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HOW TO MEDIATE IN ESP: THAT IS THE QUESTION

Our aim is not to answer the question but to put up the problem in the context of the changing ESP world.

Seriously speaking, teaching translation is a complicated teaching responsibility and nobody has answered the question "How to do it effectively?" It is not because teachers do not know the appropriate methodology but because it needs a special time slot which is usually not available.

In accordance with "The Common European Framework of Reference for Languages: Learning, Teaching, Assessment" which "provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, text books across Europe" [1, 1], the great complexity of human language is broken into separate activities involving reception, production interaction and mediation. Mediation activities (translation and interpretation) make communication possible for those persons who, for some reason, cannot communicate with each other directly. Mediation is mentioned in the CEFR four times. Firstly, when language activities are named; secondly, when the metacognitive principles (preplanning execution monitoring and repair action) for communicative strategies are mentioned; thirdly, when the language user is described ("as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of a different language"); fourthly, when a textual response to a textual stimulus is discussed.

Not much for the book containing 260 pages. Add the absence of clear-cut descriptions and the general problem of the lack of class time.

N. Brieger, T. Hutchinson, A. Waters, E. Stevics, Louis Trimble and many other recognized ESP authors do not mention translation / interpretation among top priority ESP skills [2], [3].

So it remains for the teacher to decide how to cope with the problem of teaching, how to predict the information in a specialist text, how to decode it into another language product, how to compile a new text on the

basis of the original one, how to summarize the necessary information, how to paraphrase it, etc.

Let's imagine the top-priority mediation-related activity for engineers. What is it? We think it is something design (project)-like, its subject matter being relevant and related to engineering level general and specialist knowledge to enhance their motivation and its subject-matter being familiar to students. Besides, decoding skills (translation proper), of special importance are summarizing and paraphrasing skills.

Looking for necessary information in a variety of sources, understanding the main subject and the character of details, compiling essential part of necessary information, summarizing essential parts of necessary information from a number of sources, paraphrasing necessary information for some reason or other, collecting parts of compiled and, or paraphrased necessary information may be considered as project stages. As engineering tasks are mostly project-like, we can use simulated real-life activities to develop mediating skills.

An end product, a final result of a project, can be an oral report for a round-table discussion of some specified problem or for a miniconference (e.g. "Challenges and Reality"); it can be some information support for a course or diploma paper.

To report (represent) information processed for the aims of a project, it is again necessary to look for necessary information, to find it, to comprehend it, to compile it in an adequate way, to, paraphrase it, summarize it in order to mediate (to be an intermediary between those who produced the information obtained and those who are interested in it).

There are some attending activities:

- reading;
- speaking (expressing views, agreeing, disagreeing);
- writing
- decision-making, problem solving;
- cause - effect relation – finding;
- analyzing;
- evaluating;
- finding similarities and differences, etc.

We specially insist on the special development of reading skills because they form the basis for mediation activities. There arises a teacher problem of extensive reading authentic texts (scanning, skimming).

There is also one important thing with being mentioned; that is the functional / notional concept of language description. No going into termi-

nological debatable details, let us consider notional concept as the approach based on notions which reflect the way of human thinking from the point of view of time, duration, quantity, location. Then we can develop a series of materials helping students to deal with the differences in conceptual division of the reality, i.e. materials based on the notional approach to teaching grammar. That is the way we have chosen at our University.

The role of a teacher is to help students by providing necessary resources, developing necessary strategies.

And project methodology helps students develop the above academia skills through extensive reading and see the real-life importance of studying a foreign language, in general.

References

1. The Commonframe European Framework of Reference for Languages.
2. Hutchinson T., Waters A. English for Specific Purposes. Cambridge University Press, 2003.
3. Trimble L. English for Science and Technology: a discourse approach. Cambridge University Press, 2003.