

activity is essential in teaching a foreign language. In order to develop key competences, skills and abilities, mediation is carried out on the basis of various forms and involves different components of foreign language communicative competence.

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## DIGITAL TOOLS FOR ENHANCING LINGUISTIC MEDIATION IN ONLINE LEARNING ENVIRONMENTS

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**Keywords:** linguistic mediation, digital tools, online learning, CEFR, technology-enhanced learning.

**Introduction.** As online learning becomes increasingly prevalent, higher educational institutions, in particular teachers, face unique challenges in providing

students with essential language and communication skills. As COVID-19 spread, teachers had to incorporate digital technology into their teaching methods. At the same time the war in Ukraine has made significant and wide-ranging effects on educational systems. Despite the continuous conflict, Ukrainian teachers are finding the ways to maintain their own and their students' psychological health and professional effectiveness. Supporting students and actively participating in different events and initiatives are essential ways for the teachers to find meaning and self-realisation despite the hardships of war.

The analysis of students' future needs in a foreign language is urgent for setting realistic learning objectives. Effective development of English for Specific Purposes (ESP) targets can be achieved taking into account the experiences of former graduates. This approach, known as 'transferred needs analysis' (Chovancová, 2014), provides valuable insights for adapting existing syllabi to closely align with workplace realities.

In the context of teaching technical English, for example, it becomes evident that future engineers should understand the importance of efficiently processing texts and communicating information clearly, especially to non-experts. They may struggle to envision the critical role of the four core skills in technical communication, both in domestic and international settings. This gap highlights the need for targeted instruction that prepares students to meet the practical demands of their future professional environments.

One of the crucial communicative skills that future engineers will need in their careers is mediation. Mediation is emphasized as a crucial skill that transcends conventional ideas of linguistic proficiency in the 2018 Companion Volume of the Common European Framework of Reference for Languages (CEFR). The skill of mediation involves interpreting, reframing, and modifying information for a variety of audiences, frequently in multilingual and multicultural settings. What is more, the rise of multilingualism in education has highlighted the need for linguistic

mediation as a fundamental language competency. Mediation, or the transmission of information through an intermediary, is becoming mainstream in the modern foreign language teaching methodology (Lavrysh, 2020, p. 20). Mediation is a voluntary and learning-oriented collaborative process in which persons with opposing positions, accompanied by a mediator, try to reach a mutually acceptable agreement or settlement (Gžibovskis, 2023).

Mediation, a critical component of the CEFR framework, is particularly relevant to future engineers where they often need to adapt, summarize, or explain complex technical content for diverse audiences. For future engineers, effective mediation skills are vital for collaborating in multilingual, multidisciplinary teams and engaging in global professional environments.

Digital tools offer promising ways to enhance mediation skills, particularly in online settings where physical collaboration is limited. The **objective** of this study is to evaluate the effectiveness of digital tools in enhancing mediation skills among future engineers.

**Methodology.** This study investigates the potential of digital tools to support mediation development among future engineers, focusing on task design, implementation, and evaluation. A qualitative method was employed to collect and analyse the responses of 50 bachelor students of the third year of study at the National Technical University of Ukraine “Igor Sikorsky Kyiv Polytechnic Institute”, who participated voluntarily. Bachelor students were at CEFR levels B1 to B2 and enrolled in an English for Specific Purposes (ESP) course focusing on technical communication.

Three mediation tasks were developed, customised to the technical context and aligned with CEFR descriptors:

1. *Mediating a text.* The participants summarised technical manuals using collaborative platform – Google Docs. Tasks required simplification of technical

jargon into layperson-friendly explanations. The students should be able to summarise complex texts for non-specialist audiences (Stathopoulou, et al, 2023).

2. *Mediating communication.* The students participated in simulated multilingual group discussions via Zoom, where they mediated between peers with varying technical and linguistic proficiencies. They demonstrated their understanding in group discussions by clarifying technical terms and resolving misunderstandings (Stathopoulou, et al, 2023).

3. *Mediating concepts.* The students created multimedia presentations on technical concepts using Canva, targeting both technical and non-technical audiences to demonstrate the ability to explain complex concepts by rephrasing and using visual aids (Stathopoulou, et al, 2023).

Control group of participants (25 students) completed traditional mediation tasks without digital tools. Experimental group (25 students) performed the same tasks using digital tools (Google Docs, Zoom, Canva). The experiment spanned six weeks, with two mediation tasks assigned per week. Data was collected through quantitative analysis (task performance scores were based on a rubric aligned with CEFR descriptors); qualitative feedback (participant surveys and focus groups to gather insights on their experiences); teacher's observations (notes on task implementation and challenges).

**Results.** The experimental group consistently outperformed the control group across all tasks:

- Mediating a text: experimental group scored 25% higher on average, excelling in clarity and audience adaptation.
- Mediating communication: experimental group demonstrated a 30% improvement in resolving misunderstandings and facilitating group discussions.
- Mediating a concept: experimental group achieved a 20% higher score, particularly in their use of visuals and simplified language.

Participants highlighted several advantages of digital tools:

- Collaboration: Google Docs facilitated real-time collaboration and peer feedback.
- Engagement: Canva enhanced creativity and motivation.
- Practical relevance: the tasks mirrored real-world challenges, increasing perceived value.

But still there were some challenges included:

- technical issues: connectivity problems because of blackouts;
- time management: digital tasks required additional time for tool navigation and troubleshooting.

We have noticed increased student engagement in the experimental group. However, we observed that students required initial guidance and support to effectively use the tools.

**Conclusion.** The study demonstrates that digital tools can significantly enhance linguistic mediation skills among engineering students in online learning environments. By aligning tasks with CEFR descriptors and leveraging collaborative and visual platforms, teachers can create authentic, engaging learning experiences. However, successful implementation requires addressing technical challenges and providing adequate training for both students and teachers.

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## LINGUISTIC MEDIATION IN THE CONTEXT OF TRANSLATORS TRAINING

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**Keywords:** mediation, translation, interpretation, cross-cultural communication.

**Introduction.** Linguistic mediation has become a significant part of the educational process in the field of translation studies. This concept involves not only transferring the content of a text or speech into another language but also adapting it to the cultural and sociocultural realities of the target audience. In the context of training translation students, linguistic mediation occupies a special place as it develops the translator's ability to act as a versatile intermediary in intercultural