Textual mediation for adult immigrants in initial teacher training

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Abstract
Initial teacher trainees are preparing for multilingualism and multicultural work environments that present the challenge of mediating texts aimed at teaching adult immigrants in an additional language. The study aims to investigate the perceptions of university education students regarding textual mediation suitable for immigrant adults. Qualitative inquiry involves 130 university students through discussion groups after a textual mediation intervention. Results emphasize the impact of applied practice on skill perception and acquisition across educational levels and highlight the necessity of integrating practical experiences into teacher training.
Key words: Adult immigrant, corporal language, learning additional language, paralinguistic, textual mediation, visual support

Introduction

This research aims to understand how initial teacher-training students perceive certain aspects of textual mediation, such as interpretation, communication, and the didactics of additional languages. In this case, we focus on students in Early Childhood Education and Primary Education degree programs. Progress in textual mediation will enable them to intervene in future learning situations through pedagogical proposals. The Common European Framework of Reference (CEFR) (2018: 45) places a strong emphasis on building plurilingual and pluricultural competence, with a particular focus on the concept of textual mediation using various scales for mediation activities and strategies. Mediation appears suitable for bridging the gap between the fields of translation and interpretation and language didactics, as it has always been a central concept in translation and interpretation studies.

In the context of language teaching, mediation encompasses various dimensions as outlined by the European Framework of Reference for Languages. Textual mediation, broadly speaking, refers to the educator's capacity to adapt text to ensure it is comprehensible to learners of an additional language. This process involves multiple transformations of the text. While some educators view mediation primarily as translation, where the text in the additional language is juxtaposed with the learner's native language, others consider it as the explanation of information using techniques such as text reduction to simplify the content or amplification to enhance understanding.

Mediation involves a range of activities, including mediating a text by conveying specific information orally or in writing, explaining data (e.g., graphs, diagrams, charts) orally or in writing, processing text orally or in writing, translating written text orally or in writing, note-taking, expressing personal responses to creative texts, including literature, and analyzing and critiquing creative texts, including literature. Moreover, mediation includes collaborating in group work by facilitating collaborative interaction with peers and constructing meaning together, and leading group work by managing interaction and encouraging conceptual discussion. Additionally, mediation plays a role in communication by facilitating a pluricultural space and acting as an intermediary in formal situations, as well as facilitating communication in delicate situations and during disagreement (Fernandez & Garcia, 2024).

Studying differences in perceptions and making a comparison between students in these two degree programs was also of interest due to the high value that textual mediation holds for communicative learning in university studies (Nadal & Thome, 2022).

In this investigation, an intervention was conducted where students designed a multimodal practice for adult immigrants, motivated by combining methodologies from different

educational styles (Yunus et al., 2021) within the same educational context (Dolz & Monferrer, 2023). The Early Childhood Education undergraduate group only created it theoretically due to existing technical limitations. The Primary Education undergraduates group underwent the same intervention but with an additional factor: they had to find an adult immigrant, invite them to the classroom, guide the practice with them, and interact in the classroom.

The intervention involved the implementation of a practical didactic intervention in which university students designed a multimodal activity (Yunus et al., 2022) in Spanish as an additional language for adult immigrants. The choice of this multimodal methodology lies in the methodological advantages it offers at a didactic level due to the variety of instruments that can be included, given its multidisciplinary nature (Martínez, 2016). The primary objective of this intervention was to develop and investigate perceptions about textual mediation skills (Fauziah, 2016) among initial teacher-training students. The approach used to draw conclusions about Education students' perception of textual mediation is through qualitative techniques (Rahman, 2016) due to their ease of implementation and their synthesis capacity in extracting results.

Textual Mediation

Textual mediation originates from the broader concept of linguistic mediation within the CEFR framework in the face of the plurilingual situation in European societies. It has become an increasingly substantial practice (Martínez & Ripoll, 2022) due to the existing cultural diversity and social complexity (North & Piccardo, 2016) within the educational field. The practical language approach is sought, as acknowledged by authors such as Fernández et al. (2021), where the methodological focus aims at effective communication among speakers. Linguistic mediation gains special importance within the linguistic and communicative competence of learners of another language (Santos-Sopena & Antolín, 2022) within a communicative system (De Arriba & Cantero, 2004), where reception, production, interaction, and mediation are essential elements.

Consequently, textual mediation is influenced through communication itself (Yunus et al., 2021) and social and communicative interaction (Florence et al., 2021). According to De Arriba & Cantero (2004: 12), "mediating activities (written and oral) are possible in both production and reception. Mediating activities include, for example, translation and interpretation, summarizing, or reformulating a text".

In the case at hand, textual mediation is understood as the skill of teachers to facilitate multimodal formats (García-Barroso & Fonseca-Mora, 2023), incorporating various texts suitable for adult immigrants (Ávila-López & Rubio-Alcalá, 2023) for the learning of an additional language. The practice of textual mediation is therefore understood, in the context of language teaching and learning, as a practice that facilitates understanding between two speakers who cannot comprehend each other (Dendrinos, 2019).

As Ramos and Feitosa (2018: 3) points out, "we are in times when we must move from the figure of the teacher to that of intercultural mediator and integrate these teaching qualities into the ELE class". Another form of linguistic mediation is the flexible and indiscriminate use of different languages, as occurs, for example, in multilingual environments (San Esteve, 2021; Fekete, 2023). King and Chetty (2014) define mediation as the action of explaining, summarizing, clarifying, and simplifying a text from one language to another that is more familiar to the students, while Creese and Blackledge (2010) provide details in their research on how to handle collaborative interaction or adapt the narrative of a text in multiple languages in classrooms with linguistic diversity to ensure the participation of all students in university environments.

In a university context with Education students, textual mediation becomes a relevant resource (Wigfield et al., 2016) and is usually endorsed by university students in various disciplines, primarily those linked to linguistics and education (Campbell, 2019), especially in multilingual and multicultural environments with international students. Paralinguistic elements, grammar, and non-verbal language constitute essential communication sources for

the proper fluency of social conversations, often facilitating the work of Early Childhood and Primary Education teachers in their respective learning environments (Schaffner et al., 2013). Textual mediation can occur in multiple didactic situations, most commonly involving the frequent use of audiovisual elements, such as graphics and diagrams (Peña, 2020). These resources are particularly useful in the early training stages of teachers due to their high value as a support element for developing communicative-linguistic competence (Vázquez et al., 2020), as is the case in ELE teachings.

These textual mediation resources involve the inclusion of students in the classroom, especially from the perspective of a context with international students (Yunus et al., 2021), due to the ease of communication between speakers who do not share the same language. Understanding the importance of textual mediation in educational contexts where teachers are in their initial stages is vital for correctly implementing practical methodologies where language learning and development are effective and practical. As stated by Konopka et al. (2015:1), "the innovative teaching procedures adopted by the teacher in this fictional scenario—the formation of student groups—were active learning strategies, which had in common the active involvement by the students in their learning process".

Consequently, it was proposed to study the perception of university Education students regarding textual mediation to determine the formative needs that would arise in this novel field. The following research question was formulated: RQ1 How do initial teacher-training students perceive textual mediation?

Methodology
Context and participants
The participants consist of students from a university in the south of Spain during the academic year 2022-2023. Table 1 provides details about the groups involved (Early Childhood Education and Primary Education degrees), the academic years they belong to (second and third years), and the subjects in which the intervention takes place and during which semester. Additionally, data regarding the population sample and the participant sample (n=130) are included. The sample is homogeneous in terms of the type of studies and age.

In terms of gender, out of (n=130), 102 individuals (78.46%) are female, compared to 28 males (21.54%). When broken down by groups, in the Early Childhood Education group, females predominate with 64 (96.97%) compared to two male informants (3.03%). In the Primary Education group, females still predominate, but to a lesser extent, with 38 participants (59.38%) compared to males with 26 individuals (40.62%). Regarding age, the average age of the student sample is 20.10, with a standard deviation of 3.45, representing a sample with an age range between 19 to 27 years.

Regarding the multilingual and cultural background of the participants, who are pre-service teachers, Spanish is the predominant native language (97.10%). Concerning the languages spoken, the majority of participants have proficiency in a second language, namely English (84.91%), followed by a third language, French (60.74%), a fourth language, German (17.14%), and an unidentified language, 7.35%.

Specifically, the prevalent English proficiency levels are A2 (elementary) and B1 (intermediate), both accounting for 34.29%, totaling 68.58%. This is followed by B2 (upper-intermediate) at a percentage of 16.33%. The notable French proficiency level is A1 (elementary) (33.8%), followed by the response "No habla" (28.57%), and then by A2 (elementary) (26.94%). The majority of participants have either no proficiency in German or possess only an A1 (elementary) level (17.14%).

Table 1. Participants in the qualitative study

Groups	Population sample	Participants
Early Childhood Education degree group. (Subject: Didactics of Oral and Written Language)	First semester. Population sample of 148 individuals from 2nd Year, distributed in 4 groups	Out of a total of 73 informants, 66 participate individually
Primary Education degree group (Subject: Verbal Competence)	Second semester. Population sample of 145 individuals from third year, distributed in 4 groups	Out of a total of 72 informants, 64 participate Total sample: n=130

Source: own elaboration

In terms of gender, out of (n=130), 102 individuals (78.46%) are female, compared to 28 males (21.54%). When broken down by groups, in the Early Childhood Education group, females predominate with 64 (96.97%) compared to two male informants (3.03%). In the Primary Education group, females still predominate, but to a lesser extent, with 38 participants (59.38%) compared to males with 26 individuals (40.62%). Regarding age, the average age of the student sample is 20.10, with a standard deviation of 3.45, representing a sample with an age range between 19 to 27 years.

Qualitative Method
To obtain the results, a qualitative inquiry method has been chosen as the research approach. This choice is justified by the capability of this method to explore the multifaceted influence of textual mediation on university students through their own responses, as outlined by Nadal and Bello (2022). This approach allows for a detailed analysis of dimensions related to perceptions, attitudes, and individual experiences (Wigfield et al., 2016), as well as the sociocultural contexts influencing the understanding and use of textual mediation in academic environments, especially at the university level. Qualitative methodology, therefore, delves into the phenomenon, facilitating the identification of emerging trends and a precise understanding of the cognitive and affective processes involved in interacting with texts, as explained by Yousefi et al. (2020). Thus, it provides a comprehensive and enriching insight into how textual mediation impacts academic development and knowledge acquisition in the university setting for these Education students.

In the context of the impact of textual mediation on university learners, qualitative inquiry allows for the exploration of individual interpretations, implicit meanings, perceptions, and interactions (Wigfield et al., 2016) that these learners have with academic texts. This method offers a comprehensive and contextualized understanding, revealing not only the outcomes but also the process and context in which the interaction with texts unfolds (Pham, 2021). Immersed in narratives, perspectives, and contexts, qualitative inquiry enables the discovery of patterns, identification of key factors influencing the relationship with textual mediation, and a deeper understanding of the motivations, barriers, and strategies used by students (Nadal & Bello, 2022). This approach is essential for obtaining detailed and meaningful information that can more precisely inform effective pedagogical strategies and formulate interventions with appropriate content in university learning environments. Finally, it is noted that this study with significant sample sizes (66 individuals in one group and 64 informants in the other group, with a total of n=130) contributes to the advancement of science by enabling detailed and robust comparisons between the two groups. The breadth of participants enhances the representativeness and reliability of qualitative results, facilitating the

identification of patterns, trends, and significant differences. These findings contribute to a deeper understanding of the studied dynamics, enriching scientific knowledge.

Design, Procedure, and Instruments
An intervention in textual mediation was designed, where initial teacher training students were required to adapt the planning and implementation of an activity aimed at an adult immigrant. Furthermore, the perception of the intervention after it had been experienced by the sample was assessed through focus groups, a tool of the qualitative method.

The source on which this study based its discussion group questions in textual mediation is the Common European Framework of Reference for Languages (2020). Previously, there was an earlier document from the Council of Europe (2018) titled Common European Framework of Reference for Languages too.

The university teaching intervention consisted of the following stages, as described in Figure 1. The intervention took place over 6 weeks. Firstly, students from both groups received and understood the theoretical part of textual mediation for immigrants. Secondly, the two groups of students, organized in teams, designed a multimodal activity aimed at the learning of Spanish as an additional language by an immigrant of a specific nationality. In this way, they explored the historical and cultural aspects of immigrants. Thirdly, in the Early Childhood Education undergraduates group, this activity was scheduled theoretically, without applying it with a real immigrant. However, in the Primary Education undergraduates group, it was scheduled for them to invite an adult immigrant to carry out the activity in a practical manner. This second scheduling differs in that it adds an experiential learning approach according to the paradigms of Dewey (1963) and Piaget (1977), both recognized in the pedagogical context. Therefore, Primary Education university students faced the challenge of seeking and inviting an adult immigrant of their chosen nationality, interacting with them, and guiding them in learning Spanish through this activity in front of the teacher and their peers. Fourthly, additionally, in the same week that the intervention ended, the two groups of students, organized in teams of 6 to 8 students, responded to the four qualitative questions.
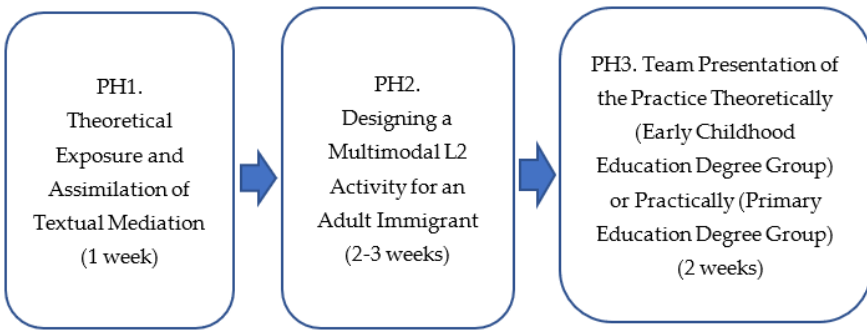

Figure 1. Intervention phases

3. Results
This section is divided into four subheadings, taking into account the four qualitative questions and the results derived from them, as illustrated in the respective tables.

Perceptions about how the educational mediation intervention affects students' ability to convey information verbally or through sign language

The first question addressed how the implementation of this educational mediation intervention with adult immigrants affects the students'; ability to convey information verbally or through sign language. Study participants pursuing a degree in early childhood education

considered more factors influenced by the implementation of these practices than primary education students. However, there are both parallels and differences between the two groups. Students in the Early Childhood Education degree perceived difficulty with immigrants as learners (8.2%), while Primary Education students who carried out an applied intervention, a practical activity in the classroom with immigrants, perceived a higher degree of difficulty (13%). Another noteworthy point is that Early Childhood Education students highlighted non-verbal support through body language (22.4%) in educational mediation concerning orality. In contrast, Primary Education emphasized didactic flexibility (26.1%).

In both groups, study participants found a significant positive impact on the application to their teaching, with 54.9% in the Early Childhood Education group and 47.7% in the primary education group. Students in both Early Childhood Education and

Primary Education degrees noticed a much greater impact, identifying two important aspects when working with immigrants. These were the adaptation of paralinguistic elements and the use of non-verbal language, including the use of body language as support rather than the choice of specific vocabulary. Overall, these non-verbal and metalinguistic elements accounted for up to 34.6% of interviews with early childhood education students, compared to 10.2% for vocabulary choice. Regarding primary education students, this relationship is less visible; however, extralinguistic elements (paralinguistic elements and body language support) still represent up to 13%, and vocabulary choice reaches 4.3%.

Additionally, both groups noted a positive impact on their empathy to a similar degree. Early Childhood Education (8.2%) vs. Primary Education (8.7%), and in learning other languages and cultures. Early Childhood Education (4.1%) and Primary Education (4.3%), with both groups reporting a high frequency of using audiovisual elements. 4.1% in early childhood education and 4.3% in primary education.

The main difference between the groups was that early childhood education students focused much more on adapting non-linguistic elements, while primary education students primarily focused on adapting methods and materials to the immigrant's language knowledge level, reflecting the higher percentage threshold of didactic flexibility (26.1%) among primary education students.

Primary education students show a more practical approach. They adjusted to the immigrants' knowledge and education level and perceived more problems working with them (13%), while early childhood education students did so to a lesser extent (8.2%). Also, primary education students focused much less on discussing the process itself and the importance of learning a language or learning to speak (8.7%), concentrating more on the aspects described earlier, while early childhood education students paid more attention in their interviews (12.3%). Again, a more pragmatic and practical approach to the elements learned during practice can be seen in primary education students. Instead of pondering before oral expression, as often suggested by early childhood education students (6.1%), primary education students mentioned the ability to communicate with immigrants (13%).

Early childhood education students mentioned factors not considered by the other group, highlighting media (2%) and grouping (2%), and an improvement in their listening (2%) and speaking skills (4.1%), which again were not mentioned by primary education students. On the other hand, unlike the other group, primary education students mentioned an additional element, inclusion (4.3%).

Table 2. Comparative about the ability to convey information verbally or through sign language

Early Childhood Education Degree Group			Primary Education Grade Group		
Component	Subcomponent	Descriptors	Component	Subcomponent	Descriptors
Own positive oral learning after the intervention	Consider before speaking 6.1%	Prioritize thoughtful speech for respectful, clear, and concise expression, enhancing the quality of responses while avoiding confusion.	Own positive oral learning after the intervention	Communicate 13%	It is crucial to have communication skills, whether oral or written, to convey information effectively. Practice in class significantly improved our ability to communicate and express ourselves, thus strengthening our communication skills.
				Empathize 8.7%	Talking to immigrant people does not affect us, since they are human like us. We improve empathy, assertiveness and conflict resolution, recognizing and making decisions to address their difficulties.

	Empathize 8.2%	We understood the importance of empathizing with immigrants by recognizing their challenges upon arrival. This understanding prompted us to act with empathy, reflecting how we wish to be treated.		Understanding other languages and cultures 4.3%	It is crucial to interact with people of different ethnicities to enrich each other. Our work allowed us to become familiar with various languages and accents, observing the progressive adaptation of immigrants to Spanish.
	Oral expression 4.1%	We have learned to transmit emotions and feelings, both from ourselves and from others. We also transmit experiences and knowledge.		Inclusion 4.3%	The development of inclusion in classrooms is encouraged, so that all students have the same opportunities and that their development in the classroom is equitable
	Listen 2%	Listen and pay attention when someone is talking to us.	Positive learning applied to teaching		
	Understanding other languages 4.1%	Mediation with immigrants aids understanding diverse languages. Activities facilitate integrating and acquiring a non-native language through direct and simple comparisons.		Adequacy of paralinguistic elements 4.3%	We have had to communicate and express ourselves clearly by presenting to the entire class
Positive learning applied to teaching	Adequacy of paralinguistic elements 12.2%	Pause for clear transmission. Speak with a relaxed tone, vocalize appropriately. Rapid speech, incorrect vocalization, or yelling hinders understanding.			

Support in body language 22.4%	Essential reliance on body language for effective expression. Signed speech, combining words with signs, aids teaching by enhancing auditory and visual experiences.		Body language support 8.7%	Oral communication and gestures involve immigrants in activities. Educational mediation by immigrant adults influences oral or signed information transmission.
Vocabulary selection 10.2%	The subject is worked on to adapt it to a simpler vocabulary, adapting to the level of the immigrant.		Vocabulary selection 4.3%	Apply simple and appropriate vocabulary so that it can be easily understood by the immigrant, since if we use difficult vocabulary, communication will be practically non-existent.
Repetition of content 2%	It will be using repetitions, continually remembering the knowledge acquired and what is being shown in the classroom.			
Audiovisual support 4.1%	Visual material in another language aids understanding and information exchange. Interactive cards with added audio enhance pronunciation, facilitating and motivating learning.		Audiovisual support 4.3%	Assuming low proficiency, use visuals like diagrams or digital tools (PowerPoint, Canvas) to aid understanding for immigrant adults.
Media 2%	The media are an instrument of socialization in such a way that feelings and beliefs are modeled and, in addition, people's mental constructions are facilitated.		Flexibility didactics 26.1%	Crucial: Communicate effectively, adapting to immigrant levels. Individualized adjustments for equitable education. Understanding language levels aids in tool selection.
Classroom grouping/arrangement 2%	To achieve the immigrant's oral comprehension, various activities can be carried out, both peer and individual dialogue, and in this way, they are allowed to continue the established conversation.	Meta language teaching	Difficulty with immigrants 13%	Adapting content for non-speakers poses challenges in direct communication. Individual adjustment is crucial, as seen with our immigrant colleague in Spain.

Meta language teaching	Difficulty with immigrants 8.2%	It is very difficult to teach a language from scratch to people who understand absolutely nothing of our language.			
Language learning goal	Language learning 8.2%	We learn daily, acquiring language through signs and speech in socialization processes. Communication is challenging for immigrants, needing help.	Language learning goal	Language learning 8.7%	Regarding the immigrant, we develop linguistic skills when facing the language barrier. In particular, we improved our English skills by communicating with our American partner. This challenge helped overcome linguistic barriers and activate thinking in another language.
	Oral learning 4.1%	Oral communication is vital for constant interaction, providing qualification, autonomy, and confidence. Overcoming public speaking fears contributes to personal happiness.			

Source: own elaboration

Perceptions about how the educational mediation intervention affects students' ability to convey information in writing

The second question focuses on assessing the effect of educational mediation activities with adult immigrants on their ability to convey specific information in writing. Participants in the early childhood education program took into account more factors influenced by the implementation of these practices than students in the primary education program.

The contribution of this result is a more visible difference between the two groups, with early childhood education students in their interviews including more information about their own written skills (35.5%) acquired through this practice. The circumstance is that they designed a theoretical intervention, not applied, while primary education students described their experience with a positive impact on their teaching, at 54.2%, with the circumstance that they did design and apply an intervention to one or more immigrants. The code they highlighted most frequently is didactic flexibility, followed by vocabulary selection, indicating an awareness of the need for greater didactic preparation and the provision of means such as a ¨vocabulary¨ selection for the intervention.

In describing their own experience and learning skills in more detail, early childhood education students indicated more assimilated elements, including language and culture understanding (8.9%), information prioritization (6.7%), message analysis (2.2%), new technique development (2.2%), empathy (2.2%), integration (4.4%), communication (6.7%), and cognitive capacity development (2.2%). In this group, during the practices, students focused on ensuring that the message they created for immigrants was analyzed beforehand by them (2.2%) and on how to select and prioritize information (6.7%).

Students in the primary education group saw it a bit differently, including information about learning to ponder before written expression (4.2%); however, they did not do it as detailed as the early childhood education students, and the percentage representing such actions are also lower.

Both groups noted the development of their knowledge of other languages and cultures, respectively, in early childhood education at 8.9%, and in primary education at 4.2%. Both groups confirmed the development of their communication skills, with 6.7% in early childhood education and 12.5% in primary education. Regarding positive learning applied to teaching, in the early childhood education group, the greatest attention was paid to vocabulary selection (8.9%), followed by non-linguistic matching (6.7%) and linguistic elements (6.7%). The group also mentions the role of social networks and new technologies (4.4%), whereas, compared with primary education students, they mention supporting their teaching with audiovisual elements (4.2%).

Primary education students again have a more practical approach, focusing more on skills adapted to teaching, including up to 20.8%, on the importance of choosing the right words and up to 25% on how to be flexible in choosing methods and materials depending on the language proficiency of the immigrant. Unlike the preschool group, they also mention the importance of creating a good learning environment for their students (4.2%).

The problems that arise when working with immigrants are pointed out to a similar extent in early childhood education (8.9%) and primary education (8.3%). Language (4.4%), learning to write (22.2%), and ubiquitous learning (2.2%) represent more than 25% of the interviews, a quite significant proportion where primary education students focus on these issues only at (12.5%). As seen, there are some parallels and differences between the two groups, as evidenced by the observation of Table 3.

Table 3. Comparative about the ability to convey information in writing.

Early Childhood Education Degree Group			Primary Education Grade Group		
Component	Subcomponent	Descriptors	Component	Subcomponent	Descriptors
The importance of graphics	Classroom use 9.4%	Both means, diagrams and graphs, facilitate the understanding and representation of data. In the classroom, we routinely use visually appealing diagrams. Graphics are effective at presenting information in an accessible way.	The importance of graphics	Classroom use 5.3%	Using graphic representations, such as graphs or drawings, we can explain data without the need for the person to speak or communicate in our language perfectly, facilitating understanding.
Development of the skills	Ability to analyze data 6.3%	Educational mediation has improved our ability to explain data orally and in writing, using graphs and diagrams. Highlights the importance of accurate data analysis and asking prior questions.	Development of the skills	Ability to analyze data 10.5%	With immigrant adults, the information varies, requiring adaptation of the explanation of graph data. Sometimes, the explanation is done in a signed way due to the diversity and difficulties in oral communication.

	Ability to receive data 3.1%	If we want to acquire this ability to explain information, it is necessary to know how to obtain it.	Positive learning applied to teaching	Adequacy of paralinguistic elements (body language) 10.5%	To carry out activities with foreign people, it is relevant to establish signals and keywords to facilitate communication and ensure an attractive educational process adapted to their needs, thus promoting understanding and participation.
	Ability to create graphics 6.3%	Acquiring the ability to explain information requires the ability to create appropriate graphs and diagrams. This skill facilitates decision making by clearly visualizing opportunities.		Vocabulary selection 15.8%	For immigrants, simplify vocabulary based on their level. Gradually introduce new words. Using simple terms aids collaboration. Graph interpretation needs intermediate-advanced English.
	Critical thinking and drawing conclusions 6.3%	Essential: Work with graphs orally, preparing us as future teachers. They aid in statistical explanation, data analysis, observation, and drawing conclusions.			
Own positive oral learning after the intervention	Empathize 12.5%	We observe that many people emigrate for various reasons. Our empathy improves by imagining their situation, trying to explain it understandably, being aware of their linguistic vulnerability and providing support to overcome fears when expressing themselves.		Support in body language (kinesthetic movement) 10.5%	The explanation of kinesthetic activities can be complex orally or signed. Signs could be used as a means of communication, facilitating the understanding of data and words.

	Oral expression 12.5%	We learned to explain data orally in a simple way. The activity was useful to improve our explanatory skills, making the abstract clearer and allowing us to communicate essential data in daily life through oral or signed expression.	Didactic flexibility 15.8%	Didactic flexibility is conditioned by the immigrant's command of the language. If you understand Spanish, oral explanation with graphics is more effective; Otherwise, resorting to sign language is necessary.
	Understanding other languages and cultures 6.3%	They have been very useful to us to know more detailed data that we can find about people who come from other places.It is convenient to have an intercultural education so that they also feel welcomed,		
	Communicate 3.1%	This way of mediating learning with both adults and infants is very useful for expression and communication but above all for the teaching-learning process.	Audiovisual support 10.5%	Given a low level of understanding, using visual and schematic support becomes a valid alternative. When explaining data with graphics, we look for a visual and attractive presentation to improve information capture.
Positive learning applied to teaching	Adequacy of paralinguistic elements 15.6%	We improve explanatory ability by speaking slowly and calmly. A correct explanation of data will be achieved by applying communication skills and documenting relevant information adjusted to various circumstances.		

Didactic flexibility 3.1%	In the scales, the complexity of visual information and communicative acts increases with the level. From A1 and A2 without descriptors, A2+ with simple graphs to B2 with complex data and C2 interpreting various forms of complex data.	Meta language teaching	Difficulty with immigrants 21.1%	Explaining graphics to immigrants poses challenges due to visual references and diverse education levels. Adapting vocabulary and flexible teaching are crucial for effective communication.
Body language support 12.5%	Oral and written expression is vital for effective documentation. Body language, including signs, aids communication, supporting understanding, learning, and encouragement.			
Audiovisual support 3.1%	This can be useful when giving a PowerPoint or when you want to explain to a coworker key information from an article's graphics or financial information.			

Source: own elaboration

Perceptions about how the educational mediation intervention affects students' ability to explain data (from graphs, diagrams, etc.) orally or through sign language

The third question focuses on how this activity affects the ability to explain data. Participants in the study who were pursuing a degree in early childhood education again took into account more factors influenced by the implementation of these practices than students in the primary education program. However, there are some parallels and differences between the two groups.

Both groups emphasized the importance of using and discussing charts and diagrams during classes, including those with immigrants, with early childhood education at 9.4% and primary education at 5.3%.

A significant difference between the two groups is that the primary education group, regarding developed cognitive skills during practice, only emphasized data analysis skills (10.5%). In contrast, the early childhood education group provided a more detailed description of various cognitive skills developed during practices related to the oral discussion of various graphic contents, including data analysis (6.3%), as well as data mining skills (3.1%), graphic design skills (6.3%), and critical thinking development and drawing according to their own conclusions (6.3%).

The early childhood education group focused more on thoroughly researching the charts, understanding them first, data analysis skills, etc. Also, they focused on their oral skills during

the research. The primary education group briefly described data analysis skills and omitted some of their oral skill development entirely. In part omitted by the primary education group, i.e., the one related to positive oral learning after the intervention, the early childhood education group dedicated a significant portion of their interviews, a total of 34.4%, divided into empathy (12.5%), oral expression (12.5%), understanding of other languages and cultures (6.3%), and communication (3.1%).

The absence of descriptions of their own skills developed through oral speech by a group of primary education students was compensated by descriptions of positive learning applied to teaching, covering up to 63.1%, and among early childhood education students, 34.4%. The groups presented the same elements, but, for example, one early childhood education group considered paralinguistic elements (15.6%) to include things like tone of voice, etc., while the students in the second group additionally considered the use of body language (10.5%), for the second time. The primary education group mentioned didactic flexibility (15.8%) to a greater extent for the second time, whereas the early childhood education students only mentioned it at 3.1%, also highlighting the use of audiovisual elements (10.5%) compared to 3.1%.

Primary education students also mention, again, as in the result of the second question, vocabulary choice when working with immigrants (15.8%), which early childhood education students do not. It is once again a consistent contribution, for the second time, that primary education students also largely describe the problems encountered in working with immigrants (21.1%) because this group faced applying this practice in the classroom with a real immigrant in a practical manner, which was not included in this question by the early childhood education group precisely because they did not find themselves in this circumstance. All this data is presented in Table 4 below.

Table 4. Comparative ability to explain data (from graphs, diagrams, etc.) orally or through sign language.

Early Childhood Education Degree Group			Primary Education Grade Group		
Component	Subcomponent	Descriptors	Component	Subcomponent	Descriptors
Importance of graphics	Classroom use 9.4%	Diagrams and graphs in the classroom make it easier to represent data. We routinely use visually appealing diagrams. Graphs present accessible information.	Importance of graphics	Classroom use 5.3%	Using graphic representations, such as graphs or drawings, we can explain data without the need for the person to speak or communicate in our language perfectly, facilitating understanding.

Development of cognitive skills	Ability to analyze data 6.3%	Educational mediation improves the explanation of data, oral and signed, with graphics. Underlines the importance of precise analysis and question formulation.	Development of cognitive skills	Ability to analyze data 10.5%	We adapt graphic explanations with immigrant adults, sometimes using sign language due to diversity and challenges in oral communication.
	Ability to receive data 3.1%	If we want to acquire this ability to explain information, it is necessary to know how to obtain it.	Positive learning applied to teaching	Adequacy of paralinguistic elements (body language) 10.5%	In activities with foreigners, using signals and keywords facilitates communication and adapts the educational process, promoting understanding and participation.
	Ability to create graphics 6.3%	Creating appropriate graphs and diagrams improves the explanation of information, facilitating clear and visual decision making.		Vocabulary selection 15.8%	In explanations to immigrants, simplifying vocabulary according to their level and adapting language facilitates collaboration. Interpreting graphs requires an intermediate-advanced level.
	Critical thinking and drawing conclusions 6.3%	Essential: Work with graphs and diagrams orally. It prepares us as future teachers, allowing us to explain, analyze data and reach conclusions.			

Own positive oral learning after the intervention	Empathize 12.5%	We empathize with emigrants by understanding their motives. We strive to explain understandably, aware of their linguistic vulnerability, providing support.	Support in body language (kinesthetic movement) 10.5%	The explanation of kinesthetic activities can be complex orally or signed. Signs could be used as a means of communication, facilitating the understanding of data and words.
	Oral expression 12.5%	We improve expressive skills by explaining data in a simple and clear way, highlighting what is essential in the activity.	Didactic Flexibility 15.8%	Didactic flexibility is conditioned by the immigrant's command of the language. If you understand Spanish, oral explanation with graphics is more effective; Otherwise, resorting to sign language is necessary.
	Understanding other languages and cultures 6.3%	They help us understand data about people in other places. An intercultural education is essential to make them feel welcomed.		
	Communicate 3.1%	This way of mediating learning with both adults and infants is very useful for expression and communication but above all for the teaching-learning process.	Audiovisual support 10.5%	Given a low level of understanding, using visual and schematic support becomes a valid alternative. When explaining data with graphics, we look for a visual and attractive presentation to improve information capture.

Positive learning applied to teaching	Adequacy of paralinguistic elements 15.6%	We improve explanatory ability by speaking slowly and calmly. A correct explanation of data will be achieved by applying communication skills and documenting relevant information adjusted to various circumstances.	Meta language teaching	Difficulty with immigrants 21.1%	When explaining graphics to immigrants, the difficulty lies in the lack of visual references and the varied educational level. Vocabulary adaptation and flexibility in teaching are crucial. Presenting data orally in a non-native language presents challenges, affecting the comfort and safety of the presenter. Using visual resources and signs can be essential to overcome these communication barriers.
	Didactic flexibility 3.1%	In the scales, visual and communicative complexity grows with the level, from A1 without descriptors to C2 interpreting complex data.			
	Body language support 12.5%	Oral and signed expression is essential for documentation and transmission. Helps deaf or mute people, facilitating understanding, learning and communication.			
	Audiovisual support 3.1%	This can be useful when presenting a PowerPoint or when you want to explain key information from the graphics in an article to a coworker.			

Source: own elaboration

Perceptions about how the educational mediation intervention affects student's ability to explain data (from graphs, diagrams, etc.) in writing

The fourth question is focused on identifying how this educational mediation activity with adult immigrants affects the ability to explain data (charts, diagrams, etc.) in writing. Participants in the study pursuing a degree in early childhood education once again took into account a greater number of factors influenced by the implementation of these practices than students in primary education. However, there are some parallels and differences between the two groups. The data is presented in Table 5.

The Early Childhood Education group described the importance and use of charts during classes with immigrants in greater detail (16.7%), while students in the primary education program did so to a much lesser extent (5.3%). Once again, Early Childhood Education students provided more detailed descriptions of developed cognitive skills, not limiting themselves to data analysis skills corresponding to their practice. In the case of Primary Education students, this occurred in 5.3% of cases. Among the students, the ability to analyze data was mentioned more frequently (22.2%). They also mentioned skills to receive and decode data visually (2.8%), understanding the need to create charts (8.3%), or developing critical thinking and drawing their conclusions (5.6%). So, the frequency of perception regarding cognitive skills totals up to 38.9%.

Early Childhood Education students focused more on this section of the practice to understand working with data, translation and analysis of information, and critical thinking, while primary education students focused only on data analysis. Early Childhood Education students again provided more testimony regarding the acquisition of additional skills through writing practice, totaling 27.9%, including the following skills: weighing before written expression (5.6%), written expression (11.1%), understanding languages and cultures (5.6%), communicating (2.8%), weighing before explaining through other writings (2.8%). Primary education students mentioned one strong skill, written expression, but in a higher quantity (15.8%). Regarding elements of positive learning applied to teaching, the primary education student group considered more factors with much greater intensity. In terms of the adequacy of paralinguistic elements, students included it in interviews, respectively, in Early Childhood Education (8.3%) and Primary Education (5.3%). There is a significant difference in choosing the appropriate vocabulary, 2.8% in Early Childhood Education and 31.6% in Primary Education. This factor proves to be consistent with the other two results from the two previous questions precisely because of the difference in the circumstances that this group designed and implemented an intervention with real immigrants in the classroom.

Additionally, in primary education, students included didactic flexibility (5.3%) and emphasized audiovisual support (21.1%). Primary Education students also included problems related to working with immigrants (5.3%) for the third time, which Early Childhood Education students did not consider.

The process of learning language and writing was described by both groups with similar intensity, teaching writing to early childhood education students (5.6%) and teaching language to primary education students (5.3%). The described data is presented in Table 5.

Table 5. Perceptions about how the educational mediation intervention affects student

Early Childhood Education Degree Group			Primary Education Grade Group		
Component	Subcomponent	Descriptors	Component	Subcomponent	Descriptors
Importance of graphics / use in the classroom	Use of graphics in the classroom 16.7%	Essential use of graphs in classrooms clarifies data, enhances statistical understanding, and fosters effective communication in teaching.	Importance of graphics	Classroom use 5.3%	Teach the immigrant what certain data and graphs mean, so he/she can understand certain aspects of this representation
Development of cognitive skills	Ability to analyze data 22.2%	Analyzing data with diagrams enhances visual representation and understanding, improving the ability to interpret news or articles effectively.	Development of cognitive skills	Ability to analyze data 5.3%	Enhances explaining graphs or diagrams to immigrants, simplifying content and conveying key aspects of the data effectively.
	Ability to visually receive/decode data 2.8%	While working, we encountered graphs and diagrams visually presenting data about people from different countries, aiding understanding.			
	Ability to create graphics 8.3%	Encountering various graphs and diagrams while researching visually presents data about people from different countries more effectively.	Own positive written learning after the intervention	Written expression 15.8%	The written presentation in a language other than Spanish, the group's mother tongue, presents challenges, although less than oral expression. Writing provides more time to reflect and cohere the text.
	Critical thinking and draw conclusions 5.6%	Rereading allows reflection, definition, and rewriting. Essential for future teachers to organize, improve, and convey information effectively.	Positive learning applied to teaching	Adequacy of paralinguistic elements 5.3%	When explaining data in writing we must do so in a very clear and simple way.

Own positive written learning after the intervention	Weighing before written expression 5.6%	Enhanced written skills and graph interpretation. Reviewing before sending allows correction and improvement of data interpretations if errors occur.		Didactic flexibility 5.3%	It is very important to know what level the adult immigrant presentsin Spanish in writing,
	Written expression 11.1%	Consulting sources enhances understanding, strengthening written communication skills, crucial in educational mediation with immigrants for explaining data effectively.			
	Understanding of other languages and cultures 5.6%	We have investigated the different graphs of the country of origin of these immigrants. We have come across many graphs and diagrams that have shown in a more visual and written way data about people from other countries.		Vocabulary selection 31.6%	It is useful to use keywords familiar to the immigrant and to use acronyms or letters to explain data in written form. Practicing written communication, teaching vocabulary and representations facilitates understanding.
	Communicate 2.8%	We can communicate more favorably in writing.			
	Consider before written explanation 2.8%	In educational mediation, we focused on following the rules, and the advantage of reviewing before sending allowed us to correct misinterpretations, ensuring accuracy in written communication.		Audiovisual support 21.1%	Utilizing visuals in graphic explanations, tailored to immigrant levels, enhances understanding. Written concepts combined with illustrations facilitate visual data comprehension.
Positive learning applied to teaching	Adaptation of paralinguistic elements 8.3%	The use of graphs and diagrams is important to educate. To ensure understanding, we provide	Goal Teaching of the tongue(L1 to L2)		The difficulty in working with writing alone lies in the possibility of misinterpretations. This negatively affects working with immigrants who lack

		simple graphics and, if necessary, simplify the information to facilitate immigrant understanding. Clarity and concision are necessary.	Language learning goal	Writing learning 5.3%	education, making reading and writing difficult.
	Vocabulary selection 2.8%	We could think, reflect, define, or even rewrite what we wanted to say, expanding our vocabulary when looking for other words or synonyms, to explain the data.			Mediation with immigrants significantly impacts writing. Gratification arises from observing mutual learning: they acquire knowledge, and we, when creating texts and activities, also learn from their experience.
Language learning goal		In data interpretation and written communication, spelling and correct spelling are important.			

source: own elaboration

Discussion

The study analyzed the responses of students who participated in an educational mediation intervention with adult immigrants using a qualitative method, as outlined by Nadal and Bello (2022). Questions formulated through the Common European Framework of Reference for Languages (2020) allowed for establishing criteria for the proper execution of the survey, providing qualitative responses describing their opinions (Wigfield et al., 2016). Differences and similarities between Early Childhood Education and Primary Education students were highlighted. Regarding the ability to convey verbal and written information, both groups commonly perceived categories related to their own learning process during the intervention and were able to transfer it to the teaching process of adult immigrant students. They also conducted introspection on language teaching and learning goals. The same categorical framework applies to both groups regarding explaining data with charts orally and in writing, adding a bit more attention to cognitive abilities. The results cover a total of six identified categories, with some codes being common and others different. Therefore, dissimilarities lie in a few different codes that emerge in both groups, as well as in the frequency of their occurrence.

Among the dissimilarities, Primary Education students encounter more difficulties in approaching foreign students at a linguistic and textual level (13%) compared to Early Childhood Education (8.2%). Regarding the influence on the ability to convey verbal or signed information (Florence et al., 2021), both Early Childhood Education and Primary Education students noted positive effects on their teaching, emphasizing body language and metalinguistic aspects (Wigfield et al., 2016). Such observations are quite common when discussing textual mediation, as some authors (Pham, 2021) argue in their studies that textual mediation is often based on non-verbal information from the interlocutors (Schaffner et al., 2013). With these positive results regarding the ability to convey oral or signed information, the first research question (PI1) is addressed.

It is noteworthy, therefore, to emphasize the use of non-linguistic and paralinguistic elements, where Early Childhood Education students reiterate the need to develop adaptation through paralinguistic elements, as mentioned by Teimooriyan and Yousefi (2017), while Primary

Education students continue to insist on didactic flexibility, as well as audiovisual support more significantly, probably due to the practical application of these strategies in real environments (Konopka et al., 2015). These positive results about visual resources for explaining data orally and in writing answer the third and fourth research questions (PI3 and PI4).

In contrast, the influence of textual mediation on the ability to convey information in writing is noticeable. Early Childhood Education students highlight the importance of acquiring specific skills, such as vocabulary selection and data analysis (Vázquez et al., 2020), while Primary Education students, who applied practices with real immigrants, reiterate a greater awareness of how to adapt teaching with flexibility and the choice of appropriate vocabulary in their real interventions (Schaffner et al., 2013). These results respond to the second research question about positively influencing the ability to convey specific information in writing (PI2).

Various authors highlight the growing need to train teachers and students comprehensively to develop oral and written competence so that communicative processes are efficient (Yunus et al., 2021), especially with foreign students. To achieve this, students will need to be equipped with the necessary tools (Dendrinos, 2019). Thus, the need to understand the perception of textual mediation from the perspective of initial teacher training in Education (Ramos, 2023) is highlighted, as well as its importance for the effective development of language competence (Teimooriyan & Yousefi, 2017) and the implementation of practical methodologies in diverse educational environments (Souto et al., 2021).

The study, based on the educational mediation intervention with adult immigrants, analyzed responses from Early Childhood Education and Primary Education students. Differences were highlighted, revealing that Primary Education students face more linguistic challenges. Mediation positively influences non-verbal and metalinguistic aspects. The findings emphasize the need for applied practice in teacher training to pedagogically adapt to multicultural environments.

Conclusions

The common elements present in the various outcomes of both groups were notable, as both groups acknowledged a significant positive impact on the application of their teaching. They also observed a much greater impact in two crucial aspects of working with immigrants concerning the adaptation of paralinguistic elements. Likewise, this occurred with the use of non-verbal language, including employing their own body language as support instead of specific vocabulary choices. They reported a high frequency of using audiovisual elements. Additionally, both groups noted a positive impact of the practices on their empathy to a similar degree. They identified a positive impact of the practices on learning other languages and cultures. They confirmed the development of their communicative and writing skills. They emphasized the importance of using and discussing charts and diagrams during classes, including those with immigrants.

The distinguishing components between these two groups consist of the following. Firstly, the number of factors mentioned by the participants. Early Childhood Education participants considered more factors in all questions influenced by the implementation of these practices than Primary Education students. Secondly, a more visible difference between the two groups is that Primary Education students show a more practical approach. Since Primary Education students have adjusted to the knowledge and education level of immigrants and perceived more problems working with them, including factors such as their experience with a positive impact applied to their teaching and didactic flexibility, they focused more on teaching-adapted skills such as choosing appropriate words and the importance of being flexible in selecting methods and materials, depending on the immigrant's knowledge level.

Moreover, Primary Education participants mentioned an additional element, inclusion, unlike the other group. However, Early Childhood Education students did so to a lesser extent, including information in their interviews about their acquired skills through practice. They

focused more on their own experience and the importance of creating a good learning environment for their students and provided less information about difficulties with immigrants. At the same time, the group of Early Childhood Education initial teacher trainees described in more detail their development of skills, especially regarding in-depth analysis of charts of their own oral and described skills. In summary, both groups of students participating in an educational mediation intervention with immigrants experienced positive changes in their teaching. It is observed that, in the case of Early Childhood Education, students focused on acquiring skills and self-awareness, as their experience was primarily theoretical, without direct interaction with immigrants. In contrast, Primary Education students focused on didactic preparation, showing practical and real interest due to their applied experience and the perceived difficulty in immigrant learning. Although both groups shared similarities in using paralinguistic elements, audiovisuals, and communicative and writing skills, these differences stand out in their respective approaches.

Implications for Practice
This pragmatic approach of the Primary Education degree group, in line with Dewey (1963) and Piaget's (1977) experiential-based philosophy, validates the importance of learning textual mediation through practical application and direct interaction with real educational situations. Therefore, as a practical application of this inquiry, it is advisable for initial teacher training programs to ensure that trainee teachers are in contact with and engage in textual mediation interventions in real practices with adult immigrants, interacting directly with them. Likewise, it is recommended to provide training to initial teacher trainees in didactic flexibility, the use of audiovisual supports, and the ability to choose appropriate vocabulary when adults are learning an additional language. This way, it ensures the necessary didactic preparation and other teaching techniques required for textual mediation.

Limitations
The limitations of this study include not combining it with quantitative research and a larger sample size to perform not only descriptive but also inferential analyses. In the future, quantitative research could validate the questions formulated in the Common European Framework of Reference for Languages (2020) document, subsequently validating it with an ad-hoc sample and then conducting an inquiry with a broad sample through pre-test and post-test, comparing improvements in variables after the intervention.

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