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Linguistic mediation
for higher education
language instructors
and students

CONFERENCE PROCEEDINGS

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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. – 129 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.

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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. – 129 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.

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EXTRACURRICULAR EDUCATION IN THE UNITED STATES AS A FORM OF INTERCULTURAL LINGUISTIC MEDIATION

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Keywords: U.S. higher education, extracurricular activities, intercultural interaction, multicultural.

Introduction. Extracurricular education in the United States plays a significant role in fostering intercultural linguistic mediation. These activities, occurring outside formal classroom settings, create opportunities for students to engage with diverse linguistic and cultural communities. By participating in student organizations, volunteering, and cultural programs, students enhance their linguistic competencies while developing cross-cultural communication skills. This article *is aimed at* exploring how extracurricular education serves as a platform for intercultural linguistic mediation, fostering global competence among students of the U.S. universities and colleges.

Methods. This study utilizes a qualitative research approach based on case studies of U.S. higher education institutions that actively integrate intercultural linguistic mediation into their extracurricular programs.

Results. Extracurricular activities in American higher education institutions have a long history (Kapp, 1979; Little, 2002; Wilson et al., 2013) and proved to have a positive impact on students' academic success and employability (Ribeiro et al., 2023). Extracurricular activities are defined as “educational activities conducted under the auspices of a higher education institution but taking place outside the classroom and not being part of the curriculum” (Bartkus et al., 2012, p. 698). Student organizations, ranging from cultural and social groups (including fraternities

and sororities) to student-run magazines and sports teams, provide a vast array of extracurricular activities in American colleges and universities (Buckley & Lee, 2021). Although these activities are generally less associated with academic work, each university has the opportunity to create an educational environment that unites diverse students, thereby encouraging intercultural interaction and indirectly fostering global competence through informal learning opportunities or peer-to-peer education.

Typically, extracurricular activities in U.S. higher education institutions fall into three categories: *academic initiatives* (e.g., scientific societies, student research groups, project teams, academic competitions, student conferences, debate contests, etc.); *community service programs* (e.g., civic engagement initiatives, volunteering opportunities, and social responsibility projects); *cultural organizations* (e.g., sports clubs, excursions, museum visits, interest-based clubs, and multicultural organizations reflecting students' personal interests and hobbies).

Extracurricular academic activities include various student research societies designed to develop leadership qualities, critical thinking skills, and the ability to engage in dialogue and discussions in multicultural settings. Programs like Model United Nations and international debate teams enable students to practice multilingual communication and develop mediation skills in diverse settings. These activities foster diplomacy, negotiation, and public speaking in multiple languages.

Service and volunteering opportunities are widespread in many U.S. higher education institutions. Volunteering initiatives, such as the New York City Food Policy Center at Hunter College or The Alternative Break Program at American University, immerse students in multicultural communities where they engage in linguistic mediation. These activities enhance students' ability to translate, interpret, and navigate cross-cultural dialogues.

Activities and initiatives celebrating cultural diversity in higher education foster students' respect for different cultures while introducing them to values, beliefs, mindsets, and traditions different from their own. Student-run multicultural

associations, such as the Black Student Union at Carnegie Mellon University and the Center for Southwestern & Mexican Studies at Austin College, facilitate language learning through cultural immersion. Events like Día de Muertos and Lunar New Year celebrations encourage students to engage with diverse linguistic traditions and social contexts (Jurgens & Robbins-O'Connell, 2008, p. 67).

Conclusions. Extracurricular education in the United States serves as a powerful tool for intercultural linguistic mediation by bridging language barriers and promoting global awareness. Students develop essential communication skills, cultural sensitivity, and linguistic proficiency through structured extracurricular activities. These experiences not only enhance their academic and professional competencies but also prepare them for roles in international diplomacy, translation, and global collaboration. Higher education institutions should continue to expand extracurricular programs that support linguistic diversity and intercultural dialogue, fostering a more inclusive and globally competent student body.

The results of the study can be used to develop extracurricular education in Ukrainian universities to support intercultural linguistic mediation and prepare our students for the global labor market.

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THE ROLE OF MEDIATION IN TEACHING A FOREIGN LANGUAGE

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Keywords: mediation, interlingual mediation, intercultural communication.

Introduction. The prospects of mediation as an effective method of language teaching in pedagogical practices demonstrate the importance of implementing this approach in the educational process. In the conditions of modern globalization, where cultural diversity and language competence are becoming key aspects of the educational process, mediation activities occupy a significant place.

Objectives. The aim of the study is to identify the effectiveness of mediation in teaching English for developing students' intercultural competence.

Methods. Recent studies highlight the importance of mediation into foreign language learning and developing mediation skills. Researchers in their work recognize mediation as a fundamental aspect of the functioning of language in society and emphasize its importance in overcoming language barriers in communication.

Results. Scholars require greater attention to linguistic and intercultural skills, and teachers are encouraged to include various topics in the teaching process to help students develop intercultural communication skills. Mediation, revealed as an activity where the mediator facilitates mutual understanding in order to convey information, emphasizes the need to be able to use language as a tool of unification, not only to express one's own thoughts, but also to be able to understand others, it integrates cultural features and supports interlingual mediation (Kolomiets et al., 2023).

Mediation in the process of learning foreign languages becomes a subject of discussion due to various actions that affect teaching approaches and due to the insufficient number of mediation exercises in textbooks. Their important function is that they should contribute to improving communication during the educational process. Therefore, regarding mediation activities, graduates of higher education institutions must systematize various information. It is necessary to adapt to the growing flows of information and be able to choose strategies for analysing texts and achieving mutual understanding during written communication, and to implement various scenarios and exercises for applying mediation methods in real life situations.

The mediation strategies proposed in the European guidelines include text mediation, concept mediation and communication mediation, open up new opportunities for the formation of professional competencies. Mediators facilitate understanding and rapid exchange of information, which involves actions such as translation, paraphrasing, summarizing, providing the relevant texts.

Conclusion. The study of interlingual mediation and the development of language competences contribute to the formation of intercultural competence of students and mutual understanding in communication.

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TECHNOLOGY AS A MEDIATOR IN TEACHING LISTENING SKILLS IN THE ESL

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Keywords: Listening skills, technology-mediated, digital environment.

Introduction. Listening is one of the key aspects in acquiring foreign language competence, in particular, in learning English as a foreign language. Traditional listening instruction is based on passive listening to a foreign language spoken text, while modern technologies offer interactive and engaging platforms which enhance listening comprehension. The development of digital learning resources has changed listening paradigm by introducing real-time feedback, adaptive learning, and multimodal presentation. The use of technology in teaching foreign language competence has significantly changed both the process of teaching listening skills and the teacher approaches to it, as they have to play an additional role of mediators in a technologically impacted environment. Transition to digital environment in teaching foreign languages results in the widespread use of technology in the

classroom, in which “technology can be thought as medium to create better learning environment and teaching practice, at the same time providing bridges to create equal standards and opportunities in learning and teaching” (Altınay-Gazi, Altınay-Aksal, 2017, p. 805). According to the theory of techno-mediated learning, digital technologies should play an intermediary role for learners who want to achieve the desired results. The role of the teacher in such learning is expanded in order to help optimize the learning experience and learning outcomes through the thoughtful, purposeful, and structured use of learning technologies in a digital environment. This thesis aims at exploring the potential of technology to improve learners listening skills through active listening. It examines how technology influences the learning process and offers students flexibility to learn at their own pace. Additionally, it investigates how technology can facilitate the process of language learning and the benefits of the use of AI and other digital tools in English language teaching. Apart from advocating the benefits, there have also been attempts to discuss potential challenges in techno-mediated language instruction.

Methods. This study relies on several research methods to establish the role of technology as a mediator in teaching English listening skills. It includes analyses techniques and methods for quantitative and qualitative data collection. There has been conducted a survey of EFL teachers and students to assess their experiences after exposure to technology-mediated instruction. It focused on the questions dedicated to the probable effectiveness of the technology, learner engagement, and challenges that may be faced in teaching listening with digital media. To measure expected improvements in listening comprehension skills, the outcomes of conventional lessons were compared with those of technology-assisted lessons by providing pre-tests and post-tests. Educational listening materials, including AI-applications, podcasts and digital platforms were exposed to analysis to assess their effectiveness in developing listening skills. Key factors such as interactivity, multimodal input and user adaptability were tested.

Results. The use of technological aids in the teaching of listening is based on Vygotsky's sociocultural theory, which argues that learning takes place through mediated interaction (Vygotsky, 1978). According to this theory, tools, whether psychological or technological, act as mediators in the learning process, gradually facilitating the learner's development. Similarly, Mayer's Cognitive Theory of Multimedia Learning (2009) claims that the effectiveness of learning increases when visual and auditory input methods are combined, and this results in amplification of the advantages of multimodal resources in the development of comprehension skills. Overall, these theories advocate the implementation of technology in teaching listening skills, demonstrating how digital tools facilitate cognitive processing, motivation, and retention of knowledge. It is well known that mastering listening skills is a challenging task because learners have various barriers that complicate the process, such as not comprehending and remembering audio information, misunderstanding words due to lack of vocabulary (Goh, 2000). Listening is a complex skill because it is a passive activity that requires the ability to distinguish sounds, understand words, grammatical structures, intonation and stress (Vandergrift, 1999). Ultimately, this type of listening activity needs to be reinforced by long-term training, as learners need to know how to listen and process what they hear.

The study identified key techniques for teaching active listening as mediating skill. These techniques allow learners to fully immerse in listening to the speaker and understand their message. The following steps are vital for effective training active listening:

- speaker-focused technic encourages the learners to concentrate on the speaker without distortions. While the other person is talking, students try not to prepare responses and avoid internal dialogues;
- using non-verbal cues means that learners use nodding, maintain eye contact or mirror the speaker's body language showing that they are fully involved and understand the speaker;

- reflecting and paraphrasing technique teaches students practice saying what they have heard in their own words. Doing so they confirm understanding and the speaker may provide clarification be it necessary;
- asking open-ended questions requires from students to give more extended answers rather than yes/no replies;
- emotions acknowledgement helps learners to recognize the speaker's feelings and validate them, building trust and rapport;
- summarizing key points ensures clarity and helps keep the conversation on track, thus showing that listeners are engaged;
- giving constructive feedback, students learn to encourage further conversation rather than closing it. Learners are taught to avoid judgmental language;
- emphasis on practicing patience shows learners that acquisition of active listening skills requires a lot of time and effort.

To sum up, it has been found out that technology has clear benefits for the development of listening skills, as it provides authenticity and real-world exposure, and allows learners to engage with natural speech patterns, various accents, and authentic discourse. Digital tools, quizzes, games, and virtual interactions make learning dynamic, ensuring interactivity and involvement. AI-applications adapting to individual proficiency levels may personalize learning experience, enhancing it and increasing learner autonomy. The combination of audio, text, and visuals reinforces comprehension, due to multimodal support. Technology makes learning accessible to everyone. Speech-to-text and adaptive listening tools cater to learners with special needs.

Despite its advantages, technology-mediated listening instruction faces several challenges, such as technical barriers which can hinder learning through limited access to reliable internet or devices faults (Stockwell, 2012); cognitive overload which can overwhelm learners by excessive multimedia elements if not properly designed (Mayer & Moreno, 2003); dependence on technology which means that

over-reliance on digital tools may reduce the development of traditional listening skills. Teachers need to be well prepared to effectively integrate technology in listening instruction. In the end, AI-driven applications collecting user data may cause privacy and data security concerns.

Conclusion. Technology is a powerful mediating tool in teaching English listening skills. It provides authentic, interactive, and personalized learning experiences. However, its effectiveness depends on a range of factors, such as, proper implementation, balanced combination with traditional methods, and special teacher training. Future research is needed to study how emerging technologies, such as virtual reality (VR), Augmented reality (AR) and AI- tools, can further facilitate listening comprehension in language teaching.

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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.

Methods. The study uses the analysis of theoretical sources and observation of the learning process to assess the impact of linguistic mediation on the understanding of legal terminology.

Results. Modern English language teaching in Ukraine is increasingly based on innovative methods and technologies that promote effective language acquisition and the development of communication skills. One of the key areas is the development of *language competence* through the use of communicative methods, *the involvement of native speakers*, which contributes to better pronunciation, *game elements in teaching*, which make the learning process more exciting and motivating. Another important approach is *the integration of English with other disciplines*, which contributes to the development of critical thinking and increases interest in learning the language. Such an integrated approach to teaching ensures the development of both linguistic and cultural competences necessary for successful integration into modern society (Kyrychenko & Ridel, 2023).

The phenomenon of mediation as an educational strategy and a deep understanding of foreign language culture is gaining popularity in Ukrainian higher education institutions, which can facilitate language adaptation, intercultural socialisation and integration into a foreign language environment.

Linguistic mediation plays an important role in the learning process, especially in the context of learning a foreign language and developing intercultural competence. This method is aimed at simplifying and adapting language material to ensure that students better understand complex concepts (Pecheniz'ka, 2024). Linguistic mediation also plays a key role in the training of law students, as it allows them not only to master legal English effectively, but also to develop the professional skills necessary to work in a globalised environment.

Let's analyse the main functions of linguistic mediation of teachers who act as mediators in the classroom with law students when learning terminology in English classes.

1. *Explaining the difference in the meaning of legal terms* that may have different interpretations in English and Ukrainian. Identification of possible misunderstandings in terminology is an important function of the teacher as a mediator, who helps to avoid mistakes in understanding texts and communication. For example, the teacher explains to students that terms can have multiple meanings depending on the area of law or context: “*Charge*”: in criminal law, it is the filing of a charge. In civil law, a payment for a service or debt.

2. *Cultural sensitivity* is an important aspect of training, as the meaning of legal terms can vary from one legal system or jurisdiction to another. For example, the term ‘Barrister’ in the United Kingdom refers to a lawyer who represents clients in court, while “*Solicitor*” is primarily involved in advising clients and preparing legal documents, but does not usually appear in court. These terms are clearly distinguished in the legal system of England and Wales. Another example is the term “*Notary*”. In the United States, a notary has limited functions and only certifies documents, while in Ukraine a notary performs such important legal actions as execution of contracts, certification of inheritance rights, issuance of various certificates, etc. These differences in meaning emphasise the importance of understanding the cultural and legal context in order to use legal English effectively.

3. *Support for the development of translation skills*: the teacher helps students to translate complex legal texts, taking into account that many commonly used words acquire a special meaning in legal language

4. *Stimulating discussions and solving language problems*: during group lessons, the teacher creates situations where students discuss controversial issues in the meaning or translation of legal terms, which contributes to better understanding.

Conclusion. As a conclusion, linguistic mediation is an important tool in teaching legal English, which provides students with a better understanding of complex concepts and facilitates their adaptation to the international legal environment.

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DEVELOPING MEDIATION SKILLS IN TEACHING ENGLISH

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Keywords: mediation, mediation skills, mediation activities.

Introduction. Many methods are available for studying English nowadays, thanks to which you can effectively organize the teaching and learning process. However, the modern world requires both teachers and students to constantly improve their skills. One such skill is mediation, which is especially useful in learning English at higher education institutions. We use mediation skills in our everyday lives, and they are essential for students who want to learn English in the real world.

Objectives. Usually, when we discuss learning English, we mean learning it from the point of view of reception (reading and listening), production (speaking and writing) and interaction. However, we do not always consider that interaction is made possible by the mediation. This is another forward step as the students have to take the content and change it to suit a different context. Therefore, our objectives are to find out what mediation is, how important mediation skills are for students, and mediation activities that teachers can use for teaching.

Methods. Traditionally, the CEFR program is used to understand the level of English language proficiency. This program shows how students progress in learning English, which, first of all, helps the student to see his personal growth in learning a foreign language and understand his progress, what is being done, and what still needs to be worked on. This program allows the teacher to see the progress of each student, and to compare the acquired language skills (reading, writing, listening and speaking). Accordingly, language activities are developed. They are categorized in these four ways: reception, production, interaction and mediation. We pay our attention to mediation.

So let's find out the term mediation. According to the CEFR, mediation is often about taking the same content and rephrasing it to suit a different context. The language that is used each time may be different, relevant to the context, but the ideas and content remain more or less the same. The notion of integrated skills comes into mediation (CEFR, 2020). Obtaining information, understanding the main idea and its transmission is a generalizing process that is understood as learning and mastering mediation skills. The mediation method is aimed at developing optimism in the student, stimulating a greater desire to learn, as a result of which enthusiasm for success appears. Since this method is aimed at developing the reflective thinking of the student, the aim of which is a constant and deliberate training of the brain. Thus, no student is stuck in their behavior, emotions or learning difficulties. Which is a means of positive and, most importantly, permanent changes in the study of

the English language. A good starting point is to look at what mediation activities actually are. The CEFR describes mediation activities as:

- mediating a text such as relaying specific information;
- mediating concepts such as communicating in a group;
- mediating communication such as acting as an intermediary in informal

situations (CEFR, 2020).

The following exercise can be offered as an example for the development of mediation skills in students who have B1 level. The aim of the exercise is to adapt language. The mediation descriptor is the following: read the text, guess the main points and paraphrase them in a way that is accessible for other students using new words and phrases from the unit that are learned.

Results. If the teacher encourages and stimulates students to real-life communication, then this indicates that you are already teaching students mediation skills. However, we encourage teachers to take a step further by developing effective mediation interventions with a deep understanding of the importance of mediation skills for students.

Conclusion. Therefore, we can conclude that mediation skills are key skills for language learners at all levels. These skills primarily encourage students to constantly work on reflective thinking, which is necessary for language learning in the modern world. It is also a great way for students to boost their confidence.

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MEDIATING COMMUNICATION OF UNIVERSITY STUDENTS IN BREAKOUT ROOMS DURING ESP LESSONS

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Keywords: mediation; breakout rooms; chat box; English for Specific Purposes (ESP) lessons; online communication.

Introduction. Effective communication is a cornerstone of the traditional face-to-face English for Specific Purposes (ESP) classroom where students must acquire language skills relevant to their academic or professional fields (Almazmome, 2022). However, a shift to online learning caused by COVID-19 changed the educational landscape in the whole world forever. The advent of online learning platforms has introduced new dynamics into language instruction, with breakout rooms emerging as a key feature to facilitate small-group interactions. These virtual spaces offer opportunities for collaborative learning but also present challenges, including unequal participation, communication breakdowns, and lack of direction. Teacher mediation is crucial to ensure productive interactions and meaningful language practice as they should create an environment that supports collaborative learning and promotes student interactivity (Savvidou & Alexander, 2022, p. 3; Sarré, 2015). ESP teachers must design engaging classroom communication to encourage active student participation in various tasks so that by connecting language learning to real contexts and relevant fields, students develop vocabulary, fluency, coherence, and adaptability for future careers and studies (Ionițiu, 2023, p. 226).

The mediation concept applications range from diplomacy to business covering the period from the Classical Age to the 21st century (Dil et al., 2024, p. 174). Mediated communication in education refers to the intentional use of strategies, tools,

and interventions to guide and support learner interactions. In the context of ESP, where task-based learning and professional language use are emphasized, effective mediation ensures that students remain focused, use appropriate language, and achieve task objectives. By creating space for students' communication in breakout rooms, ESP teachers serve as mediators utilizing practices like wait time and scaffolding, aligning pedagogic goals with language which has implications for both meaningful content and practice (Almazmome, 2022; Walsh & Li, 2013, p. 247). The theoretical underpinnings of the mediation in education concept draw on Vygotsky's sociocultural theory, which emphasizes the role of scaffolding and collaborative learning in cognitive development (Dil et al., 2024, p. 174). At the same time, there is a lack of research on mediating online communication among university students in breakout rooms during ESP lessons.

Objectives. The purpose of the study is to investigate the strategies and tools used by ESP teachers to mediate communication among university students in breakout rooms, focusing on their impact on engagement, language development, and task outcomes. Objectives of the research: examine the impact of breakout rooms, explore the role of teacher mediation, and identify challenges faced by students in breakout rooms during ESP lessons.

Methods. We used the functional analysis method to highlight the main aspects of mediating online communication of ESP students in breakout rooms. The method of logical analysis helped to characterize the features and principles on which mediation is based. The method of comparative analysis provided an opportunity to study the benefits and challenges of using breakout rooms during ESP lessons.

Results. The findings of the study examined university students' experiences and perceptions of breakout rooms (BRs) and revealed that students' experiences were influenced by five key areas: emotional, moral, social, pedagogical, and technological factors, highlighting the importance of personal feelings, peer

connections, expectations, and technology in online learning (Savvidou & Alexander, 2022, p. 3).

Benefits. Breakout rooms enhance collaborative learning, offering students opportunities for meaningful interaction beyond traditional lectures. While some prefer modified lectures, many find a mix of activities, including small group work, most effective. Teachers observe increased student engagement in breakout rooms, highlighted by active participation (Chandler, 2016, p. 19). Breakout rooms provide valuable peer-to-peer support for students who have online lessons, allowing them to connect and share experiences. Feedback highlights the comfort in discussing shared challenges as various activities foster engagement and nurtures confidence and relationships (Chandler, 2016, p. 20). To ensure that group work in breakout rooms is effective, ESP teachers as mediators should conduct pre-task instructions, share checklists, and time allocations for students to stay on task. When time is up, each group should share the result of their work in the main room – it will keep students accountable and responsible for their work. If they fail to present the results of their work, next time even shy students will initiate communication in breakout rooms.

The previous research revealed that breakout rooms effectively encouraged students to express concerns they typically do not share. Signaling students' understanding with a "green tick" was ineffective as shy students did not want to stand out and responded affirmatively. At the same time, students shared their concerns in break-out rooms whether the teacher would focus on their real needs, like grasping the course content and preparing for the next assignment (Chandler, 2016, p. 20). It is easier to identify problems students face if they share them in groups, not individually.

Breakout rooms provide a welcome break for ESP teachers, allowing them to switch from lecturing to the whole class and recharge. Breaking routine benefits both teachers and students, as it helps prevent student boredom and disengagement. Additionally, breakout rooms enable teachers to offer individual support to students

who need it, such as those who are new to the session or struggling to participate in group activities (Chandler, 2016, p. 20). Some students may stay in the main room in case they have technical problems and not be excluded from this particular activity.

Finally, timely teacher mediation is crucial to resolving communication breakdowns and redirecting discussions. However, it is important to balance teacher's intrusions as they may undermine student autonomy and reduce their confidence. According to the results of the research, final-year students experienced a positive outcome using breakout rooms in their first online tutorial, enhancing interactivity and evaluating the sessions favorably (Chandler, 2016, p. 21).

Challenges. Despite the benefits, several challenges were identified, including technical issues, varying levels of language proficiency, and reluctance to participate.

Lack of ESP teacher technological competence may negatively affect breakout room use, but additional training and collaboration with more experienced colleagues can enhance support and learning opportunities (Almazmome, 2022, p. 29). ESP teachers should be experienced enough to solve their technical problems and help students with solving theirs if necessary. For example, if students have difficulties with using a microphone, a teacher should remind them to share their responses in a chat box. Teachers should prevent potential difficulties and be sure students do not just look for excuses to avoid participating in group work.

Group work is essential for students to function independently and complete tasks without teacher support, particularly in large classes. However, challenges arise with motivation, as some students may not engage in English discussions, stray from the assigned topic or even use their native language. There may be various reasons for such withdrawal, a low language proficiency being one of them. Survey results indicated that 75% of participants stayed on topic, while 4% got distracted, and 21% were uncertain about consistently focusing during their English for Specific Purposes (ESP) lessons (Chugai et al., 2023, p. 34).

There are also concerns about the minimum number of students in one breakout room. While some educators recommend at least 3-4 students per room, others consider that 4 participants may be excessive sometimes (Chandler, 2016, p. 22). We should also consider the tasks students complete in breakout rooms. For example, role plays for two characters should be acted out in pairs unless the third student is an observer and actively listens for particular phrases used in the dialogue. Addressing these challenges requires adaptive strategies and continuous teacher training.

Summing up, the advantages of using breakout rooms are interconnected with the challenges, among which are skill levels of ESP teachers who may not appreciate breakout rooms as the unique opportunities that online formats offer (Chandler, 2016, p. 22).

Conclusion. Mediating communication in breakout rooms is essential for optimizing student engagement and language acquisition in ESP lessons. This study highlights the importance of well-structured tasks, peer collaboration, and teacher mediation in creating a supportive and productive virtual learning environment. While challenges such as technical limitations and student reluctance persist, the integration of mediation strategies and appropriate technological tools can significantly enhance the learning experience. Future research should explore the long-term impact of mediated communication on language proficiency and investigate its application in diverse educational contexts.

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MEDIATION ACTIVITY AS A MEANS OF FOREIGN LANGUAGE LEARNING

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Keywords: Mediation, mediator, foreign language learning, communication.

Introduction. Considering the learning process, various activities and teaching methods are used to achieve cooperation and understanding between the learner and the teacher in order to obtain good results. One of the main problems in learning foreign languages can be considered a lack of understanding of the language and culture, a psychological barrier in the practice and use of the language, etc. To eliminate this obstacle in the teaching methodology, there is a special branch aimed at developing mediation activity. It is a complex of various oral and written exercises that remove the barrier to learning a foreign language. As part of their professional competence, teachers should have an arsenal of methodological techniques that develop students' mediation competence.

Objectives.

- 1) To study the concept of ‘mediation’ and its connection with foreign language learning;
- 2) to describe the importance of mediation skills for foreign language learning.

Research methods. Analysis, synthesis, comparison.

Results. The relevance of the research topic is confirmed by the fact that in the modern world, communication between representatives of different cultures, carried out without communication failures, is extremely important. The effectiveness of communication between representatives of different linguistic cultures depends on the level of mediative competence of a foreign language speaker.

Mediation activity as a concept was introduced to the Common European Framework of Reference for Languages in 2001, and mediation in teaching has been in its current position since 2018.

There are different points of view on the origin of the term ‘mediation’ in the scientific literature. Some researchers point to the Latin origin, where ‘mediatio’ means mediation, or ‘mediare’ means the role of a mediator (Leko, & Chuiko, 2011). Others interpret the origin of the term ‘mediation’ through the Greek word ‘medos’, which means ‘neutral and independent of the conflicting parties’ (Polishchuk, 2014).

Mediation plays an important role in education, since for students the mediation method can be considered part of the ‘soft skills’, which is quite relevant and in demand in the world. The concept represents the flexibility and versatility of skills that are not attached to a particular profession and the emphasis is more on personal qualities.

Mediation is divided into three types of mediation activities:

1. mediating text;
2. mediating concepts;
3. mediating communication (Council of Europe Portal, 2018).

All types of mediation perform the same task – removing communication difficulties – and are driven by the desire to avoid conflicts and discomfort during communication.

1. Mediating text. In ESP teaching, special attention should be paid to text mediation in such aspects as accurate information transfer, explanation of the material, as well as text processing in oral and written form. Thus, we can conclude that mediating text includes commenting on graphs, compression, analysis, synthesis of text, note-taking, translation, critical reflection and interpretation of text.

2. Mediating concepts. Mediation of communication involves the students’ participation as mediators in a multicultural communication space to prevent and resolve conflict situations in the process of communication. The process of mediation

is integrated into the social and cultural environment of communication and is aimed at the most effective result of interaction between the parties. Accordingly, when classifying the functions of mediation, an important role is given not only to the semantic component of communication, but also to the conditions that contribute to the success of communication (Denysiuk, 2015). The strategy of mediating concepts includes definitions and explanations, comparisons and analogies, illustrations and visualisations, models and diagrams, summarisation and generalisation, activation of prior knowledge, contextualisation, and use of examples.

3. Mediating communication. Conflicts of a communicative nature can be resolved at the stage of preliminary preparation for communication with the help of mediative technologies and mediation practices, which are becoming increasingly important not only for the settlement of social conflicts in the educational process, but also for cross-cultural foreign language learning. The strategies for mediating communication include direct instructions, interactive learning, practical, self-directed learning.

The teacher as a mediator in the language classroom plays an important role and has considerable authority in shaping the form of interaction and teaching. The use of mediation skills for the teacher is that they allow to create effective lessons and teaching materials, contribute to a better understanding of the foreign language by students, and develop their language competence and intercultural awareness. Mediation helps the teacher to convey complex material in an accessible and understandable way, promoting active communication and mutual understanding in the classroom, and helps to develop students' practical skills in using a foreign language in various spheres of life.

Conclusion. According to the results of this research, mediation is a fundamental feature of communication based on cooperation between two parties. The successful use of mediation in solving communication problems contributes to improving the culture of communication and consolidating society. Mediation

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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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

communication. The primary goal of linguistic mediation is to facilitate the understanding of messages between different cultures and languages. In this case, the translator does not merely change the linguistic code but adapts the message for the target audience.

Objectives. The paper aims at defining the role of mediation in the process of interpreters' training as well as at establishing the key principles of successful implementation of mediation as the tool for the qualitative translation and interpretation.

Methods. Mediation and translation are different processes, although both are related to communication and the exchange of information between people speaking different languages or belonging to different cultural contexts (Almommani, 2024). Translation refers to conveying the content of a text or speech from one language to another, maintaining accuracy and completeness of information, with its primary goal being to ensure understanding in the target language. Mediation, on the other hand, involves adapting or conveying information while considering the context, the needs of the parties involved, and cultural nuances. Mediation is less about accuracy and more about creating mutual understanding between participants. Mediation emphasizes meaningful adaptation: it is important to convey the core idea, even if this requires rephrasing or simplifying information. A translator acts as an “invisible” intermediary who only transmits the text without introducing personal interpretations, while a mediator actively participates in the communication process, adding context or explanations when necessary to achieve understanding.

Translation is used in textual documents or oral interpretation, whereas mediation is often required in intercultural communication, conflicts, and education. At the same time, translation is less flexible and demands adherence to the structure and content of the original. Mediation, however, allows greater freedom in presenting information to adapt it to the audience. Thus, while translation conveys the precise

content of speech or text, mediation aims to facilitate mutual understanding in complex or intercultural situations.

Results. Mediation, as a tool for effective translation, is a key approach in modern translation practice. It involves not only literal transmission of information from one language to another but also consideration of cultural, contextual, and emotional nuances, ensuring accuracy and clarity in translation. A translator must consider cultural specifics that may affect the understanding of the text (Pistillo, 2003). For instance, jokes, idioms, or historical contexts that are clear in the source language may require adaptation for a different culture's audience. Moreover, it is essential to convey not only the content but also the emotions, style, and intonation the author intended. This is particularly relevant in literary translation or advertising. Mediation ensures that the translated text is comprehensible to the end recipient. This might involve simplifying complex constructions or adding clarifications. In cases where a word or phrase has multiple meanings, the translator employs mediation to choose the most appropriate option depending on the context. Additionally, the translator acts as a mediator between two cultures and languages, adhering to the principles of accuracy, neutrality, and confidentiality. Thus, mediation in translation helps build a bridge between different linguistic and cultural communities, ensuring effective communication, which is especially crucial in a globalized world where translation serves as a tool for fostering understanding and collaboration (Horváth, 2019).

Linguistic mediation can both aid and complicate the process of training translators, depending on how it is integrated into the learning process and the objectives set for students.

Mediation teaches students to understand not only linguistic but also cultural features, which contributes to creating high-quality and appropriate translations. For example, translators begin to consider differences between formal and informal communication in different cultures. Mediation develops the ability to convey the

message content in a way that remains clear and understandable for another culture. This trains students to be flexible in their choice of linguistic tools. During mediation, students encounter complex cases such as polysemy or the absence of equivalents in the target language, which stimulates critical thinking and problem-solving. Mediation helps future translators consider the context of a text or conversation, which is essential for accuracy and adequacy in translation. It also expands their worldview and enhances their ability to adapt texts for different audiences. Training in mediation helps students focus not only on literal translation but also on conveying the main message of the text, taking into account the author's intentions and the audience's needs. Linguistic mediation fosters the ability to find compromises in challenging linguistic situations, such as translating polysemous words or culturally dependent expressions. Through mediation, students gain experience working with texts requiring adaptation to the target audience's specifics, which is highly beneficial in professional practice.

On the other hand, if students lack sufficient language proficiency, complex mediation tasks may overwhelm them, leading to stress and decreased motivation. Sometimes, mediation can result in excessive simplification of the text, which might negatively impact translation accuracy. Educators need specialized training to effectively teach mediation since it is a complex process that goes beyond traditional translation. If the training process focuses excessively on mediation, it may detract from attention to fundamental techniques, such as syntactic analysis or dictionary work. For students just beginning to learn translation, mediation might seem overly challenging due to the necessity of considering additional contextual factors. Training in mediation demands more time as students must master not only translation skills but also analytical thinking, context management, and cultural information. Excessive emphasis on the theoretical aspects of mediation might hinder practical mastery of core translation techniques.

Conclusion. In conclusion, linguistic mediation can be a powerful tool in translator training if applied thoughtfully and in appropriate proportions. It fosters critical thinking, cultural sensitivity, and problem-solving skills, which are crucial for translators in the modern world. At the same time, its use should account for students' skill levels and serve as a supplement rather than a replacement for traditional translation training. Linguistic mediation is an important tool in translator education as it develops their professional competencies and skills in intercultural communication. However, its effectiveness depends on a balanced teaching approach, with gradual integration of mediation elements to avoid overwhelming students, especially at the initial stages.

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THE ROLE OF MEDIATION IN HIGHER EDUCATIONAL INSTITUTIONS

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Keywords: mediation, language, higher school, conflict resolution, educational process.

Introduction. The role of intercultural communication in the modern world is difficult to overestimate, and its importance only increases each year. This is

happening against the background of growing mobility of social factors and transformations in society. The process of intercultural communication affects all aspects of communication between countries: economics, politics, and, of course, culture. Language is, of course, an integral part of culture. Hence, a great interest of linguists in the problems of intercultural communication, a significant part of which is language mediation.

A person involved in mediation needs to have a well-developed emotional intelligence or a willingness to develop it to have sufficient empathy to understand the position and emotional state of other participants in the communicative situation. In general, the mediation process can be described as both cultural and social for creating a successful dialogue and cooperation. Thus, intercultural mediation is aimed at successfully building interaction between cultures and performs educational, cultural, transcendental, and aesthetic functions.

Mediation in education is an effective tool for resolving conflicts and improving communication between participants in the educational process. The diversity of worldviews, cultures, and personalities is becoming increasingly visible, and the ability to effectively interact and negotiate is becoming a key skill. Mediation in education provides a structured approach to conflict resolution and helps create a harmonious educational environment.

Methodology. A mixture of analytical and interpretative methods was used to study the role of mediation in higher educational institutions.

Results and discussion. Mediation is important in managing conflicts within higher education institutions, fostering effective communication, and promoting a harmonious academic environment. During the last years, the various aspects of mediation in higher education were explored by many scientists. Thus, in *Mediation in Higher Education – Aspects of Application in Conditions of Digital Transformation* Munich Personal RePEc Archive, n.d. is investigated the application of mediation in managing and resolving conflicts in higher education, especially in

the context of digital transformation. It advocates for the inclusion of mediation methods in educational processes and the establishment of university centers aimed at resolving disputes and fostering effective communication. Mancuso and Felicetti (2024) explore current mechanisms for managing and resolving internal disputes at the University of Bologna, aiming to enhance understanding of effective dispute resolution in academic settings.

So, mediation in education is a process of resolving disputes and improving communication using a neutral mediator who helps participants find a compromise solution that satisfies the interests of all parties. The main goal of mediation in education is to create a trusting atmosphere where students and teachers can openly discuss their problems, develop joint solutions, and develop constructive interaction skills. Mediation is based on such principles as self-respect, empathy, and mutual understanding. The mediator helps the parties to the conflict consider the situation from different angles, listen to each other's opinions, and improve communication. This process not only helps resolve disagreements, but also develops emotional intelligence, collaboration, and dispute management skills.

The usage of mediation technology can also be useful for higher schools in terms of introducing it into practice since mediation directly works to achieve the following personal educational results:

- to develop communicative competence in communication and cooperation with peers, older and younger people, and adults in the process of various types of activities;
- to develop a conscious, respectful, and friendly attitude towards another person, his/her opinion, and worldview;
- to develop the readiness and ability to conduct a dialogue with other people and achieve mutual understanding in it.

And also to achieve meta-subject results, such as:

- the ability to consciously use speech means in accordance with the task of communication to express one’s feelings, thoughts, and needs;
- planning and regulation of one’s activities;
- proficiency in oral speech.

Mediation in conflict resolution promotes dispute resolution because the mediator helps the parties find a mutually beneficial way out of the situation, relying on dialogue and cooperation. It also prevents further escalation of the conflict, because the parties find constructive ways to resolve disagreements, which helps to avoid repeated conflicts; and develops constructive interaction skills, emotional intelligence, and the ability to manage cooperation between students and teachers. Mediation creates a trusting environment for discussing problems thanks to a neutral mediator, due to which the parties can openly express their points of view and seek joint solutions without fear of condemnation; and prevents finding a compromise solution without having to contact departments or law enforcement agencies, which saves time, resources and preserves relationships. Thus, mediation creates a harmonious educational environment and a favorable atmosphere for the development of each participant and increases the self-esteem of students.

The advantages of using mediation in education are obvious. The effectiveness of mediation in education can be measured by changes in the relationship between the parties to the conflict, by the level of satisfaction of the parties, and by the number of resolved problems.

Mediation also helps prevent further conflicts and creates a favorable educational environment where everyone feels understood. Let’s look at how mediation helps improve communication using practical examples of its successful use in education:

1. Mediation helps resolve conflicts effectively. For example, at school, two students constantly conflict over disagreements during lessons. Teachers decide to involve a mediator who helps students express their grievances, understand each

other's points of view, and find a compromise. Thanks to this process, students agree instead of arguing.

2. Mediation helps improve relationships between the parties and helps develop constructive interaction skills. For example, in college or higher education, students often face misunderstandings and conflicts during joint projects. Teachers can offer to conduct mediation so that students learn to understand each other better, learn to express their thoughts more clearly and find a common point of view. As a result, students improve their relationships, which has a positive effect on their individual academic performance and teamwork.

3. Mediation prevents further escalation of conflict. For example, at a university, two teachers cannot agree on the distribution of responsibilities for a course. The university administration offers them mediation to find a compromise and avoid further conflicts. Thanks to mediation, the teachers reach a consensus that contributes to further productive work.

Both the teaching staff and the administration of the educational organization play an important role in resolving conflicts. The former, teaching staff, may notice changes in students' behavior, quarrels between them, or other signs of possible problems. Teachers who have discovered conflicts within a group of students can act as a mediator themselves or seek help from an outside mediator appointed by the administration of the educational organization. The task of the mediator is to help the parties to the conflict understand the reasons for the disagreements, express their emotions and needs, and also suggest ways to solve the problem.

The second, the educational institution's administration, plays a key role in organizing the mediation process, creating the conditions for its implementation, providing access to qualified mediators, and training teachers and students in constructive conflict resolution skills. The administration can also participate in the mediation processes themselves, especially in cases of complex conflicts or when important decisions need to be made.

In addition, teachers and the administration of the educational institution have the opportunity to model positive behavior and relationships for students. Their participation in mediation demonstrates to students the importance of the ability to listen to each other, express their thoughts and feelings adequately, seek compromises, and find solutions that take into account the interests of all parties. Thus, teachers and the administration of the educational organization not only help resolve conflicts but also contribute to the formation of constructive interaction skills among participants in the educational process.

As we can see, the role of teachers and administration staff of the educational organization in the mediation process is invaluable. Their participation helps to create a safe and supportive educational environment where each participant can feel protected and understood. Therefore, it is important to develop constructive resolution skills.

Conclusion. Thus, mediation as a negotiation process, aimed at resolving a conflict in the most favorable way with the assistance of a neutral mediator, solves several important social problems at once, including those related to the education of a new successful generation. And, despite the many nuances associated with the introduction of this technology in higher schools, there is reason to believe that the emergence of mediation services in educational institutions will bring significant pedagogical and social results in the near future.

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DEVELOPING SOFT SKILLS THROUGH BUSINESS SIMULATIONS

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Keywords: business simulation, ELT, hard skills, soft skills.

Introduction. The current state of social development and the processes of globalization have undoubtedly influenced the expectations that employers have of recent graduates, increasing the role of soft skills across all professions.

The term “soft skills,” which was coined at the end of the 20th century, has acquired many other formal names such as “emotional intelligence / EQ skills,” “essential skills,” “flexible skills,” “hireable skills,” “power skills,” “social skills,” “superprofessional skills,” “non-specialized competencies,” “personal competencies,” etc (Hlazunova et al., 2019; Purcell, 2022; Tevdovska, 2015). According to Robles (2012, p. 457), “soft skills are character traits, attitudes, and behaviours rather than technical aptitude or knowledge (hard skills). Soft skills are the intangible, non-technical, personality-specific skills that determine one’s strengths as a leader, facilitator, mediator, and negotiator.”

Although there is no unified classification of soft skills, it is believed that this concept covers personality traits that determine the effectiveness of thinking and management, as well as communicative competence and creativity. Shakir (2009) lists the following skills as soft skills: communication skills; critical thinking and problem solving; ability to cooperate with others; lifelong learning and information management skills; ethics and professional moral; leadership skills (Shakir, 2009, as cited in Tevdovska, 2015, p. 95).

The importance of soft skills cannot be overestimated, since studies reveal that hard skills contribute just 15% to career success, while soft skills account for 85% (Hlazunova et al., 2019).

In ESL classroom, soft skills can be effectively developed through business simulations. The main idea behind a business simulation is that learners carry out “serious” educational tasks in “non-serious” game forms. In business simulations, learners role-play and discuss authentic vocational scenarios.

Objectives. This article aims to examine the effectiveness of a business simulation as a means of soft skills development in ELT.

Methods. To specify and substantiate the conceptual and categorical framework of the study, as well as to compare, classify, and organize the theoretical data, this study used analysis of psychological and educational literature.

Results. A business simulation is an activity that involves the imitation of actual work environments. It helps learners use a language in context and hone their language skills in imitated situations related to their future profession. Business simulations are used in ELT to help learners enhance their communication skills and other soft skills that are directly related to their future careers.

A business simulation serves as a common and standardized replication of work-related scenarios, however, they unfold faster than they would in real life. To role-play the provided scenario and complete the task required by the simulation, all the players need to collaborate: it is impossible to complete the task of the simulation without cooperation with other participants since the actions of each specific player affect the course of the simulation or its result as a whole. Thus, a business simulation fosters the development of good communication, problem-solving and teamwork skills. Additionally, being an active learning method, a business simulation fosters learners’ critical thinking, teaches learners how to behave properly in specific vocational scenarios, and makes them highly involved in the simulation process.

Although business simulations vary in scenarios, topics, aims and types, they are used to develop specific soft skills, among which the following are distinguished: 1) skills to prioritize tasks, choose how to solve problems, assess the efficiency and quality of the solutions; 2) skills to anticipate changes and be ready for them; 3) skills to make decisions in standard and non-standard situations and bear responsibility for them; 4) skills to find and use the information required for successful completion of the assigned tasks, professional and personal growth; 5) skills to solve tasks creatively; 6) skills to establish and maintain the necessary contacts with coworkers, communicate fruitfully and conduct negotiations; 7) skills to manage time effectively; 8) skills to work in a team, interact with management, colleagues and social partners, etc.

Conclusion. In ELT, a business simulation is an educational method aimed at forming and improving professional (hard) and extra-professional (soft) skills. A business simulation acts as a means of removing psychological barriers where learners solve simulated problem situations by playing certain social roles under the set goals. Business simulations help develop the culture of communication, enhance communication skills, and grow as a team player and collaborator. Furthermore, business simulations help develop learners' leadership skills, creative potential, time management, decision-making, etc. Due to the abovementioned, a business simulation can be qualified as an efficient means of soft skills development.

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**PEDAGOGICAL CONDITIONS FOR THE APPLICATION OF
ARTIFICIAL INTELLIGENCE IN PROFESSIONAL FOREIGN LANGUAGE
TEACHING AT TECHNICAL UNIVERSITIES**

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Keywords: information technologies, language learning, professional training, technical university, artificial intelligence in education, distance education.

Introduction. One of the most important tasks of the modern system of higher education is to develop new teaching methods to increase the effectiveness of the educational process in higher education and there are wide options provided by artificial intelligence technologies. The first attempts to use information technologies in the process of foreign language teaching in higher education were made some time ago as the development of information technologies led to the return of the discussion

of the possibilities of introducing these technologies in the process of professional foreign language teaching in higher technical universities.

The sudden shift to distance learning in 2020 forced universities to move from discussions to practical steps in information technology application. The experience gained was successfully used by higher education teachers to improve the methods of foreign language teaching in a professional context. Nowadays, it is important to be able to combine the advantages of information technologies and traditional teaching methods overcoming the shortcomings and problems that might arise. Therefore, teaching methods based on artificial intelligence are becoming more in demand.

Objectives. The article considers the possibilities of using artificial intelligence technologies in teaching foreign languages at technical universities.

Methods. In the abstract, we employ a combination of literature reviews and case studies to explore the prospects of using artificial intelligence technologies in teaching foreign languages to future professionals in different fields at technical universities. The analysis of existing studies and publications on AI in education and foreign language teaching helped collect and analyze relevant data from various sources and identify new trends. The implementation of case studies assisted in conducting in-depth analyses of specific technical universities that have successfully integrated AI into their foreign language programs.

Results. When the universities had to turn to distance training, teachers, had to look for opportunities to successfully conduct distance learning. They start actively using different possibilities available due to the development of information technologies such as online platforms for video conferences and remote communication; electronic educational resources and libraries for different training directions and every specific professional needs to adapt them to specific topics and professional requirements and creating teaching multimedia materials; open online courses, interactive educational recourses available online: videos of lectures, professional texts and tests for independent work; professional forums in a foreign

language, etc. As a result of working with online resources, the teachers improved noticeably their competence in the practical use of information technologies and developed the educational space, which prepared them for the effective application of AI technologies in foreign language teaching. Currently, university teachers are ready to move on to the development of artificial intelligence technologies.

Professional foreign language teaching methods have advanced greatly. The existing teaching methods for implementing information technologies continue techniques and methods used at technical universities for a long time.

Artificial intelligence is a set of technological solutions for imitating cognitive functions including self-training and searching for solutions without a ready-made algorithm and obtaining results comparable to the intellectual achievements of people performing specific tasks. Artificial intelligence technologies play an important role in the process of training at the technical university assisting in distance training, machine learning, analyzing data, cloud computing for educational and professional competencies, virtual reality in professional training, etc.

Conclusion. Nowadays, the main aim of artificial intelligence in higher education is to ensure the effective professional training of university students. At each stage of training, the feasibility of using one or more artificial intelligence technologies in the educational process should be evaluated in accordance by the goals and objectives of professional training.

The use of artificial intelligence in foreign language teaching at technical universities provides wide opportunities and is extremely promising, however, requires significant efforts from both scholars and university teachers in the development of appropriate methodology. Successful implementation of artificial intelligence technology in foreign language teaching increases the effectiveness of professional communication.

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THE ROLE OF LINGUISTIC MEDIATION IN DEVELOPING STUDENTS' INTERCULTURAL COMMUNICATION SKILLS

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Keywords: linguistic mediation, intercultural competence, intercultural communication skills, mediators.

Introduction. Linguistic mediation plays a crucial role in advancing understanding between individuals from diverse cultural backgrounds. As our

societies become increasingly interconnected, effective communication often encounters barriers arising from language differences, cultural nuances and different worldviews (Viaggio, 2006). Linguistic mediation serves as the bridge that enables individuals to navigate these complexities, ensuring that meaning and intent are preserved in communication.

Objectives. The objectives of this study are to describe what linguistic mediation is; to explore the link between linguistic mediation and intercultural communication and to outline the advantages of linguistic mediation for developing students' intercultural communication skills.

Methods. In the process of researching linguistic mediation in developing intercultural communication skills, scientific methods of analysis and description were applied.

Results. One of the primary benefits of linguistic mediation is its ability to address the subtleties of cultural expressions. Language is deeply inserted in culture, and many phrases, idioms and gestures carry meanings that extend beyond their literal interpretations. Mediators help decode these layers, ensuring that the message not only reaches the recipient, but is also understood within the correct cultural context. For example, a simple phrase like «breaking the ice» may hold little meaning for someone unfamiliar with English idioms, but a mediator can interpret it in a culturally relevant way (Almutairi, 2015).

Additionally, linguistic mediation cultivates empathy and mutual respect. When people communicate through mediators, they feel acknowledged and understood, even when they do not share a common language. This acknowledgment builds trust and reduces the potential for conflicts caused by miscommunication. In professional settings, such as international business or diplomatic negotiations, mediators ensure that all parties feel represented and that their perspectives are properly conveyed.

Furthermore, linguistic mediation supports inclusivity in multicultural environments. In educational settings, for instance, mediators can help students from different cultural backgrounds understand classroom materials and engage with their peers. Similarly, in healthcare, mediators ensure that patients who speak minority languages receive appropriate care by bridging the gap between medical professionals and patients.

Linguistic mediation is more than just a linguistic tool – it is a cultural necessity. By addressing language and cultural differences, mediators make understanding easier, reduce conflicts, and create an environment, where diversity is celebrated. Their work is vital for building cohesive, respectful and inclusive communities in a globalized world.

Language education is a powerful tool for promoting intercultural competence, equipping learners with the skills needed to navigate diverse cultural landscapes. By integrating linguistic mediation into language instruction, educators can help students develop a deeper understanding of cultural diversity and enhance their ability to communicate effectively across cultures.

A key component of intercultural competence is cultural awareness. Language education provides an ideal platform for introducing students to the customs, traditions, and values of other cultures. For example, teaching a language through its literature, art, or history allows students to see the world through the eyes of its native speakers. This approach not only enriches language learning but also encourages students to appreciate cultural differences and adopt a more empathetic perspective (The Council of Europe, 2021). Interactive learning methods can further enhance intercultural competence of students. Role-playing, simulations, and collaborative projects expose students to real-life scenarios where cultural differences might arise.

Moreover, linguistic mediation is essential for helping students grasp the nuances of communication in a multicultural context. Mediators can guide learners in understanding the cultural implications of language, such as the appropriate use of

formal and informal tones, gestures, and non-verbal signs. This understanding is important in avoiding unintended offense and creating bonds in intercultural interactions.

Language education also gives ability to students to become mediators themselves. By learning to interpret and convey messages across cultural lines, students can act as bridges in their communities, promoting inclusivity and understanding. For instance, a bilingual student who understands both the language and cultural norms of two groups can help resolve misunderstandings.

Language education that incorporates linguistic mediation goes beyond teaching vocabulary and grammar. It shapes individuals into culturally competent communicators who can effectively navigate and mediate in diverse cultural environments. This competence is invaluable in today's interconnected world, where intercultural understanding is a key to a successful communication.

In an increasingly globalized world, conflicts which arise from cultural misunderstandings are inevitable. Linguistic mediators play a pivotal role in resolving these conflicts by acting as interpreters, cultural guides, and facilitators of dialogue. Their expertise in both language and cultural norms enables them to bridge gaps, foster mutual understanding, and give way for effective conflict resolution.

Intercultural conflicts often stem from differing worldviews, communication styles, and cultural values. For instance, what one culture perceives as a direct and honest expression may be considered rude or confrontational in another. Mediators help navigate these differences by interpreting not just the words but also the intent behind them. This ensures that messages are conveyed respectfully and accurately, minimizing the risk of escalation (The Council of Europe, 2021).

One of the critical functions of mediators is to create a neutral space for dialogue. By facilitating conversations, they ensure that all parties feel heard and valued. Mediators are trained to remain impartial, which is essential in maintaining

trust among conflicting parties. Their presence alone can reduce tension, as individuals feel reassured that their perspectives will be fairly represented.

Another important aspect of linguistic mediation in conflict resolution is its role in education and training. Mediators often provide workshops or training sessions to equip individuals with the skills needed for effective intercultural communication. By fostering awareness of cultural diversity and teaching conflict resolution strategies, mediators help prevent future disputes and build more harmonious communities (McAuliffe & Khadria, 2020).

Conclusion. Mediators are indispensable in resolving intercultural conflicts. Their ability to interpret language and cultural nuances, facilitate respectful dialogue, and educate others makes them key contributors to peacebuilding in a diverse world. As cultural interactions become more frequent and complex, the demand for skilled mediators will continue to grow, underscoring their vital role in the global world.

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ASSESSING LINGUISTIC MEDIATION IN LANGUAGE LEARNING

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Keywords: linguistic mediation, language learning, assessment strategies, digital tools.

Introduction. The assessment of linguistic mediation in language learning has gained significant attention in recent years, as both practitioners and researchers increasingly recognize its critical role in enhancing students’ communication skills across languages and cultures. Linguistic mediation, which involves facilitating understanding between speakers of different languages, has become an essential component of language education in today's global context, where cross-cultural communication is more important than ever (Stathopoulou et al., 2023). This shift is reflected in the Common European Framework of Reference for Languages (CEFR), which now includes mediation as one of the four modes of communication.

Objectives. This study aims to explore effective strategies for assessing linguistic mediation, focusing on the integration of both traditional and digital tools.

Methods. A comprehensive review of recent literature and case studies on linguistic mediation assessment, along with data from pilot studies implementing mediation tasks, was conducted.

Results. Findings suggest that effective assessment requires a multifaceted approach, including both traditional and digital tools, as exemplified by the following strategies.

Developing well-defined rating scales aligned with the CEFR Companion Volume has been recognized as essential for establishing a standardized evaluation process. This need is evident in Pino et al.’s (2024) study, which describes the

challenges of developing CEFR-based mediation rating scales for standardized exams in Andalucía, highlighting the importance of adapting these scales to specific regional educational contexts.

The integration of technology, alongside the development of standardized rating scales, has shown promising results in facilitating and assessing intercultural mediation skills. In terms of technology, virtual exchanges and online collaboration platforms have proven to be effective tools for promoting and evaluating intercultural mediation abilities (Lewis et al., 2022). These digital environments provide authentic contexts for students to practice and demonstrate their mediation skills (Lara, 2024).

Formative assessment techniques have proven particularly valuable in evaluating mediation skills. Studies have shown that providing ongoing feedback and encouraging self-reflection can significantly enhance students' mediation competencies. For example, research on Collaborative Online International Learning (COIL) demonstrated that participants experienced enhanced intercultural and global awareness through continuous assessment and feedback (Stathopoulou et al., 2023).

In addition to formative assessments, the assessment of mediation strategies should account for both cross-linguistic and intralinguistic mediation. This comprehensive approach ensures that students are evaluated on their ability to mediate not only between different languages but also within the same language, addressing various registers and styles (Liddicoat & Derivry-Plard, 2025; Sánchez Rodríguez, 2020).

In this context, Álvarez-Gil's (2025) study on the use of multimodality as a mediation strategy in foreign language textbooks illustrates the importance of assessing students' ability to navigate and interpret various semiotic modes in mediation activities.

Conclusion. The assessment of linguistic mediation in language learning requires a comprehensive approach that combines standardized rating scales, technology-enhanced tasks, formative assessment techniques, cross-linguistic and

intralinguistic evaluation, and multimodal assessment tasks. As linguistic mediation continues to grow in importance, further research on assessment tools will be crucial to ensuring effective evaluation and promotion of these skills.

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DEVELOPING MEDIATION SKILLS WHILE TEACHING ENGLISH FOR SPECIFIC PURPOSES AT TECHNICAL UNIVERSITIES

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Keywords: mediation, English for specific purposes, engineers, language teaching.

Introduction. Mastering a foreign language, English in particular, is a must for an expert in any field. Future engineers require the ability to communicate freely in English in order to be successful in their career. Despite the fact that English language professional competence is required to communicate in job-related situations, it might not be sufficient to reach all the professional goals. Along with the abilities of perception, production, and interaction, mediation should not be overlooked. Teaching mediation skills to the students of technical universities during English for specific purposes (ESP) classes requires additional attention. By fostering linguistic mediation skills, educators can improve students' ability to bridge language gaps, interpret complex information, and communicate technical concepts across linguistic and cultural boundaries.

Methods. To investigate the topic of developing linguistic mediation skills while teaching English for specific purposes at technical universities, several research methods were applied, such as: observation of teaching process and sharing experience with peers, the review and analysis of scientific and academic papers on linguistic mediation concept, ideas and strategies, as well as guidelines for mediation skills teaching and assessment.

Results. The literature analysis shows that mediation was studied by numerous scientists, such as Brown, Byram, Kohler, North, Lavrysh, & Saienko. In its broad sense, the term mediation is generally associated with conflicts and is seen as a negotiation process aimed at dispute resolution between parties involving an independent person, a mediator. In the 2001 Common European Framework of Reference for Languages (CEFR), mediation was associated with language skills and introduced as a fourth mode of communication. The 2018 CEFR officially recognized mediation as the fourth form of communication, alongside reception, production, and interaction, which encompass the fundamental language skills of listening, speaking, reading, and writing. In the 2020 CEFR, mediation is further elaborated under two categories: mediation activities and mediation strategies, with detailed descriptors provided for different proficiency levels. As pointed out in 2020 CEFR, mediation is about creating bridges and helping to construct or convey meaning, either within the same language, across modalities or from one language to another (cross-linguistic mediation) (CEFR, 2020, p. 90). It is mediation that helps the experts of any field to process and relay obtained information and to share it with colleagues, customers, partners etc. Thus, the skills of mediation alongside with language skills, soft skills and intercultural awareness are indispensable and need to be taught at the lessons.

According to Lavrysh, & Saienko (2020), mediation skills encompass interpreting concepts, paraphrasing, summarizing, reporting, retelling information, generalizing content, recording information for transmission to another participant in an interaction, annotating, and abstracting (p. 21). All these skills are commonly

implicitly practiced and taught in the ESP classroom; however, encouraging students to become aware of the development of the skills listed above can be truly beneficial and foster the formation of mediation competence.

As we can learn from CEFR (2020) Mediation is categorized into three main types. Mediating a text involves conveying the content of a text to someone who lacks direct access due to linguistic, cultural, or technical barriers. This includes cross-linguistic interpretation, self-mediation (e.g., note-taking), and expressing reactions to texts. Mediating concepts focuses on facilitating access to knowledge and ideas, it's essential in teaching, mentoring, and collaboration. It involves both constructing meaning and creating conditions for effective knowledge exchange. Mediating communication aims to ensure understanding between individuals with different sociocultural or intellectual perspectives. It plays a crucial role in diplomacy, negotiation, education, and workplace interactions by fostering positive relationships and managing interaction dynamics. These guidelines are helpful for educators to create and tailor collaborative activities for the students. To develop the skills of mediating a text in future engineers, the following example tasks can be offered: read the instruction and tell your partner what to do with this tool (relaying specific information); study the pie chart and describe it to the group (explaining data); read the letter and summarize it, share with your peers what it is about (processing text); translate the inscription on the device (translating a written text); listen to the lecture about new technologies and take notes to be ready to discuss it with your group mates (note-taking); read the blog post about the future of artificial intelligence, analyze it and say whether you agree with the author's opinion or not, explain why (analysis, criticism and expressing a personal response to creative texts). The tasks below might be useful to practice mediating concepts: discuss with your mini-group what measuring devices they have used, be ready to report about your partners (facilitating collaborative interaction with peers); with other students in your mini-group, choose three most commonly used measuring devices in your field and

share with the rest of the students (collaborating to construct meaning); two students discuss the pros and cons of using robots one student supporting and the second opposing this idea, the leader facilitates the debate and notes whose arguments are stronger (managing interaction); then together decide what you can include in a blog post about the use of robots (encouraging conceptual talk). Mediating communication skills that involve facilitating pluricultural space, acting as an intermediary, and facilitating communication in delicate situations and disagreements (CEFR, 2020, p. 90) may be practiced and enhanced via role plays and case studies.

Conclusion. Mediation is an essential skill for technical students studying ESP, as it enables them to communicate effectively in professional and cross-disciplinary contexts. By integrating mediation-focused tasks into ESP courses, educators can help students develop essential skills such as interpreting, summarizing, paraphrasing, and facilitating discussions. Tasks like relaying technical instructions, explaining data, summarizing texts, and engaging in collaborative discussions enable students to become more effective communicators in their field. Furthermore, role plays and case studies provide valuable opportunities to practice mediation in real-life professional contexts. Fostering mediation competence in ESP classrooms at technical universities not only strengthens students' language skills but also equips them with essential professional abilities, making them more prepared for the demands of the globalized workplace. Therefore, mediation should be explicitly addressed in language instruction, ensuring that engineering students develop the skills needed for successful communication and collaboration in their future careers.

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VALUE-MOTIVATION TECHNIQUES IN EDUCATIONAL ENVIRONMENT

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Keywords: motivation, pedagogical interaction, language teaching, educational environment.

Introduction. Creation of a developing educational environment of higher education is impossible without establishing productive personally-oriented pedagogical interaction. It is against this background that motivational processes unfold, the specificity of which depends on the type of value interactions in the systems “teacher-teacher”, “teacher-student”, “student-student”.

Methods. Statistical data analysis was applied to the groups of students majoring at economics based on experimental research, surveys and observations.

Objectives of the abstract are: research into organizational techniques of pedagogical interaction conducive to the development of value-motivational principles of foreign language teaching and selecting the methods of implementing these techniques.

Results. Interaction in the system “teacher-student” is not limited to pragmatic-resultative aspects. As a rule, it is the interaction of subjects with different value systems, which in the pedagogical process can approach and move away, develop and

change. “Pedagogical interaction is the interaction of value systems of individuals, which determine their worldview and directions of self-development” (Huang, Hew, & Lo, 2019). An important indicator of internal motivation is a sense of competence, which largely depends on the methods and techniques of organizing activity. It is obvious that along with traditional forms of pedagogical interaction that have passed the test of time, new ones are also needed, those that take into account the rapid dynamic changes of the modern world. The experience in teaching foreign languages shows that the following forms and techniques of organizing interaction between a teacher and students in the educational process are effective:

- elements of dialogic creative search in interactive lessons;
- elements of communicative training and mutual appreciation of each other's academic achievements by students during the lessons, which are built on the principles of microgroup interaction;
- organization of work in the system of triads “researcher – researched – expert-analyst” in practical classes;
- development of research and interpretation skills of students within lessons by means of empirical material previously collected by them;
- planning independent work, taking into account the possibility of choosing the methods and/or content of the activity by students in order to ensure the possibility of experiencing a sense of self-determination (Ladd, & Dinella, 2009).

These methods of pedagogical interaction contribute to the development of a sense of competence, since the level of creative activity and the choice of the complexity of the tasks to be solved largely depend on the students themselves. In the case when the choice is imposed, the tasks may be too complex, which leads to a feeling of inferiority, or, conversely, too simple, then, of course, the feeling of competence also does not arise. With external reinforcement, a person tends to choose simple tasks in order to increase the size of the reward for their completion with less effort, and in a situation of free choice, the choice of complex tasks

increases significantly, since the feeling of competence and self-determination, as components of internal motivation, are much stronger and more effective incentives (Martin, 2009).

Conclusions. The work system aimed at developing internal motivation, in combination with the psychological atmosphere created in the interaction in the systems “teacher – student” and “student – student”, is able to ensure the self-development of future specialists, their autonomy, competence and personal responsibility for the results of educational and professional activities. The accumulation of experience of successful educational activities contributes to the development of the value sphere of students and the formation of professional competencies.

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ENHANCING LANGUAGE MEDIATION IN ESP FOR ENGINEERING STUDENTS

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Keywords: language mediation, ESP, educational technology, problem based learning.

Introduction. Language mediation in English for Specific Purposes (ESP) for engineering students is an emerging focus in language education, emphasizing the development of complex communicative skills beyond traditional language competencies. This approach is crucial for preparing students for real-world professional communication in engineering contexts.

Mediation is recognized as a critical component of language teaching, especially in ESP contexts, as it involves both cognitive and linguistic skills necessary for effective communication in professional settings. It bridges the gap between academic learning and real-life professional interactions, enhancing the ESP syllabus by integrating mediation skills with online educational technologies.

The objective of this paper is to explore the role of language mediation in English for Specific Purposes (ESP) for engineering students, highlighting its importance, effective teaching strategies, technological integration, and approaches to overcoming challenges in its implementation. By focusing on innovative methodologies and tools, the paper aims to provide educators with actionable insights to bridge the gap between academic language learning and professional communication in engineering contexts.

Results. The integration of mediation in ESP can be effectively achieved through various teaching methodologies:

1. Case Studies: using case studies replicates professional scenarios, providing students with immersive experiences that enhance their language proficiency and prepare them for real-world engineering tasks (Chovancová, 2018).

2. Project-Based Learning (PBL): PBL has been shown to increase students' confidence and motivation, facilitating a more engaging and practical learning environment. This approach encourages contextual and creative use of language, reducing fear of mistakes and increasing motivation (Lavrysh, Saienko, 2020).

Modern technology plays a vital role in implementing mediation in ESP classes. For instance, AI tools can serve as conversational partners, technical writing aids, and individual tutors, enhancing students' self-study and communication skills in professional contexts. Blended learning tasks like online discussion forums develop mediation skills by allowing students to engage in written and spoken interactions. These forums provide a controlled environment for practicing mediation strategies.

Collaborative Computer-Assisted Language Learning such as online journal writing, supports professional knowledge building and mediation through co-construction of meaning, helping students link previous knowledge, adapt language, and simplify complex information (Korai, Papadima-Sophocleous, 2021).

Among key strategies for language mediation in ESP educators should consider:

1. Integration of mediation skills: teaching students to interpret, translate, and adapt information within the same language (intralanguage mediation) bridges academic and professional communication needs.

2. Collaborative learning: encouraging teamwork through shared tasks and discussions fosters co-construction of knowledge and supports mediation development.

3. Practical applications: engaging students in real-world projects ensures that language learning aligns with professional engineering tasks.

Despite the benefits, challenges remain in fully integrating mediation into ESP curricula. The lack of academic hours dedicated to ESP in engineering programs necessitates innovative strategies to maximize learning outcomes. Educators can overcome this by adopting blended learning models. Combining in-class instruction with online resources and self-paced learning allows students to engage with material beyond limited classroom hours. Breaking content into small, manageable units ensures focused and effective learning within time constraints. Collaborating with engineering faculty to embed language mediation tasks within technical courses can create integrated learning experiences.

Conclusion. Implementing language mediation in ESP for engineering students involves a multifaceted approach that includes mediation skills integration, project-based learning, online forums, collaborative learning, AI tools, and ICT. These strategies collectively enhance students' communicative competence, bridging the gap between academic learning and professional application, while addressing challenges through innovative and ethical solutions.

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LINGUISTIC MEDIATION AND ITS IMPACT ON STUDENTS' ENGAGEMENT

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Keywords: education, mediation, linguistic sphere, multicultural differences.

The phenomenon of globalization of the modern world as a process of integration of cultural and linguistic spheres and strengthening of cultural interdependence of humanity is highlighted as a priority position on the problem of people's readiness to interact, including including in the professional sphere in the context of expansion international contacts, penetration into native culture other cultural values.

Linguistic Mediation is not a new concept; however recent changes in the education have focused on developing it as an integral part of language learning. And our task is to reveal how linguistic mediation impacts on students' engagement in studying. Mediation is a broad idea covering social, cultural and linguistic aspects, but in simple terms, it refers to facilitating communication between two or more speakers or groups or in our case students who, for whatever reason, cannot communicate directly. In a world that is increasingly global, multicultural and multilingual, mediation is a fundamental part of everyday life. Within the language learning context, mediation develops a combination of receptive, productive and

interactive skills, as well as sub-skills involving the ability to reach agreement and identify cultural differences, all of which are essential life skills.

The basic requirement of linguistic mediation in higher education is to help students communicate to solve a problem that occurred during studying process and influenced the quality of studying. There are two types of mediation that can be used to do this: intralinguistic mediation which is carried out within the same language, for example English to English, and interlinguistic mediation which is carried out between two different languages, for example Ukrainian to English.

Linguistic mediation, the practice of facilitating communication between students with differing linguistic or cultural backgrounds, plays a vital role in education. It involves interpreting, translating, summarizing, and contextualizing information to bridge gaps in understanding. In the classroom, linguistic mediation fosters inclusivity, enhances comprehension, and promotes active student participation. In our increasingly globalized world, classrooms often comprise students from diverse linguistic and cultural backgrounds. This diversity improves the learning environment but also presents challenges and issues in communication and comprehension. Linguistic mediation emerges as a critical pedagogical tool for solving these challenges, enabling teachers to support students' engagement and learning.

Linguistic mediation is defined as the process of making language and concepts accessible to students through interpretation, translation, and explanation. In the context of education, it extends beyond language conversion to include helping students understand cultural nuances, contextual meanings, and complex ideas. When effectively implemented, linguistic mediation can transform passive learners into active participants (Council of Europe, Linguistic and Cultural Mediation, n.d.).

Linguistic mediation helps students precept difficult concepts by contextualizing and adapting information. For example, in a multicultural science class, the teacher may use mediation strategies such as paraphrasing technical terms

in simpler language or providing cultural analogies that resonate with diverse students. By doing so, barriers to comprehension are reduced, fostering active engagement.

Students who have difficulties with language often feel excluded, which can lead to lack of motivation or desire to participate. Mediating linguistic and cultural differences makes sure that all students have equal opportunities to take part in education. Techniques such as peer-to-peer translation or collaborative group work where students explain concepts to one another help create an inclusive environment.

Linguistic mediation exposes students to diverse perspectives, fostering intercultural competence. When students engage in tasks like interpreting cultural references or comparing linguistic structures, they develop a greater appreciation for other cultures, which enhances their engagement with global issues (Garzone, 2003).

Linguistic mediation is a powerful tool to enhance student engagement, particularly in diverse and multilingual classrooms. By filling linguistic and cultural gaps, it ensures that all students can access and engage with content meaningfully. As global connections continue to grow, fostering mediation skills will become increasingly essential, equipping students not only for academic success but also for active participation in a multicultural world.

Future research should focus on developing innovative mediation strategies and exploring their long-term impact on learning outcomes, ensuring that this critical practice continues to evolve alongside educational needs.

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DIGITAL MEDIATION IN ESP: THE ROLE OF AI AND TECHNOLOGY IN ENHANCING PROFESSIONAL COMMUNICATION

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Keywords: digital mediation, ESP, AI translation, collaborative platforms, technology-enhanced learning.

Introduction. The growing role of digital tools in education has significantly influenced English for Specific Purposes (ESP), particularly in the development of mediation skills. Mediation, as defined in the Common European Framework of Reference for Languages (CEFR), involves facilitating communication between individuals who may not share the same linguistic or cultural background (Council of Europe, 2020). In ESP, digital mediation refers to the use of AI-based tools, collaborative platforms, and automated translation systems to enhance comprehension and communication of specialized content. As technical fields increasingly require cross-linguistic and interdisciplinary collaboration, the integration of digital mediation in ESP teaching becomes essential (Lavrysh & Saienko, 2020).

Objectives. This study explores the role of AI-driven tools and digital platforms in supporting mediation in ESP contexts. Specifically, it investigates (1) the effectiveness of AI-assisted translation tools in facilitating comprehension of specialized texts, (2) the use of collaborative online platforms for mediation tasks, and (3) educators' and students' perceptions of digital mediation as a pedagogical approach.

Methods. A mixed-methods approach was used to collect data from ESP instructors and students at a technical university. The study included (1) a survey on

students' experiences with digital mediation tools, (2) an analysis of AI-mediated translations of technical texts, and (3) qualitative interviews with instructors regarding their integration of technology for mediation tasks. The study also reviewed existing frameworks, including CEFR's mediation descriptors, to assess the alignment of digital mediation practices with language education standards (Council of Europe, 2020; Cambridge English, 2023).

Results. Preliminary findings indicate that AI-based translation tools, such as DeepL and Google Translate, significantly improve students' ability to understand and reformulate specialized texts but require instructor guidance to ensure accuracy. Collaborative platforms like Padlet, Google Docs, and Microsoft Teams facilitate real-time mediation tasks, enabling students to engage in meaningful negotiation and collaborative interpretation of technical content. However, both students and instructors highlighted challenges, including overreliance on AI-generated translations and the need for critical evaluation skills when using digital mediation tools.

Conclusion. The integration of AI and technology in ESP mediation presents both opportunities and challenges. While AI-based tools enhance accessibility to specialized knowledge, their effectiveness depends on students' ability to engage with machine-generated outputs critically. To optimize digital mediation, ESP curricula should incorporate explicit training in AI literacy and digital mediation strategies. Future research should explore the long-term impacts of digital mediation on professional communication skills and investigate best practices for balancing human expertise with AI assistance in ESP education.

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PARAPHRASING AS A MEDIATION STRATEGY OF COMMUNICATION IN ENGINEERING DISCOURSE

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Keywords: mediation, CEFR, adapting language, paraphrasing, code glosses.

Introduction. Mediation was given a new definition in the context of language teaching and learning in the first version of the Common European Framework of Reference for Languages (CEFR) in 2001, and immediately attracted attention of educators and practitioners working in the diverse linguistic and cultural classroom settings (Chiappini & Mansur, 2021, p. 7). As defined in the revised edition of CEFR, mediation lies in focusing on the role of language in “creating the space and conditions for communicating and/or learning, collaborating to construct new meaning [...], and passing on new information in an appropriate form” (Council of Europe, 2021, p.90). So far, it has been acknowledged as one of the essential modes of communication, along with reception, production, and interaction.

Mediation can be intralinguistic, when the learners use source information to produce target texts in the same language, or cross-linguistic, when the learners use the target language to mediate information given in their native language. One should realize that cross-linguistic mediation might involve informal translation, but it is certainly different from professional translation, when the new text is expected to be as faithful to the original as possible. In fact, mediation always involves changes of the source text, depending on the communicative needs of the mediator, who helps overcome linguistic and other barriers to communication by applying mediation strategies, which are techniques that clarify meaning and facilitate understanding (Cambridge English, 2022; Chiappini & Mansur, 2021).

Objectives. The present paper aims to research the mediation strategies that bridge communication gaps within academic and occupational domains, specifically in the engineering discourse.

Methods. As mediation is often about rephrasing the content of the source text to suit a different context, the mediation strategies are meant to allow explaining a new concept or simplifying a source text in the target language. In this respect, the strategy of adapting language specifies what exactly can be done linguistically to make shifts in the vocabulary, style, or register of the original text. This includes the use of synonyms, similes, simplification, and paraphrasing. Indeed, the descriptors of C1 level say that the learner is supposed to be able to “explain technical terminology and difficult concepts when communicating with non-experts about matters within their own field of specialization” (Council of Europe, 2001, p. 119).

In practice, one of the English for Specific Purposes (ESP) coursebooks and bestsellers, *Technology 1*, published by Oxford University Press and targeted at A2-B1 English learners, suggests useful language items to explain technical terms to engineering company clients, these being expressions like *basically, in general, to put it simple, in very simple terms, the main thing is* (Glendinning, 2007, p. 96). This language point must have been introduced to pre-intermediate English learners as

a result of ESP learner needs analysis. It is further supported by the evidence provided by Lavrysh & Saienko (2020) in their research of developing mediation skills in the ESP classes at technical universities. In particular, they point out that engineering students need to learn to process the information from the texts of various specific genres, such as specifications, safety rules, manuals, and mediate the content to colleagues, clients, apprentice students, and academic community.

Results. The obvious need to employ the mediation strategy of adopting language when communicating within engineering discourse requires taking a closer look at the linguistic repertoire that would be efficient for that purpose.

In linguistics, expressions used to help grasp the meaning of the message by rephrasing, illustrating or explaining are known to be code glosses, that is a type of the interactive metadiscourse markers, which present the information in the most coherent and convincing manner. Based on the research of a large corpus of academic papers, Ken Hyland (2007) investigated the rhetorical function of code glosses in academic writing, and revealed that their use and meanings can vary according to the discipline. In particular, code glosses are found to occur in both spoken and written language, and fulfill two broad sub-functions of clarification, namely reformulation and exemplification. The corpus findings under consideration indicated that exemplification is most frequently used in the humanities and social science articles, while reformulations are more typical of science and engineering papers, which showed “a rather neat division between hard and soft knowledge fields” (Hyland, 2007, p. 272). What is interesting, reformulation can serve either as expansion or reduction of the original message. In case of expansion, the technical term can be made more accessible by adding a definition, while reduction implies specifying it more precisely, for example through paraphrase (Hyland, 2007).

Conclusion. In summary, the importance of mediation strategies is bound to increase as learners need to use language in many different real-world multicultural contexts. Both practitioners and theorists have been doing research on systematic

integration of mediation into language classes, and findings of corpus linguistics and pragmatics must be considered when tailoring ESP course for future engineers.

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MEDIATION AS ONE OF THE KEY ACTIVITIES TO DEVELOP ENGLISH LANGUAGE PROFICIENCY IN TEACHING ENGINEERING STUDENTS

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Keywords: mediation, engineering students, language proficiency.

Introduction. In the increasingly globalized engineering world, English has emerged as the lingua franca for communication, collaboration, and dissemination of

knowledge. The significance of English language proficiency in engineering is obvious. English is commonly used in international projects, conferences, workshops, etc. Language proficiency enables engineers to communicate ideas effectively, share their projects, and work with diverse teams from different countries.

Proficient engineers have a competitive edge in the job market. English language proficiency facilitates networking with peers and professionals, sharing ideas, and discussing problems. It also allows participation in professional organizations, contributing to career development and creating opportunities to work in global engineering environments.

However, to achieve language proficiency engineering students often face specific language learning challenges due to their field's unique demands, academic priorities, and the technical nature of their studies. There is a wide range of problems we have to tackle. Limited time for language learning, complex terminology, and lack of exposure to practical language use prevent engineering students from practicing conversational or workplace English and limit their ability to communicate effectively in real-world scenarios. Teamwork challenges are caused by a lack of collaboration, because students may struggle with effective communication during group tasks or presentations. Moreover, in multicultural environments, they may lack language skills and cultural awareness due to cultural and linguistic barriers, anxiety in speaking, and fear of making mistakes.

To avoid stressful situations and make students feel more comfortable in the teaching environment, mediation can be regarded as an effective tool for developing language proficiency.

Objectives. The Common European Framework of Reference for Languages (CEFR), describes mediation as one of the key language activities, alongside reception, production, and interaction where “activities of mediation make communication possible between persons who are unable to communicate with each other directly” (CEFR, 2018:14). Mediation focuses on the ability to facilitate understanding and

communication, particularly in multilingual and multicultural contexts, that is especially relevant for teaching English, as it aligns with fostering language skills that go beyond traditional communication to include social, cultural, and cognitive aspects of language use. It involves the learner acting as a social agent to bridge gaps and convey meaning creating conditions for effective interaction, encouraging others to comprehend or construct meaning, and relaying information in a suitable form in any context: social, educational, cultural, linguistic, or professional (CEFR, 2020).

Methods. To determine the effectiveness of mediating activities to develop language proficiency in teaching English to engineering students the methods of analysis of scientific research and pedagogical literature and data collection methods (surveys, interviews, language assessment results, and professional needs of the engineering students) were used.

Results. In English language teaching, mediation aligns closely with the following objectives: encouraging collaborative learning (teachers can use mediation tasks to promote teamwork, where students co-construct meaning and negotiate ideas); developing intercultural competence (mediating activities can help students understand cultural differences and adapt their communication styles accordingly); building cognitive and linguistic skills by summarizing, explaining, or paraphrasing texts, learners practice critical thinking and expand their vocabulary and grammar skills; fostering communication in multilingual contexts (mediation prepares students for real-world situations where English is used as a bridge language between speakers of different native languages); boosting creativity, critical thinking skills; building respect, sensitivity and social competences (Gadomska, 2024).

Taking into consideration the specificity of the engineering field, we can suggest some examples of mediating activities for learners:

1) Explaining diagrams and processes: students explain a technical diagram or process (e.g., a circuit design) to a non-specialist audience in English, ensuring clarity and simplicity.

2) Summarizing technical articles: students summarize key points from a technical research paper, highlighting important data or concepts for their peers.

3) Simulating multicultural team meetings: role-playing exercises where students mediate discussions in multicultural teams, ensuring all participants understand and contribute effectively.

4) Collaborative problem-solving tasks: group activities where students mediate solutions to engineering problems using English to clarify ideas and negotiate roles.

5) Writing adapted reports: assignments where students write a simplified version of a technical report for non-specialist stakeholders, practicing mediation of complex ideas.

Conclusion. Incorporating mediation into English teaching for engineering students aligns with the professional needs to foster effective communication, collaboration, and intercultural understanding. By developing mediation skills, engineering students become not only effective speakers but also proficient cultural and linguistic mediators, ready for effective communication in multilingual settings.

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THE ROLE OF MEDIATION IN TEACHING ENGLISH FOR SPECIFIC PURPOSES (ESP)

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Keywords: mediation strategies, teaching ESP, teaching methods.

Introduction. In today’s globalized world, effective communication is essential in professional and academic settings. English for Specific Purposes (ESP) goes beyond general language learning by focusing on the specialized vocabulary, structures, and skills needed in various fields engineering, IT, marketing, healthcare and many others. However, mastering ESP is not just about acquiring technical terminology – it also requires the ability to process, adapt, and convey information across different contexts, therefore mediation plays a crucial role. The importance of mediation in ESP teaching cannot be overestimated, and choosing effective strategies, classroom applications and activities, can help to create more productive, amicable and favourable environment for learning. By integrating mediation into ESP lessons, educators can help students develop not only their language proficiency but also their ability to navigate real-world professional communication challenges.

Methods. To analyse and choose the most straightforward strategies for language mediation the methods of observation, comparison and contrast were used as well as critical literature analysis.

Results. The concept of mediation has gained significant attention in contemporary linguistic and educational research. Scholars such as B. North and E. Piccardo (2022) emphasise the necessity of developing a structured approach to mediation as a practical tool in English language teaching. We support the idea that selecting optimal mediation strategies should be an integral part of lesson planning.

North and Piccardo (2022) categorise mediation into three key types: mediating a text, mediating concepts, and mediating communication. We believe that these categories are highly applicable in teaching English for Specific Purposes (ESP), where students encounter specialised terminology and complex concepts. Furthermore, Gadowska (2024) asserts that mediation is not only vital in the educational process but also extends beyond the classroom into real-world professional and academic communication. To address this, structured training programmes should be implemented to help students develop mediation skills effectively.

There are various mediation strategies, including paraphrasing, simplifying, clarifying, visualizing, providing examples and analogies, summarizing, and using bilingual tools such as translation. By observing students from non-linguistic specialities at Igor Sikorsky Kyiv Polytechnic Institute, we conclude that each category of mediation requires the careful selection of appropriate strategies.

For mediating a text and improving reading comprehension, strategies such as paraphrasing, summarizing, breaking the text into smaller sections, and clarifying meaning through guided questions have proven to be the most effective. Additionally, comprehension of technical texts significantly improves when students are familiar with most of the specialized terminology. This underscores the importance of discussing complex concepts and key terms before engaging in reading activities.

In mediating concepts, we employed definitions and explanations in simplified language. However, many students reported that translation remains the most efficient and time-saving strategy for understanding complex terms. Additionally, visualization techniques, such as demonstrating schemes and providing infographics, greatly enhance comprehension.

When it comes to mediating communication, students exhibit greater confidence when collaborative learning is encouraged. Peer assistance in recalling unfamiliar vocabulary and technical terminology fosters a more supportive and effective learning environment.

Conclusion. Mediation plays a crucial role in ESP instruction, bridging the gap between linguistic knowledge and professional communication needs. Our findings indicate that selecting appropriate mediation strategies enhances students' comprehension and ability to navigate specialized texts and discussions. While paraphrasing, summarizing, and clarification are valuable tools in textual mediation, translation and visualization significantly aid conceptual mediation. In communicative settings, collaboration and peer support facilitate effective mediation practices. Given its importance within and beyond the classroom, structured mediation training should be integrated into ESP curricula to equip students with the necessary skills for professional and academic success. Further research could explore the long-term impact of mediation strategies on students' language proficiency and field-specific competencies.

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ENHANCING LANGUAGE MEDIATION SKILLS OF NON-LINGUISTIC UNIVERSITY STUDENTS THROUGH DIGITAL TECHNOLOGIES

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Keywords: mediation, mediative skills, foreign languages, non-linguistic universities.

In the contemporary context, the objective of foreign language instruction in non-linguistic universities is to cultivate a multilingual disposition characterized by

the capacity to analyze, compare, and generalize the acquired cultural and linguistic experiences. This endeavor also encompasses the promotion of accurate interpretation of communication by all participants in the international arena. The pedagogy of foreign languages to contemporary students specializing in technical disciplines is directed towards forming a personality adept and prepared to assume a new role as a mediator of languages and cultures within their professional milieu.

In this process, the development of skills in comparing and adapting perceptions of the world, as well as adapting from one language to another and from one culture to another, is of particular importance. As such, multilingual professionals act as linguistic and cultural mediators. Their role goes beyond professional communication. They resolve professional disputes and disagreements, establish business contacts, and provide technical and linguistic support (Gadomska, 2024). Recognizing the paramount importance of developing comprehensive mediation skills for students seeking a career in international companies is imperative.

This professional activity involves working in international companies and cooperating with international teams. Successful work in this environment requires both knowledge of professional fields and a high degree of tolerance for linguistic and cultural differences. This implies anticipating and resolving misunderstandings and promptly providing necessary clarifications and comments.

Digital technologies and the new forms of linguistic learning that have emerged significantly enhance learners' multilingual activities (language learning activities). (Gadomska, 2024). It should be reminded that such competencies as multilingualism and multiculturalism (fluency in English and knowledge of a second language, understanding of the national and cultural context of partner countries, understanding of the specifics of working in industries of other countries) are declared along with digital competences as one of the key competences demanded by future specialists in various industries. Digital technologies have a significant impact on the activation of multilingual activities of students, making them timely (at a convenient time for the

learner), sufficient (in terms of the amount of material studied), and personalized (focused on individual interests and needs).

In this regard, using multilingual professional websites has been identified as an effective tool for forming multilingual and mediative skills in students. These websites serve as a valuable source of information for teachers and university students. Due to the openness of Internet resources, students have access to authentic texts, video and audio materials, presentations, and foreign-language narrow-professional information. The materials of the sites are regularly updated, providing information that can be used both for educational purposes and in the actual professional activity of a specialist. Such sites offer a unique opportunity and have invaluable potential, including in the teaching of foreign languages.

This exposure broadens students' linguistic capabilities in their respective professional domains and enhances their understanding of country studies and cultural studies. Infographics, encompassing tables, schemes, figures, and diagrams, have been identified as pivotal in improving the perception of professionally significant multilingual information. Multimedia technology integrates text, sound, video, graphics, and animation within a computer system and has become a pivotal information resource in language education. The effective utilization of multilingual, professional websites by large industrial companies and corporations in the context of multilingual education can equip students with the necessary skills for diverse communicative activities, including mediative ones. Furthermore, it can facilitate the acquisition of fundamental mediative strategies that will be employed in their future professional endeavors. Developing specialized exercise complexes and employing multilingual websites with a professional orientation has been demonstrated to foster mediative competence among higher education students substantially.

Many multilingual, feature-rich, and professionally oriented websites offer information in different foreign languages. These sites are characterized by a variety of content, including texts, videos, podcasts, and infographics. This diversity

facilitates the use of information in various communicative activities, including mediation. It is noteworthy that the language material presented in the exercises is aimed at recipients who are employed in different fields and have an idea of future professional activities.

It is an established fact that the acquisition of multiple foreign languages gives rise to the formation of a distinct linguistic personality characterized by a non-ordinary consciousness. This consciousness is typified by diverse variants of understanding and describing reality, which coalesce to establish a unique system of ideas about the world for each individual. Consequently, developing such a consciousness necessitates cultivating mediative skills, particularly those related to communicative assistance and accurate interpretation of information during interactions among individuals from different linguistic and cultural backgrounds. Competent use of multilingual professionally oriented websites in the process of multilingual education can provide training for students of non-linguistic specialties to carry out all types of communicative activities, including mediative ones, as well as contribute to mastering the main mediative strategies used in the field of their future professional activity.

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TECHNOLOGY AND MEDIATION IN ESP CLASSES

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Keywords: ESP, communicative competence, mediation, mediation skills, technology.

Introduction. Today, foreign language learning, particularly English for specific purposes (ESP), is viewed through the prism of social or professional content. Modern trends in education involve the integration of technology into the teaching process of all disciplines, and language learning by mediation based on technology is no exception.

Introduced into the educational process, mediation as the ability to understand, summarize, and explain information to others allows for the creation of a “context” that facilitates the faster and more efficient development of the student’s English language competencies required by the curriculum.

Objectives. The aim of the study is to highlight some aspects of using mediation based on technology in ESP classes.

Methods. The study is theoretical, based on a descriptive and analytical approach and a set of theoretical methods: critical analysis and generalization of psychological and pedagogical sources on the problem under scrutiny; generalization; systematization.

Results. Exploiting mediation, as Byram (2008) argues should begin at a stage when students have already acquired a certain level of foreign language competence (but not lower than B1), and sociocultural knowledge and skills. It is focused on the formation and development of specific language skills necessary for intercultural communication. Additionally, Howell (2017) states that effective mediation requires

interpersonal skills such as appropriate non-verbal communication and active listening using confirmation and clarification. North and Piccardo (2016) single out two types of linguistic mediation: interstylistic (transforming one type of text into another) and intralinguistic, which can be performed in the target language (reporting, generalization, explanation, clarification).

Modern trends in education involve the integration of technology into the teaching process of all subjects, language learning and mediation are no exception. Educational technology as a tool for teaching mediation is proposed by Shapira (2006). The scholar indicates that technology can serve as mediators of knowledge when students receive information from Wikipedia, take online tests. Computer strategies offer more opportunities for using mediation skills during communication in the context of internationalization and globalization of all spheres of human interaction and cooperation (Shapira, 2006).

As far as the integration of information technologies into teaching by mediation in ESP classes is concerned, the combinations can be as follows:

- creating Youtube subtitles to adjust the language or display specific information;
- Google tools for clarification and structuring of information;
- Flipgrid for texts oral summarizing, visual description or explanation of concepts;
- Padlet for written translations, paraphrases or clarifications;
- online thesauruses dictionaries for simplification and clarification;
- MindMeister or MindMup for keyword identification.

Conclusion. It is difficult to overestimate the contribution of technology, as its educational benefits include: increasing student motivation and engagement through student-centered activities, information visualization, and interactivity. It is known that most learning is instructional in nature, but mediation based on technology makes ESP classes more emotional and creative, which contributes to developing

students' communicative competence. In addition, audio and video information brings authenticity to classes, which, together with mediation, eliminates the gap between university and real life.

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ARTIFICIAL INTELLIGENCE (AI) AND ITS ROLE IN LANGUAGE TRANSFORMATION

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Keywords: Artificial Intelligence (AI), AI-language models, AI-generated text, linguistic models.

Introduction. In the modern world Artificial Intelligence (AI) is becoming increasingly important in various fields, including linguistics and natural language

processing. Its growing role in language transformation leads to gradual shifts in English grammar, vocabulary, and syntax. AI-generated content is now commonly used in various domains including journalism, content creation, academic writing, and business communication.

Methodology. The purpose of this paper was to examine the methods AI employs to develop language models, which play a crucial role in text generation. Additionally, it explored how these AI models influence the evolution of the English language at various linguistic levels.

AI builds language models by training them to recognize and generate text based on patterns found in large datasets. These datasets are compiled from different sources such as books, articles, and websites. Then the language model processes this data, analyzing linguistic structures to identify frequently used patterns in word usage, phrase and sentence formation. Through this process, the language model learns grammar rules, common word combinations, and contextual meanings of words, thus becoming capable of producing the appropriate text.

Then, by using such technologies as Machine Learning (ML) and Deep Learning, AI adjusts itself to predict the next word or a phrase in a sentence. It repeatedly compares its guesses to the original text, thus improving with each attempt.

Results and discussion. This article explores the structural and grammatical differences between human-written and AI-generated texts, with a focus on vocabulary, sentence construction, and grammatical complexity. AI-generated content is typically characterized by clarity, consistency, and efficiency, while human writing demonstrates a better understanding of context, cultural subtleties, and emotional expression. These distinctions highlight both the advantages and weak sides of AI in the process of text generation. The growing use of AI language models will probably impact the English language as well as other natural languages in two main areas: vocabulary and grammar.

Vocabulary.

1. AI language models often introduce new words and phrases, especially in areas related to computer technology, for example: **deepfake** (=AI-generated media in which a person's likeness is manipulated using AI), **self-healing software** (=AI-driven programs that detect and fix their own bugs without human intervention), **AI pair programming** (=AI acting as a real-time coding assistant, working alongside human programmers).

2. Technological innovations lead to direct borrowings from English to many other languages: **Bot** (from English → multiple languages: French “bot”, German “Bot”, Ukrainian “бот”. **Deep Learning** (in many languages is used directly in technical contexts). **Cloud Computing** (borrowed as “cloud” in German, French, Japanese, and other languages).

3. AI models are trained on large amounts of text from different time periods, including classic literature, historical documents, and poetry. As a result, archaic and obsolete words may occur in modern AI-generated contexts: “**Verily**” instead of “truly”, “**Bespoken**” instead of ‘customized’, “**Thrice**” instead of “three times”.

Grammar.

If we compare sentences generated by AI language models and human-written text, we will notice certain differences, e.g.:

1. AI-generated sentences are always grammatically correct and have simple sentence structure:

(AI-generated): “The report outlines key trends in artificial intelligence and their impact on various industries.”

(Human written): “The report goes into detail about major AI trends and how they are changing different industries.”

2. AI-generated texts often contain repetitive sentence structures and connectors (e.g., “In addition,” “Moreover,” “It is important to note that”):

(AI-generated): “AI is widely used in healthcare. Also, AI plays a role in finance. Besides, AI contributes to automation in manufacturing.”

(Human-written): “AI is transforming multiple sectors, from healthcare and finance to manufacturing, where automation plays a growing role.”

Conclusion. Artificial Intelligence (AI) will remain a driving force in the evolution of the English language. As AI language models become more integrated into our daily communication, they will continue to significantly influence grammar, sentence structure, and vocabulary. The ability of these models to generate text with specific linguistic features will impact and transform the existing linguistic patterns in the English language

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OPEN SCIENCE AND ITS IMPACT ON MEDIATION

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Keywords: Open Science, language mediation, institutional repositories, sustainability.

Introduction. Currently, language mediation and open science are among the most widely discussed concepts among scholars. Language mediation plays a crucial role in facilitating communication across different linguistic and cultural contexts, particularly in domains such as law, healthcare, diplomacy, and business. Without scientific research to support effective mediation strategies, linguistic and intercultural misunderstandings could lead to unresolved conflicts and communication breakdowns. Studies in linguistics, translation studies, psycholinguistics, and intercultural communication have significantly contributed to the development of language mediation as a professional field, providing evidence-based approaches to bridging language gaps and enhancing mutual understanding (Baraldi, 2017).

However, for many years, access to research on language mediation was limited to high-profile studies and specialized academic publications, restricting valuable findings from reaching a wider audience of practitioners, including translators, interpreters, and cross-cultural mediators. This lack of accessibility created a gap in knowledge transfer, preventing professionals from integrating the latest linguistic and communication research into their mediation practices. To address this challenge, Open Science has emerged as a transformative approach that promotes transparency, collaboration, and unrestricted access to scientific findings. By embracing Open Science principles, scholars and practitioners in language

mediation can gain access to data-driven insights, refine translation and interpretation strategies, and enhance communication across linguistic and cultural barriers.

The growing emphasis on inclusivity and accessibility within Open Science ensures that language mediation research reaches a global audience, fostering collaboration among linguists, educators, and policy-makers. Open-access resources, digital repositories, and collaborative research initiatives help bridge gaps in language mediation by making multilingual research materials widely available. As a result, this paper explores the impact of Open Science on the field of language mediation, analyzing methodologies that support its adoption and the implications for research, practice, and policy in multilingual communication (Sigy, 2024).

Methods. To assess the impact of Open Science on language mediation research and practice, this study employed a mixed-methods approach. First, a literature review was conducted to analyze policies and initiatives promoting Open Science in the context of multilingual communication, including the Open Access movement, institutional repositories, and collaborative research networks. Second, a comparative analysis was performed to examine access to language mediation research in regions with strong Open Science policies versus those reliant on paywalled academic journals.

Results. Findings indicate that Open Science significantly enhances the accessibility of language mediation research, allowing a broader audience of linguists, translators, interpreters, educators, and policymakers to engage with empirical studies on multilingual communication. Countries with well-established Open Science frameworks, such as those in the European Union, demonstrate higher levels of collaboration and innovation in language mediation research. Open-access initiatives have facilitated interdisciplinary knowledge exchange, enabling professionals in linguistics, translation studies, and intercultural communication to integrate scientific findings into real-world mediation practices. This openness strengthens the development of evidence-based strategies for effective

communication across languages and cultures, promoting inclusivity in global discourse (Banks et al., 2019).

Conclusion. To sum up, Open Science offers a unique opportunity to strengthen global research in language mediation, fostering collaboration, innovation, and evidence-based practices in multilingual communication. By prioritizing accessibility and transparency, Open Science can bridge the knowledge gap between well-resourced and under-resourced linguistic communities, ensuring that scientific insights are available to all professionals working in translation, interpretation, and intercultural mediation. However, challenges such as sustainable funding models, ethical concerns, and resistance from traditional publishers must be addressed to fully integrate Open Science into the field of language mediation. Sustainable Open Access models – such as institutional funding, government policies, and collaborative publishing initiatives – must be further developed to ensure that language mediation research remains widely accessible. As the Open Science movement gains traction, researchers, policymakers, and language mediation practitioners must work collectively to establish frameworks that uphold both accessibility and ethical integrity in scientific research, ensuring that knowledge remains a tool for fostering effective communication and cross-cultural understanding worldwide.

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**INTERLINGUISTIC AND INTRALINGUISTIC MEDIATION IN ESP
LEARNING AND TEACHING OF IT STUDENTS AT TECHNICAL
UNIVERSITIES**

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Keywords: interlinguistic mediation, intralinguistic mediation, ESP learning and teaching, IT students, communicative situations.

Introduction. Mediation has been introduced as a type of communication, together with reception, production and interaction, which includes such language skills as listening, speaking, reading and writing in the Common European Framework of Reference for Languages (CEFR, 2018). In terms of mediation, a student is considered to be “a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities and sometimes from one language to another” (CEFR, 2018, p. 90). In this regard, language is an instrument “for communicating and/or learning, collaborating to construct new meaning, encouraging others to construct or understand new meaning, and passing on new information in an appropriate form” (CEFR, 2018, p. 90).

The issue of introducing mediation in the learning process is studied by numerous scientists. For example, Stathopoulou, Gauci, Lontou and Melo-Pfeifer (2023) focus their attention on mediation in the context of teaching, learning and assessment. Gadomska (2024) describes how to develop mediation skills at the tertiary level of education. She demonstrates “a model of implementing the mediation-oriented strategies and activities into the syllabi of Practical English, specialization courses, seminars and discusses their advantages as well as challenges”

(p.170). Koskinen and Kinnunen (2022) outline the concept of mediation in foreign language learning from a translation studies perspective. It is evident that various studies focus on different aspects of mediation. However, the opportunities of realizing mediation in the context of English for Specific Purposes (ESP) teaching and learning of prospective specialists in the field of information technologies (IT) needs further research.

Objectives. Thus, the aim of this study is to show the ways of introducing mediation in ESP teaching and learning environment.

Methods. In order to achieve this goal, the following methods were used: analysis of the scientific literature, synthesis and systematisation of the findings of researchers on the subject of the study.

Results. According to Stathopoulou, Gauci, Liontou and Melo-Pfeifer (2023), there is the difference between interlinguistic / cross-linguistic mediation and intralinguistic mediation. Interlinguistic mediation means “the process of relaying or transferring information from one language to another for a given communicative purpose” (Stathopoulou, Gauci, Liontou, Melo-Pfeifer, 2023, p. 16). Intralinguistic mediation occurs when the information is exchanged within the same language (Stathopoulou, Gauci, Liontou, Melo-Pfeifer, 2023, p. 16).

Intralinguistic mediation can be realized in the context of ESP teaching and learning through communicative situations where interlocutors have different technical backgrounds. For example, a role play with focus on mediation can be suggested for the IT students. Let’s have a look at the communicative situation within the same language modeled by a teacher.

A client with limited technical knowledge asks the development team at “Soft Company” to create a website for his online clothing store. The client tells the developers his needs and ideas. Then the developers clarify technical concepts and propose solutions to bridge the knowledge gap. Emphasis on effective communication and understanding throughout.

Also, interlinguistic mediation can take place in the process of ESP teaching and learning. In this case, two languages are used. Let's look at this communicative situation in which cross-language mediation occurs in the IT field.

An American IT company is launching a new educational product designed for chemistry teachers, initially developed in English. A Ukrainian IT specialist needs to translate the content into Ukrainian, carefully adapting information, while maintaining accuracy and clarity in the technical specifications to allow for effective understanding.

Furthermore, some communicative situations combining two types of mediation (intralingual and interlingual) can be suggested to IT students. Let's look at this example.

You are a part of an international technical team that is developing a new software application. First, discuss the main features of the software with a partner (he is a Ukrainian as you are) in your native language (interlinguistic mediation). Then work together to create a presentation in English that outlines these features, using diagrams and examples to illustrate their importance (intralinguistic mediation). Finally, present your findings to the team. Focus on how each feature improves the user experience and answer any questions in English.

Conclusion. In summary, in the context of ESP teaching and learning for IT specialists, intralinguistic mediation, interlinguistic mediation and a mixture of different mediations can take place regularly in English classes.

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COLLABORATIVE INITIATIVES FOR TEACHER TRAINING AND NETWORKING

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Keywords: breaking traditions, challenges, collaboration.

Introduction. Collaborative teaching is a wide concept that emphasizes the value of making teaching and learning a shared experience and the social component of knowledge development. It includes the process of developing curricula and teaching materials as well as co-creating the learning experience.

This paper **aims** to investigate how effective the possibility of using collaborative initiatives for teacher training and networking.

To achieve the aim of this paper, the following **methods** were used: action research, comparative analysis and synthesis.

Results. In this information age, where the development of concepts are fast changing, Collaborative Initiatives for teacher training are needed, and considered as

a key teaching outcome. **Figure 1** demonstrates challenges around the Collaborative Initiatives for training.

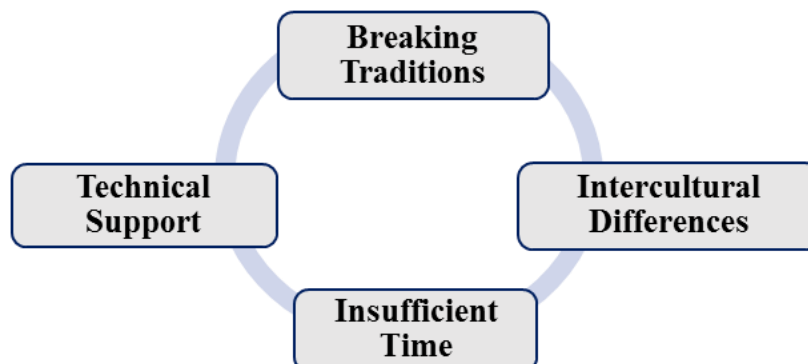


Figure 1. *Challenges around the Collaborative Initiatives for Training*

According to European University Association (Collaborative Teaching Practice, 2023) there are some challenges around the collaboration: **1) fear:** some teachers are afraid of being judged by colleagues; **2) time management:** lack of time for professional development, for thinking back on their work, and for creating programs or modules; **3) technical challenges:** when learning platforms do not have all the features required for an inter-institutional collaboration project (Collaborative Teaching Practice, 2023, p. 5-6)

We would recommend to commence collaboration with incremental steps and gradually enhance collaborative practices at the educators' own tempo, because each person is unique. Moreover, engage with Open Access Resources (OERs) to create learning communities and share best practices, as all of us have huge teaching experience, including different combinations of techniques and teaching methods. To Allow educators to share techniques and choose their own assessment methods is also must be an efficient mechanism of response to the challenges around the Collaborative Initiatives. There are no best techniques or best methods, but there are the most appropriate, effective and useful (White, Henley, & Brabston, 1998).

Conclusion. In helping educators understand the value of Collaborative Initiatives for professional development we need to empower them with the tools,

techniques and mind-sets needed to solve the complex problem they might face. They first need to have an appreciation and desire to engage in collaboration. Then, they need to be able to face with their fears, to unleash confidence in themselves and those around them. Finally, educators need to be able to communicate and share their ideas and best practices.

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THE ROLE OF ESP TEACHERS IN FOSTERING MEDIATION SKILLS OF ENGINEERING STUDENTS FOR BUSINESS NEGOTIATIONS

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Keywords: mediation, communication, mediation in language teaching/learning, business negotiations, conflict resolution.

Introduction. Living in the age of globalization means that every aspect of our lives has been influenced by rapid advancements in technology, shifts in economic power, cultural exchanges across borders, and the growing influence of multinational corporations. These dynamics are defining global trends and policies. Taking that into

consideration, it is clear that young professionals are considered a driving force behind the next wave of economic, social, and political progress.

Engineering professionals are increasingly required to participate in international collaborations and negotiations. Beyond technical expertise, they must have strong mediation skills to navigate cultural diversity, resolve conflicts, and achieve mutually beneficial outcomes. Mediation helps parties understand and communicate with each other more effectively and resolve conflicts.

ESP (English for Specific Purposes) teachers play a pivotal role in equipping engineering students with these essential competencies. By fostering soft skills such as tolerance, empathy, adaptability, and effective communication, ESP instructors empower students to succeed in multicultural professional environments.

According to the concept of the mediation theory offered by Feuerstein (1980, 1990), Buttjes (1991), Byram (2013) individuals demonstrate their strong desire to interact and start establishing connections with others around them from birth. The authors posit that through constant contact with others, humans learn language and gain an understanding of the world.

Regarding the role of teachers, a lot of researchers prove their incredibly essential role in establishing and developing mediation skills necessary for effective socialization and cooperative processes. The findings of Günaydın, Y. & Demir, E. (2023) highlight mediation as a pivotal tool for effective learning. The authors argue that mediation skills facilitate the comprehension and effectiveness of language learning through the integration of communication. Acting as a mediator, the teacher facilitates communication between students, designs interactive tasks and activities, and creates conducive learning environments. Numerous studies in the literature emphasize the significance of the teacher's mediation (Cheng & Kia, 2011; Cheng, 2011).

Objectives. This study explores the role of mediation skills in engineering students' professional growth, highlighting their value in international collaborations

and the key role of teachers in preparing students for multicultural work environments.

Methods. To investigate the topic of our study, we have analyzed a high number of scientific articles related to the issues of mediation and the contribution of teaching methods to the development of mediation skills in engineering students.

Results. The Common European Framework of Reference for Languages (2020), defines mediation as one of the four modes in which the CEFR model organizes communication. Learners are seen as social agents engaged in receptive, productive, interactive, or mediation activities or, more frequently, in a combination of two or more of them. The mediator “acts as a social agent who creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes across modalities (e.g., from spoken to signed or vice versa, in cross-modal communication) and sometimes from one language to another (cross-linguistic mediation)” (CEFR, 2020, p. 90).

Plenty of research studies that examine the idea of mediation emphasize how important mediators are and reveal the role of mediation practices in creating a neutral space where conflicting parties can express their concerns, explore common ground, and work toward mutually agreeable solutions. According to their findings, mediation can be effective when the mediator has a strong personality, especially in business disagreements.

Kristina G. Juergensmeyer (2015) claims that the mediator's language abilities and methods are crucial due to the nature of the mediation process. Mediation has a rapidly changing nature, for which mediators must always be ready to modify their language and interactions with the parties in order to achieve the intended outcome (objective).

Engineering projects often require innovative solutions, and engineers face challenging situations. Knowledge of mediation techniques and possession of

mediation skills can help approach problems from various angles and develop strategies that encourage cooperation and understanding.

Oksana Melenko (2020) suggests that the success of negotiations will depend on the quality of the parties to the dispute as negotiators, as well as the variety of their communication techniques and methods.

The CEFR provides a list of mediation activities: mediating a text such as relaying specific information; mediating concepts such as communicating in a group, and mediating communication such as acting as an intermediary in informal situations.

ESP classes emphasize creative problem-solving through case-based learning and scenario simulations. For instance, students may be tasked with resolving a dispute in a cross-border engineering project, encouraging them to think beyond conventional approaches and propose novel solutions.

We conducted survey research among 35 engineering students who are pursuing a Master's degree and studying the module "Foreign Language for Business Communication" to define how learning English has impacted their professional communication skills, with a particular focus on the role of mediation in business contexts

Students' answers to the survey questions reflect the importance of English in their professional development. The majority of students (35 %) reported that learning English has boosted their confidence in meetings and noted enhanced business vocabulary and greater cultural understanding (29 %).

For business communication, students favored role-plays and simulations, watching business videos, and group discussions as the most helpful learning activities.

In their future engineering careers, students expect to focus on tasks like preparing client presentations, writing proposals, leading international discussions, negotiating project terms, and communicating with global partners.

Conclusions. The role of ESP teachers in fostering mediator skills among engineering students cannot be overstated. By nurturing essential soft skills such as tolerance, empathy, creativity, and adaptability, ESP instructors prepare students for the complex demands of international negotiations. Through innovative teaching methods and a focus on intercultural competence, these educators bridge the gap between technical expertise and professional communication, empowering future engineers to thrive in diverse, globalized environments.

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MOBILE-ASSISTED LANGUAGE LEARNING (MALL): THE ROLE OF APPS AND WEARABLE DEVICES

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Keywords: the English language, MALL, higher educational institution, mobile technologies.

English has become the most widely spoken and influential foreign language globally, serving as a bridge for communication between diverse cultures and nations. As a result, teaching English in today’s world is paramount, as it equips individuals with essential skills for personal and professional growth in an increasingly interconnected society. Numerous researchers emphasise that higher educational institutions actively transform the tutorial landscape by integrating digital

technologies. This approach not only enriches the learning experience but also guarantees that the knowledge and skills students gain are practical and highly relevant for their future careers.

Due to the rapid development of technology, the new era of mobile devices has become popular and promising in recent years. It empowers students to engage with their studies without being restricted by their location or needing a fixed learning environment. The widespread availability of powerful mobile devices, combined with the growing digital skills of users, creates a tremendous opportunity for m-learning applications.

The term MALL, which stands for mobile-assisted language learning, represents a significant advancement in language education. Derived from the earlier concept of CALL, or computer-assisted language learning, MALL specifically focuses on integrating mobile devices – such as smartphones and tablets – into the language learning process. The characteristics of MALL – namely its flexibility, interactivity, and accessibility – empower learners to immerse themselves in a language-learning experience that suits their individual needs and preferences. For instance, a student can practice vocabulary through a mobile app while commuting, listen to podcasts in their target language, or participate in interactive language exchanges with peers worldwide – all from the convenience of their handheld devices. Overall, MALL not only represents a vital evolution in language instruction but also embodies a shift towards a more dynamic and personalised learning environment, where technology plays an integral role in fostering linguistic and cultural fluency.

Educational mobile applications can be classified into three dynamic categories that reflect their significance and integration within the learning environment:

Supplementary Mobile Applications. These versatile tools serve as an enhancement to existing teaching resources and course materials, enriching classroom instruction and promoting vibrant extracurricular learning experiences.

They engage students and provide additional layers of support, making the learning journey more interactive and enjoyable;

Independent Study Applications. Crafted to inspire and empower learners, these applications facilitate self-directed exploration of academic subjects. They offer a treasure trove of resources, enabling students to delve deeper into their studies at their own pace while also equipping teachers with valuable materials to elevate their instructional methods and cater to diverse learning styles;

Distance Learning Applications. Often referred as mobile learning applications, these comprehensive platforms revolutionise how education is delivered by providing learners with all essential educational content in a user-friendly format. They make distance education not only accessible but also engaging, ensuring that students can immerse themselves in their studies from anywhere in the world.

Mobile applications have become indispensable tools in foreign language learning, offering a diverse array of features that significantly empower students to enhance their grammar and vocabulary skills. Here are five key areas where these applications create a remarkable impact:

Vocabulary Trainers. Flashcards represent one of the most popular and effective tools for learning new vocabulary. Digital flashcards allow users to present a word on one side and its definition, translation, or illustrative sentence on the other. Many vocabulary trainer apps utilise spaced repetition algorithms, which optimise the learning process by ensuring that users review words at intervals that enhance retention, making it easier to memorise and recall vocabulary over time;

Grammar Trainers. One standout example is Grammarly, a sophisticated writing assistant that not only suggests corrections but also educates users on their mistakes. When a user writes in English, Grammarly analyzes the text for grammatical inaccuracies and stylistic issues, offering alternative sentence structures and corrections. This application explains each error, detailing the specific grammar

rule that was violated and suggesting effective strategies for improvement, enabling users to learn from their mistakes and refine their writing skills progressively;

Interactive Exercises. Many language learning apps incorporate interactive exercises that engage students through quizzes, games, and real-life simulations. These exercises often focus on practical language use, allowing learners to practice vocabulary and grammar in context. By mimicking real-life conversations and situations, users can improve their language proficiency while also enjoying the learning process;

Speaking and Listening Tools. Several applications also focus on enhancing speaking and listening skills, providing users with opportunities to practice pronunciation and comprehension. Features such as speech recognition technology allow learners to receive immediate feedback on their speaking abilities, while audio recordings from native speakers help improve listening skills by exposing learners to authentic accents and intonations;

Community and Support Networks. Lastly, many language learning apps foster a sense of community among users. These platforms often include forums or social features that connect learners with peers and native speakers, facilitating language exchange and collaborative learning. Engaging with others provides valuable practice and cultural insight, enriching the language learning experience beyond individual study.

Conclusion. Mobile-Assisted Language Learning (MALL) has emerged as a transformative methodology in the field of language education, redefining conventional practices and offering innovative solutions to contemporary learning challenges. Although numerous studies have been conducted on MALL technology and its significance as an evolving area of research in language acquisition, substantial work remains to be undertaken, and a wealth of information is yet to be explored.

The findings from various case studies and research investigations underscore the positive influence of MALL on learning outcomes, including enhanced vocabulary retention, improved speaking proficiency, and sustained engagement among learners, but there is a need for further enhancement of the methods that employ mobile device technology to foster a more effective learning environment.

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LANGUAGE MEDIATION IN ENGINEERING EDUCATION: PREPARING STUDENTS FOR GLOBAL SUCCESS

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Keywords: foreign language, language mediation, engineering education, communication skills.

Introduction. The integration of language mediation into English lessons is gaining prominence, particularly in the context of engineering education. As

globalization continues to reshape the professional landscape, communicating effectively across languages and cultures has become essential for engineering students. Language mediation defined as the process of clarifying and explaining concepts to facilitate understanding – plays a crucial role in this attempt. This paper explores how authentic materials, such as real-world engineering documents, can enhance language mediation skills among students.

Recent studies highlight the significance of mediation in language acquisition, emphasizing its importance in fostering active participation and comprehension among learners. Furthermore, the Common European Framework of Reference for Languages (CEFR) provides a structured approach to developing mediation skills, categorizing them into distinct scales that focus on mediating texts, concepts, and communication.

This article aims to outline effective strategies for incorporating language mediation into English lessons tailored for engineering students. By integrating authentic materials and encouraging collaborative learning, educators can create an environment that not only enhances language proficiency but also prepares students for real-world communication challenges in their future careers. Through this exploration, we seek to demonstrate how targeted mediation activities can significantly improve students' understanding of complex technical vocabulary and concepts, ultimately contributing to their academic and professional success.

Methodology. The present study employed the research methodologies of analytical and synthetic research of scientific discourse to identify information on the aforementioned issue. The research methodology involved a comprehensive analysis of the pedagogical and methodological literature on the topic in question.

Results and discussion. The study of language mediation in the English language classroom is becoming increasingly popular, especially as understanding of its role in language teaching and learning develops. This area of research has been extensively documented by many authors in academic papers.

Oksana Kreanga's seminal article on mediation in English language teaching explores this concept in the context of teaching English as a foreign language. The article highlights how mediation facilitates communication and learning, emphasising the role of the student as an active participant who builds understanding between different languages and concepts. The article also criticises the limited emphasis on mediation in previous editions of the CEFR and discusses how recent updates have enriched the concept by integrating mediation tasks into language teaching (Creanga, 2020).

The Cambridge document on mediation skills emphasises the importance of mediation as a fundamental skill for language learners. It describes effective strategies for teaching and assessing mediation skills in the classroom and suggests how teachers can enhance their teaching by incorporating real-life communication scenarios. The document also refers to the Companion Volume of the CEFR, which pays more attention to mediation skills and promotes practical classroom activities that encourage the development of these skills (Mediation: what it is, how to teach it and how to assess it, 2022).

The METLA project manual is aimed at primary and secondary school teachers and provides information on how to implement language mediation in the classroom. The manual provides examples of mediation tasks and emphasises the importance of interlingual mediation in multilingual classrooms. It also provides strategies for assessing the effectiveness of students' mediation and shows how technology can enhance these pedagogical practices (Stathopoulou et al., 2023).

Mediation in Content and Language Integrated Learning by Thom Kiddle points out that mediation goes beyond traditional language teaching to include contexts in which students interact with foreign language content. This approach requires strategies for working with texts at different levels, increasing students' engagement with both language and content (Kiddle, 2023).

Pauline Gibbons's study focused on teacher-student interactions in English as a Second Language (ESL) classrooms and illustrates how teachers mediate learning by adapting their communication to meet students' linguistic needs. This study highlights the dynamic nature of mediation as it occurs in everyday classroom interactions (Gibbons, 2003).

Another study by Seda Sivaci examines English language teachers' understanding of mediation and identifies knowledge gaps that may affect their ability to effectively implement mediation strategies in their classroom practice. This highlights the need for professional development focused on mediation concepts (Sivaci, 2017).

All these studies highlight the growing recognition of mediation as an important component of language teaching and call for its integration into teaching methods to improve student learning outcomes.

Mediation occurs when we use language to clarify something for someone (Kiddle, 2023) and refers to the process of explaining concepts or information to someone who may not fully grasp it, often requiring the mediator to adapt their language and approach to suit the listener's level of understanding (Mediation: what it is, how to teach it and how to assess it, 2022).

In engineering education, mediation helps students learn complex technical vocabulary and concepts by breaking them down into simpler terms. This method promotes not only language acquisition but also cognitive engagement with the subject. The Common European Framework of Reference for Languages (CEFR) offers a detailed framework for the development and evaluation of mediation skills across all levels of language proficiency. Its descriptors for mediation skills are categorized into three distinct scales: 1) Mediating texts. This scale emphasizes the ability to convey specific information, summarize texts, and tailor information for various audiences; 2) Mediating concepts scale highlights the capacity to explain concepts, facilitate group discussions, and present information effectively; and

3) Mediating communication scale focuses on the role of acting as an intermediary in informal contexts, resolving conflicts, and aiding communication between individuals from diverse language backgrounds (Sanako blog, 2024).

To effectively incorporate language mediation into English lessons for engineering students, consider the following strategies:

- Collaborative Learning: Organize small group activities where students must share information and explain concepts to each other. This encourages peer-to-peer learning and reinforces their understanding through teaching (Mediation: what it is, how to teach it and how to assess it. 2022).

- Use of Authentic Materials: Integrate real-world engineering documents, such as project reports or technical specifications, into lessons. Encourage students to mediate these texts by summarizing or rephrasing them for classmates (Ramirez et al., 2018).

- Bilingual Support: In contexts where students are bilingual, use both their native language and English to explain concepts. This can help bridge gaps in understanding and facilitate deeper learning of technical vocabulary (Bekteshi et al., 2020).

- Assessment of Mediation Skills: Develop assessment criteria that evaluate students' ability to mediate information effectively. This could include their performance in role-playing scenarios or their success in simplifying complex texts for peers (Sanako blog, 2024).

Implementing language mediation in the engineering classroom can significantly improve students' comprehension and communication skills. Here are some effective strategies based on recent research:

- Incorporate written mediation activities. Engage students in written mediation tasks that require them to summarise, paraphrase or explain technical texts. This will help them to practise isolating key information and presenting it clearly. Activities could include: summarising technical articles (students read an article and

write a summary in simple language); and peer review exercises (students share drafts of technical reports and give feedback, focusing on clarity and comprehension) (Pop, 2010).

- Use collaborative learning methods. Encourage group work where students are required to explain concepts to each other. This peer-to-peer interaction promotes a deeper understanding of both language and technical content. Strategies include: group presentations (students present engineering concepts to their peers, requiring them to communicate complex ideas effectively); and role-playing scenarios (Simulate real-life situations where students need to communicate technical information to non-specialists) (Mediation in teaching, learning and assessment, 2023).

- Implement cross-linguistic mediation tasks. Use tasks that require students to bridge linguistic gaps by translating or explaining concepts from their native language into English. This can enhance their ability to communicate across languages and cultures. Examples include: translation exercises (students translate engineering terms or concepts from their native language into English, focusing on accuracy and clarity); cultural context discussions (facilitate discussions about how engineering practices differ across cultures, encouraging students to mediate these differences)) (Mediation in teaching, learning and assessment, 2023).

- Assess Mediation Competence. Incorporate assessments that evaluate students' mediation skills alongside their technical knowledge. This could involve performance-based assessments: evaluate how well students can explain a technical concept to a layperson or summarize a complex document (Mediation: what it is, how to teach it and how to assess it, 2022).

It should be noted that the integration of these strategies into engineering disciplines enables educators to effectively cultivate the linguistic and technical competencies of their students, thereby preparing them to navigate future professional communication challenges in a globalised environment.

Conclusion. In summary, the integration of language mediation into English lessons for engineering students represents a significant advancement in language education, particularly in preparing students for the demands of a globalized workforce. By utilizing authentic materials such as project reports and technical specifications, educators can create a rich learning environment that fosters both language proficiency and technical understanding. The research indicates that mediation not only aids in the comprehension of complex vocabulary and concepts but also enhances cognitive engagement through active participation.

As the field of language education continues to evolve, educators need to embrace mediation as a core component of their teaching methodologies. Ongoing professional development and research will be crucial to filling knowledge gaps and refining practices that enhance mediation skills. Ultimately, the development of these skills will not only improve students' academic performance but will also enable them to become effective communicators in a variety of professional contexts.

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THE DEVELOPMENT OF MEDIATION SKILL IN ESP LEARNING

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Keywords: mediation, ESP, intercultural communication.

Introduction. The problem of foreign language learning at the present stage is interpreted in the context of cultural dialogue, which is not only about learning a language but also a foreign culture. In this regard, there is a need to form the skills of interpreting intercultural differences, which, in turn, raises the question of the need for teaching mediation.

In this regard, there is a need for an intercultural mediator, who, according to Zarate, should provide the third party (i.e. the recipient) with the means to understand the author’s communicative intention. Thanks to him, the incomprehensible becomes understandable. According to the definition of the same author, a mediator is an intermediary who enters into the process of transmitting cultural information, an interpreter of cultures, an agent participating in intercultural communication (Zarate et al., 2004).

Objective. The objectives of the following research were to explore the role of mediation in ESP and to highlight the application of mediation in higher education.

Methods. The following methods were used to conduct the research: literature review, comparative analysis, descriptive method.

Results. The phenomenon of mediation as a teaching strategy for not only mastering a foreign language, but also for a deep understanding of a foreign culture (verbal and non-verbal communication with foreigners), which can maximally facilitate language adaptation, intercultural socialization, and integration into

a foreign language environment, if necessary, is becoming increasingly popular in higher education institutions in Ukraine (Pechenizjka, 2024).

In order to successfully teach mediation, there are various methods that can be combined. Students are asked to create a message with related content after reading a text to another person who does not have access to the first text; to act as a mediator in a face-to-face interaction between two interlocutors who, for various reasons, do not understand each other; to clarify a cultural phenomenon to representatives of another culture; to participate in a conversation or discussion that involves changing the level of complexity of the information (Lavrysh et al., 2021).

It is essential to think of mediation in the broadest sense possible, incorporating ideas from international language instruction and sociocultural learning theory, and to view mediation as an educational and intercultural process in order to comprehend and adequately represent this complexity. Teachers actively create links between the new language and culture and the ones they already know by using techniques including inquiring, explaining, expanding, exemplifying, and cross-referencing (Kohler, 2015).

Conclusion. The main goals of mediation are information adaptation, teamwork, clarification, text and idea synthesis, and effective interaction management. Although mediation is not a brand-new skill, it has evolved into a more comprehensive and engaging method of gaining social, cultural, and language competence. Mediation is known as the ability to integrate the linguistic and social skills required for effective informational exchange.

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ENHANCING MEDIATION SKILLS IN THE VIRTUAL ENGLISH LANGUAGE CLASSROOM

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Keywords: mediation skills, interaction, virtual English language classroom, techniques, learning environment.

Introduction. In the current digital landscape, the role of effective communication and conflict resolution has become increasingly paramount. The advent of virtual classrooms has significantly transformed student interaction dynamics, necessitating the development of robust mediation skills among learners. This research investigates methodologies aimed at enhancing students' mediation capabilities within a virtual English language classroom context. By incorporating role-play scenarios into the educational experience, students can adeptly navigate conflicts utilizing appropriate language and techniques, thereby promoting a collaborative and inclusive learning environment. The rapid transition to remote and online learning precipitated by the COVID-19 pandemic has underscored the necessity of effective mediation skills for educators operating within the virtual

English language classroom. As educational environments have undergone substantial transformations, language instructors have been compelled to adapt their pedagogical practices to the online context, presenting both challenges and opportunities for fostering meaningful student-teacher interactions.

Objectives. This research aims to explore the significance of mediation skills in enhancing the virtual English language learning experience, with a particular emphasis on strategies for cultivating an engaging and supportive learning environment.

Methods. This research is grounded in a comprehensive literature review of academic sources pertaining to the topic of mediation skills in the virtual English language classroom. The selected sources were rigorously analyzed to provide a thorough understanding of the current state of research in this domain. The paper follows a structured outline, beginning with an introduction to the topic and subsequently delving into key themes and findings from the literature. Proper adherence to citation rules has been maintained to ensure accurate referencing and integration of sources.

Results. The literature review indicates that the integration of communication technology in education has yielded both beneficial and adverse effects during the COVID-19 pandemic. On the positive side, virtual lessons have the potential to reduce language anxiety and improve the teacher-student relationship, as communication becomes more frequent and reciprocal. Conversely, the heightened reliance on computer-mediated communication has contributed to teacher fatigue and potential burnout, stemming from the blurred lines between professional and personal life.

To mitigate these challenges, language educators must be equipped with essential digital skills and pedagogical knowledge to effectively leverage online tools and create engaging virtual classroom environments. Fostering a sense of community

and maintaining robust student-teacher relationships are also critical for addressing the challenges posed by the absence of physical proximity in virtual settings.

Mediation skills are essential for language teachers in the virtual classroom, enabling instructors to facilitate effective communication and collaboration among students, as well as bridge potential gaps or misunderstandings that may arise due to the online setting (Racheva, 2018). In the context of limited face-to-face interaction, teachers must utilize a variety of communication strategies and technological tools to engage students and foster a sense of community.

One key strategy for enhancing mediation skills in the virtual English language classroom is the effective integration of communication technologies. By leveraging a range of synchronous and asynchronous communication tools such as video conferencing, discussion forums, and collaborative whiteboards teachers can promote more engaging and personalized interactions with their students.

The integration of communication technology in education has proven to be a double-edged sword during the pandemic. While online tools have facilitated remote learning and enabled teachers to address the affective needs of students, the increased reliance on computer-mediated communication has also contributed to teacher fatigue and potential burnout due to the blurred boundaries between professional and private life. Nevertheless, research indicates that well-planned and executed virtual lessons can alleviate language anxiety and enhance the teacher-student relationship as communication becomes more frequent and reciprocal (Bui, Hung, 2021).

A potential key to overcoming technological barriers in virtual language teaching involves understanding the shifts in the educational context and how the affordances of technologies can contribute to an improved learning ecology (Stockwell, 2024). Educators must possess the requisite digital skills and pedagogical knowledge to effectively utilize online tools and establish engaging virtual classroom environments.

Furthermore, fostering a sense of community and maintaining strong student-teacher relationships are vital for addressing the challenges presented by the lack of physical proximity in the virtual classroom. Effective mediation skills such as conflict resolution, negotiation, and facilitation are essential for language teachers operating in the virtual learning environment. Instructors must be adept at facilitating productive discussions, managing online interactions, and mediating potential conflicts that may arise in digital spaces (Stockwell, 2024).

Moreover, language teachers should prioritize the development of their own communication and interpersonal skills to enhance their effectiveness in mediating within the virtual classroom. By honing these skills, educators can cultivate more inclusive, engaging, and effective virtual learning experiences for their students.

Conclusion. The enhancement of mediation skills within the virtual English language classroom is vital for fostering a positive and productive learning environment. Through the implementation of structured role-play scenarios, students not only developed essential communication and conflict resolution strategies but also built self-confidence in their ability to navigate interpersonal conflicts. The findings of this study suggest that interactive pedagogical methods can significantly strengthen students' mediation skills, leading to more effective and harmonious virtual classroom interactions. As educational paradigms continue to evolve within the digital sphere, equipping students with these critical skills will prepare them for success in both their academic pursuits and future professional endeavors. The COVID-19 pandemic has accelerated the adoption of virtual and remote learning, highlighting the importance of mediation skills for language teachers in the online classroom. By comprehending the impact of communication technology, overcoming technological barriers, and refining their mediation abilities, language instructors can create more inclusive, engaging, and effective virtual learning environments for their students. The research presented in this paper emphasizes the need for further investigation into specific strategies and best practices for developing mediation

skills in virtual language instruction. Addressing this gap will enable the field of language education to better support teachers in navigating the complexities of the virtual classroom and fostering successful learning outcomes for their students.

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