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-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-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?

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

Elaboration 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

Reimann, Daniel; Rösler, Andrea (Hg.) (2013): Sprachmittlung im Spanischunterricht. Tübingen: Narr.