

УДК 811.111'42:81-13

THE ADVANTAGES OF TEAMWORK METHODOLOGY IN THE ESP DISCOURSE CLASSROOM

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БАЙБАКОВА Інеса, ГАСЬКО Олександра. ПЕРЕВАГИ МЕТОДОЛОГІЇ КОМАНДНОЇ РОБОТИ НА ЗАНЯТТІ АНГЛОМОВНОГО ДИСКУРСУ ФАХОВОГО СПРЯМУВАННЯ

Стаття присвячена методології командної роботи та її застосуванню на занятті вивчення англomовного дискурсу фахового спрямування. Розглянуто відповідні форми, компоненти, етапи та критерії оцінювання. Командна робота, вимагаючи чіткої координації, є ефективним засобом успішного функціонування у майбутньому професійному середовищі і трактується як здатність плідно працювати в команді з огляду на мотивацію, участь, критичне мислення та інші чинники, що є важливими складовими процесу навчання та культури праці, яка високо цінується працедавцями.

Ключові слова: командна робота, методологія, англomовний дискурс фахового спрямування, навчальний процес, культура праці.

BAYBAKOVA Inesa, HASKO Oleksandra. THE ADVANTAGES OF TEAMWORK METHODOLOGY IN THE ESP DISCOURSE CLASSROOM

The article deals with the teamwork methodology benefits in general and its application in the ESP discourse classroom in particular. Teamwork or the cooperative work is regarded as the ability to work efficiently in a team with respect to motivation, participation, reflection, autonomy, critical thinking and other characteristics being significant for team learning process. In other words, teamwork is part and parcel of the working culture highly appreciated by employers. Observing the advantages of teamwork the authors point out a considerable increase of students' motivation and responsibility, noticing at the same time the necessity of well-tuned collaboration among the students and the teaching staff responsible for coordination. Two components of teamwork, namely, product and process can be assessed according to certain criteria such as quality of participation i.e. participation amount/frequency; preparatory stage of information gathering and its processing; positive interpersonal communication with the corresponding feedback; creativity etc. The assessment criteria are aimed at teamwork balanced participation and equal contribution. The following four stages of teamwork have been taken into consideration: (1) forming i.e. the stage when the participants analysing each others' behaviour and activities get accustomed to the group; (2) storming as the second stage represents the period of facing the problems caused by group members' inexperience leading to disappointment by the lack of progress expected; (3) norming corresponds to the moment when members of the group can see themselves as members of the team realizing their mutual goal and focusing on it, which consequently leads to a considerable team progress; (4) performing reflects the upper stage of teamwork when students become open to new ideas putting forward their own suggestions. Each member is a part of a well-functioning mechanism with all the tasks and duties clearly defined and carried out. This is the stage of highly coordinated and optimal joined efforts creating maximum potential for successful problem-solving, decision-making and, finally, obtaining the best results. Different forms of teamwork applied in the ESP classroom prove to be effective for professional discourse mastering in terms of interpersonal communication, more significant learning and acquiring profounder special knowledge. In this way students' teamwork training can eliminate the gap between industry and higher education.

Key-words: teamwork, methodology, ESP discourse, educational process, working culture.

In order for students to achieve good results in education the application of teamwork methodology is very important. The more teamwork strategies are applied, the more possibilities exist for students to learn the most critical skills of compromise and collaboration. Teamwork is defined in Collins English Dictionary as "1. The cooperative work done by a man. 2. The ability to work efficiently as a team." [1]. It does not mean that individual work goes into the background of educational processes as such individual characteristics as motivation, participation, reflection, and autonomy all play significant roles in team learning; actually individual and team-work go together. Teamwork has become an important part of the working culture and many enterprises, businesses and institutions work out teamwork skills for assessing a person for employment. So the students learn teamwork skills to function successfully in educational environment.

One of the most important issues the instructor has to clarify in the process of teaching is the difference between an individual who is a part of a group and an individual who is a part of a team. NDT Resource Center publishes the list of differences that exist between these categories [6].

Groups	Teams
Members work independently and they often are not working towards the same goal.	Members work interdependently and work towards both personal and team goals.
Members focus mostly on themselves.	Members feel a sense of ownership towards their role in the group because they committed themselves to goals they helped create.
Members are given their tasks or told what their duty/job is, and suggestions are rarely welcomed.	Members collaborate together and use their talent and experience to contribute to the success of the team's objectives.

Members are very cautious about what they say and are afraid to ask questions.	Members base their success on trust and encourage all members to express their opinions, varying views, and questions.
Members do not trust each other's motives because they do not fully understand their roles.	Members make a conscious effort to be honest, respectful, and listen to every person's point of view.
Members may have a lot to contribute but are held back because of a closed relationship with each member.	Members are encouraged to offer their skills and knowledge, and in turn each member is able to contribute to the group's success.
Members are bothered by differing opinions or disagreements because they consider it a threat.	Members see conflict as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions.
Members may or may not participate in group decision-making, and conformity is valued more than positive results.	Members participate equally in decision-making, but each member understands that the leader might need to make the final decision.

Teamwork is usually divided into four stages as it is critical to know that a team does not start working as a team from scratch; it usually has to grow up from the initial form of a group to the team form and meaning. Team growth is usually reflected in four stages: **(1) Forming.** During this stage the participants thoroughly analyze the behavior of each member of the group and try to get accustomed to the group. The team progress though little can be demonstrated during this stage. **(2) Storming.** Storming is the second stage of team growth. At the beginning inexperienced members of the group are disappointed in no-progress situation. They start arguing as the ideas they face are unfamiliar for them. They cannot concentrate on achieving their mutual goal. **(3) Norming.** This is the stage when the members of the group start recognizing themselves as the members of a team. They concentrate more and more on mutual work, emotional tension subdues and they make visible progress as a team. **(4) Performing.** By this stage the team members have learned what it means to be a team. They have studied all traits of each other characters and they have learned what their roles are. The students have become open and cooperative, they propose different ideas and suggestions, they make decisions, they easily assess and evaluate the ideas and they solve problems. The team potential is very high [6].

As M. H. Long pointed out the teamwork in the context of teaching and learning English had a lot of advantages over the lockstep system - whereby the teacher presents the same material in the same way to all the learners simultaneously - as it eliminates disparity of aims within the class, individual differences between teachers and learners of foreign languages, many problems of discipline in the class, it allows more freedom and flexibility as well as it dramatically enhances productivity [4].

The last postulate can be proved by the research done in an English grammar module at the University of Basque country. A quantitative analysis showed that the students gained better results when teamwork has become a part of the teaching process. These quantitative outcomes have been compared with the open- and close-ended assessment tasks during the five-year period. The indicators that showed vivid success of teamwork incorporation into the teaching process include such items as 1) finding a collective solution to a problem, 2) the students have a free hand in learning the material 3) the students develop the sense of responsibility 4) cooperative learning activities create the atmosphere of success 5) as more students sit exams compared to previous situations it proves that teamwork use influences general students' retention 6) such methodology gives the teachers a chance to reflection, self-criticism and improvement [3].

Elisabeth Dunne and Mike Rawlins in their article 'Bridging the gap between industry and higher education: Training academics to promote student teamwork' state that 'the need for graduates who are prepared for employment and skilled in teamwork has been widely advocated <...> across the world' [2, p. 361]. The authors dwell on the potential and difficulties of teamwork regarding the benefits of strategic teamwork for students, the explicit training of both students and the staff in teamwork skills, the strengthening of professional development in teaching skills, effective partnership etc.

Juan A. Marin-Garcia and Jaime Lloret from Polytechnic University of Valencia, Spain, in the article "Improving Teamwork with University Engineering Students. The Effect of an Assessment

Method to Prevent Shrinking” [5] argue that ‘various sources have shown the advantages of considering a teamwork-based methodology with university students’ [5, p. 1]. According to the authors teamwork promotes group problem-solving, interpersonal communication, time-management and team leadership. The above mentioned skills prove to be positive factors increasing motivation and providing ‘profounder and more significant learning’ [ibid]. Student teamwork refers to a team formed by a group of people ‘with complementary skills, who interact in order to acquire knowledge, skills or attitudes and produce joint results’ [ibid]. The following components of the teamwork are distinguished in the article: (1) product to be submitted by the team in the form of proposals / reports / presentations; (2) process i.e. behaviours / activities of the team members while carrying out the tasks being set. Group process assessment is equally important as that of the product of the activities. Juan A. Marin-Garcia and Jaime Lloret have suggested certain criteria for assessing group process, namely: quality of participation in terms of participation amount / frequency; preparation i.e. prior gathering of information and its processing; appropriate interpersonal communication including positive attitude and the corresponding feedback; accepting responsibilities; problem-solving; decision-making; creativity [See 5, p. 2]. Critical thinking and rhetoric skills should be added to the list. For the teamwork to be successful the teacher should give the students a good description of the task and its assessment. The main drawback pointed out by the authors is possible occasional ‘opportunistic behaviour patterns’ of some students which may be overcome by balanced participation and equal contribution of the students in all kinds of teamwork activities according to the assessment criteria set in advance.

The article “Teamwork and team leadership” [7] by Raimo Nurmi, Professor at the Turku School of Economics, Turku, Finland, reads that ‘in present day companies teamwork is a must for the coordination of departments’ [7, p. 1]. Having regarded four team leadership styles, namely dictatorial, compromise, integrative and synergistic teamwork the author comes to conclusion that the last one proves to be the most fruitful since it offers the best percentage outcome caused by the fact that the team creates something greater than the addition of individual team members’ resources.

As stated at the World Congress on Language Policies in Barcelona (2002), teamwork also turned out to be effective in Virtual Learning Environment, particularly for project management and the course development process. Diana Rumpite, Atis Kapenieks and Bruno Zuga from Riga Technical University, Latvia, in their article “Teamwork in Virtual Environment – Effective Approach in Language Learning” [8] claim that besides meeting the requirements of the current innovative educational activities teamwork in Virtual Learning Environment can promote flexible education enriching types of interaction as well as forms of communication for the students (time / location factor being less relevant in this case). It has been noted, though, that teamwork needs strict coordination and time management to be productive both in the short and long-term goals. According to the authors teamwork increases motivation and responsibility, besides ‘while working on the project the students developed specifically reading and writing skills by discussion, translation, editing, revising in the new environment’ [8, p. 2]. Well-structured collaboration among the students and teaching staff was ensured by Virtual Asynchronous Discussion Forum.

Having a lot of advantages teamwork, though, is not something to be rushed into. In the ESP classroom it should be practiced gradually, depending on the group level, for students to get used to its discourse peculiarities mastering it step by step. It is better to introduce teamwork focused on ESP discourse by simple tasks such as professionally-oriented group presentations, then go on to professional meetings, mini-conferences, round-table discussions and negotiations conducted by the teams within subgroups. In this case students can take the benefits of different teams’ work following their activities and comparing the results obtained. In the ESP course students gain sufficient discourse knowledge and acquire corresponding skills to successfully take part in the team-prepared major projects, which will enable them to fruitfully function as team members in their future professional environment.

The following teamwork tasks involving ESP discourse knowledge, critical thinking and certain rhetoric skills may be offered to students of both technical and humanities departments: (1) Make an independent analysis and get ready for the participation in an interview on the professional issues indicated; (2) Analyze Internet resources in terms of your professional activities advantages and disadvantages and take part in the corresponding dispute; (3) Find the latest information related

to the sphere you major in and share it with another team in the form of a round-table talk. Each of the activities mentioned above to be successful also needs a preliminary teamwork stage increasing motivation and responsibility.

Thus, creating atmosphere of success, ensuring more freedom and flexibility as well as increasing students' motivation and responsibility teamwork provides time-management skills, team leadership, enhanced productivity, effective partnership and the quantitative outcomes desired, giving also the teacher a chance for self-evaluation and further improvement.

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ВІДОМОСТІ ПРО АВТОРІВ

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УДК 821.133.1.09 Гюго

ВИВЧЕННЯ РОМАНУ ВІКТОРА ГЮГО «СОБОР ПАРИЗЬКОЇ БОГОМАТЕРІ» В КУРСІ ІСТОРІЇ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ СТУДЕНТАМИ ФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

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ВЕЧІРКО Оксана. ВИВЧЕННЯ РОМАНУ ВІКТОРА ГЮГО «СОБОР ПАРИЗЬКОЇ БОГОМАТЕРІ» В КУРСІ ІСТОРІЇ ЗАРУБІЖНОЇ ЛІТЕРАТУРИ СТУДЕНТАМИ ФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

У статті запропоновано модель вивчення творчості французького письменника В. Гюго в курсі історії зарубіжної літератури для студентів філологічних спеціальностей. До розгляду пропонується відомий роман «Собор Паризької Богоматері», який засвідчив, що письменник залишився у полоні романтичної естетики, автор твору доводить, що вся історія людства – це безперервна боротьба добра і зла, любові і ненависті. У статті досліджується типово романтична поетика твору: засоби гротеску і контрасту, концепт долі, система образів.

Ключові слова: романтизм, гротеск, антитеза, гуманізм, історичний роман.

VECHIRKO Oksana. STUDYING THE NOVEL “THE HUNCHBACK OF NOTRE-DAME” BY VICTOR HUGO IN THE HISTORY OF FOREIGN LITERATURE BY STUDENTS OF PHILOLOGICAL SPECIALTIES

The article proposes a model for studying the works of the French writer V. Hugo in the History of Foreign Literature by students of philological specialties. The literary heritage of the famous romanticist, who promoted love for mankind, is of great scientific interest, since the range of problems raised in his works has proved its relevance today.

In the context of dynamic social changes, Hugo refers to the Middle Ages, but the nature of his historicism is specific: the author does not try to convey the historical fact accurately; he is more interested in the moral and ethical aspect of events. The article presents