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CORRELATION OF PSYCHOLOGISTS-MEDIATORS' COMMUNICATION STRATEGY WITH SELECTION OF CONVERSATION FRAMES FOR ESL PSYCHOLOGY STUDENTS TRAINING

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Problem definition and its relationship with important scientific and practical tasks. Due to the complexity and subjective character of the structure of psychologist-mediators' communicative behaviour a peculiar strategy is to be implemented in their professionally oriented speech. It has been clearly defined that, in general, the notion of communication strategy implies a general perception of situation, definite development and organization of the influence on a disputant in order to achieve the goal of communication. The application of various communication strategies in speech encourages a disputant to agree with a professional and then to enforce the initial agreement with discussed beforehand actions (Levchyk 2016: 105).

The field of our scientific interest covers the peculiarities of the process of professionally oriented communication by English second language (ESL) students; thus, it should be stressed out that, during a conversation, certain communication strategies are used by second language learners, and even native speakers to aid them in communication and negotiation (Tarone 1980: 419).

Analysis of the recent research and publications on the subject, the unsolved aspects of the problem. The main features of correlation of psychologists-mediators' communication strategy with selection of conversation frames for ESL psychology students training at universities have been investigated by T. N. Astafurova, O. B. Tarnopolsky, I. I. Hulakova, I. V. Pevneva and other scientists. However, the question of competent selection of learning material and subsequently – effective ESL training of future specialists in Psychology still remains insufficiently researched, which significantly affects the level of communication in English that can be conducted by a future mediator in professional verbal interaction.

The purpose of the article is to describe and establish the lingual and didactic features of correlation of psychologists-mediators' communication strategy with selection of conversation frames for ESL Psychology students training.

The significance of information for human society – as a meaningful message that can be perceived by the human brain, which is the most complex physiological structure that holds consciousness, has been highlighted by M.

Mytnyk (Mytnyk 2016). Speaking about information, this means that it carries the content. Otherwise, the information does not exist for the person. Let's imagine that we hear or see some information in the form of printed text but in an unfamiliar language. It is not perceived by our consciousness; therefore, it is not the information for us. The received signal can only be defined as audio and visual stimuli.

Thus, the author concludes, the information is not always a sense. But the meaning does not always come with information. Information exists only on a material medium. The consciousness of the person is considered immaterial. Meaning exists in the mind of the person in the form of words, images and feelings. A person can pronounce words not only aloud, but silently. It can also create images and feelings, and, most importantly, it can create a new meaning, that is, generate new ideas based on notional processing of previously acquired information – primary information – semantics. Consequently, notional information shall be called semantic.

However, semantic information is not transmitted as a wave during interactions of material objects that are not determined by man. During such transmission, there should be a so-called “agreement” between the source and the receiver of signals of semantic content in the form of words, phrases, grammatical and idiomatic phrases that are understandable to each other, that is a common language of communication in quality and volume available to both (Mytnyk 2016: 60).

So, the more these strategies are applied in frames of communicational interaction, the more successful the language learning experience and contact with speakers will be. There follows the list of most common communication strategies to make one's foreign speech sound more comprehensive:

1. Negotiate Meaning

Confirmation Checks: Repetition and Rising Intonation

Clarification Requests: What do you mean? I don't understand. What's that?

Comprehension Checks: Do you know what I'm saying, Right, You Know

2. Circumlocution

Describe the thing or concept used in conjunction with adjective clauses

3. Translation

Ask for a translation if possible

4. Topic Avoidance

Switch the topic of conversation

5. Appeal for assistance

Ask your interlocutor to help you find the word

6. Mime

Use your body to demonstrate an action or concept

7. Point

Use the gesture of pointing to call attention to the object (ESL Advanced 2011)

As a rule, gesture is always mentioned in descriptions of compensatory behaviour in second language discourse, yet it has never been adequately integrated into any theory of Communication Strategies (CSs). A study presented by Marianne Gullberg in 1998 suggests a method for achieving such an integration. By combining a cognitive theory of speech-associated gestures with a process-oriented framework for CSs, gesture and speech can be seen as reflections of similar underlying processes with different output modes. This approach allows oral and gestural CSs to be classified and analyzed within a unified framework. The respective fields are presented in introductory surveys, and a review is provided of studies dealing specifically with compensatory gesture—in aphasia as well as in first and second language acquisition. The results of the experimental part of this work show that, contrary to expectations in both fields (Swedish learners of French and French learners of Swedish), strategic gestures do not replace speech, but complement it. Moreover, although strategic gestures are used to solve lexical problems by depicting referential features, most learner gestures instead serve either to maintain visual co-reference at discourse level, or to provide metalinguistic comments on the communicative act itself. These latter functions have hitherto been ignored in CS research. Both similarities and differences can be found between oral and gestural CSs regarding the effect of proficiency, culture, task, and success. The influence of individual communicative style and strategic communicative competence is also discussed. Finally, the gestural behaviour of native listeners is shown to be related to the co-operative effort invested by them to ensure continued interaction, which in turn depends on the proficiency levels of the non-native narrators.

The evaluation study investigates the native speakers' assessments of subjects' gestures, and the effect of gestures on evaluations of proficiency. Native speakers rank all subjects as showing normal or reduced gesture rates and ranges irrespective of the proficiency condition. The influence of gestures on proficiency assessments is modest, but tends to be positive. The results concerning the effectiveness of gestural strategies are inconclusive, however. When exposed to auditory learner data only, listeners believe gestures would improve comprehension, but when learner gestures can be seen, they are not regarded as helpful (Gullberg 1998: 7).

So, there is a distinct need to further examine the effect of strategic behaviour on assessments, and the perception of gestures in interaction contrary to the general tendency to discount its role in the process of communication.

Other useful strategies applied by second language learners in order to aid their everyday communication or professional negotiation include the following items.

8. Approximate

Kinda, sort of, almost like + a word which resembles the target word

9. Coin

The learner makes up a new word to describe the thing or concept

10. Code Switch

The learner uses their second language to communicate either in one word or longer stretches (ESL Advanced 2011)

Regarding the communication strategy of a psychologist-mediator, it depends on the speaking behaviour chosen by disputants' in negotiations. The outcome of the process of negotiations on the subject of conflict resolution is usually subsequent to the mediator's skills of correct evaluation of conflict parties' model of speaking behaviour and correspondingly adequate choice of his/her own communication style or in other terms communication strategy. Four basic models or, in other words, types of behaviour of negotiation participants are presented in academic and methodological literature as avoidance (withdrawing), conceding, rejection and confrontation (Levchyk 2016: 105).

The above mentioned types of speaking behaviour in the process of negotiation are the result of hidden or evident motives of opponents and they are closely connected with the mediator's choice of an adequate communication strategy in every case. Besides, it is strongly recommended to take into account the stage of the mediation procedure, because the algorithm of the mediator's professional activity implies different communicative goals. This can be clearly illustrated with the help of table 1.

Table 1. The interconnection of mediator's communication strategies at different stages of mediation procedure with type of behaviour chosen by conflict parties.

stages of mediation procedure	communication strategy	professional speaking skill ¹	conflict party's type of behaviour during negotiations
introduction	first perception of the conflict occurred	introductory	avoidance
			conceding
			rejection
			confrontation
conflict parties interview	active listening, reframing and analysis of the perceived information	clarifying	avoidance
			conceding
			rejection
			confrontation
brainstorm	search for optimal conflict resolution	alternative	avoidance
			conceding
			rejection
			confrontation
evoking empathy to the other	persuasion of the opponents in advisability of	persuasive	avoidance
			conceding
			rejection

side	compromise		confrontation
signing a mediation agreement	discussion and filling in a standard mediation agreement between the opponents	contractive	avoidance
			conceding
			rejection
			confrontation

Avoidance as a type of negotiation behaviour is characterized by rejection to take part in the discussion of a conflict and tendency of an interlocutor to avoid open debates and change the topic of conversation. Among the motives encouraging a disputant there are the feeling of guilt and not understanding the core problem. In general, an adequate communication strategy of a psychologist-mediator should include: a) insistence; b) proceeding to discuss a problem; c) keeping an active, initiative position during conversation; d) attempt to engage an interlocutor with demonstration of resolution variants of a problem and possible positive or negative outcomes (Levchyk 2016: 105).

It means that the selection of learning lexical material for ESL Psychology students training should be strongly correlated with an adequate mediator's communication strategy in case of the avoiding type of behaviour during the mediation procedure. According to the devised methodology for the formation of professionally oriented English competence in future psychologists' speech it is recommended to use the following conversation frames during:

a) the introduction stage:

I'd like to insist on getting introduced to each other in a proper way.

You are supposed to continue the conversation in order to express your opinion about the problem as well as let the other party do the same.

It's strongly recommended to go on talking it over.

Anyway, we can't stop on the achieved.

We've got the following issues to resolve.

Let me turn the conversation into the proper direction.

b) the interview stage:

Show us please the importance of your goals in the current conflict situation.

Could you please keep on looking for any common aims in this conflict for the both of you?

No need to avoid the conversation about the key problems and the root causes of the conflict.

Let me describe the core problem as you have explained it.

Let's focus on your needs and possible ways of achieving them without any harm to the other party.

c) the brainstorming stage:

Let's analyse the advantages and disadvantages of the given decision.

I insist on the constructive discussion of this problem in order to get the new ways out.

Never ever give up the smallest chance of reconciliation through mediation.

Keep looking for the possible common interests you've got in this conflict.

Are you sure you've applied all possible efforts in order to resolve the conflict through the search of alternative solutions?

Let me show you the benefits of this variant compared to the previous one.

d) the persuasion stage:

There is no way to avoid participation in the discussion if you want to get a satisfactory result.

Conversation can't be finished at this stage; furthermore, we need to discuss the pros and cons of the possible compromise.

I'd like for you to think about this solution as an opportunity to build a foundation for effective collaboration in the future.

Emphasizing the main points of the chosen solution, I insist that it leads to solving the actual problem.

As you focus on the positive results drawing from this decision you will note that it meets mostly all of your demands.

e) the discussion of mediation agreement:

Sorry, but I have to insist that you stay involved to the very end of the procedure.

Let's start by discussing the introductory part of the agreement.

You are as interested as your opponent in making a mutually beneficial deal, aren't you?

Could you please name at least one reason why you are not satisfied with the item #3 from the mediation agreement?

Don't drop out from the conversation, it's very important to stay involved in the final stage of the mediation procedure.

What do you think about the letter of apology and financial compensation of the damage made in result of the conflict situation? (Levchyk 2013: 6-12)

The conceding type of behaviour during negotiations is usually associated with the disputant's quick and easy agreeing to any kind of proposals, including unprofitable ones. Researchers have defined the following possible motives causing such type of behaviour: a compulsive desire to get rid of the discomfort associated with the conflict situation and underestimation or inadequate assessment of the subject of the conflict. The mediator's adequate communication style in case of the compliant opponent's behaviour during negotiations includes: a) a comprehensive discussion of the adopted mediation agreement; b) determining the degree of interest of a conflict party in a compromise solution and demonstration of its potential benefits; c) indication of deadlines and forms of monitoring implementation of the mediation agreement (Levchyk 2016: 105).

In correlation with the mediator's adequate communication strategy in case of the conceding type of behaviour during the mediation procedure, the author's methodology recommends to use the following conversation frames during:

a) the introduction stage:

To what extent are you interested in looking for the solution?

We need to find out as much prior information as possible about the conflict reasons and consequences.

Everybody must be engaged in the discussion.

That makes sense because we have got a nice opportunity to discuss the problem from other point of view.

That's true; I also think that you fully understand how much profit you will get from reaching a mediation agreement.

b) the interview stage:

You made a good remark saying that everybody could have done more in order to avoid the conflict but now we need to work out the optimal solution.

That is not how I see it because we must talk the problem over as many times as it is needed.

Let me show you the possible benefits in case of successful mediation and you try to focus on my questions once again.

I'd like to add some words about the terms of completing the undertaken duties and obligations after you signed the agreement contract.

c) the brainstorming stage:

Each of the suggested alternatives demands a methodical solution for its possible advantages and disadvantages.

I must confess that I expect your active participation in the process of search for the alternative solutions.

Speaking about the deadlines of fulfilment of the chosen variant of conflict resolution, you have to pay attention to the human factor.

Besides, we have to take to consideration your degree of personal interest in this case.

I just want to make sure that you are aware of the significance of every element of the discussed variant of conflict resolution.

Do you have any critical comments regarding the adopted variant of conflict resolution?

d) the persuasion stage:

How much are you interested in the adopted resolution? Are you aware of its possible benefits?

What do you think about the chosen variant in terms of its effectiveness in solving the conflict situation between you two?

One more question to be discussed here refers to the completion of the undertaken obligations after signing the mediation agreement.

So, to sum up, the forms of control after the mediation contract include financial and administrative punishment.

e) the discussion of the mediation agreement:

And now we need to discuss every element of the mediation agreement from different points of view.

Let me read up the modified part of the contract for you to listen and make any critical comments.

Are you interested in changes in the mediation contract in order to reach compromise or to make a more beneficial deal?

Let me show you the obvious benefits you get if the mediation contract is signed today in modus vivendi.

For the conversation not to come to the dead end, you have to change the approach to the disputable question (Levchyk 2013: 14-22).

The rejecting type of behaviour in the negotiation procedure implies the disputant's proclamations of the non-actuality of the problem discussed, insistence on the possibility of independent resolution of problems in the process of development of the situation, repeated refusals to make any effort to reach a mutually beneficial agreement. The choice of such behaviour may be caused by the hidden motives of a negotiator, such as the lack of understanding of the problem, an escape from any discomfort caused by the conflict. Mediators should choose the correct style of communication coming across the opponent's rejecting type of behaviour. A well-skilled psychologist-mediator should: a) demonstrate to the negotiators the complexity and danger of the unresolved problem; b) take the initiative in discussing the subject of debate; c) create a favourable atmosphere for discussing problems; d) show alternative solutions to the problem (Levchyk 2016: 105-106).

In terms of correlation with the mediator's adequate communication strategy in case of the rejecting type of behaviour during the mediation procedure, the previously mentioned methodology recommends to use the following conversation frames during:

a) the introduction stage:

The problem won't disappear; it won't go anywhere unless you resolve the conflict.

Don't let the conflict destroy your friendship and business.

Would you be so kind to clarify your vision of the conflict object in order to compare it with your opponent's one?

It seems to me that we managed to reduce tension and the atmosphere in the discussion room is quite friendly and welcoming to express your mind freely.

b) the interview stage:

I want to point out once again the danger and possible damage of the unresolved conflict situations.

Everything you say adds to the mutual understanding of the sequence of events that caused the accident.

Still we don't know much about your position according to the conflict object, let's clarify some moments...

Let me interpret to you the other party behaviour from the point of view of an average family guy.

Is it appropriate for me to ask you to express your mind according to the described events?

c) the brainstorming stage:

Let's make at least two suggestions on how to resolve the conflict and review every worthy variant, paying particular attention to the difficulty of the problem.

Is there anything that keeps you from expressing you thoughts more clearly?

I'd like to take the initiative in the discussion of those alternative variants of solution, leading to the most optimal results, to my mind.

Actually, your visions of compromise differ in the aspect of amount of financial compensation, so that will be the last disputable question for today's session. So, let's speak about concessions.

Is my request to analyse the solution options suggested by the other party causing you any emotional discomfort?

d) the persuasion stage:

Let me name the possible negative consequences of unresolved conflicts.

So to put it briefly, the existing problem is not going to disappear anywhere unless you come to a mutually beneficial solution.

I'd like to take the initiative and direct the conversation to the discussion of the issues directly connected to the compromise agreement.

We have discussed the possibility of compromise from various perspectives but above all you have to apply more efforts in order to resolve the conflict.

Let me demonstrate the optimal options of the compromise agreement on the example of your renewed friendship and cooperation.

e) the discussion of mediation agreement:

We need to clarify your vision on the main provisions before I put them down in writing as you listen to them again.

If I understand you correctly, the obligatory elements of the mediation agreement include a letter of apology, financial compensation and a number of concessions in your favour, made by the other conflict party.

Can something be done in order to help you feel more comfortable to start the discussion of the final issue?

May I suggest you other variant of modification of the final part of the agreement, meeting your common demands but requiring some concessions from the both conflict parties?

There is another variant this issue may be resolved through the corrections in the contract provisions (Levchyk 2013: 25-33).

Confrontation as a type of behaviour in negotiations can be identified by numerous attributive factors like the disputant's desire to insist on adopting a one-side profitable solution, rejecting any arguments, facts and evidences against him. Among the possible disputant's motives to choose this type of negotiation behaviour there may be the overestimated subject of conflict or an ambitious desire to win at any price. The adequate communication style for a mediator, which is recommended to choose in this situation, consists of the following key points: a) discretion in conversation and demonstrating peaceful intentions; b) attempt to maintain a solid and convincing position in the process of negotiations; c) prohibition of unilateral concessions; d) proposition of a compromise resolution (Levchyk 2016: 106).

As it has been mentioned above, the selection of learning lexical material for ESL Psychology students training should be strongly correlated with a mediator's adequate communication strategy. Thus, in case of the opponent's confrontation behaviour during negotiations, it is recommended to use the following conversation frames during:

a) the introduction stage:

I'm afraid I have to remind you about the rules of mediation, which are mostly aimed at keeping the discipline during the session.

I ask the participants to calm down and watch their words.

Even if you hear from your opponent something you don't like it's strongly recommended to control your verbal behaviour during the mediation process.

Please do not use offensive words and aggressive gestures, they may hurt the other party.

I see your point of view, but it's recommended not to express it in such a categorical manner.

b) the interview stage:

May I ask you to keep from offensive remarks answering my questions?

Becoming angry involved becoming confrontational, that raises a serious obstacle on the way to reconciliation.

Flexibility is one of the necessary conditions of successful mediation.

Despite your solid position in a discussion, I'm afraid we can't accept the only one standpoint on this conflict, just because it's yours.

Answering standard mediation inquiry questions, you also have to take to consideration that there are no one-way concessions in the win-win strategy of negotiations.

c) the brainstorming stage:

It is strongly recommended to stay calm and quiet in order to let the other party express its mind freely and clearly.

I have to insist on reviewing the last argument you rejected due to prejudiced attitude.

Flexibility and empathy are a necessary condition of reaching a good mediation agreement satisfying interests of the both conflict parties.

May I draw your attention to the other aspects of this decision?

I'd like to show you the other possibilities of coming to a mutually beneficial agreement.

d) the persuasion stage:

I must admit you are standing your ground firmly, but, above all, some aspects of a compromise solution should be taken to your consideration.

First of all, we need to calm down and take a fresh look at the possibility to make concessions in order to reach a good deal.

You are being very emotional today. So, in order to reduce stress, I want to remind you about the confidential character of the mediation procedure.

I'm sure that the confidential character of the mediation procedure provides the opportunity to reach the agreement between the conflict parties.

I see you are desperately struggling for the success and making a decision in your favour, but working out the mediation compromise agreement also demands reverse empathy.

e) the discussion of mediation agreement:

I feel obliged to remind you that unfriendly facial expression, raised tone of voice, inappropriate body language and gestures are likely to escalate conflict again.

Sorry, but there are strong arguments from the other conflict party against your modification of the mediation contract.

There is no way of asking about one-sided concessions in mediation negotiations!

A constructive resolution of the conflict situation involves a flexible position in negotiations and readiness to make the necessary concessions.

I'd like to recommend you to formulate the compromise agreement in the mediation contract in a more tolerant way (Levchyk 2013: 36-44)

Findings of research and prospects of further investigations in this scientific direction. Thus, the carried out investigation has proved that, in general terms, the strategy of a mediator's communication style is defined as a scheme of specific actions in speech that corresponds to a determined algorithm of professional verbal activity and, regarding English teaching methodology, it is closely connected with the content of learning material, its selection and organization. Communication strategies actually describe the learners' verbal patterns as they try to communicate with speakers in foreign language. Such patterns may be followed in methodology for more effective ESL teaching process to generate various sets of conversation frames. Besides, a problematic communication of second language learners in real life conversations promotes

actuality of scientific research in this field. One of the ways of resolution of performance issues may be included in the following instructions on how to cope with typical difficulties. Such instruction could include the specific teaching of communication strategies, which involve various verbal and non-verbal means of dealing with difficulties and breakdowns that occur in everyday communication.

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ABSTRACT

The article describes the main features of correlation between the psychologists-mediators' communication strategy and the selection of conversation frames for ESL psychology students training at universities, in accordance with the mediator's communication style, which is defined as a scheme of specific actions in speech that corresponds to a determined sequence of professional verbal activity. Besides, the choice of communication style or, in other terms, communication strategy affects the outcome of the process of negotiations on the subject of conflict resolution, depending on the stage of mediation procedure and the conflict parties' model of speaking behaviour. The selection of conversation frames as well as other lexical learning materials for ESL Psychology students training should be strongly correlated with a mediator's adequate communication strategy.

Key words: communication strategy, conversational frames, model of speaking behaviour

REZUMAT

Articolul descrie principalele caracteristici ale corelației dintre strategia de comunicare a psihologilor-mediatori și selecția cadrelor conversaționale pentru formarea universitară a studenților din domeniul psihologiei limbii engleze ca o a doua limbă, în funcție de stilul de comunicare al mediatorului, care este definit ca o schemă de acțiuni specifice în vorbire ce corespunde secvenței determinate a activității verbale profesionale. În plus, alegerea stilului de comunicare sau, cu alte cuvinte, a strategiei de comunicare, afectează rezultatul procesului de negocieri privind rezolvarea conflictelor în funcție de faza procedurii de mediere și de modelul de comportament lingvistic al părților la conflict. Alegerea cadrelor conversaționale, precum și a altor materiale lexicale de învățare pentru formarea studenților din domeniul psihologiei limbii engleze ca o a doua limbă ar trebui să fie strâns legată de o strategie adecvată de comunicare a mediatorului.

Cuvinte-cheie: strategie de comunicare, cadre conversaționale, model de comportament lingvistic