



Mediating Responsible Source Use through Collaborative Poster Tasks with 15-Year-Old EFL Learners

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API EDUCATION FORUM Sharing Event

About Me and the Collaboration

I am...

- English teacher, in-service teacher trainer, and researcher
- Team member of ARPIDE (ECML project), focusing on pathways for using ECML resources in practice

Collaborating teacher

- High school English teacher trained in plurilingual education and pluralistic approaches
- First exposure to these approaches during in-service training

Our collaboration

- Engaged in dialogue about the teacher's student cohort:– Needs, learning profiles, language levels, and challenges
- Adopted a **collaborative action research** stance
- Decided to design a **mediation task** within the *Television and Media* unit
- Task aimed to promote **responsible use of multimodal resources** while providing a more engaging and relevant learning environment

Theoretical Framework

- CEFR (cross-linguistic) Mediation & Plurilingual Education (Council of Europe, 2020; Dendrinou, 2024; Karjagdi Çolak, 2024; North & Piccardo, 2016; North et al. 2022; Piccardo & North, 2019; Stathopoulou et al., 2023) → *pedagogical grounding*
- Social responsibility/academic integrity (Bretag, 2016; Çelik & Razi, 2023; ENAI, 2021; Foltynnek et al., 2023) → *ethical grounding*
- Critical Posthumanist Literacy (Burriss & Leander, 2024) → *Literacy as human–nonhuman entanglement*

Research Question

- *How does a mediation-based instructional intervention focusing on the ethical use of multimodal sources affect A2-level Turkish EFL learners'*
- *self-perceived competence, b) mediation performance, and c) awareness of digital responsibility?*

Learners & Context

- **90 Grade 9 Anatolian High School students (age 15) located in an urban centre**
 - According to Ministry of Education (*Milli Eğitim Bakanlığı MEB*) curricula, Grade 9 students are typically at **A2 level** by the end of the academic calendar on the CEFR scale, progressing toward **A2+**.
 - Primary school learners are expected to reach **A2**.
 - Higher grades (10–12) aim toward **B2+** in preparation for university entrance.
- **Learner profile**
 - All students own and actively use mobile phones, with high exposure to digital and social media.
 - Engagement in English lessons is moderate—higher than in Grades 11–12 but still limited compared to younger learners.
- **Curricular context**
 - Unit theme: **Television and Media** (May–June 2025).
 - This was the **final thematic unit** in the Grade 9 English curriculum (*MEB*).

Model English Language Curriculum (For 2nd – 8th Grades)

Levels [CEFR*] (Hours / Week)	Grades	Skill focus	Main activities/Strategies
1 [A1] (2)	2	Listening and Speaking	TPR/Arts and crafts/Drama
	3	Listening and Speaking Very Limited Reading and Writing°	
	4	Listening and Speaking Very Limited Reading and Writing°	
2 [A1] (3)	5	Listening and Speaking Limited Reading° Very Limited Writing°	Drama/Role-play
	6	Listening and Speaking Limited Reading° Limited Writing°	
3 [A2] (4)	7	Primary: Listening and Speaking Secondary: Reading and Writing	Theme-based ∞
	8	Primary: Listening and Speaking Secondary: Reading and Writing	

Figure 2

Snapshot from the primary and lower secondary English curriculum (grades 2–8) in Turkey. © 2018 Milli Eğitim Bakanlığı

3.1. Model English Language (9th – 12th Grades) Curriculum

Grades (CEFR*) Hours per Week	Learner Age	Skill/Grammar/Vocabulary/Pronunciation Focus	Main Activities (Can be used in all grades)
9 (A1/A2) 4	14-14.5	All four skills integrated with an emphasis on Listening and Speaking. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice	Roleplays/Simulations Graphics/Charts Paragraph Reading and Writing
10 (A2+/B1) 4	15-15.5	All four skills integrated with an emphasis on Listening and Speaking. Limited focus on Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Information Gap Activities/Roleplays Paragraph Reading and Writing Skimming and Scanning
11 (B1+/B2) 4	16-16.5	All four skills integrated with an emphasis on Listening and Speaking. Limited focus on Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Surveys/Short Oral Presentations/Drama Short Reading Texts and Paragraph Writing
12 (B2+) 4	17-17.5	All four skills integrated with an emphasis on Listening and Speaking. Synthesis of Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Conversations/Oral Presentations/Projects/Task- based Activities Argumentative/Descriptive Text Writing

*CEFR = The Common European Framework of Reference for Languages

Figure 1

Snapshot from the upper secondary English curriculum (grades 9–12) in Turkey. © 2018 Milli Eğitim Bakanlığı

ECML Resource

- Mediation task designed using *Mediation in Teaching, Learning & Assessment (METLA): A Teaching Guide for Language Educators* (ECML), and aligned with the learners' curriculum theme: Television and Media.



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Designing the Mediation Task with METLA

Title: Smart Screen Use

Context: Turkish 15-year-old EFL learners (A2 level) creating posters for 10-year-old peers

Alignment with METLA main characteristics

- Context-oriented, purpose-driven, learner-centred
- Collaborative, social-agent role (designing for younger peers)
- Creativity and multimodal production (visuals + text + design)
- Linked to real-life communicative needs (screen/media use)

CEFR descriptors applied (A2–B1 level)

- Explaining data in speech/writing: interpreting and describing simple visuals
- Processing text: summarising and reformulating key ideas
- Relaying information: conveying key points from sources in accessible language

Mediation Principles in Practice

Mediation strategies (aimed to be) employed/developed

- Simplifying and paraphrasing content for younger audiences
- Breaking down complex information into steps or visuals
- Linking new information to learners' prior knowledge

Ensuring authenticity

- Real-world theme: responsible use of screens and media
- Real audience: younger peers (age 10) from the primary school next door
- Outcome: poster e-book shared with school community

Incorporating multimodality

- Text + images + layout for meaning-making
- Encourages critical evaluation of visuals and sources
- Promotes digital, visual, and language competences

Let's Help Kids Make Good Media Choices

Medyayı Doğru Kullanmasına Yardım Edelim



Image generated using DALL-E (by OpenAI).

Scenario / Senaryo

You are 15-year-old high school students at an Anatolian High School. There is a primary school right next to your school. Your teacher has asked you to prepare a multimodal poster to take with you when you visit this school. You will present your posters to 10-year-old students and explain how to use television and social media in a healthy and safe way.

Sizler Anadolu Lisesi'nde okuyan 15 yaşında lise öğrencilerisiniz. Okulunuzun hemen yanında bir ilkokul var. Öğretmeniniz sizden, bu okulu ziyaret ettiğinizde yanınızda götürmek üzere çok modlu (multimodal) bir poster hazırlamanızı istedi. Posterlerinizi 10 yaşındaki öğrencilere sunacak ve onlara televizyon ile sosyal medyayı sağlıklı ve güvenli bir şekilde nasıl kullanabileceklerini anlatacaksınız.

Stage 1 – Learn about the topic / Konuyu öğrenin (20 minutes / dakika)

Read or watch short materials about:

- Healthy screen time ⌚
- Dangers of too much media ⚠
- How ads affect kids 📺
- How social media makes us feel 😊

Kısa metinler okuyun veya videolar izleyin:

- Sağlıklı ekran süresi ⌚
- Aşırı medya kullanımının tehlikeleri ⚠
- Reklamların çocukları nasıl etkilediği 📺
- Sosyal medyanın duygularımıza etkisi 😊

Suggested source/ Önerilen kaynak: MEB – Safe Internet Use/ Güvenli İnternet Kullanımı

<https://share.google/cheg3dMpBpLSp8jwm>

Stage 2 – Discuss in groups / Gruplar halinde tartışın (20 minutes / dakika)

Work in groups of 3–4.

- Choose 3–5 key messages for younger students.
- Ask yourselves:
 - What should they know?
 - How can we explain it simply?

3–4 kişilik gruplar oluşturun.

- Küçük öğrenciler için 3–5 önemli mesaj belirleyin.
- Kendinize şu soruları sorun:
 - Onların bilmesi gerekenler neler?
 - Bunu nasıl basitçe anlatabiliriz?

Stage 3 – Create your poster / Posterinizi hazırlayın (40 minutes / dakika)

Design a multimodal poster (use images, short texts, icons, figures, etc.)

Make sure it is colorful, clear, and attractive for primary school students (save it as a WORD or PDF file).

Keep language simple and easy

Çok modlu bir poster tasarlayın (resimler, kısa metinler, ikonlar, şekiller kullanın).
Posteriniz renkli, anlaşılır ve ilgi çekici olsun (dosyayı WORD/PDF olarak kaydedin).
Kullandığınız dil basit ve kolay olmalı.

Stage 4 – Present and reflect / Sunum ve yansıtma (20 minutes / dakika)

Present your poster to the primary school students.

After the presentation, complete a self-assessment checklist on how you used sources ethically.

Discuss briefly: What did you learn? What was difficult?

Posterlerinizi ilkokul öğrencilerine sunun.

Sunumdan sonra, öz değerlendirme formunu doldurun (kaynakları etik kullanma beceriniz üzerine).

Kısaca tartışın: Ne öğrendiniz? Ne zorlayıcıydı?

Data Collection

Stage 1

- Students completed the **self-assessment questionnaire** during a regular English class session one week prior to the intervention. The same instrument was re-administered immediately following the completion of the poster task. This survey targeted three domains: valuing ethical source use, knowledge of rules and conventions, and confidence in applying this knowledge.

Stage 2

- **Student-produced posters** were gathered as performance artifacts at the end of the project week.
- Concurrently I maintained **field notes** throughout classroom implementation, recording observations on learner interactions, mediation strategies, and instances of digital or AI tool use.

Stage 3

- **Semi-structured interviews** were conducted with a stratified subsample of six students in the week following the intervention. Each interview lasted approximately 20 minutes and was conducted in Turkish to allow participants to express their views freely

Results

Table 1

Wilcoxon Signed-Rank Test Results for the Self-assessment (pre and post) survey

Variable	Pre-test Mdn (IQR)	Post-test Mdn (IQR)	W	p	Effect Size
Value	4.13 (0.63)	4.38 (0.75)	210	< .001	-0.82
Knowledge	3.71 (0.71)	4.14 (0.71)	120	< .001	-0.92
Confidence	3.80 (0.78)	4.20 (0.68)	113	< .001	-0.94

Emerging themes

Table 2

Thematic integration of field notes and interview data

Field Notes Themes	Interview Themes
Citation: From Habit in Formation	Citation: From Habit to Ethical Responsibility
Sources: From Invisible (AI, Images) to Noticed	Attribution: From Single Mode to Multimodal Awareness
Collaboration: From Shared Task to Learning Space	Collaboration: From Group Work to Mediated Learning
Scaffolding: From Teacher Reminders to Student Uptake	Skills: From Basic Practices to Ethical Use (Paraphrase, Citation, Evaluation)
Engagement: From Authentic Contexts to Social Agency	Engagement: From Indifference to Purposeful Action
Affect: From Joy and Pride in Output	Affect: From Low Motivation to Ownership and Pride

Artefacts

Fun Tips for TV and Social Media!

- 1. Watch TV 1 Hour Only!**
Too much TV is boring and bad for your eyes.
- Keep Secrets Safe!**
Don't tell your name or address online.
- 3. Play and Move!**
Take breaks and have fun outside!

Don't let social media make you feel bad!

Don't lock your body into laziness!

BE REAL, NOT REEL

Don't be afraid of the real world, socialize

CHILDREN AND SOCIAL MEDIA

You must be careful.

Do not share personal information. its good to limit the time spent on. social media. You should tell your parent teacher if you have problems.



Sources :
Text createol with Chatgpt
Images from

SOCIAL MEDIA FOR YOUNG CHILDREN

- ✓ Watch age-appropriate content!
- ⌚ Stay in front of the screen for at most 1-2 hours a day!
- 👤 Do not share your real information (name, address, school)!



LESS SCREEN TIME, MORE IMAGINATION

- 🕒 Take a break to rest your eyes and brain!

Don't talk to strangers or reply to their messages!

SOURCE
For ChatGPT:
Text idea from OpenAI (2023) ChatGPT (GPT-4.5) [Art intelligence chat model] <https://chatgpt.com>
For Google Translate
Images from Google. (2025) Translate [Translation service] <https://translate.google.com/> I USED CANVA

Connect to life, not to the screen

What Is Technology Addiction?
Technology addiction means using devices like phones, tablets, or computers too much. Playing games, watching videos, or spending too much time on social media can cause problems.



The real game is not on the screen but on the street.

It might affect your schoolwork, sleep, and friendships. Using technology in a balanced way is important to have fun and stay healthy.



SOURCES: text generated with chatgpt, images and poster generated with canva

Triangulation of Findings (part 1)

- **Developing Ethical Awareness**

The **quantitative results** demonstrated a significant increase in students' perceived *value* of ethical source use (Mdn pre = 4.13 → post = 4.38, $p < .001$, $rB = .82$).

This aligns with **qualitative findings**, where students increasingly recognised the importance of attribution. Several openly acknowledged that they would have “**yine unuturduk/forgotten again**” without reminders (Field notes), showing that ethical awareness was not yet habitual but was becoming internalised.

Triangulation of Findings (part 2)

- **Growth in Knowledge and Application**

The **knowledge scale** showed the largest effect size (Mdn pre = 3.71 → post = 4.14, $p < .001$, $r_B = .92$).

This resonates with **field note evidence** where students moved from superficial resource selection (“Google images” or “ChatGPT without citation”) to recognising copyright concerns and applying corrective strategies. One student noted: *“Hocam, görselin kaynağını bakmam gerektiğini bilmiyordum, Google olunca alıyorum direk/ I didn’t know we had to check the picture’s website... I thought if it’s on Google, we can take it”* (Field notes).

Triangulation of Findings (part 3)

- **Confidence in Ethical and Collaborative Practices**

Confidence improved substantially (Mdn pre = 3.80 → post = 4.20, $p < .001$, $r_B = .94$).

This is consistent with **qualitative data** showing students becoming more autonomous and self-assured in group work. They expressed pride in their posters, stayed after class to ensure quality, and articulated purpose:

“Biz genelde gramer yada sadece hocanın gördüğü yazılar yazıyoruz, bu farklı, önemli bir şey yaparak öğreniyoruz/Usually we just do grammar or write something that no one sees. This is different. We are learning and making something important” (Field notes).

Triangulation of Findings (part 4)

- **Authenticity as a Mediator of Change**

Both datasets point to **authenticity** as a key driver. Authentic purpose elevated their ethical sensitivity: “*Düzgün yapmak istiyoruz çünkü ilkokullular görecek/We want to do it right, because children will see this*” (Student 4)

Discussion

Developing Ethical Habits

- Students began to internalize citation and attribution through repetition and scaffolding → ethical awareness as developing practice (Çelik & Razi, 2023)

AI as a New Literacy Challenge

- Students relied heavily on ChatGPT for content → ethical blind spots (invisible sources) became visible only after reminders → highlights need for AI literacy in EFL contexts (Godwin-Jones, 2023).

Collaboration & Feedback as Catalysts

- Group work and continuous feedback supported critical reflection and skill-building → confirms value of task-based, collaborative learning (Ellis, 2022).

Authenticity & Social Agency

- The real-world audience (younger students) motivated learners (Karjagdi Çolak, 2024), creating pride and ownership → aligns with CEFR's action-oriented and social agency focus (Council of Europe, 2020; Dendrinos, 2024; North & Piccardo, 2016; Piccardo & North, 2019; North et al. 2022).

Tensions & Opportunities

- Digital tools opened creativity but also posed ethical challenges. Human + nonhuman collaboration (students + AI) shaped outcomes → calls for new pedagogical approaches to resource responsibility (Burriss & Leander, 2024).

Implications

- For teaching (embed responsible resource use in curriculum, scaffold AI literacy, use mediation tasks).
- For research (need more work on plurilingual, ethical digital practices in EFL especially in the Turkish context).

Conclusion

- Ethical source use and agency **can be fostered through authentic mediation tasks** that blend digital tools with social responsibility.

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