

ACADEMIC INTEGRATION OF LAW AND JOURNALISM ESP COURSES THROUGH MOCK TRIAL

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The paper studies academic integration of two ESP courses: Law and Journalism through the common educational setting – a role play Mock Trial. The purpose of this study is to prove that a role play is an advantageous form of making academic integration to master integrated skills while studying ESP. The research is based on integrative approach to incorporate two ESP courses and to single out integrated skills as well as competency approach to develop professional, language and other skills in the role play. After the role play was completed two surveys were conducted among students to get their feedback and to evaluate the academic integration efficiency. Likert scale and ranking method were used. We reviewed literature on ESP teaching and analyzed examples of academic integration. Moreover, we suggested authors' implication of academic integration and justified that law and journalism can be regarded as adjacent professions as they are both human oriented. Being convinced that the role play Mock Trial is the apt integral educational setting, it was hosted to practice new integrated skill – social justice as an anchor for professional and personal qualities. The results of the study aimed at enhancing integrated skills can also be applicable for other ESP settings. The research might encourage ESP teachers to design valuable educational settings to incorporate different ESP fields which may share common professional purposes to develop integrated skills.

Keywords: academic integration, ESP, role play, integrated skills, social justice, legal and journalism education.

Introduction

The modern educational paradigm places the student at the center of the educational system and empowers him or her to master a certain number of skills which are necessary to become both a competitive specialist and valuable member of a society. Teachers search for the best educational options based on competency-based model to provide students with better learning opportunities. Competency-based learning model is aimed at mastering skills and knowledge demanded by the contemporary society and stakeholders. So, today we face an increased calling for teaching evolution into building the educational system which provides students with more practical competencies and integrated skills or metaskills apart from knowledge and understanding of the basic principles of future professions. Integrated skills or meta skills are a set of skills along with personal qualities that endow students with deeper awareness of the essence of their profession, interconnections with other spheres of human activities, metaprofessional relations and personal communication. Thus, we seek for the learning opportunities to better prepare students so that they could be high-skilled

professionals with high integrated skills and human values.

The universally acknowledged fact today is that the traditional system of education where the teacher is a holder of ready-made knowledge is losing its ground. According to recent researches one of the innovative ways to train a 21st specialist is integration. Integration is regarded as a process combining two or more objects or parts to achieve a common goal [2]. Though the integrative approach in higher education is not new, it has been still declared as a major educational policy in Russia [9]. Since the Soviet period of higher education there have been different forms of integration: university with industry, university with science, etc. Moreover, today we have an example of integrated academic and research complexes such as National Research Universities (SUSU) which have been established to enhance the quality of higher education. Types and forms of integration at University may be realized at different levels and to a various extent. They can be classified into macro-, meso-, and microintegration processes [14]. Our attempt to design an academic integration of two specialties belongs to the lowest hierarchical level

of integrative processes at University as we tried to combine two ESP courses to foster skills of a qualitatively new rank.

We believe that integrated skills are best formed beyond the limits of a certain curriculum, but as a result of the integration of convergent academic courses. This paper studies how to encourage the academic integration of correlating professional areas such as journalists and lawyers. Our research aims at proving the fact that these professions are adjacent because both are highly responsible for humans' lives, rights and interests. So, to our strong belief, incorporating correlating academic specialties in a common educational setting may serve as an unrivalled option to practice and foster integrated skills.

Another purpose of our research is to single out and prove a sense of justice to be an integrated skill which is considered an inner mechanism regulating both professional and humanistic sides of the two specialties. Justice as an integrated skill enables students to keep pace with ever changing world and be men of unimpeachable integrity.

Overall, the priority questions we have put forth in our research are: what are the ways to bridge the gap between two ESP fields: Law and Journalism? What are the learning benefits of academic integration for students? Is a role play an advantageous form of making an academic integration to master integrated skills?

Hence, the paper presents a descriptive account of academic integration in a clinical legal setting among undergraduates at Law and Journalism Faculties to master a certain set of skills with special attention to justice as an integrated skill. It also focuses on the description of the role play Mock Trial used as an educational platform for ESP integration: law and journalism.

Literature Review

We have analyzed recent studies on ESP for law and journalism students and ready to share some outcomes which serve as a background for our further investigation and research in this field.

First of all, researchers today have demonstrated the positive shift from traditional pedagogical approach to innovative interactive teaching which creates a learning environment that challenges students to use their skills in context. They state that there is an urgent need to add a practical component (whether moot courts or clinics) to academic courses so that students could learn day-to-day skills: client counselling, collabora-

tion, self-reflection, critical thinking, communication skills [4, 6, 8, 18, 19].

Together with many other researchers we stand for the idea that "the legal education should emphasize upon morality, honesty, self-accountancy, patriotism, self-sacrifice, fellow feeling and compassion with all the living beings" [19]. Jacob reflects upon the essential characteristics in lawyering with personal integrity being the most crucial among them [13]. So, we appreciate the goal of teaching about clinical legal education and practical legal skills which are to be closely tied to the goal of teaching social justice [4, 8]. And we definitely share the position that a lawyer and a journalist should be a person "who has an innate sense of right and wrong, and a strong sense of fair play" [13].

As for recent studies of ESP for journalists there have been certain advances on media literacy. We have reviewed theoretical fundamentals of critical media literacy, focused on developing students critical thinking skills regarding the proper use of media literacy in ESP for journalism. The skills of thinking critically about mass media are key expertises in the 21st century as critical media literacy enhances the proficiency of students to express ideas in print and electronic media and enables them to become objective architects of information, consequently, to create an objective final media product [16, 26]. It is not surprising that journalism plays an important role in publicizing cases, which require public attention. There has been an ample number of examples where the media has been crucial in creating public awareness about several criminal cases, which has led to speedy justice delivered to the victims. Thus media literacy and social justice are interwoven and should be developed.

The mass media have enlarged the notions of literacy and the ways people explore it. It is feasible to clarify exactly what is meant by media literacy [7, 15, 23].

Lack of ESP courses with regard to critical media literacy and social justice made us rethink the model for ESP in SUSU and modify it to fit required skills into law and journalism ESP education. It was decided to design the ESP model based on incorporation of two fields as an umbrella course that may converge law and journalists in academic setting to enhance media literacy, practical skills and build integrated skills.

To sum up the abovementioned ideas we would like to say that present day researchers stand for the tendency towards learning environ-

ment where practical skills and moral qualities of a future specialist are to be mastered, but nothing has been found as how to build integrated skills based on the academic integration.

Having examined the publications concerning integration, we noticed the fact that in the last few years a considerable attention has been paid to the issue of integration [3, 12]. The idea of interdisciplinarity and integration is also sustained by Cotter and supported by Duderstadt who suggests that the university of the future will be division-less and more interdisciplinary, and there will also be “a far more intimate relationship between basic academic disciplines and the professions” and Kolodny who believes that the traditional departmental organization will need to change and “evolve into collaborative and flexible units”. All this clearly demonstrates the tendency towards the interdisciplinary and integral approach to organize the education process at tertiary level [20].

The focus of recent research has been on the following academic integrations: law and medical students, law and social workers [10, 22]. However, integration among law and journalism has been scarcely investigated. A range of scholars analyze and compare various aspects of collaborative learning and clinical legal education [1, 6, 8, 10, 19, 22, 28]. However, studies in clinical legal education and journalism education through academic integration are still lacking. Hence, it demonstrates the feasibility to create an integral clinical setting that would bridge the gap between these two specialties in order to foster common integrated skills. As they are both human-oriented, for instance, law is a powerful tool that influences and regulates human activities while journalism is instrumental in disseminating information, shaping public opinions and delivering justice.

Materials and Methods

This paper explores the possibility of integrating two faculties to develop integrated skills through the roleplay “Mock Trial” based on competency and integrative approaches.

According to the competency-based approach education aims at acquiring definite skills defined mainly by state educational standards. In our research this approach is used to underline mastering applied or practical skills in the context or clinical setting where the main accent is put on “how to do” it rather than on “what to do”. Under the competency-based approach the dominant part of the learner-focused educational process is

practice and independent study where practical skills are developed.

The integrative approach in our research presupposes incorporation of the two ESP courses: Law and Journalism which promotes better understanding of these two areas of human activity and a better comprehension of connections between these two professions. The integrative approach also gives the ground to use a role play method as a platform for Law and Journalism academic integration.

Mock Trial is a role play organized by the Foreign Department of SUSU among 1-st and 2-nd year students of Law and Journalism Faculties. Considered as a project it has four stages (a preparatory, task defining, hosting and final stages) with a final product as an outcome: media products (radio broadcast and TV broadcast and newspaper articles) and a court sentence imposed by a judge.

Having reviewed ESP teaching the role play method is used to support students to understand the situation from different perspectives, deeper and in more details. It contributes to establishing a sense of community and interpersonal communication, hence – to stimulating active social interactions and social and communicative skills [27]. The role play method is effective in teaching speaking skills as it develops pronunciation, fluency, and retention as well as practices a functioning language [21]. It helps the students to cope with the multidisciplinary complexity of projects [5], to overcome students’ anxiety in speaking skill, being fully involved in the activity [25], to reveal the student’s personality and performance capacities as a role play involves spontaneity and the urgent need to respond quickly [17]. The classification of Christopher and Smith differentiates two main models of role plays such as “convergent” and “divergent” where the first has pre-stage preparation and roles given in detail while the second one takes place “on stage” spontaneously [24].

Thus, even a scarce analysis of the role play method proves its reliability to nurture speaking, communicative, social and other skills, but we have found no evidence in the recent literature review of how it could be used as a method to incorporate two ESP fields. So, we have initiated, piloted and proved the feasibility to use twofold (“convergent” and “divergent”) role play method as an educational setting to foster a certain set of students’ skills based on the integration of the two ESP fields: Law and Journalism.

After the completion of the project students did two surveys – to elicit their response to the roleplay. While choosing the most efficient method for survey collection, advantages and disadvantages of the Likert Scale were taken into account. Some scholars believe that the Likert Scale cannot measure the true attitudes of respondents, as it gives only 5–7 possible answers, respondents concentrate on one response side and do not prefer extreme options to be on the safe side choosing a golden mean option. However, the statistical data of the Likert Scale usage reveal the opposite and the authors support the advantageous side of the universal method.

The other way used to interrogate the students is a ranking method. Being one of the simplest performance evaluation methods, it allows responders to compare items to each other by placing them in order of preference. An average ranking is calculated for each answer choice, allowing us to quickly evaluate the most preferred answer choice.

We have chosen these methods because, firstly, the results are easily quantifiable, thus it is not difficult to understand, analyze and draw conclusions from the responses. Secondly, as our task is to accumulate data among students-digital natives, who feel comfortable in the digital age, we are looking for most convenient way to run this survey. Fortunately, these methods are of high versatility, so the surveys have been sent through the Internet. Finally, students underline the fact that it is easier not to stand your view point on a certain subject but to respond in a degree of agreement or preference.

Results

Now, let us exemplify academic integration at Law and Journalism faculties realized as a piloted project in South Ural State University (SUSU).

By academic integration in a clinical setting the authors imply:

- the opportunity to develop language skills, basic communication skills, personal skills and professional skills;
- the ability to work on the common platform;
- the unique backing to start a new professional environment and exceed the bounds of one specialty;
- the opportunity to establish integrated skills based on synthesis of two concepts: legal and social justice.

Empirical experience indicates that academic integration realized through the role play method

enriches education beyond traditional syllabus, as students learn how to work with someone of different disciplinary expertise. Consequently, law students working alongside with journalists get a broader perspective and tackle legal justice they might challenge in their future practice. While journalists learn the process details through legal doctrine, understand and communicate legal terms using English and study social justice. Furthermore, this approach allows us to boost students' identity as thoughtful, competent practitioners for whom social justice and legal justice are vital values regardless of professional goals.

To do that, students work on the common platform, face a new professional environment and develop language skills, basic communication skills, professional skills, personal skills and newly acquired integrated skills.

In Russia a range of requirements of Federal State Standards of Higher Education (FSSHE) to form the foreign language competencies and professional competencies of future experts presents the backbone of higher professional education. Such competencies allow students to face challenges in their multilingual professional environment.

To mold the foreign language and professional competencies in clinical settings an academic integration approach with elements of clinical teaching is applied in SUSU where the experiment took place.

FSSHE differentiate a basic competency and professional competency. A basic competency 18 (BC18) and professional competency 31 (PC31) at the specialty 42.03.02 “Journalism” enable students to use the foreign language in social and clinical contexts, to read literature (basic and professional), to work in the Internet and to apply the language skills for professional goals. Whereas, under FSSHE a law graduate should possess the following skills: to perform professional functions based on developed legal awareness, legal thinking and legal culture (PC2); skills to make decisions and legal actions according to the RF legislation (PC4); skills to apply legal norms into professional activity (PC5), etc.

Thus, at Mock Trial students have a bonus – to upgrade their language proficiency. Professional legal terms, specific courtroom language and protocol are to be thoroughly learnt beforehand by Law and Journalism students which is not an easy task for both. Spontaneity of a mock trial is a really challenging setting for students, which requires speech fluency, a good grounding

in English grammar and extraordinary communicative skills.

As it was said above the collaboration of Law and Journalism students is not accidental indeed. Both belong to the Humanities [11]. Both work with people and for people. Both are highly responsible for what they are doing as it deeply touches people's lives. Hence, both of them have to gain their basic personal and social skills such as responsibility, tolerance, honesty, empathy, team-working ability and sociability. But what is more important, both, Law and Journalism students, can obtain new integrated skills as they learn and practice their professional and personal skills on a common integrated educational platform. Benefits of an integrated clinical setting for law students include giving an opportunity to act as interviewees, who have to conclude and analyze their work results after the mock trial. It requires being highly concentrated and self-controlled regardless of what has recently happened in a courtroom. What and how to answer the questions of "journalists" make "lawyers" think over the form and sense of their statements. So, developed skills of public speaking are of great demand as well. The presence of "journalists" during the court session also makes "lawyers" perform their duties in a highly professional way. Bearing in mind the publicity of their profession, "lawyers" learn to follow the rules of professional conduct in and out of court.

As for "journalists", they overview basics of a legal process, the law and principal functions of leading characters in court: judges, attorneys, witnesses, jury, etc. In order to understand the case and everything that is happening during the hearing they have to get familiar with legal vocabulary and legal rules. So, they expand their professional knowledge to overlap any possible gaps in a legal domain.

Finally, an academic integration based on a common educational platform can provide the background for unique opportunity to mold one of the most ultimate quality for both lawyers and journalists – justice. "Justice" is regarded by the authors as a principal integrated skill which combines professional and personal essence of a specialist and a human. The sense of justice, so delicate and fragile, whether inborn or acquired, is taken as a moral anchor for lawyers and journalists. These professions are under high moral obligations while either they are passing a sentence or forming public opinion. So, it is our urgent need to cultivate this skill, cause it guides to

launch a set of fundamental professional principles, to make a sound judgment and to capture the moral high ground in any situation. The integration of legal and social justice is a powerful complementary integrated skill which is fostered for the benefit of both lawyers and journalists.

So, both professions are adjacent as being oriented towards people, born to serve and to help people and this serves as a principle to integrate them and participate in one role play – Mock Trial.

In order to verify the validity of a suggested method, several language projects were carried out by the department of Foreign Languages at SUSU with second year students of Law faculty and Journalism faculty. It has been found that an academic integration through the role play "Mock Trial" acted in foreign language is the most advanced. Such role plays encourage students' autonomy, give a chance to rehearse real situations connected with professional activities in a safe environment and might help students to become confident. Students of Law faculty have acted the parts of judges, witnesses, experts, the jury, while students of Journalism faculty have covered the event and worked out media projects in terms of convergence.

Outlining the role play for students of Journalism faculty four stages can be distinguished.

A preparatory stage:

- to become aware of a criminal case;
- to study details of legal procedures;
- to learn new subject-specific vocabulary;
- to devise how to write about subject content material.

A task defining stage:

- to set the main aim – to cover the event "Mock Trial";

- to think over the media strategies;
- to take exercises.

A hosting stage:

- to make photos, to record the trial;
- to conduct interviews, vox-pops with key actors.

A final stage to release media products:

- to analyze and process the footage;
- to work out media products (vox-pop, articles, radio and TV broadcasts, ads and interviews);
- to proofread and edit media products;
- to make conclusions and recommendations as a reflection.

As a result, such media products as TV, radio broadcasts and articles in diverse media

<http://chelyabinsk.uralstudent.ru/articles/learn/2231253/>, <https://vk.com/@damils-all-rise-the-court-is-now-in-session>, <https://vk.com/@newsroomdigital-vstat-sud-idet>, https://vk.com/lex_news were issued.

As for the law students, first of all we chose the mock trial script <http://2ndcircuit.leoncountyfl.gov/teenCourt/resources/MockTrialAttorneyandBailiffScript.pdf> and the case (study) to dramatize the court hearing.

The parts to play at the mock trial were distributed among students according to their personal qualities and preferences within the professional field. Well-organized and responsible students with a good command of English (level B1–B2), capable to work under spontaneous conditions were recommended to participate in the mock trial.

All the students selected for the dramatization were divided into the working groups: “prosecution”, “defence”, “judges and a bailiff” and “jury”.

The prosecution party consisted of a prosecutor, a co-council and witnesses for the prosecution. The defence party included an attorney for the defence, a co-council and witnesses for the defence. Each group had regular meetings with a tutor to fulfill the specific task and to acquire particular professional skills.

The initial problem of the “prosecution” and “defence” was to elaborate the line of prosecution and the defence, then to put it into English and to practice public speaking skills while giving their arguments and conducting cross-examination during the trial process. It was the most difficult and demanding part of the whole work. Since the ability of giving arguments in court is considered one of the most crucial aspects of future lawyers’ professional skills, every participant of either group was subject to scrupulous analysis of how to perform it. Every detail of the case was thoroughly examined and interpreted to get the message across clearly and concisely.

It is necessary to underline that teachers have performed the coordinating functions during the preliminary stage of the mock trial. Their duty was to monitor the students working, predict any difficulties with the case or English and give assistance if necessary. This group work included examining the personality of every trial participant (his/her biography, personal traits, behavioral and other distinctive features) along with devising lines – witnesses’ testimonies. Such preliminary preparation might help students to play

the part of a witness true to life, being fully aware of and familiar with the personality of his character. Attorneys for the prosecution as well as attorneys for the defence with co-councils and witnesses worked out the line of the prosecuting and defence, prepared opening and closing statements and brainstormed possible questions for examination and cross-examination of the witnesses in accordance with the strategy.

The primary task for the “judges” was to get acquainted with the American criminal trial procedure, basic functions of the judges in jury trials through watching video and films, reading specific literature and implementing professional knowledge, having acquired from major disciplines. Different questions about personal professional qualities of judges, their duties and rules of behavior during the trial were also discussed with the “judges”.

The “jury” had a lot of work to do as well. They got to know the history of the jury, their functions and requirements that a juror had to meet to be eligible for the jury service. They discussed a lot of questions about the responsibility to bring in the verdict of guilty or not guilty. Most of this work was fulfilled during the English lessons while reading particular texts and watching educational video.

The technology to prepare law students to participate in the mock trial was also conducted in four stages.

A preparatory stage:

- to get to know the case;
- to suggest general description of the mock trial;
- to get familiar with court arguments, judicial rhetoric, the criminal court procedure and protocol and other legal peculiarities of conducting a jury trial.

A task defining stage:

- to state the main purpose of the role play – to perform a mock trial under the prescribed rules (all working groups);
- to elaborate the strategy of the prosecuting or the defence, to prepare all materials and data necessary for the case: witnesses’ testimony, evidence, legal documents, opening and closing statements, arguments, etc. (groups of the “prosecution” and “defence”);
- to examine the legislation and precedent law, to study the main functions of the judge (a group of “judges”);
- to learn more about jury trials and specific functions of the jury (a group of the “jury”).

A hosting stage:

- to practice key legal professional skills, legal English, public speaking skills;
- to get ready for the appeal (after the trial).

A final stage:

- to interpret/consider/reflect upon the results of the trial;
- to admit the mistakes and errors in professional and linguistic fields;
- to observe the progress in professional linguistic competence development;
- to make conclusions and recommendations.

Mock trial is a real challenge for students as it is unpredictable, variable, modified, improvisational educational experiment with the unexpected and uncertain result. And this is exactly the point any mock trial is highly valued for. The colossal psychological experience proves to be more crucial for student than the verdict the defendant has got in the end. The mock trial provides educationally safe conditions where intricate social real life situations are acted out. Thus, students get priceless skills and a true life experience might help them either avoid or cope with plenty of difficulties in their further professional careers.

It should also be noted that the cornerstone of the role play is the absence of any final scenario and the unpredictable decision of the court

hearing. During certain scenes of the trial there isn't any script and the students just improvise. That is the point which is always highlighted by students.

On completion of the Mock Trial the survey was conducted among the students majoring in Law and Journalism who participated in the role play. In total, 86 SUSU undergraduates agreed to respond to the questionnaire: 32 students of Journalism and 54 students of Law. They are the first- and the second-year students taking their first academic degree, including 49 female and 37 males with rather high level of English proficiency (B1–B2). The questionnaire was specially worked out by the authors of the article and contains ten statements aimed to disclose students' skills to be developed (Table 1). The first two questions relate to language skills while the next two are about professional skills. The 5th, 6th and 8th questions test students' particular skills and abilities such as collaborative and public speaking abilities, and their academic performance regarding their studying at University in general. Question 7 asks students about some personal skills. And two final questions check students' integrated skills.

We used a Linkert scale approach to collect the respondents' attitudes and opinions on the role play and the skills. This scale is created as the simple sum or average of questionnaire responses over the set of individual statements

Table 1

Questionnaire

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Participating in mock trial affects students' English proficiency	1	2	3	4	5
2. Participating in mock trial improves subject and interdisciplinary specific vocabulary	1	2	3	4	5
3. I feel I can apply my professional skills	1	2	3	4	5
4. Participating in mock trial allows me to progress professionally faster than in traditional classes	1	2	3	4	5
5. I feel easier to collaborate with my mates and teachers	1	2	3	4	5
6. I feel more confident while making my public speech	1	2	3	4	5
7. Teaching through mock trial project encourages students to develop personal skills: tolerance, responsibility, politeness, sociability, self-confidence, etc.	1	2	3	4	5
8. Participating in mock trial helps me to enhance academic performance	1	2	3	4	5
9. Academic cooperation with other specialties benefits my integrated skills such as legal and social justice, for example	1	2	3	4	5
10. I am ready to take part in other integrated projects in future	1	2	3	4	5

Непрерывное образование в течение жизни...

(questions). The students were asked to circle the response that best characterized how they felt about the statement, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Agree Nor Disagree, 4 = Agree, 5 = Strongly Agree.

Thus, the questionnaire relates to the following skill groups: language (1–2), professional (3–4), personal and social (5–8) and integrated (9–10). Each statement responses were summed and then divided into the number of responders. So, according to the summative scale the simple average of the 1–10 questions are presented in Table 2.

Another way to evaluate the importance for the student to participate in such educational projects as Mock Trial is a ranking method. The ranking method is also used to explore and clarify students' value positions on skills, abilities and personal qualities which are subject to be developed during the whole process of Mock Trial participation. The procedure of the ranking method consists of:

- completing the task by responders (students), i.e. to rank the skills and personal qualities from the list;
- collecting and processing the data received by university teachers.

After the Mock Trial the students received the list of skills and personal qualities to be sorted in decreasing value of their importance. The importance of each skill or quality depends on the degree it has been developed during the Mock Trial according to students' point of view.

The list included language skills (vocabulary extension, fluency, professional communication), professional skills (knowledge of the professional subject matter, ability to apply professional

knowledge in practice, search and processing of professional information), personal qualities (tolerance, responsibility, politeness, sociability, self-confidence, honesty), social skills (collaborative and team work skills, public speaking), integrated skills (social justice).

After taking part in Mock Trial, most of these students agreed that the role play helped to extend the professional vocabulary (28) and develop speech fluency (21). Most indicated increased interest in professional communication (20) and working with information related to their future profession (17). The fifth position is shared by collaborative and team work together with social justice (14). Thus, we can figure out that the most prominent and required are language skills. The students understand that taking part in such projects as Mock Trial will enhance their vocabulary and speech fluency. Professional and social skills are also pointed out. The most valuable thing for us to understand is that self-reflection and consideration of the project let them single out social justice as a highly evaluated skill to possess and foster. Nonetheless, all of the studies highlight the weaknesses of some personal qualities to be developed from our students' point of view except responsibility (8). We consider this point to be rethought (Fig. 1).

The findings of our research are quite convincing, and thus the following conclusions can be drawn. The analysis and simulation indicate that all the participants felt positive about taking part in the role play and found it interesting, efficient and useful. They agreed with the fact that they had got the opportunity to implement their professional knowledge and different skills (professional, personal and social, language and

Results of Likert response scale

Table 2

Statement	Simple Average
Participating in mock trial affects students' English proficiency	4,4
Participating in mock trial improves subject and interdisciplinary specific vocabulary	4,6
I feel I can apply my professional skills	4,4
Participating in mock trial allows me to progress professionally faster than in traditional classes	3,8
I feel easier to collaborate with my mates and teachers	4,0
I feel more confident while making my public speech	3,5
Teaching through mock trial project encourages students to develop personal skills: tolerance, responsibility, politeness, sociability, self-confidence, etc.	3,2
Participating in mock trial helps me to enhance academic performance	3,4
Academic cooperation with other specialties benefits my integrated skills such as legal and social justice, for example	4,4
I am ready to take part in other integrated projects in future	4,2

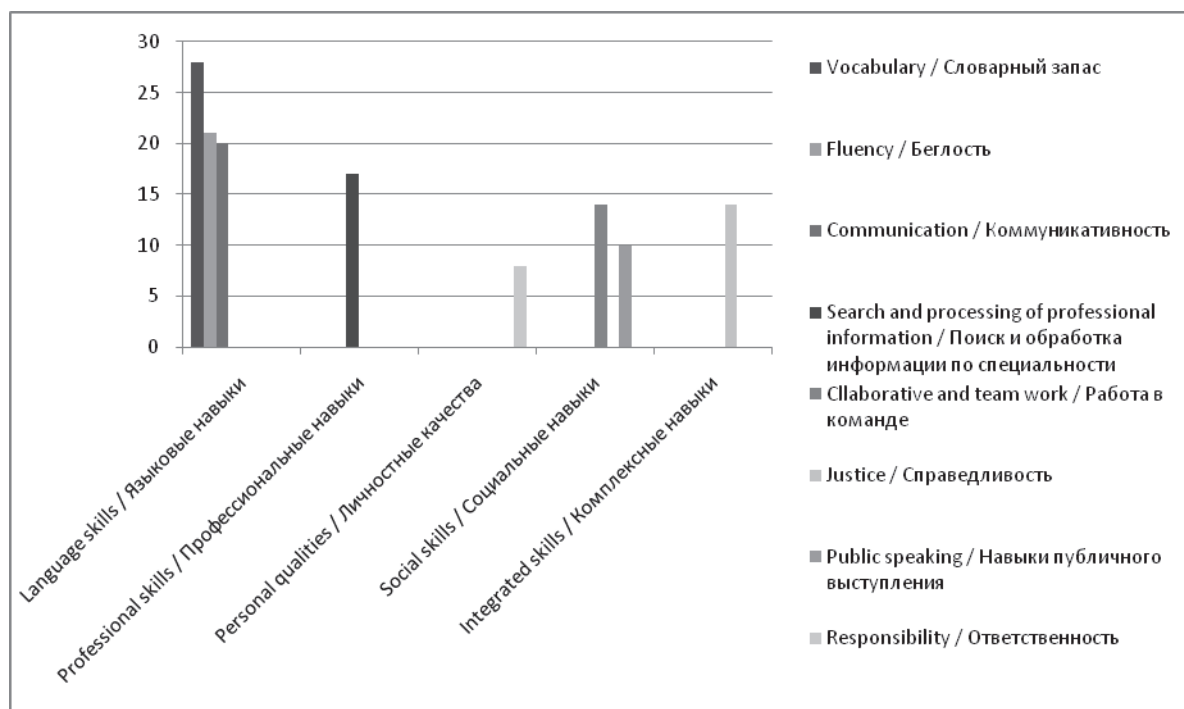


Fig. 1. The results of ranking method

integrated) in a simulated true-to-life situation. The survey and the students' interviews showed that learners became aware of and realized the purpose and the outcomes of the Mock Trial as an educational setting for fostering a number of skills in question.

Discussion and Conclusion

The experiment demonstrates that to bridge the gap between two ESP fields is possible through academic integration which has been realized in the role play Mock Trial. This experiment integrating two professional areas confirms an educational contribution for both parts. Firstly, it enables students to master a subject-specific vocabulary in a risk-free setting. Secondly, the language required is becoming more cognitively demanding as it includes such skills as evaluating, comparing, synthesizing and critical thinking. This keeps students highly engaged in practicing behaviors and cognitive processes that they can easily transfer from the simulated environment to real life. Thirdly, it broadens students' horizons, because they should understand basic concepts of English and American legal system, American judicial system and standards of professional behavior. Fourthly, it may foster ethics upbringing and generate personal qualities such as: tolerance, responsibility, sociability, honesty, personal integrity and may contribute to all-round development of the individual. And finally, such

cross disciplinary projects nurture the integrated skills through the encouragement of dialogue between disciplines. The essence of the integrated approach herein lies within the merge of the two professional platforms – law and journalism – on the basis of one interdisciplinary project.

Furthermore, in the modern society one cannot imagine how great the influence of mass media on the public opinion is. Hence, one cannot ignore the role of mass media on legal culture cultivation, legal literacy development and legal awareness of people. That is why today there is a tendency to establish and consolidate the interaction between legal authorities and mass media.

Thus, one of the big advantages of cross disciplinary academic integration is the establishment of media background for students of Law faculty and Journalistic faculty. It is a well-known fact that the main function of mass media is informative as journalists should not only cover urgent news but analyze and give an independent evaluation of current events. Taking into account this information, citizens form their viewpoint on journalists and treat them accordingly. So, to cover the event in a proper way, students of journalistic faculty have recycled the law language, consolidated the professional juridical content and followed moral principles that constitute the mainstay for professional behavior. Similarly, the significance of this method for law students is

clear. An important implication of this project is that law students have got a relevant experience giving interviews, working under camera. However, law students faced certain problems while they were trying to apply only professional terms and stuffy expressions unknown for communicator. To overcome this difficulty, it was necessary to introduce a new approach where students of both faculties could collaborate and determine a media strategy using basic communication and language skills.

From the research that has been undertaken, it is possible to conclude that such role plays foster the best integrated qualities such as justice and high competency level so that law and journalism students get an instrumental educational experience in close-to-real conditions. Consequently, the best way to boost integrated skills is to provide students with educational platform, for example, a role play (case, project) through which academic integration is realized.

The academic integration of two majors creates either alternative ESP ways to learn and to teach, or allows to build unique and original educational trajectories. The integration of the language and the subject content is another example of a brand new type of education development nowadays. Academic integration is a unique background for acquiring new integrated skills and personal qualities necessary for future professionals. Learners are able to gain skills of a higher level compared to those they might obtain during the traditional academic course. Academic integration allows students to expand the boundaries of their ordinary learning environment, go beyond the limits of a curriculum and take more opportunities/advantages for their future career prospects. It will be possible due to advanced learning settings and new professional challenges students have to tackle with. Eventually they will become more competitive, inventive and attractive for potential employers.

This study is a descriptive account which exemplifies how to umbrella two ESP fields through the common educational setting – Mock Trial. Moreover, we tried to propose the broadening ESP model aimed at enhancing integrated skills which are peculiar to adjacent ESP fields through the role play method. The Mock Trial can also be applicable in other ESP settings. For example: PR specialists and lawyers, sociologists and psychologists, clinical psychologists and forensic scientists.

Our research might encourage ESP teachers to design valuable educational settings to inte-

grate different ESP fields which should share a range of common professional purposes, professional skills and language proficiency in ESP domains. The utmost significance of educational setting is to foster integrated skills which might be unique as can be molded only in terms of collaboration of two or more specialties. We can forecast the perspectives of ESP settings in a great variety of professional clusters based on educational needs and your teaching ambitions.

Declaration of conflicting interests

The authors declare that there is no conflict of interest.

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АКАДЕМИЧЕСКАЯ ИНТЕГРАЦИЯ ESP КУРСОВ ДЛЯ ЮРИСТОВ И ЖУРНАЛИСТОВ НА ПРИМЕРЕ РОЛЕВОЙ ИГРЫ «СУДЕБНЫЙ ПРОЦЕСС»

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В данной статье рассматривается академическая интеграция двух курсов «Английского языка для специальных целей» для юристов и журналистов посредством интегративной образовательной платформы – ролевой игры «Судебный процесс». Целью данного исследования является обоснование выбора метода ролевой игры для формирования комплексных качеств в процессе изучения английского для специальных целей на основе академической интеграции. Ключевыми подходами настоящего исследования являются компетентностный подход, позволяющий акцентировать внимание на формировании профессиональных, языковых и иных качествах специалиста, а также интегративный подход, направленный на объединение двух ESP курсов и выявление общих комплексных качеств юристов и журналистов. С целью подтверждения эффективности применения использованного метода были проведены опросы студентов посредством шкалы Лайкерта и ранжирования. Проанализировав научную литературу в области ESP и академической интеграции, было предложено авторское обоснование понятия «академическая интеграция», доказана смежность (гуманность) юридической и журналистской профессии, выявлено и аргументировано общее комплексное качество – социальная справедливость как необходимое для профессионального и личностного становления. Авторы считают метод ролевой игры эффективной интегративной образовательной платформой для формирования профессиональных, личностных и комплексных качеств специалиста. Результаты исследования, проведенного в Южно-Уральском государственном университете в рамках курса «Английский язык для специальных целей» для юристов и журналистов, могут быть успешно использованы в других ESP контекстах, а также мотивировать преподавателей иностранного языка разработать собственные обучающие платформы, объединяющие смежные профессиональные области для формирования комплексных качеств.

Ключевые слова: академическая интеграция, английский язык для специальных целей, ролевая игра, комплексные качества, социальная справедливость, юридическое и журналистское образование.

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