkoli je česká kuchyně bohatá na maso a tuky, stravovací zvyklosti se v dnešní době posouvají ke zdravějšímu životnímu stylu. Náš bramborový knedlík není kaloricky o moc vydatnější než italské gnocchi nebo rizoto. Také české buchty nemají víc kalorií než například tradiční italská panakota nebo sladké tiramisu. Pokud se vaří z dobrých surovin a od základů poctivě, je tradiční česká kuchyně nejen velice chutná, ale nemusí být vůbec těžká.

Menu

České jídlo vždy začínalo polévkou. Nejpopulárnější jsou - bramborová a česneková polévka, kuřecí polévka s nudlemi, zelná polévka nebo hovězí polévka s játrovými knedlíčky. Kuchařky českých jídel nabízejí nepřeborné množství polévek, od masových vývarů přes zeleninové až po typické se sušenými houbami.

Hlavní jídlo se sestává z masa a přílohy. Mezi oblíbené maso patřilo odedávna kuřecí a vepřové maso, hovězí, obvykle servírováno s nějakým druhem omáčky. Fenomémem české kuchyně však jsou omáčky. Pečené či dušené maso přelité chutnou omáčkou zpravidla smetanovou nebo omáčkou zjemněnou mlékem nebo máslem, která je doplněna základní chutí, je typickým hlavním chodem. Hovězí pečeně s rajskou nebo koprovou omáčkou a svíčková na smetaně nesmí chybět v žádném jídelníčku.

V poslední době se někdy jako hlavní jídlo podávají ryby. Pro letní grilování je velmi populární makrela. Kapr se tradičně podává na Štědrý Den. Kdo by se nadál, že v zemi bez moří bude ryba hrát tak důležitou roli jako jídlo všedních i svátečních dnů. Již od dob středověku se zakládaly rybníky, jelikož ryba byla oblíbeným pokrmem v dobách půstu a dokázala omezit hladomor. 24. prosince, na Štědrý večer, přichází na stůl již zmíněný tradiční kapr. Ryba se často zakoupí ještě živá a blokuje rodinu vanu v koupelně, než uhodí její hodinka. Tato "vražedná" činnost se většinou přenechává některému mužskému členu rodiny a rozrůstá se někdy do dramatických rozměrů. V minulých letech se čím dál tím více rozšířila nabídka prodeje, posloužit zákazníkovi (i rybě) odborně a čerstvé kapry z kádě hned po koupi zabít. Potom se v kuchyni přikročí k čištění a porcování ryby, kousky se obalí do strouhanky, vypékají na tuku a podávají se s bramborovým salátem.

Knedlíky, knedlíčky a noky

To, co je pro českou kuchyni typické, je právě jedinečná příloha - české knedlíky. Naše národní kuchyně se prostě neobejde bez houskových nebo bramborových knedlíků. "Naše" knedlíky jsou přílohou k masu s omáčkou nebo se upraží s vejíčkem jako zužitkování zbytků. Knedlíkové variace jsou bez konce, existují ve všech možných chutích, tvarech a velikostech jako: klasické kynuté knedle, bramborové, krupicové, tvarohové, žemlové a uzeninové knedlíky, sladké knedlíky plněné ovocem nebo povidly.

Další důležitou složkou české stravy jsou brambory. Je to historicky nejvíce používaná potravina v České republice. V české kuchyni najdete velké množství jídel, kde jsou brambory základních surovinou. Typickým jídlem jsou bramboráky nebo bramborové placky.

Česká kuchyně je lepší, než by se dalo soudit podle její mezinárodní pověsti a má bezpochyby zvlášť barokní charakter. Podobně nákladně jako architektura 17. a 18. století, se nám prezentují kuchařské klenoty českých zemí. Řekne-li česká hospodyně, že některé jídlo je na přípravu jednoduché a rychlé, tak si můžeme být jistí, že stojí nejméně dvě hodiny u sporáku a zužitkuje zkušenosti zhruba tří generací do rodinného oběda. Češi jsou zkrátka dobře zakořenění labužníci.

Spousta českých domácností žije i dnes částečně z domácích zdrojů. Na zahrádce roste zelenina a příbuzní z venkova obohacují jídelníček naturáliemi, které se pak různými způsoby konzervují. Věhlasná "povidla" například - silně odpařená švestková dřev - která se používají jako nádivka do pečiva a moučných jídel, nebo jako pomazánka. Švestka vládne zemi. Bez švestek nejsou povidla, nejsou sladké švestkové knedlíky se strouhaným tvarohem, pokapané rozpuštěným máslem, nejsou švestkové záviny, koláčky, bublaniny, není "slivovice".

Pivo a víno

České pivo, to je kapitola sama pro sebe. Důkazem je to, že Češi ročně vypijí nejvíce tohoto kvašeného moku na celém světě! Kdo by také v parném letním počasí odolal studené orosené sklenici piva s pořádnou čepicí pěny? Češi jsou zkrátka pivařský národ.

Ale na co hlavně nesmíme zapomenout? Přece na moravská vína. Nechte se pozvat do vinného sklípku, kde vám majitel vinohradu "natáhne skleněným koštěřem" ze sudu.

<https://clanky.vareni.cz/ceska-tradicni-kuchyne/>

6. Mediation Handout 5

Mediation – Handout 5, page 1

English speaking friend:

You are with your Czech friend in a Czech restaurant. Unfortunately, the menu is written in Czech only. You ask him/her to help you with understanding and to recommend you something tasty.

Mediation – Handout 5, page 2

Mediator:

You are in a restaurant with your English speaking friend. He does not understand Czech and the menu is written in Czech. He/she asked you to explain him/her what the dishes are and to recommend him something tasty.

dny Juvel[®] PIVNICE

Staročeské kuchyně

Polévky:

Dršťková.....	25,-
Kulajda	25,-

Hlavní jídla:

1/ Budvarské pečené koleno, kočičák	79,-
2/ Vinná klobása, bramborová kaše	75,-
3/ Jihočeská houbovka, vařené hovězí, domácí knedlík	85,-
4/ Svíčková na smetaně, karlovarský knedlík.....	85,-
5/ Staročeský guláš s bramboráčky.....	79,-
6/ Babiččina sekaná, žebračkový salát	79,-
7/ Pravý buřtguláš s chlebem	75,-
8/ Pečené uzené se zelím a bramborákem	79,-
9/ Plíčky na smetaně, špekový domácí knedlík	75,-
Tatarák, 4ks topinek (kapari, okurky, sardele)	119,-

(podáváme od 14.00 hodin)

Dezert:

Lívaneček s borůvkami, domácí šlehačka	18,-
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Pokrmý byly připraveny dle tradičních receptur kuchařek z let 1918 - 1950.

www.juvel.cz

<http://www.juvel.cz/dny-staroceske-kuchyne/>

7. Mediation Handout 6

Mediation – Handout 6, page 1

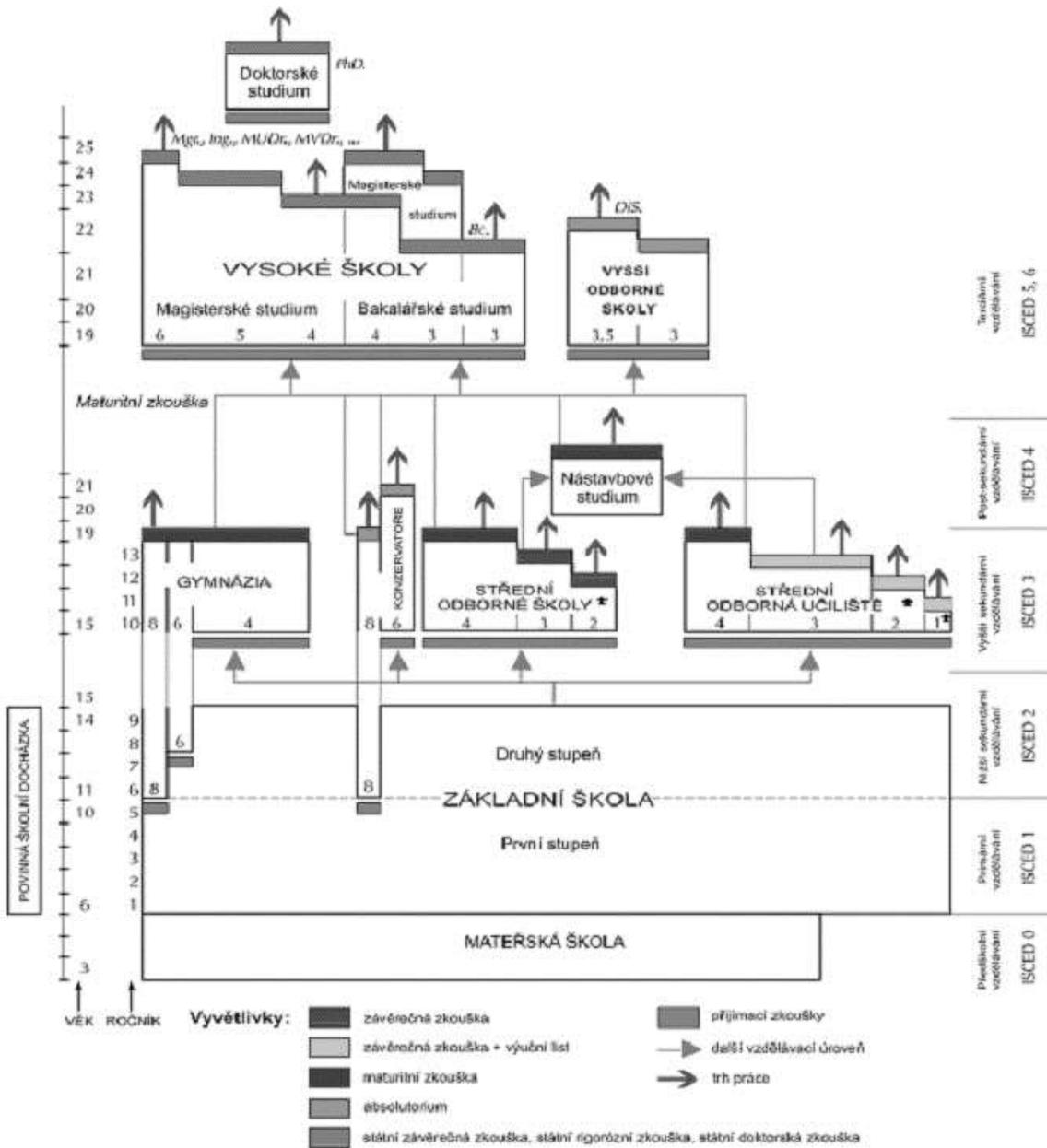
English speaking friend:

You are with your Czech friend discussing school and education. You are interested in the Czech educational system. Ask him to explain it to you.

Mediation – Handout 6, page 2

Mediator:

You are having a conversation with your English speaking friend. He does not understand Czech and is interested in the Czech educational system. Explain it to him using the graph.



<http://www.nuov.cz/schema-vzdelavaci-soustavy>

8. Mediation Handout 7

Mediation – Handout 7, page 1

English speaking friend:

You are visiting your Czech friend in Prague. You are thinking about the plans for the weekend. Your friend found a list with events happening this weekend. Ask him/her to present you the events and agree on what to do at the weekend.

Mediation – Handout 7, page 2

Mediator:

Your English speaking friend came to visit you in Prague. He/she wants to do something interesting at the weekend and you found a list with recommended events on the Internet. Present him/her the events, discuss them and agree on your weekend plan.

Tipy na zajímavé akce v Praze a okolí na víkend

Vydáno 11. června 2018

V Praze a okolí se pořád něco děje! Hledáte kulturní akce na víkend, zajímavé výlety a novinky? Nechte se inspirovat našimi tipy na aktuální víkend: 16. a 17. června 2018. Další akce a inspiraci na výlety z Prahy i do Prahy a ze středních Čech najdete na Kudy z nudy snadno v horním menu "Kalendář akcí".

Letenská vodárna – komentované prohlídky

První tři červnové týdny probíhají v nově zrekonstruované vodárenské věži na Letné komentované prohlídky a tematické dětské dílny. Prohlídku i dílny je třeba předem zamluvit na webových stránkách Prahy 7.

Otevřené zahrady Černínského paláce

V období od 9. června do 28. října bude denně od 10:00 do 17:00 otevřena zahrada Černínského paláce, hlavního sídla Ministerstva zahraničních věcí ČR. Vstup je volný.

Retro biják 60. – 90. let: Výstava filmových kostýmů v Tančícím domě

Od jara do podzimu roku 2018 bude Galerie Tančící dům patřit československému filmu. Unikátní výstava s názvem Retro biják 60. – 90. let představí 200 kostýmů z téměř 70 filmů, pohádek a seriálů, které byly natočeny v období od 60. do 90. let minulého století.

Pivo na Náplavce aneb Festival malých českých pivovarů

Přes 70 stánků bude na Rašínově nábřeží během šestého ročníku dvoudenního degustačního festivalu Pivo na Náplavce. Ten proběhne 15. a 16. června mezi Palackého a železničním mostem na Výtoni.

Festival Votvírák Milovice 2018

Největší český festival Votvírák, který již tradičně otvírá festivalové léto, startuje do roku 2018 a svého 12. ročníku s novou energií a řadou novinek.

<http://www.kudyznudy.cz/Aktuality/Jak-si-uzit-vikend-v-Praze-a-okoli.aspx>

9. Mediation Handout 8

Mediation – Handout 8, page 1

English speaking person:

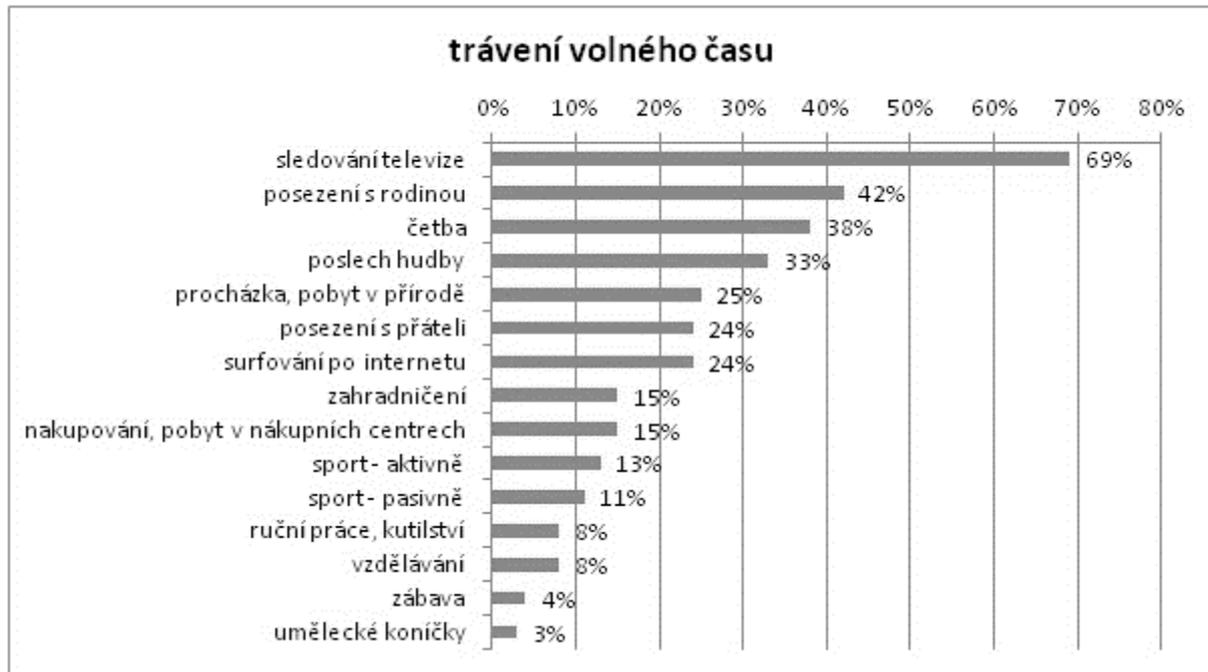
You are hosting a Czech student in your house. He/she has come for a student exchange program for one week to the UK. You are discussing free time activities and you would like to know what the Czech people do in their free time. Ask the student to tell you the favourite activities of the Czech people and to tell you his/her favourite free time activities.

Mediation – Handout 8, page 2

Mediator:

You are doing a student exchange program in the UK. Your host is very nice and talkative. You are discussing free time activities and he/she would like to know what the Czech people do in their free time. Tell him/her with help of the graphic what the favourite activities of the Czech people are and mention your favourite activities as well.

Výsledky šetření PPM Factum z roku 2010, v němž lidé uváděli činnosti, jimž se pravidelně ve svém volném čase věnují



<https://scio.blog.respekt.cz/rodice-dnes-nemaji-cas-na-sve-deti-opravdu/>

10. Mediation Handout 9 – Czech Sports

CZECH SPORTS

Situation:

Your English speaking friend Jimmy is interested in sports. He asked you to write him some information about the **most famous Czech sportsmen and sportswomen**. You found an Internet article with six famous athletes from the Czech Republic.

Task:

Write an **informal e-mail** to your English speaking friend Jimmy where you describe following points:

- Greet your friend and say that you are happy that he is interested in Czech sportsmen and sportswomen
- Introduce the topic (sport in our country, what athletes will be described)
- Describe three out of the six athletes that you think are the best and say why
- Say goodbye

Use the texts written in Czech as a basis for your e-mail.

Write approximately **100 words**.

Martina Sáblíková

V zemi bez rychlobruslařské haly se stala hvězdou tohoto sportu. Se třemi zlaty, jedním stříbrem a jedním bronzem je nejúspěšnější Češkou v rámci zimních olympiád. Tituly mistrů světa už nespočítá na prstech rukou, má jich totiž 16. Krom toho je i světovou rekordmankou na trati 5000 metrů a v neposlední řadě pořád tou skromnou dívkou.



Foto: Martina Sáblíková (Autor: Robert Scoble, pod licencí BY)

Pavel Nedvěd

Dnes vládnu světovému fotbalu Messi a Ronaldo, v roce 2003 to byl tento záložník se zlatou hřívou na hlavě. Držitel zlatého míče byl kapitánem českého výběru na nezapomenutelném Euru 2004. Hrál však i na Euru 1996, takže má ve své sbírce stříbro a bronz. Kromě toho se stal legendou italského Juventusu.



Foto: Pavel Nedvěd (Autor: Ludovic Péron, pod licencí BY-SA)

Jaromír Jágr

Ve všech zemích, kde mají alespoň nějaké ponětí o hokeji, si Českou republiku okamžitě spojí s jeho jménem. S neskutečnou pílí a pokorou vyhrál snad vše, co se vyhrát dalo. Olympijské hry, Mistrovství světa a v dresu Pittsburghu i Stanley Cup. V zámoří je opěvovanou legendou, u nás by mohl aspirovat na titul nejoblíbenější Čech.



Foto: Jaromír Jágr (Autor: s.yume/Flickr, pod licencí BY)

Věra Čáslavská

Milovali ji lidé po celém světě. A nejen kvůli sportovních úspěchům, z nichž vyčnívá neuvěřitelných 7 zlatých medailí z olympijských her. Byla také symbolem odvahy a vzdoru proti totalitnímu režimu. Třeba jako v roce 1968 na Olympiádě v Mexiku, kdy při sovětské hymně sklopila zrak. Po sametové revoluci byla poradkyní prezidenta Václava Havla.



Foto: Věra Čáslavská (Autor: Ron Kroon/Anefo, pod licencí BY-SA)

Emil Zátopek

Česká lokomotiva udivovala svět svým během, který na první pohled vypadal velmi křečovitě až těžkopádně. Každopádně ho na Olympijských hrách v Helsinkách dovedl ke zlatému hattricku. Vyhrát na jedněch hrách 5 km, 10 km i maratón se kromě něj nikomu nikdy nepovedlo a pravděpodobně už ani nepovede.



Foto: Emil Zátopek (Autor: Tommy Wahlsten)

Roman Šebrle

Stal se prvním desetibojařem, kterému se podařilo překonat hranici 9000 bodů. Díky tomu také 11 let držel světový rekord. Mezitím se stal mistrem Evropy, mistrem světa a v Aténách 2004 i olympijským šampionem. Hned pětkrát v řadě byl oceněn titulem atlet roku.



Foto: Roman Šebrle (Autor: Thomas Link, pod licencí BY-SA)

<http://sportzoom.cz/30-neilepsich-ceskych-sportovcu-vsech-dob/>

11. Mediation Handout 10 - Prague

CZECH PLACES OF INTEREST - PRAGUE

Situation:

Your English speaking friend Sue is visiting you in Prague next week. She asked you about the plan. She would like to know what to visit, where to go and what monuments and places of interest to see. You decided to write her about the most important places to go in Prague.

Task:

Write an **informal e-mail** to your English speaking friend Sue where you describe following points:

- Greet your friend and say that you are happy that she is coming to Prague next month
- Say some basic facts about Prague and introduce the topic
- Recommend her few places she should see when she comes to Prague
- Say goodbye

Use the texts written in Czech as a basis for your e-mail.

Write approximately **100 words**.

Kam v Praze?

8.10.2016 , [Adriana Dosedělová](#)

Proto, abyste **Prahu** trochu blíže poznali, budete potřebovat minimálně 3 dny. Praha totiž není pouze Pražský hrad, Karlův most, Orloj a Václavák, jak vám to často prezentují cestovní kanceláře, ale i spousta dalšího. Vystupte z davu turistů, kteří si to obvykle šinou po jedné trase, a poznejte Prahu z jiného úhlu pohledu.



Pražské mosty přes Vltavu | scanrail/123RF.com

Čím v Praze začít?

Nejprve si projděte ty stěžejní památky, pro něž do Prahy míří záplavy turistů z celého světa. Jedná se tedy o **Královskou cestu**, na jejíž trase je Václavské náměstí, Staroměstské náměstí, Orloj, Karlův most a Pražský hrad se Svatovítskou Katedrálou. A potom se vrhněte na to ostatní...



Karlův most a Pražský hrad | dimol/123RF.com

V Praze jsou však i další zajímavá místa, která stojí za návštěvu

Je jich doopravdy spousta a musím říct, že i týden se vám může zdát krátký, kdybyste je měli všechny prozkoumat. Není v mých silách vám je všechny odprezentovat, a tak přijměte za vděk těmi, co mám nejraději.

K těm nejvyhledávanějším pražským lokalitám patří **Židovská čtvrť Josefov**, místo nejstaršího židovského osídlení v celé Evropě, které se vyznačuje krásnými budovami, židovským hřbitovem, muzeem a také i šesti synagogami.



Další ohromnou atrakcí je mladší sestra Eiffelovy věže, **Petřín**, jenž skýtá překrásný pohled na město.

Petřínská rozhledna v Praze | davidionut/123RF.com

Strahovský klášter je unikátní místo, vyznačující se krásnou interní výmalbou, obrazárnou a jedinečnou expozicí velmi starých knih.

Na Malé Straně, kousek pod Pražským hradem, se hrdě tyčí **Chrám svatého Mikuláše**. Jde o zcela nepřehlédnutelný chrám, barokní perlu s dvaceti metrovou kopulí, jehož vnitřní výška (do vrcholu lucerny) činí skoro 57 metrů, čímž se jedná o vůbec nejvyšší pražský interiér.



Dalším významným místem patří **Kampa, často označovaná za Pražské Benátky**. Jde o ostrov, na němž najdete spoustu malebných míst, památek i skvělých restaurací.

Kanál s vodním mlýnem na Kampě | anitabonita/123RF.com

Naproti Pražskému hradu, na druhém břehu Vltavy, se nachází jedno z nejnámějších a nejkrásnějších míst Prahy. Původní sídlo králů, **Vyšehrad**, který skýtá jeden z nejhezčích pohledů na celou Prahu. Dodnes se tu nachází řada památek. K těm nejvýznamnějším patří **bazilika svatého Petra a Vyšehradský hřbitov**, na němž jsou pochovány ty největší české osobnosti.



Vyšehrad v Praze | estea/123RF.com

Žižkovská věž patří ke kontroverzním pražským stavbám. Někdo na ní nenechá nitku suchou a jiní ji obdivují, vynechat byste ji však rozhodně neměli. **Televizní vysílač s výškou 216 metrů je tou největší stavbou v Praze a také i nejvyšší věží s vyhlídkovou plošinou v České republice**. Kromě jedinečné vyhlídky na celou Prahu uvnitř skrývá i unikátní restauraci a hotel.



Žižkovská věž v Praze | vrabepeter/123RF.com

<https://www.travelmag.cz/kam-v-praze-jake-pamatky-a-zajimava-mista-videt/>

12. Mediation Handout 11 – Karel Gott

KAREL GOTT

Mediation Handout 11, page 1

KAREL GOTT

Situation:

You found an English website concentrating on famous singers from different countries. Each singer has there a short introduction of his/her life, list of famous songs and photos. All website visitors can write comments about the singer. You saw a profile of Karel Gott and read the comments. Somebody has written following comment:

I have heard that Karel Gott had a concert this week. It is unbelievable and respectable at his age!! I was wondering how it was? Has anybody been there or heard anything about the concert? Thanks! Nancy

You have decided to reply her. You haven't been there, but your friend told you it was amazing. You found a report from the concert on the Internet and decided to use it for your answer.

Task:

Write a short comment where you:

- greet Nancy, introduce yourself and say that you are happy that she is interested in Czech (retro) pop music
- describe the concert according to the article that you have read
- give your opinion about the singer

Use the texts written in Czech as a basis for your comment.

Write approximately **100 words**.

Karel Gott hýřil vtipem a do zpěvu dával maximum. Ne vždy to stačilo

12. června 2018 23:59

Slavný návrat Karla Gotta do pražské O2 areny po čtyřech letech a prodělané závažné nemoci se v zásadě vydařil. Důkazem toho bylo jak rozjařené publikum, tak sám zpěvák, jemuž se z pódia očividně nechtělo. Pěvecky slabší momenty byly. Ale vlastně na tom moc nezáleželo.

Nechodíme dlouho kolem horké kaše. Na to, v jaké formě Karel Gott bude, byl zvědavý asi každý. Některé pěvecké momenty byly silné a precizní, prostě bezmála výtečné. To platilo především pro druhou polovinu večera, kdy zpěvák sázel hit za hitem jako Lady Carneval, Zůstanu svůj nebo Trezor.

Občas zpěv působil nejistě, s většími či menšími nepřesnostmi, což ještě podpořilo nevýrazné nazvučení. To se týká hlavně několika prvních písní, kdy Gotta skoro nebylo slyšet.



To je víc prostý fakt, než výtky, protože kdo pamatuje první, nepěvecká vystoupení Karla Gotta po nemoci, kdy byl celý zesláblý, nemůže úterní produkci považovat za odbytou nebo nepovedenou. Od začátku šel do zpěvu naplno, byť to tedy místy bylo znát spíše z výrazu na obrazovkách, než z reproduktorů.

Celkový dojem ovšem mnohonásobný zlatý slavík zanechal více než dobrý. A to především proto, že na něm po celou dobu bylo znát, jak si pobyt na scéně neskutečně užívá.

Na pódiu se během dvě a půl hodiny dlouhého programu vystřídala řada pěveckých hostů včetně Gottovy dcery Charlotte, jež se představila s písní Over the Rainbow.

Nejlepším duetem večera byla Čau, lásko, kterou si přišla zazpívat Ewa Farna. Ve skutečnosti zazněla „aktualizovaná“ verze Čau, mládí, v níž došlo na verše „ukrutně přšelo, doktor mě na rentgen zval, pak se ten zázrak stal, nový kloub do kyčle dal“. Bylo to vtipné a ještě navíc oběma skladba sedla pěvecky.

O to méně se později doplňovaly hlasy Gotta a Michala Davida, jenž přišel na jednu ze svých písní.

Markéta Konvičková zpívala mimo jiné Think od Arethy Franklinové, Marek Ztracený přišel se svým hitem Ztrácíš i aktuální písni Ta pravá, již napsal pro Gotta na míru. Zaznělo i Být stále mlád s rapovou pasáží z pera a v podání Leoše Mareše.



Záplava hostů večer trochu zbytečně ředila, rozhodně protahovala a taky mluvit se mohlo méně. Byť si tedy Karel Gott udržoval úroveň humoru – a to jak v proslovech, tak třeba ve chvíli, kdy během Trezoru tanečníci na pódiu zrekonstruovali jeho dávné pohybové kreace. „To jsem taky uměl,“ odtušil suše během sóla.

Dám dělovou ránu na závěr zpívala celá hala a navíc ještě ve stoje. Gott se loučil zdlouhavě, ale v tuto chvíli už to nevadilo. Protože i když mnozí možná pospíchali na metro, chvíle, kdy se zpěvákovi podle všeho strašně nechce z pódia, je vždy trochu dojemná.

Karel Gott v O₂ areně potvrdil, že na to ještě pořád má – úměrně věku a stavu. A že jeho publikum mu odpustí i intonační nedokonalosti. Protože „božský Kája“, jehož už během koncertu fanynky zaplavovaly květinami, dokáže ono obří „stavení“, jak hokejovou halu sám nazýval, bavit s grácií a na úrovni.

Autoři: Václav Hnátek

Zdroj: https://kultura.zpravy.idnes.cz/karel-gott-o2-arena-praha-koncert-glosa-dhp-hudba.aspx?c=A180612_233504_hudba_vha

13. Mediation Handout 12 – Waste Separation

WASTE SEPARATION

Situation:

A British youth blog asked the readers about a spot/commercial they had seen recently that influenced them in a positive way. They decided to give a prize to those three authors who will write the best texts. You have recently heard a song about waste separation and plastic bottles' production. You really liked the idea of the spot and its aim to inform young people about the problematics. You have decided to take part in the writing competition.



Task:

Write a short article about the song you have heard where you:

- Introduce the song
- Concentrate on the main aim of the song, ecological point of view, its target audience
- Describe how effectively you think such a song can work
- Write your opinion about the song

Write approximately 150 words.

14. Mediation Handout 13 – Jára Cimrman

Situation:

Your friend from the UK has to write a seminar paper on a famous Czech person. He asked you to recommend him somebody. After some thinking you have decided to introduce him Jara Cimrman as he is a typical Czech personality, though fictional. You sent him a video link with part of the play *České nebe* that has English subtitles. He, however, replied that he can't understand what should be so funny about it and how it represents the Czech identity. Write an email where you explain it.

Task:

In your email you should:

- greet your friend
- write why you chose to present him Cimrman
- try to explain the video, the falsifications of Hanka and Linda, the joke connected to Cimrman that the video contains
- give some more details about Cimrman

Write approximately 150 words.

<https://www.youtube.com/watch?v=vma7TQuHu40>

15. Mediation Handout 14

SPEJBL AND HURVÍNEK

Situation:

You are participating on an international school conference where students from different countries present interesting facts about their countries. The topic of this year's conference are **Children's stories**. You have decided to speak about Spejbl and Hurvinek because they are very funny and typical for our culture and you watched their stories when you were a child as well.



Task:

Prepare a short speech (monologue) for approximately 5 minutes where you:

- Briefly introduce the characters using the information bellow.
- Summarize the plot of one of the stories you have seen (Spejbl and Hurvinek went mushroom picking)
- say your opinion about Spejbl and Hurvinek

Spejbl a Hurvínek je legendární dvojice dřevěných loutek dle návrhu českého loutkáře Josefa Skupy, která je známá mezi dětmi i dospělými. Tyto loutky jsou aktéry mnoha dětských pohádek, ať už na CD, v televizním večerníčku nebo knihách, ale jejich hlavní doménou jsou divadelní představení Divadla Spejbla a Hurvínka, která se hrají i v zahraničí a díky nimž se Hurvínek dostal do povědomí lidí v různých částech světa. Představení byla přeložena do více než dvaceti jazyků, včetně čínštiny a japonštiny. Proslulé loutky Spejbla a Hurvínka vznikly v roce 1919 (Spejbl) a 1926 (Hurvínek).

16. Mediation handout 15

Mediation handout 15, page 0

Mediator:



Try to express these words in English:

svíčková

knedlíky

prošpikovat

kořenová zelenina

míchat

brusinky

nakrájený na kostičky/plátky

dochutit

dusit

prolisovat

cedník

podáváme s brusinkami a šlehačkou

other words:

Mediation handout 15, page 1

Česky mluvící osoba:



Váš vnuk/vnučka k vám přivedl na oběd svého anglicky mluvícího kamaráda. Domluvili si u Vás svíčkovou a moc jí jí chutnala. Anglicky mluvící kamarád by dokonce rád měl na toto jídlo recept. Vysvětlete mu základní postup přípravy tohoto národního jídla, tak aby si ho mohl sám uvařit u sebe doma.

English speaking person:



You are visiting your friend in the Czech Republic. You wanted to try the typical Czech dish called Svíčková. Your friend took you to his/her grandma's place and she prepared the traditional dish. Svíčková was delicious and you want to know the recipe so that you can prepare it at home. The grandma will explain the recipe in Czech and your friend will try to mediate.

You will start the conversation by commending the dish and asking for the recipe.

Do not stop asking until you fully understand how to prepare it.

Mediator:



Your English speaking friend came to visit you in the Czech Republic. You wanted him to try the typical Czech dish called Svíčková. You took him to your grandma's place and she prepared the traditional dish. After the dinner he was amazed by svíčková and wanted to know the recipe. You were not sure, so you asked your grandma to tell him. Mediate between your grandma and your English speaking friend.

17. Mediation handout 16

Mediation handout 16, page 1

Mediator:

Your English speaking friend is visiting your family. He is interested in education and wants to know more about education after the WW2 and during the communist regime in the Czech Republic. Your grandmother wanted to tell him. Mediate between them.



Mediation handout 16, page 2

English speaking friend:

You are visiting your Czech friend's family. As you are interested in education you would like to know more about the school system few decades ago, after the WWII and in the communist era. Your friend's grandmother wants to tell you more.

You will start the conversation by asking various questions you are interested in. E.g. What schools did she attend? How many classes did they have? What was their daily programme? What subject did they have? How did the socialists schools differ from contemporary schools? etc.



Česky mluvící osoba:

Anglicky mluvící kamarád vaší vnučky je u vás na návštěvě. Povídate si o vzdělávání a životě v České republice po válce a za komunismu. Vyprávějte mu o škole v této době. Do jaké školy jste chodila, jak probíhala výuka, kolik jste měli hodin, jaké jste měli předměty, jaké byly tresty, atd.



Mediator:

Try to express these words in English:

Soudruh

obecn

malotřídka

měšťánka

spartakiáda

nástěnka

úbor

branná výchova

others:



18. Mediation handout 17

Mediation handout 17, page 1

Mediator:

Your relative asked your English speaking friend to recommend him some places of interest where to go in the United Kingdom. Mediate between the two persons.



Mediation handout 17, page 2

English speaking friend:

You were asked by a relative of your Czech speaking friend to recommend them some places of interest in the United Kingdom. Give them three tips where to go according to their wishes.



Česky mluvící osoba:

Ráda byste vyrazila na dovolenou do Velké Británie. Chtěla byste od britského kamaráda vašich dětí dostat doporučení na krásná místa, která navštívit. Londýn vás neláká, raději byste jela někam do přírody, k pobřeží nebo na nějaké klidné místo spjaté s historií. Do Británie chcete jet na týden, takže stačí tři tipy na výlet.



19. Mediation handout 18

Mediation handout 18, page 1

Mediator:

You are hosting a British exchange student in your family. In the evening you are discussing typical daily routines in Britain and in the Czech Republic. Mediate between the British student and your parent.



Mediation handout 18, page 2

English speaking friend:

You are an exchange student in a Czech family. You went to see his/her grandmother and started talking about daily routines. You were asked about a typical British weekday and weekend day. Tell the grandmother more about it and answer her questions.



Ask about a typical daily routine here in the Czech Republic.

Mediation handout 18, page 3

Česky mluvící osoba:

Student z Británie přijel k vám domů na výměnný pobyt. Večer se bavíte o trávení volného času a průběhu dne. Zeptejte se studenta, jak probíhá typický den v Británii, v kolik se vstává, co se snídá, obědvá, kdy se chodí do práce a z práce, co se dělá odpoledne a po večerech, kdy se chodí spát. Také vás zajímá jak vypadá typický víkend.



Poté vyprávějte o tom, jak vypadá český všední den i víkend.

20. Mediation handout 19

Mediation handout 19, page 1

Mediator:

You are travelling by train and when a ticket collector enters your compartment, you hear a person speaking English unable to communicate in Czech. The ticket collector cannot speak English and you decide to mediate between them.



Mediation handout 19, page 2

English speaking friend:

You are travelling by a train in the Czech Republic. You are going from Prague to Olomouc for a trip. You didn't know where to buy the tickets so you just went into the train and thought you might buy it directly on the train, but there was no ticket machine so you sat down and waited. After some while a ticket collector came and she didn't speak English. You try to explain your situation but she doesn't understand. Fortunately, there happens to be a girl who speaks both English and Czech and mediates for you. Explain your situation, ask where to buy the ticket, tell where you go and that you need a return ticket for tomorrow. *(Make up other details if necessary.)*



Česky mluvící osoba:

Jste průvodčí ve vlaku a kontrolujete jízdenky. V kupé sedí muž, který neumí česky. Potřebujete vidět jeho jízdenku. Muž nereagujete. Ptáte se ho znova a on mluví pouze anglicky. Člověk sedící vedle začne reagovat a pomůže vám s překladem. Zjistěte, odkud a kam muž jede, zda chce i zpáteční jízdenku a vysvětlíte mu, že jízdenky se v ČR kupují na pokladně na vlakovém nádraží. Vymyslete si cenu za jízdenku, tu mu sdělte, dejte mu jízdenku a vyberte peníze.



Česky mluvící osoba:

Mediator:

Try to express these words in English:

kupé

jízdenka

Vaše jízdenky, prosím!

zpáteční jízdenka

průvodčí

others:



21. Questionnaire for students 1

Questionnaire Mediation

Answer the questions. When asked, use numbers corresponding to school marks (one being the best, five being the worst).

- 1) **Have you ever done a similar activity in an English lesson? Describe it.**

- 2) **Did you enjoy this activity?** 1 - 2 - 3 - 4 - 5

- 3) **How would you describe the activity? Circle all the answers that are relevant for you.**

- Easy	- Long	- Useful
- Difficult	- Boring	- Useless
- Short	- Interesting	- Funny

- 4) **Did you find the instruction clear?**

- 5) **Have you ever heard of mediation? If yes - where? In which context?**

- 6) **Did you find the activity useful for real life?** 1 - 2 - 3 - 4 - 5

- 7) **Have you ever experienced a situation where you needed to mediate outside of the classroom? If yes, give details.**

- 8) **Can you think of another mediation context?**

9) Do you think it can be helpful to use the mother tongue (Czech language) in an English lesson?

1 - 2 - 3 - 4 - 5

Why? How?

10) What do you think are the positive effects of mediation activities?

Circle all answers that are relevant for you.

- | | |
|---|--|
| a. learning how to use grammar in a real situation | i. real life context |
| b. finding the most important information of a text | j. using different perspective (explaining the common things to somebody with different cultural background) |
| c. learning vocabulary | k. reading comprehension of my own language |
| d. summarizing | l. learning something new |
| e. improving writing skills | m. English language improvement in general |
| f. seeing Czech culture in a multicultural context | n. doing a meaningful task |
| g. translating | o. others _____ |
| h. sharing Czech culture with foreigners | |

11) How would you overall evaluate the activity?

1 - 2 - 3 - 4 - 5

Other comments:

22. Questionnaire for Czech EFL teachers

Mediation

Dear English teachers,

I am a university student of English and German language at the Faculty of Education, Charles University, Prague.

I am writing my master thesis on (cross-language) mediation, which is an unknown EFL activity in the Czech Republic. Following link provides explanation of the term and examples of mediation activities for EFL classrooms.

bit.ly/Mediace

The questionnaire should be filled in after reading the short summary of what mediation is.

The questionnaire will serve me as a foundation for analysis of mediation application in our country.

I will be very grateful for your time and answers. Thank you in advance.
Stanislava Bartáková

*Povinné pole

How long have you been teaching English? *

Vaše odpověď

Have you ever heard of mediation? *

Yes

No

Have you ever done a similar activity with your students? *

Yes

No

If yes, describe it briefly.

From what you have read, how would you describe mediation activities? *

- motivating
- demotivating
- useless
- useful
- boring
- too long
- effective
- engaging
- interesting
- uninteresting
- difficult
- easy
- meaningful
- Jiné: _____

In your opinion, what advantages and positive effects on learners do mediation activities have? *

- improving multicultural awareness
- improving productive language skills (writing, speaking)
- improving receptive language skills (reading, listening)
- influencing the learning content
- learning grammar authentically
- learning vocabulary authentically
- real life contexts
- understanding the own national identity
- motivation effect
- improving interactional skills
- Jiné: _____

In your opinion, what can make mediation tasks difficult? *

Vaše odpověď

What language level students would you use mediation activities with? *

A1

A2

B1

B2

C1

What do you think of using mother tongue in EFL classrooms? *

Vaše odpověď

If there were enough available materials, would you use mediation in your classrooms? *

1 2 3 4 5 6 7 8 9 10

not at all yes, absolutely

What is your opinion about mediation as an EFL activity? *

Vaše odpověď

23. Questionnaire for German EFL teachers

Mediation

Dear English teachers,

I am a Czech university student of English and German as a second language didactics. I am writing my master thesis on mediation which is an unknown ESL activity here. I know from my Erasmus semester in Bonn, where I studied ESL didactics, that mediation plays an important role in the German education curriculum. That is the reason why I decided to base one part of my thesis on mediation in Germany. The following questionnaire will serve me as a foundation for an analysis of mediation application in your country as well as motivating factor for Czech EFL teachers. I will be very grateful for your time and answers. Thank you in advance.

Stanislava Bartáková

*Povinné pole

How long have you been teaching English? *

Vaše odpověď

Have you ever heard of mediation? *

Yes

No

Have you ever used mediation in your lessons? *

Yes

No

Why do you use mediation activities?

I have to (national curriculum)

I have to (head master's decision, school curriculum)

My personal decision

Others

In your opinion, what advantages and positive effects on learners do mediation activities have? *

- improving multicultural awareness
- improving productive language skills (writing, speaking)
- improving receptive language skills (reading, listening)
- influencing the learning content
- learning grammar authentically
- learning vocabulary authentically
- real life contexts
- understanding the own national identity
- motivation effect
- improving interactional skills
- I don't know
- Jiné: _____

Do your learners find the mediation activities engaging and interesting?

- Yes
- No

What type of mediation do you most frequently use?

- reading - writing (written - written)
- reading - speaking (written - spoken)
- listening - writing (spoken - written)
- listening - speaking (spoken - spoken), informal interpretation

What difficulties do you face when doing mediation activities?

Vaše odpověď

What do you use as a source of mediation tasks?

- course book
- specialized books containing various mediation tasks
- internet
- creating own mediation handouts

What language level are the students you use mediation activities with?

- A1
- A2
- B1
- B2
- C1
- C2

Do you use any activities as pre-teaching before doing the mediation tasks? (explaining pieces of vocabulary, paraphrasing, finding synonyms, describing pictures,...)

- Yes
- No

According to what criteria do you assess mediation tasks in your lessons?

- communication aim was achieved (correct transformation of information, relevant information was chosen,...)
- fulfilment of the task instruction
- overall impression
- interactional ability (non-verbal communication, circumlocutions, speed of reaction)
- grammar
- culture-specific lexical transformation, ability to explain it
- stylistic features connected to particular text types/genres
- Jiné: _____

What do you think of using mother tongue in EFL/ESL classrooms?

Vaše odpověď _____

Your recommendation: Why should Czech EFL teachers use mediation activities in their lessons?

Vaše odpověď

Do you personally consider mediation as a meaningful and effective activity? *

yes

no

24. Assessment criteria

category	fulfilment of communicative aim and expressive and cognitive ability	fulfilment of the task
requirements to receive 5 points	<ul style="list-style-type: none"> • the text contains appropriately chosen information, which is well structured • the text is understandable • the text communicates the central content and intention of the source text • the text shows ability to summarize, paraphrase and find the gist • the text is appropriate towards the addressee(s) and situation • supplementary information is used when necessary for the addressee's comprehension 	<ul style="list-style-type: none"> • the text conveys the information prescribed by the task • all points are appropriately elaborated • the text corresponds with the formal stylistic requirements of the text type • the text is cohesive • the length of the text meets the requirements ($\pm 10\%$)
unsatisfactory – 0 points	<ul style="list-style-type: none"> • the text is not understandable, well structured • the text radically changes the meaning of the source text • the text chooses only irrelevant information to be conveyed • the text gives word-for-word translations, author is not able to paraphrase, summarize and find the gist • the text does not respect the addressee(s) and situation • no supplementary information is used although necessary for the addressee's comprehension 	<ul style="list-style-type: none"> • the text omits most of the prescribed requirements • the text is not cohesive • the stylistic characteristics of the text type is not fulfilled • the required points are omitted or very disbalanced • the length of the text does not meet the requirements ($\pm 50\%$)

category	intercultural performance	linguistic ability	interactional ability ⁷
requirements to receive 5 points	<ul style="list-style-type: none"> • the text logically, meaningfully and comprehensibly explains the culture-specific lexis • the text respects the cultural differences and explains them when necessary • the text uses other means to transform the culture-specific lexis (exemplification, listing, etc.) 	<ul style="list-style-type: none"> • the morphosyntactical mistakes and errors do not cause any difficulties in comprehensibility of the text • the morphosyntactical mistakes and errors are rare • punctuation mistakes occur rarely • the grammatical structures are appropriate for the language level 	<ul style="list-style-type: none"> • the student is able to react appropriately • the student uses other spoken communication features to transfer information (non-verbal communication, pauses, redundancy, etc.) • the speaker is able to ask for repetition • the speed of reaction is appropriate • the speakers are able to self-correct themselves
unsatisfactory – 0 points	<ul style="list-style-type: none"> • the text translates the culture-specific lexis either illogically or word-for-word which makes them incomprehensible for non-Czech speakers • the text does not respect the cultural differences 	<ul style="list-style-type: none"> • the morphosyntactical mistakes and errors cause misunderstanding and disable the reader's understanding • the number of morphosyntactical mistakes and errors is very high • the grammatical structures are not appropriate for the language level (very simplified structures) 	<ul style="list-style-type: none"> • the student is not able to react appropriately • the student does not employ non-verbal communication, pauses, redundancy, etc. to support the communication flow • the speed of reaction is not appropriate • the speakers are not able to self-correct themselves

⁷This criterion is only applicable for mediation activities with spoken final text.

25. OPEN QUESTIONS – ANSWERS BY CZECH EFL TEACHERS

Have you ever done a similar activity? If yes, describe it briefly.

- It is called "chocolate eating exercise". The students should have enjoyed eating a piece of chocolate by following particular steps.
- We do similar activities but we do not emphasize paraphrasing, they just explain and describe. For example the situation with Czech cuisine.
- Yes, but not explicitly - we did activities where students were preparing for example quiz or presentation in English and ended up using Czech sources.
- read a text in Czech and retell it to your friend briefly
- Role play (3 participants) - Two kids and a parent; conflict solving; Mock exams - evaluation
- Orally quite often; with classes that have exchange students; as part of preparation for oral matura exams; etc.
- Introduce their homeplace to a foreigner, describe Czech cuisine or lifestyle after brainstorming in Czech
- Translating jokes from either Czech into English or vice versa and see if they work in the other language and find reasons if not.
- 5 minute meditation with relaxation music
- not from one language to another
- Explaining things, events customs of our or different countries
- Translation of texts from Czech to English with regard to the fact, that some information needs to be tailored so that the English reader can understand what the meaning is. Typically customs, traditions, recipes.
- Giving directions in Prague
- I often ask them to summarize and explain a text based on cultural differences
- While preparing for "matura" - eg. talk about our town
- Source materials in Czech -> prepare an essay, a poster or a presentation in English.
- Presentation of Czech culture to foreign students
- Video about the USA in Czech - a brief report in English, answering questions in E
- coursework along the lines of Czech cuisine, Spejbl and Hurvinek, Weekend activities

In your opinion, what can make mediation tasks difficult?

- Thought chain
- The absence of a model text - students have to come up with all the vocabulary and grammar structures as they are not exposed to any L2 texts, this might be esp. challenging for low-level students
- Lack of vocabulary, time-consuming
- Understanding the purpose
- To explain what something means, the teacher may need a lot of visual aids.
- if the topic does not match the interests of students
- Culturally specific vocabulary, different cultural background
- Again, hard to say without trying it first.
- I haven't heard of mediation
- I have no idea right now...
- topics not interesting enough for the students
- level of English
- Transfer from L1 to L2, translation of specific vocabulary. Especially for more advanced learners and complex topics it's probably easier to use sources in the same language.
- bad choice of texts
- lack of vocabulary
- Not knowing the Czech language.
- demotivated students (not cooperative enough)
- Not all students are communicative
- not having anyone to mediate meaningfully to (why bother preparing something for a non-existent English speaking friend?), not knowing enough of your own culture, having no interest in sharing
- lack of vocabulary knowledge
- these turnings from one language to another could be seen as unwanted (considering the fact that mother tongue often affects learning process in a negative way)
- The fact that such activities are not included in textbooks; it can be time-consuming for teachers to prepare them; etc.
- lazy students
- Specific vocabulary which might not appear in the second language
- Vocabulary
- Monolingual classroom situations
- It might be regarded as a suspicious "religious" activity

- sources, time, interest of students
- culture-specific vocabulary and collocations (in Czech regarding food for instance svíčková, buchty, povidla and so on) and also in grammar for instance some English-Czech grammatical discrepancies eg. Minulý čas / přítomný čas vs present perfect
- to organize the task, time consuming, students have to know at least some vocabulary before the activity
- Expressing or explaining things/events - need of rich vocabulary
- Not knowing the cultural differences
- The words without English equivalent
- A lack of experience on the students' side
- Lack of vocabulary
- Choosing a difficult topic
- making students work on their own (without too much help of teachers)
- time
- They might be too long.
- too long original text
- Preparation, takes time, some Ss need a lot of help and guidance
- Non-existing vocabulary for some issues, different cultural background
- too specific vocabulary
- Learners may find it difficult not to translate word by word but by meaning.
- Could be difficult to stop the students trying to translate the texts.
- If the materials that we provide are too difficult/sophisticated (in terms of vocabulary or the message that students are supposed to communicate), it can prove challenging.
- unknown vocabulary, word-for-word translation
- Students (and the teacher) may see it as a translation task; it might be difficult to do for the first time without seeing it in real life

What do you think of using mother tongue in EFL classrooms?

- In some cases (levels) it is a necessity
- It's fine if L1 is used purposefully and effectively.
- Should be used as little as possible
- It shouldn't be overused.
- I think that translation should be used when it is more effective, e.g. due to time constraints and in case of culture specific terms.
- it is sometimes more effective and faster
- It sometimes can't be avoided with lower level students. It's useful to compare and contrast the mother tongue and the target foreign language.
- Should be used when it enhances the teaching/learning process, otherwise not necessary.
- Sometimes it might be necessary to use it
- it should be used; not all the time, though
- sometimes useful
- very useful
- I think it can sometimes be useful, especially for explaining grammar, new (especially abstract) vocabulary...
- it is forbidden in my classes, yet this activity may be an exception
- The least the better.
- Mixed feelings, students might feel too comfortable using their mother tongue, but it is also something that they can rely on in the case of being completely lost.
- Do not use it much; however, for young learners might be quicker sometimes
- It is useful for explaining grammar.
- It's fine and sometimes unavoidable
- sometimes it is very helpful, but not needed. Czech English teachers cannot avoid using it.
- only in case that something must be explained properly, otherwise it should not be used at all
- I use Czech for grammar explanations and translations.
- sometimes acceptable
- Depends on the level of English, for beginners it is sometimes necessary to explain certain stuff in Czech.
- It helps to understand
- I try to avoid it as much as possible, but it is a very powerful tool.
- the less, the better
- when necessary why not. We should not avoid it completely

- quite effective with lower-level students (A1-B1) for explaining grammar + giving the meaning of particular words and collocations which cause problems to explain at such a level in English)
- It can be useful when you want to explain something students really don't know. But it would not be used as often as it is thought.
- Mother tongue is suitable to explain grammar , compare Czech and English version, give examples of similarities in both languages
- I use it when necessary - when using English could become a cause for not understanding what is being taught
- Sometimes it is useful and necessary, especially with A1 and A2 levels
- The use of Czech is important when explaining the differences between the two languages and when checking correct application of grammar rules through translation.
- Sometimes may be helpful, but should be minimized
- Sometimes it can be useful but I do my best to avoid it
- it's OK if it is used because of a specific reason not because of laziness
- In particular situations it can be time saving
- Why not, if it shortens something
- good for lower level students and explanation of grammar
- I'm not against it where it serves a purpose or saves time. English should always be the predominant used language though.
- Necessary for lower levels, also for grammar lessons
- for explanation of grammar sometimes necessary, more effective
- It can be very useful in particular situations, but in general it should be avoided.
- Normally my students and I don't use Czech during the lesson, but this is a novel way to use the mother tongue and it has integrity.
- It is alright as long as students are given plenty of opportunities to speak English.
- I try to avoid it as much as possible to make students think in English and not translate word for word what they want to say. There are, however, activities which are actually better to do with the help of the mother tongue.

What is your opinion about mediation as an EFL activity?

- "It depends..."
- I think it is a nice change and I would use it from time to time although there are disadvantages - see my previous answers.
- On the whole, great idea. I believe in case there are enough materials available mediation can be very useful and meaningful tool for learners and teachers.
- It's something new, different and creative that can increase the students' motivation.
- I think that mediation can be very useful when learning English as it teaches us about cultural differences.
- a good idea
- It might be refreshing for students and it might help their better understanding of cross-language mediation.
- I think we use similar techniques sometimes but just don't give it a specific name. Any activity which helps students to learn new things and practice the target language is fine.
- I don't know - haven't heard of this activity. The preceding questions are compulsory, but I don't know how to answer as I haven't heard of this activity!!! (e.g. I have no idea if I would use this activity in my classroom as I know nothing about this activity)
- It seems good!
- useful
- it should be used more often
- It is interesting because it simulates some situations in real life - we often have to translate and interpret things from L1 to L2 and often not literally - for example from complex written instructions to easy spoken instruction etc.
- I like it
- It might be interesting and attractive for students. However, depends on the problem.
- It could work.
- useful, fun, nice filler/intro task
- It can be useful activity which encourages communication and interaction.
- It doesn't seem that different from having a presentation or writing an essay, especially if there's no real English speaking friend and it's just an imaginary situation assigned by the teacher
- I always welcome new ideas, activities, approaches
- I would use it once in a blue moon. Definitely not regularly.
- I like the activities; but, on the other hand, it sounds a bit to me like giving a special and expert label (mediation) to a simple and useful type of activities that have been being used by teachers

for decades spontaneously. I can imagine having to answer "how-much-mediation-based-tasks-do-yo-do-with-your-students"-type of questions in a self-evaluation form. I don't think it needs to be a new category of something. Mediation is "the process by which someone tries to end a disagreement by helping the two sides to talk about and agree on a solution" (Cambridge dictionary). I have never heard before of "cross-language or interlingual mediation". We need this type of activities, but not this type of theory. I think it's a little artificial and redundant.

- sometimes useful
- I have never tried it but it seems pretty interesting and I might try it in the future.
- Positive and useful in everyday life
- It should be an essential part of any foreign language class.
- I myself am a meditator, but I am not very well equipped for teachin students during lessons of English
- not sure yet. Need to know more.
- for sure interesting to be used at times in combination with other approaches/methods - communicative approach done in English only however such tasks regarding language mediation might serve as a way of enriching teaching-learning repertoire
- I think it's a good idea for communicative activities (with inforamtion gap). Cultural aspects are also involved which is great for the students to get to know some information about a different country + vocabulary.
- Suitable for expressing and explaining things, it makes students think and find words, good for communication and interaction
- Sooner or later every teacher comes across a situation when the different cultural backgrounds play important role for understanding language. Mediation may be a useful supplement to EFL lessons.
- I find it useful and motivating.
- It can be fun and can help students extend the language environment of a textbook.
- Interesting, motivating, useful
- I don't think it should be the only one method used in lessons.
- sounds interesting but I wouldn't use it with higher level students
- Attractive for more advanced students - if up-to-date context is used
- Let's try it 😊
- something different from common exercises
- I think it's useful for the development of practical skills.
- Absolutely essential, motivating

- a way of supporting activity
- It could be useful especially in improving multicultural awareness
- It looks motivating and fun, so I'll try it.
- I like it - it makes students active and encourages them to use English in a natural context. I will definitely try it with some of my students.
- very interesting and motivating. I will try it
- sounds interesting, can imagine students who would really benefit from it in comparison to other tasks they are given during lessons.

26. OPEN QUESTIONS – ANSWERS BY GERMAN EFL TEACHERS

What difficulties do you face when doing mediation activities?

- creating a meaningful context
- Making students aware of the differences between translation and mediation
- Learners often translate too much sentence by sentence without focussing on the communicative situation
- translating the content word by word leads to non-idiomatic English
- literal word-to-word translation, Germanisms
- Students tend to translate.
- None
- difficult vocabulary
- graduation
- Students tend to translate the material word by word.
- The students have difficulties deciding what is important and what not. They tend to translate everything, which is not the goal of mediation.
- situational context
- Difficult to teach general techniques, because every text is so specific and different
- students would rather translate word for word or do not understand the content of text and thus cannot transfer it to English
- the students don't understand the german texts
- Problems concerning vocabulary, grammar
- making sure students know exactly what information is necessary

What do you think of using mother tongue in EFL/ESL classrooms?

- in my classes there is a strict only target language policy which I consider highly effective
- Generally it's "English Only", yet in mediation modules your native language needs to be critically reflected to properly mediate; that can (and should, as in real life) be done by actively using it
- not acceptable for communication with senior students
- sometimes very useful, raises language awareness
- positive
- sometimes necessary, especially for beginners
- Should be avoided
- It is unnecessary
- sometimes useful and necessary
- As little as possible, as much as necessary.
- I use it when explaining grammar and from time to time for vocabulary.
- only if necessary
- For mediation tasks unavoidable. Otherwise, rather not.
- can be useful
- Normally I mediate into the foreign language
- rarely okay
- can't always be avoided in beginner classes, sometimes necessary to establish (emotional) relationship with students
- We try to avoid it - I only use it when giving legal information (grades etc.)
- i don't understand the question, we only speak and watch and listen in english
- I use it very rarely, only to explain difficult aspects of grammar
- It depends on the task/ communication aim
- sometimes helpful and necessary but as rarely as possible

Your recommendation: Why should Czech EFL teachers use mediation activities in their lessons?

- cultural awareness / linguistic flexibility
- because it's a real-life communication exercise
- improves language skills in English
- (See above) - it improves language skills in both L1 and L2; it often reflects real life situations and thus motivates students; the material chosen can be motivating too, specifically when using current topics and texts (e.g. Brexit, European Union, transatlantic relationship etc.)
- it often simulates real-life situation and enables the students to communicate
- to improve their students' language awareness, productive skills and authentic language usage
- to prepare students for real life situations
- This is life
- It's a rather authentic way of communication.
- makes more sense than translation
- They should use it because it enhances the students's ability to communicate more freely.
- For the same reasons as teachers in other parts of the world (see above).
- It's an authentic task. Reflects real-life situations.
- widening of lexical, grammatical cultural horizons
- It is a very realistic learning situation
- needed in real life for students
- more useful for life than translations
- Mediation tasks are complex and at the same time motivating - students are likely to encounter situations in real life in which they will need mediation skills. It also furthers cultural awareness.
- It is a useful ability.
- effective learning skill
- to prepare students for university and profession

27. ASSESSMENT RESULTS

Mediation type 1: Reading - writing

	handout	communicative aim	Fulfilment of the task	intercultural performance	linguistic ability	total	percentage
S1	1	3	4	3	1	11	55%
S2	1	4	4	2	3	13	65%
S3	1	4	5	3	4	16	80%
S4	1	3	5	2	4	14	70%
S5	2	4	5	4	5	18	90%
S6	2	4	5	4	4	17	85%
S7	3	5	3	4	5	17	85%
S8	3	3	4	4	3	14	70%
S9	3	3	1	4	3	11	55%
S10	3	4	2	4	3	13	65%
S11	4	1	3	5	3	12	60%
S12	4	5	5	5	5	20	100%
S13	4	5	4	4	4	17	85%
S14	4	2	4	3	1	10	50%
S15	9	5	4	5	3	17	85%
S16	9	3	5	4	2	14	70%
S17	9	4	5	4	4	17	85%
S18	9	2	4	4	3	13	65%
S19	10	5	5	4	4	18	90%
S20	10	4	5	5	5	19	95%
S21	10	3	2	4	3	12	60%
S22	10	5	4	4	4	17	85%
S23	11	4	4	3	4	15	75%
S24	11	5	4	4	4	17	85%
S25	11	4	4	3	4	15	75%
S26	11	4	3	4	3	14	70%
average		3,8	4,0	3,8	3,5	15,04	75%