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Linguistic mediation
for higher education
language instructors
and students

CONFERENCE PROCEEDINGS

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LINGUISTIC MEDIATION FOR HIGHER EDUCATION LANGUAGE INSTRUCTORS AND STUDENTS

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Лінгвістична медіація для викладачів мови та студентів мовних спеціальностей вищих навчальних закладів: Матеріали Міжнародної науково-практичної онлайн конференції, 4-5 лютого 2025 р. – К., 2025. – 134 с.

Збірник містить матеріали науково-практичної конференції з актуальних питань й інноваційних тенденцій викладання іноземних мов у вищих навчальних закладах. Конференція зібрала науковців з різних міст України, Канади, Німеччини та Греції. Матеріали конференції можуть бути цікавими та корисними для науковців, аспірантів і викладачів.

Відповідальність за достовірність фактів, цитат, власних імен та інших відомостей несуть автори публікацій

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Linguistic mediation for higher education language instructors and students: Conference Proceedings of the International Scientific and Practical Conference, 4-5 February 2025. – K., 2025. – 134 p.

The collection contains proceedings of the international scientific and practical conference on the topical issues of modern approaches and innovative tendencies in foreign languages teaching in higher education institutions. The scientists from different cities of Ukraine, Canada, Germany and Greece took part in the event. The conference proceedings can be interesting and useful for scientists, postgraduates and lecturers.

Responsibility for the accuracy of facts, quotations, proper names and other information are on the authors of publications

- Vandergrift, L. (1999). Facilitating Second Language Listening Comprehension: Acquiring successful strategies. *ELT Journal*, 53(3), 168–176. <https://doi.org/10.1093/elt/53.3.168>.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>.

DEVELOPMENT OF STUDENTS' MEDIATION SKILLS IN ESP

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Keywords: ESP, mediation, mediation skills, active learning methods.

Introduction. The study of English for Specific Purposes (ESP) is a fairly high-priority area and is typical not only for specialized classes in comprehensive schools (as part of elective courses), but also for higher education institutions. The study of a language for specific purposes is considered in the paradigm of communicative language teaching, which assumes that its ultimate goal is for students to master a number of different competencies.

According to the Common European Framework of Reference for Languages (2018), mediation as a new type of speech activity officially recognized. The following types of mediation were defined: mediating a text, mediating concepts, and mediating communication. Taking into account the compulsory course of ESP at the university, it should be noted that the development of mediation skills, or, in other words, a kind of mediation, is becoming increasingly important in the modern world in general and in the labor market in particular. A specialist who has such skills in his arsenal is the most in-demand and promising in any field.

Objectives. The aim of the study is to highlight the specifics of using active learning methods in the development of students' mediation skills in ESP.

Methods. The design of this study is descriptive and analytical, based on a deductive-narrative approach and a set of complementary theoretical methods, including: critical analysis and generalization of psychological and pedagogical sources on the analyzed problem; monographic method – for interpreting the obtained results in a coherent logical perspective.

Results. The development of text mediation skills is carried out by completing such tasks as commenting on various graphs, infographics and diagrams, such as, for example, supply chains, company structures, customer service quality, stock exchange bulletins, etc. In order to complicate these tasks, it is possible to precede them with listening to an audio recording to fill in the necessary data. In the absence of listening tasks, it is important to present all information in Ukrainian, which will allow students to monitor the assimilation of vocabulary on a particular topic. When working in weaker groups, students can be asked to independently prepare graphs and diagrams in advance, as well as a short report on their content as a homework option. Text mediation as such can be carried out both orally and in writing. Students (in class or as homework) are offered texts on a specific topic studied, after familiarizing themselves with them, students must try to clearly and coherently convey the key ideas and main data to their classmates orally or in writing, and at the end it is advisable to ask students to express their opinion on what they have read and their attitude to the issues raised, possible prospects for solving problems.

A fairly complex, but very interesting task is watching / listening to a lecture, report, fragment of a seminar or business negotiations with accompanying short notes during the viewing / listening of the material. At the same time, after completing their short notes (summary), the students present these notes to their classmates and convey the main ideas of the fragment they saw or heard. Such tasks allow developing not only the skills of analysis, synthesis, generalization, but also the

critical thinking of students. Moreover, the students receive information “first-hand”, that is, from authentic sources, competently selected by the teacher on such topics as international trade, corporate culture, concluding contracts and transactions, customer support, etc. The duration of an audio or video fragment should not exceed 15 minutes and varies depending on the level of English of the group.

Mediation is exploited in the formation of concepts involves the ability to cooperate in a group and manage group work. Students are offered various business games, for example, analysis and discussion of technical innovations of the modern market with subsequent reasoned choice of the most successful model, solving call center problems, identifying the most destructive and effective unwritten rules of the company, the golden rules of customer service, etc. In the course of carrying out such tasks, it is advisable to initially determine a leader (“presenter”) in each mini-group, outlining the scope of his/her authority, for example, to direct the conversation in the right direction with the help of leading questions, to prevent disputes and unconstructive criticism, personal attacks, violation of the rules of discussion, to regulate the time for each group member to speak, to sum up the results of each stage of the discussion, etc.

Mediation in communication involves acting as a kind of intermediary during various negotiations, for example, when concluding deals and contracts, as well as the role of a consultant in resolving disagreements between the company’s management and subordinates or between employees (psychological mentoring) according to a number of specific stages (Allison & Emmerson, 2013. p. 20). When playing such business games, one can emphasize that the conflicting parties are representatives of different cultures, which has led to the existing misunderstanding due to different mentalities, language barriers, culture shock, etc.

Conclusion. Regardless of the type of mediation, it is worth emphasizing that the above-described tasks are interesting precisely because of their practical focus, allowing students to apply the studied lexical and grammatical material in situations

that are as close as possible to reality and to their future professional activities. Not only the mentioned above methods play a major role, but also the professionalism of the leading teacher organizing the educational process.

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STRATEGIES OF LINGUISTIC MEDIATION IN TEACHING LEGAL ENGLISH

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Keywords: linguistic mediation, legal terminology, law students.

Introduction. Globalisation has had a significant impact on the economy, social life and culture, increasing the demand for foreign language skills, including English. As the international language of business and science, English plays a key role in communication. This makes its teaching in Ukraine particularly important. Modern language education should meet the challenges of globalisation by equipping students with communication skills for international communication and cooperation.

Objectives. The aim of the study is to identify effective strategies of linguistic mediation in teaching legal English for the development of linguistic and intercultural competence of law students.

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