

## WORKSHEET A

<b>Title</b> Mediation	
<b>Objective(s)</b> to understand the characteristics of mediation through its relation to other communicative activities both in formal and informal contexts	
<b>Keywords</b> oral mediation – written mediation – interpretation – translation – communicative language activities – interaction – strategies – the learner as an intermediary	
<b>Ref to the guide</b> II. 4	<b>Ref to the CEFR</b> 4.4, 4.6.4 (especially the diagrams representing language activities)

### Task A

#### Step 1 ( † )

Think about “the activity of mediation” among the other communicative language activities (productive, receptive, interactive). What exactly is mediation for you? In your opinion, why does the CEFR make it a full-fledged activity ?

#### Step 2 ( † † † )

Share your reflections with your partners and compare your notes with section 4.4.4 of the CEFR and Chapter II, Section 4 of the guide.

#### Step 3 ( † † † )

Mediation is often considered an activity pertaining exclusively to the professional domain of translation (written) and interpretation (oral). Besides those specialised domains it is in fact related to the whole of everyday social functioning.

Consider the following figure and the explanatory text taken from the first version of CEFR (published online by the Council of Europe in 1998) and discuss the central role of mediation in everyday foreign language communication. Refer both to the oral and the written form. Provide everyday examples.

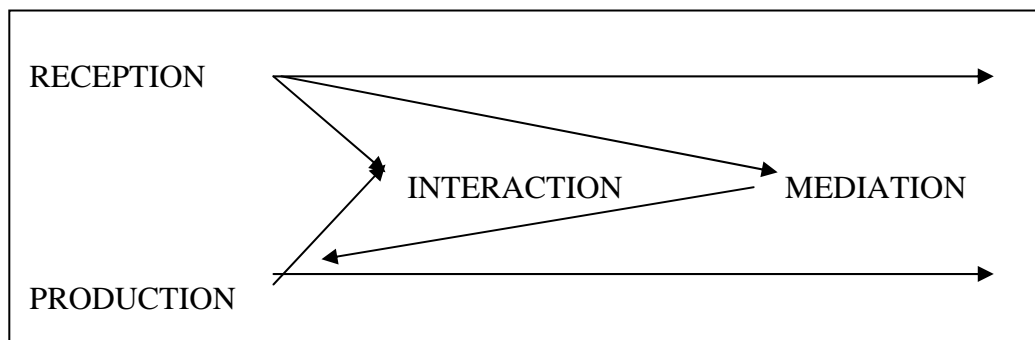


Figure 1.3 Language activities

In both the receptive and productive modes, the written and/or oral activities of *mediation* make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies.

## Task B ( † † )

Read the following extract from the CEFR (4.6.4) and discuss the notion of language user (and consequently that of language learner) as an intermediary.

4. *Mediation* covers two activities.

4.1. *Translation*. The user/learner receives a text from a speaker or writer, who is not present, in one language or code (Lx) and produces a parallel text in a different language or code (Ly) to be received by another person as listener or reader at a distance.

Writer (Lx) → text (in Lx) → USER → text (in Ly) → Reader (Ly)

4.2. *Interpretation*. The user/learner acts as an intermediary in a face-to-face interaction between two interlocutors who do not share the same language or code, receiving a text in one language (Lx) and producing a corresponding text in the other (Ly).

Interlocutor (Lx) ↔ discourse (Lx) ↔ USER ↔ discourse (Ly) ↔ Interlocutor (Ly)

Interlocutor (Lx) → Text (Lx1) → USER → Text (Ly1) → Interlocutor (Ly)

Interlocutor (Lx) ← Text (Lx2) ← USER ← Text (Ly2) ← Interlocutor (Ly)

Interlocutor (Lx) → Text (Lx3) → USER → Text (Ly3) → Interlocutor (Ly)

Interlocutor (Lx) ← Text (Lx4) ← USER ← Text (Ly4) ← Interlocutor (Ly)

etc.

Which could be the conditions/previous knowledge/strategies that allow playing the role of an intermediary in an effective way? (You can refer to section 4.4.4.3)

## Task C ( † † )

Consider mediation within one language and provide everyday examples.