

Oral Mediation in Spanish Classes

Need for Action

Mediation has become a **new competence** in educational standards since 2003. Due to it being new, not many scientific projects have been conducted so far.

Until now there have been **only theoretical reflections** about developing mediation tasks. There is also uncertainty about how pupils deal with these tasks. This situation is becoming more critical because mediation could be a **part of the Abitur in 2017**.

Mediation needs to be focused on since it is such an important aspect of **language teaching** as well as in **everyday life**.

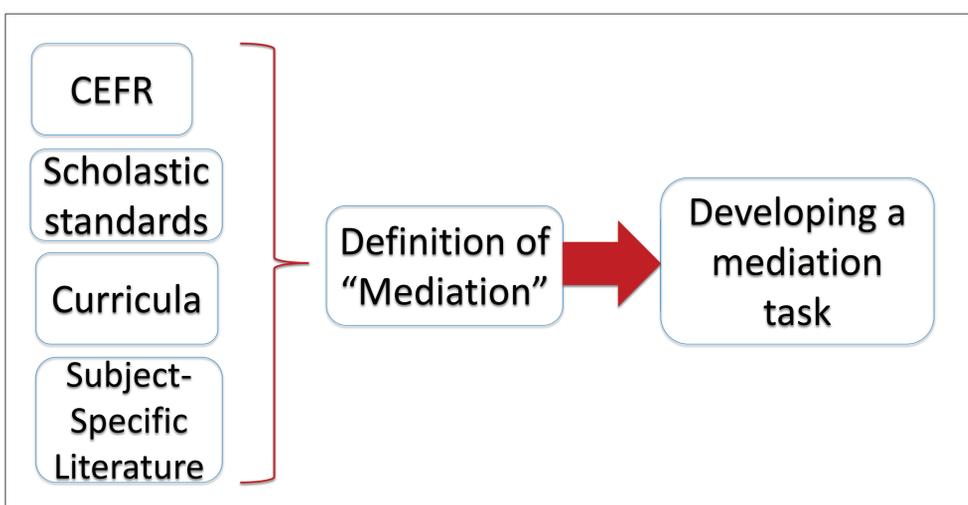
Design-Context

There are currently **no reliable results** considering different competencies (i.e. reading, listening, vocabulary, etc.) needed for oral mediation tasks. Therefore the specific promotion of this competence is not yet possible.

Another important aspect is the very **heterogeneous composition** of classrooms, especially in the Oberschule (secondary school). The teaching and learning arrangement must show consideration to this development in the form of **differentiation**.

Research Questions

- Which **competencies and knowledge** can be reconstructed during the working process with oral Spanish mediation tasks?
- Which findings can be made during the observation of oral Spanish mediation tasks relating to the **reformulation of design principles**?



Theoretical part of the research project

Design-Subject

- Mediation as the subject of the research projects needs to be **specified and defined** therefore EU and German education policy will form the basis.
- In this project mediation is defined as **“giving the general sense of content from one to another (foreign) language.”**
- Subject-specific literature enumerates a **variety of competencies and knowledge** needed to be combined to deal with the process of mediation tasks.

Design-Conception

- Developing a **teaching and learning arrangement** for grade 8: “internship in grade 9”
- **Design element:** complex competence task by Hallet focused on oral mediation tasks
- **Principle of design:** In order to activate different competencies and knowledge by pupils during the working process of oral Spanish mediation tasks, the task has to meet the following criteria: real world discourse, complexity, developing of competencies, initializing of processes, openness, structured processes.

Design-Testing

- **2 cycles** in Spanish classes (grade 8) in July and November 2015 at the Oberschule Kurt-Schumacher-Allee
- Spanish as **compulsory subject choice** from grade 6

Elicitation of data:

- **Recording of the dealing process:** For further and detailed analysis, the working process will be recorded. Gestures and facial expressions can be included in the analysis.
- **Group interview with pupils:** after the working process there will be a group interview with the pupils with the aim of inquiring into key points in the working process.
- **Analysis of the working process:** the analysis will be used with the aim of reconstructing the competencies and knowledge the pupils activated during the working process.
- **Participatory observation:** the researcher will not intervene during the working process.

Design-Theory

- **Reliable empirically validated statements** about competencies and knowledge. They are activated by pupils during the working process of oral Spanish mediation tasks. This leads to a **local theory** about developing and dealing with mediation tasks.
- A **reference teaching and learning arrangement** which is empirically validated. It has been constantly modified by the results of the different cycles.

References

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