КИТАЙСЬКА МОВА ТА ЛІТЕРАТУРА

THE TRAINING OF MEDIATORS IN ITALY: A TEACHING METHOD FOR THE CHINESE LANGUAGE

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This contribution aims at exploring a topic which has gained growing popularity as far as European languages are concerned, but which is still rarely analyzed when it comes to Chinese language, that is, the teaching of mediation skills within language courses. Due to the constant growing of migration trends, mediators are playing an increasingly important role in Western societies. Back in 2001, the Common European Framework of Reference for Languages (CEFR) had introduced mediation as one of the four main linguistic activities together with reception, production and interaction. Subsequently, several European scholars began to research the teaching of mediation skills within language courses. As far as Italy is concerned, Bachelor and Master's Degree courses in Linguistic and Cultural Mediation have flourished ever since, however, there is not a univocal definition of the identity and roles of mediators and there are no definite guidelines as far as training is concerned.

After a review of the state of the art on the role and training of mediators, the paper will present some teaching materials and activities aimed at training students' mediation skills and the acquisition of domain-specific Chinese, in particular, legal Chinese. It will then present a didactic laboratory on linguistic mediation for the public services, which involved a group of students attending a Master degree course in Linguistic and Cultural Mediation, whose major was Chinese language. It will also illustrate the results of a pretest and a posttest carried out at the beginning and at the end of the laboratory with the aim of testing the teaching materials. The analysis of the results will try to prove the effectiveness of the materials and of the activities proposed. Finally, the paper will provide some reflections and suggestions for future courses based on the results.

Key words: Chinese as a foreign language, Chinese language teaching, Chinese language acquisition, Chinese for Specific Purposes (CSP), Mediators' training.

ПІДГОТОВКА МОВНИХ ПОСЕРЕДНИКІВ В ІТАЛІЇ: МЕТОДИКА НАВЧАННЯ КИТАЙСЬКОЇ МОВИ

В. Орнагі

У статті досліджується тема, яка набуває усе більшої популярності в контексті європейських мов, але все ще рідко аналізується, коли справа стосується китайської, а саме: навчання навичок медіації у рамках мовних курсів. У зв'язку з постійним зростанням міграційних тенденцій мовні медіатори відіграють усе більш важливу роль у західних суспільствах. У 2001 р. Загальноєвропейські рекомендації з мовної освіти (CEFR) визначили медіацію як один із чотирьох основних видів мовленнєвої діяль-

ності поряд із рецепцією, продукуванням та інтеракцією. Згодом кілька європейських науковців почали досліджувати навчання навичок медіації на мовних курсах. В Італії відтоді процвітають бакалаврські та магістерські курси з мовної та культурної медіації, однак не запропоновано однозначного визначення ідентичності та ролі мовних медіаторів, а також чітких рекомендацій щодо їхньої підготовки.

Після огляду сучасного стану ролі та підготовки мовних медіаторів у статті представлено деякі навчальні матеріали та заходи, спрямовані на розвиток у студентів навичок медіації та засвоєння спеціалізованої китайської мови, зокрема бюрократичної. У дослідженні автор також висвітлює діяльність дидактичної лабораторії з лінгвістичної медіації для державних служб, у якій брала участь група магістрів лінгвістичної та культурної медіації (спеціальність «Китайська мова»). Ілюструються результати пре-тесту та пост-тесту, проведених на початку та наприкінці лабораторної роботи з метою перевірки навчальних матеріалів. Аналіз результатів доводить ефективність матеріалів і запропонованих заходів. Посилаючись на отримані результати, сформовано деякі ідеї та пропозиції щодо майбутніх курсів.

Ключові слова: китайська мова як іноземна, викладання китайської мови, вивчення китайської мови, китайська мова за професійним спрямуванням, підготовка мовних медіаторів.

Introduction

This contribution aims at exploring a topic which has gained growing popularity as far as European languages are concerned, but which is still rarely analyzed when it comes to Chinese language, that is, the teaching of mediation skills within language courses. In particular, the aim is that of proposing and testing a teaching method and materials that can contribute to the acquisition of mediation skills and of the specialized terminology among University students, attending degree courses in Linguistic and Cultural Mediation. Due to the ever increasing migration trends and globalization, mediators are playing an increasingly important role in Western societies, including Italy. As far as Europe is concerned, back in 2001 the Common European Framework of Reference for Languages (CEFR) had introduced mediation as one of the four main linguistic activities together with reception, production and interaction. Subsequently, in the years 2013-2015 several German and Greek scholars, such as Dendrinos [2014], Nied Curcio & Katelhön [2013] and Stathopoulou [2015], began to research the teaching of mediation skills within language courses: these skills were also included in the official language exams, i.e. the KPG exams, in Greece and in the Profile Deutsch, a document containing the guidelines for the planning, delivery and evaluation of German language courses, in Germany. These scholars have focused on how mediation represents a transition from the mother-language (L1) to the foreign language (L2) and vice versa, a transition that requires mediators to develop good translanguaging skills and to adopt different mediation strategies aimed at adapting a text to different communicative situations. In 2016, North and Piccardo worked on the development of illustrative descriptors of mediation, which resulted in the publication of the CEFR Companion Volume with descriptors for mediation skills in the year 2018. Finally, in 2022 the Council of Europe published the volume Enriching 21st Century language education – The CEFR Companion volume in practice, which presents a series of case studies illustrating several teaching experiments aimed at putting the Companion Volume's theories into practice. However, in Italy there is not

a univocal definition of the identity and roles of mediators and there are no definite guidelines as far as training is concerned.

After a review of the state of the art on the role and training of mediators, the paper will present some teaching materials and activities aimed at university students attending Chinese language courses within the Faculties of Linguistic and Cultural Mediation, with the purpose of training students' mediation skills and the acquisition of the specialized terminology, since the Chinese community is one of the major communities of immigrants in Italy. It will then present the results of a didactic laboratory carried out with the aim of testing the teaching materials. Finally, it will provide some reflections and suggestions for future courses based on the results.

The role and training of mediators

1. The profile and characteristics of linguistic and cultural mediators

First of all, it is important to give a definition of the term mediator. The first scholar to give a definition of the term mediator, but only of "cultural mediator" was Taft in 1981. He defines the cultural mediator as someone who facilitates communication, understanding and action between persons or groups who differ with respect to language and culture.

A good definition of linguistic mediator is the one given by Trovato in 2015: according to him, the "linguistic mediator" is someone who facilitates communication and the flow of information between two interlocutors and intervenes to assist people, generally immigrants, who find themselves in difficulty due to language as well as cultural barriers, in particular during bureaucratic procedures.

So the mediator is a facilitator of communication and a bridge between interlocutors characterized by different languages and cultures. It includes both the figure of the cultural mediator, who – especially at school or in the healthcare – is called to present some cultural traits of the country of origin of the immigrant, and the linguistic mediator, who essentially carries out translation or linguistic interpreting tasks, as it happens in courts or with refugees [Luatti 2010].

As far as mediators' characteristics are concerned, it is possible to identify three main aspects. The first one is their active social role. The task of the mediator is to facilitate the circulation of information, the negotiation of agreements, the resolution of conflicts, as well as defending the rights of the immigrants. He is an intermediary in situations where there are communication difficulties. Secondly, mediators are creators of meanings. While translators and interpreters usually remain invisible in the translation, the mediator re-contextualizes the initial information to produce a text suitable to the communicative situation adopting different communication strategies such as addition, omission or distortion, paraphrases and periphrases [Baraldi 2014; Castiglioni 2004; Katan 2015]. Finally, mediators play an interactive role. During the mediation process communication becomes triangular: mediators are inserted between the operator and the immigrant, interpret and make choices that they consider useful for the other participants [Chovancová 2016; Luatti 2010].

2. Mediators' work fields and training in Italy

As far as work fields are concerned, the main document of reference in Italy is the Guidelines for the recognition of the professional figure of the intercultural mediator (Linee di indirizzo per il riconoscimento della figura professionale del mediatore interculturale), published by the Italian Ministry of the Interior

in 2009, which outline a multi-tasking figure whose areas of intervention are multifarious. The mediator, in addition to dealing with proper linguistic and cultural mediation tasks, is required to intervene, in collaboration with local authorities and operators, in the creation of assistance projects for foreign citizens and in the solution of problems and criticalities. Basic skills include mediation, guidance, accompaniment, information, interpreting and hospitality, while the areas of intervention include school, health, adult and juvenile justice, emergency, social services, work and employment, as well as public administration. So the mediator is an all-round figure, characterized by various tasks.

Training is crucial, however, there is a strong discontinuity in policies in Italy. On the one hand, the numerous initiatives carried out by local institutions focus on practical skills and cultural aspects, but do not provide accurate language training. On the other, University courses focus on the development of linguistic competence at a general level, while neglecting the practical part and the development of skills at the micro-language level [Balboni 2009; Zorzi 2007]. This is true for Chinese language courses as well [Romagnoli 2020]. So it is important to invest more in training.

A teaching method for the Chinese language

The teaching materials here proposed are aimed at university students and focus on legal Chinese, since the public services are one of the main fields of action for linguistic and cultural mediators in Italy, according to Luatti [2010].

Firstly, starting from the analysis of authentic materials in Chinese, in order to allow the acquisition of specialized terminology, I propose a series of pre-mediation activities, which include clozing exercises and the matching of terms and definitions, with the aim of helping students automatically recall the new terminology [Trovato 2015].

As far as written exercises are concerned, part of the materials are based on the afore-mentioned Greek and German studies [Dendrinos 2014; Nied Curcio & Katelhön 2013; Stathopoulou 2015] and they require the student to produce a written text in Chinese, starting from authentic documents in Italian, such as a page on the website of the Ministry of the Interior. The text is not supposed to be a simple translation, the student must develop a sound knowledge of the specific jargon and be able to produce a new text starting from the input given by the original materials, adopting different mediation strategies. In fact, as stated above, the mediator is also a creator of texts.

However, mediation is also and above all orality, therefore interactive and role-play activities should be included. Role-play activities are supposed to involve three participants: an Italian officer, a Chinese immigrant and a mediator. Since there are also a few Chinese students attending Chinese language classes in Italian universities, it is advisable to require the Chinese students to play the role of the immigrant, in order to make the role-play activity more authentic. In case this was not possible, the mother-tongue teacher should play the role of the immigrant, which is also suggested by previous research [Merlini 2005]. During the role-play activity, student-mediators can engage in those different communication strategies appropriate to the context that we mentioned before, such as addition, omission or distortion, paraphrases and periphrases.

Methodology

These materials have been tested during a 20-hour linguistic laboratory aimed at students of the Master degree in linguistic and cultural mediation of Milan University, whose language proficiency level was about intermediate.

During the laboratory, the students were presented with a series of materials, taken from authentic documents, regarding the procedures for requesting different types of residence permits. All materials were accompanied by a glossary and exercises.

For each material, students started from the study of the glossary and the analysis and Chinese-Italian translation of the original texts. Subsequently, pre-mediation exercises were carried out. Part of the exercises, such as clozing and pairings of terms/definitions, were aimed at facilitating the assimilation of specialist terminology; in part their objective was to start production, through the reorganization and construction of sentences starting from a given word. At the end of the pre-mediation exercises, each material proposed a written mediation activity, similar to those proposed by the Profile Deutsch and the KPG exams, which see mediation as the production and transition from L1 to L2: the objective was to develop production and translanguaging skills, producing a new text in Chinese starting from original materials in Italian. The student was asked to implement various mediation strategies, including expansion by adding details or useful information (such as information taken from the previously analyzed Chinese text), reduction or synthesis in the case of redundant elements, summary and reorganization of the text, paraphrase. Finally, for the oral practice, interactive activities were carried out, i.e. role-play exercises, during which the students were divided into groups of three, so as to be able to structure a triangular communication between three figures: an Italian officer, a Chinese immigrant and a mediator. In order to make the activity more authentic, two Chinese native speaking students were asked to play the role of the immigrant. The role-play was based on two authentic dual language materials (Italian-Chinese) taken respectively from the websites of Milan and Rome City Council. The presence of both the Italian and the Chinese language favored the contrastive analysis and the transition between L1 and L2 and vice versa. In order to carry out the exercise in the most natural way possible, a track was not agreed in advance [Cotta Ramusino 2005; Hale & Gonzalez 2017]. On the basis of the two documents above, situations were simulated in which a Chinese citizen went to the City Council offices to request housing suitability or residence. The student-mediator had to interpret starting from the questions of the teacher (playing the role of the municipal officer) and based on the answers of the "immigrant" [Ornaghi 2023].

In total, 18 students took part in a pretest at the beginning and a posttest at the end of the laboratory, which included clozing exercises (20 items) and a reading comprehension (5 items), for a total of 25 questions. Clozing exercises, in particular, required the student to fill-in the blanks using specific terms, such as in the following samples:

1) 根据286/98号第34条第3项_____规定，您必须提供保障疾病、_____和生产风险的_____，或向（意大利）公立健保服务_____登记，包括_____家属也需_____上述资料。

2) 持意大利_____使领馆_____的学习_____到达意大利的外国学生必须在_____之日起的8个工作日内申请办理居留。

[Ornaghi 2023].

The reading comprehension was based on a Chinese text, drafted by an association offering assistance services to the Chinese immigrants, which explained the legislation and gave instructions to apply for the Italian citizenship. The students had to answer a set of 5 true/false questions based on the text. Here is a sample:

在意大利出生而获得国籍

只有在下列情况下，非意大利籍人士子女能够因为在意大利出生而获得国籍：

• 如其双亲均为未知或无国籍人士；

• 根据意大利法律作出的明确规定，允许此人在出生后选择不跟随父母国籍；

意大利籍公民在海外出生的子女可获得意大利籍。

在意大利出生且一直经常的居住的有18岁至19岁的外国公民可以向意大利民事身份官员申请意大利国籍。

在意大利出生和不断的居住的要求也可以通过医疗证明（例如疫苗接种证明或健康服务证明），学校证明或其他类似文件证明。

此外，在18岁之前的六个月内，民事身份官员必须通知有关方，他们可以在一年内提交想要获得意大利籍。 在没有通知的情况下，可以在一年后申请公民身份。

1. 只要在意大利出生的人都可以获得意大利国籍。 是/否

2. 如果你的父母其中一个是意大利籍，那你也可以获得意大利籍。 是/否

[Ornaghi 2023].

The aim was to see if students reading comprehension of specialized texts and knowledge of the specific terminology had improved during the laboratory.

During the posttest, a written production exercise was added. The exercise asked students to produce a guide in Chinese of at least 200 characters for a citizen requesting housing eligibility in order to obtain a long-term residence permit, starting from an original text in Italian, taken from the website of Milan City Council. While writing the text, students were required to use five TLIs, Target Language Items [Zhu & Bai 2019] specified by the teacher, and had also to integrate the information extracted from the Italian text with useful information previously acquired through the study of the materials proposed during the laboratory, concerning long-term residence permits, in order to create a short set of ad hoc instructions for a Chinese citizen. The aim was to verify the correct use of the specific terminology in the written production, as well as to verify students' written mediation skills [Ornaghi 2023]. Although the laboratory included role-play exercises, as mediation is also and above all orality, in this preliminary study it was decided not to test oral mediation due to the already known difficulties of providing a precise and timely assessment of oral skills [Bartakova 2018; Chovancová 2016].

Results and discussion

As far as the clozing exercise and the reading comprehension are concerned, Table 1 shows a clear improvement before and after the treatment, since the mean score went from 4.81 points in the pretest to almost 24 points out of 25 in the posttest.

Table 1

Descriptive data on the pretest and posttest results

	Mean	Standard deviation (SD)	Median	Interquartile range (IQR)
Pretest	4.81	3.9	4.5	5
Posttest	23.69	1.35	24	3

Also Figure 1 clearly shows how the whole distribution changed from rather low grades in the pretest, except for a few outliers, to almost top grades in the posttest. This seem to show that students acquired the specific terminology. It also shows that students' previous knowledge in this field was rather limited and it seems to support the hypothesis that students need more training as far as the acquisition of domain-specific Chinese is concerned.

Regarding the use of TLIs within the written production task, as shown in Table 2, both the mean and the median are higher than the pass mark. However, it should also be noted that 5 students, equal to 31.25%, did not reach the pass mark (given by 3 points out of 5).

Table 2

TLIs use results

	Mean	**SD**	**Median**	**IQR**
Post_writing TLI	3.44	1.36	3.5	3

Specifically analyzing the terms used, a greater number of correct uses were recorded regarding the two nouns, *zhùjiā wèishēng zhèngmíng* 住家卫生证明 "housing suitability" and *yìnhuā shuìpiào* 印花税票 "tax stamp", while students showed a greater difficulty in the correct use of the verb *tíjiāo* 提交 "to submit", of the preposition *gēnjù* 根据 "according to" and of the adjective *yuánshǐ* 原始 "original", as we can see from Table 3.

Table 3

Percentage of correct uses of the TLIs

TLI	Percentage of correct uses
gēnjù 根据 "according to"	31.25%
tíjiāo 提交 "to submit"	56.25%
yuánshǐ 原始 "original"	68.75%
zhùjiā wèishēng zhèngmíng 住家卫生证明 "housing suitability"	93.75%
yìnhuā shuìpiào 印花税票 "tax stamp"	93.75%

The greater number of correct uses of the two nouns, compared to the verb *tíjiāo* 提交 "to submit", the preposition *gēnjù* 根据 "according to" and the adjective *yuánshǐ* 原始 "original", could be due to the fact that the first two are transparent and unambiguous terms, therefore easier to acquire and master than the other three. Furthermore, the fact that less than a third of the students used the preposition *gēnjù* 根据 could be linked to the absence of a clear equivalent in the Italian text. This could mean that several students preferred to stick to a more literal translation of the text, without making any particular additions [Ornaghi 2023].

Moving on to the mediation strategies adopted by students in the written production, both a quantitative and a qualitative analysis were carried out. Mediation strategies were analyzed according to the classification made by Stathopoulou [2015], who analyzed a corpus of written mediation tasks carried out by the candidates of the KPG examinations. The researcher identified seven main mediation

strategies, and divided them into Type A mediation strategies, which occur at textual level and Type B mediation strategies, which take place at sentence level. As we can see from Table 4, students mainly relied on summarizing at textual level, and part of them also blended intra-textual and extra-textual information, therefore adding something new to the text.

Table 4

Textual level mediation strategies

Type A mediation strategies	Percentage of occurrences
Summary	72.72%
Combination of intra-textual and extra-textual information	27.27%
Re-organization	9.09%
Combination of intra-textual information	0%

Such strategies may have been influenced by text and task characteristics, as previously identified by Stathopoulou [2015]. Most students opted for the summary, especially in the first part of the text, which was more discursive than the final bulleted list. This may also be linked to the difficulty and length of the original text, which led students to prefer simplification strategies. Stathopoulou [2015], analyzing the mediation strategies adopted based on the type of text, also noted that long and more discursive texts seem to lead to privileging this strategy, compared to schematic texts organized by points. A portion of students, although smaller, chose to enter extra-textual information, probably induced by the request to add information for a citizen applying for a long-term permit. Finally, the fact that reorganization and the combination of intra-textual information was rarely or never used is in line with what was noted by Stathopoulou, who had not detected a significant percentage of texts that adopted such strategies within the analyzed sample. In particular, these strategies tend to take place only in cases where the original text presents similar information scattered in different points [Stathopoulou 2015], but this was not the case with our text.

At sentence level (Table 5), the most widely used strategy was paraphrasing, which occurred in all the texts analyzed, but this may also be due to the different language structures of Italian and Chinese. Secondly, more than 60% of the students also expanded some sentences, probably in order to make them more clear to Chinese speakers. Instead, very few students opted for reduction, which means blending two sentences into one, maybe because they were afraid that it would not be clear enough [Ornaghi 2023].

Table 5

Sentence level mediation strategies

Type B mediation strategies	Percentage of occurrences
Paraphrasing	72.72%
Expansion	27.27%
Reduction	9.09%

As far as paraphrasing is concerned, the most used types were simplification and lexico-syntactic paraphrase, in which lexical substitutions are combined

with syntactic restructurings [Stathopoulou 2015]. The sentence "Nel caso in cui la documentazione non fosse invece completa, la richiesta non verrà protocollata e l'interessato sarà informato, sempre tramite e-mail, della necessità di integrare correttamente la richiesta" (In case the submitted documents were incomplete, the application will not be registered and the interested party will be informed, again via e-mail, of the need to correctly integrate the application) was for example rendered in the following ways:

1

如果需要进一步补充提交的材料，申请者会收到电子邮件通知。

Rúguǒ xūyào jìnyībù bǔchōng tíjiāo de cáiliào, shēnqǐngzhě huì shōudào diànzǐ yóujiàn tōngzhī.

In case it was necessary to further integrate the submitted documents, the applicant will receive a notification via email.

2

如果要进一步补充提交的文件，申请者会被告知。

Rúguǒ yào jìnyībù bǔchōng tíjiāo de wénjiàn, shēnqǐngzhě huì bèi gàozhī.

If the submitted documents need to be further integrated, the applicant will be informed.

3

没付上所有的文件，办公室发您email时就告诉您，请附上以前没付上的文件。

Méi fùshàng suǒyǒu de wénjiàn, bàngōngshì fā nín email *shí jiù gàosù nín, qǐng fùshàng yǐqián méi fùshàng de wénjiàn.*

In case you did not attach all the documents, the offices will send you an email to inform you, requiring you to attach the documents not previously attached.

As far as expansion is concerned, taking as an example the sentence "il richiedente dovrà presentarsi allo Sportello di viale Zara 100 – piano 1 stanza 11 – dal lunedì al venerdì dalle 9:30 alle 12:30, con:" (The applicant must present themselves at the help desk in viale Zara 100 – floor 1, room 11 – from Monday to Friday from 9.30 to 12.30, with:), it was rendered as follows:

1

申请人要到Zara路100号指定窗口（一层11号房间）。开门时间为从周一至周五，从9：30至12：30。领取住家卫生证明时，申请人要提交以下材料：

Shēnqǐngrén yào dào Zara lù 100 hào zhǐdìng chuāngkǒu (yī céng 11 hào fángjiān). Kāimén shíjiān wèi cóng zhōuyī zhì zhōuwǔ, cóng 9:30 zhì 12:30. Lǐngqǔ zhùjiā wèishēng zhèngmíng shí, shēnqǐngrén yào tíjiāo yǐxià cáiliào:

The applicant must go to the designated counter in via Zara 100 (floor 1, room 11). Opening hours are Monday to Friday from 9.30 am to 12.30 pm. When collecting the housing suitability certificate, the applicant must deliver the following documentation:

2

您要去指定窗口，地址是：Viale Zara 1，二楼（关注：意大利人叫二楼"Primo Piano"），室11。指定窗口开门的时间：从星期一到星期五，上午从9：30到12：30。

您去指定窗口的时候，您要带如下材料：

Nín yào qù zhǐdìng chuāngkǒu, dìzhǐ shì: Viale Zara 1, èr lóu (guānzhù: Yìdàlìrén jiào èr lóu "Primo Piano"), shì 11. Zhǐdìng chuāngkǒu kāimén de shíjiān: cóng xīngqīyī dào xīngqīwǔ, shàngwǔ cóng 9:30 dào 12:30.

Nín qù zhǐdìng chuāngkǒu de shíhòu, nín yào dài rúxià cáiliào:

You will need to go to the designated counter, the address is: Viale Zara 1, second floor (attention: Italians call the second floor "First Floor"), room 11. Opening hours of the designated counter: Monday to Friday morning from 9:30 to 12:30.

When you go to the designated counter, you must bring the following documentation:

Both students decided to expand the sentence to make it clearer in Chinese, explaining the opening hours and repeating that the citizen will have to bring the documentation when he goes to the counter to collect the certificate. The second example is particularly interesting. In addition to addressing the citizen directly, the student decided to add cultural information: what in Italy is called "first floor" for the Chinese is the second. Here we can notice a first attempt of cultural mediation [Ornaghi 2023].

These results seem to show a first endeavour made by students to mediate the text instead of simply giving a literal translation, but it may also indicate that they are not so familiar with written mediation strategies yet, since re-organization and combination of intra-textual information were barely used, or not used at all. So more work can be done in future laboratories or courses.

Conclusions

The role of the mediator seems to be a very complex and eclectic one. Mediators' main characteristics include having an active social role, being creators of new meanings and playing an interactive role in a triangular communication.

In order to train mediators' communication skills as well as specific language proficiency, it is possible to resort to different types of activities. First of all, the experiments showed how pre-mediation activities, such as clozing exercises, helped students automatically recall the new terminology, thus improving their specific language acquisition. However, we have seen that when it came to written production, almost one-third of the students had difficulties in retrieving the specialized terms and using them correctly within the text. Students' attempts at using mediation strategies, although appreciable, were still rather limited as well. Therefore, it is advisable to focus more on writing tasks to help student-mediators acquire those skills needed to create new texts in the target language, suitable to the specific communicative situation, starting from original texts in the source language. Finally, even if it was not possible to test them during this experiment, I believe interactive and role-play activities are fundamental to train students' oral mediation strategies, since mediation is often oral more than written.

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