Language mediation in society

Language mediation is employed as a possible solution for problems of migrants' inclusion in institutional services, within multilingual and multicultural societies. Interpreting Studies has highlighted that language mediation is coordination of social interactions and social construction of narratives. This paper explains language mediation using Luhmann's theory of communication systems, in particular the concepts of self-reference, reflexivity, function, structure, and structural coupling. Language mediation is observed as a self-referential communication system fulfilling the function of promoting participation and new narratives through reflexive coordination. In particular, the concept of structural coupling explains how language mediation can enhance change within other communication systems, promoting dialogue across difference. Language mediation, however, can also assume a hierarchical structure, which creates marginalization and ethnocentrism.

Language mediation is a generic term referring to any activity in which a text is conveyed from one language into another. ... Ever since, foreign language education experts have also been researching the theory and practice of language mediation

The undergraduate programme in Language Mediation and Intercultural Communication (applied to economics, law and society) aims to train language mediators who possess solid language skills - combined with a sound knowledge of cultural studies and of the principles of economics, law, and sociology - and who are therefore capable of providing inter-linguistic services in a variety of contexts, ranging from public and private institutions, to schools and vocational training centres, to companies and other organizations in which language mediation and intercultural communication are of paramount importance.

According to Vygotsky (1978) Mediation is the representation of tools. Mediation is referred as the use of tools and these tools are adopted by the child to resolve a problem or achieve the target. So language is considered the most significant of the tools.Apr 24, 2018

Mediation through dialoguing with the other

According to the sociocultural theory of education, learning is social, that is, we learn through interacting with others, through a meaningful exchange of ideas, concepts, and actions. This premise of Vygotsky's theory has been applied to the field of SLA and has challenged the behaviorist approach that claimed that learning was a passive and individual activity (Lantolf & Appel, 1994)

This understanding of learning as social, has given SLA teachers new elements to explore their practice and profit from the natural relationship teacher-students and student-student.

The original idea of Vygotsky in relation to human mediation stated that the child should be assisted by an adult in achieving a task he/she could not do alone. This intervention would help the child move towards his/her zone of proximal development, defined by Vygotsky (1978: 86) as "...the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" Researches have explored both approaches, that is, adult guidance and peer collaboration, for this reason, I have subdivided this category in two groups, teacher as a mediators, and peers as mediators.