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**INTERNATIONAL TEAM-TEACHING PROJECT:
INTERNET BASED COMMUNICATION**

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Целью работы является описание нового курса, который был разработан как часть международного, междисциплинарного группового обучения на юридическом факультете в Пермском государственном национальном исследовательском университете. В статье представлены три проекта, проведенных совместно преподавателями английского языка и права между университетом штата Луисвилла и ПГНИУ.

Ключевые слова: английский язык, специальные цели, междисциплинарный проект, международная Интернет-конференция, групповое обучение.

The purpose of the paper is to describe a course that was developed as part of a team-teaching project at Perm State University Faculty of Law. The article describes three projects developed jointly by English and subject teachers as a collaborative Russian-American event between the university of Louisville and PSU.

From the theoretical point of view, the area of ESP has been intensively researched in applied linguistics since 1980 -s (Tom Hutchinson, Alan

Waters, Pauline Robinson, Tony Dudley Evans, Ann M. Johns, James R Davis, Jeremy Harmer and others). They generally recognize the following ideas:

- ESP meets specific needs of the learners;
- ESP makes use of methodology and activities of the discipline it serves;
- ESP is centered on the language appropriate to these activities;
- ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning' [Hutchinson, Waters 2008:19].

What is an team-teaching? According to the well-known definition given by R.R. Jordan, "team-teaching, - the joint teaching, or sharing of teaching" by both the subject specialist and the English tutor - has added another dimension to the teaching of ESP since the late 1970s. The specialists act as informants on what goes on in the subject discipline" [Jordan 1997:121].

In our case, we can speak about an interdisciplinary team teaching which is an interaction between various legal disciplines, applied linguistics, intercultural communication and pedagogy.

Why is collaboration so important in ESP teaching? First of all, it helps a language teacher to "gain access to the student's discourse community". According to Nick Robinson a discourse community can be described "as a group of people who share a knowledge of vocabulary and ways of communicating which are often not known or understandable to people outside of the discourse community." [Robinson 2010]. Secondly, it helps to bridge the information gap between the student's and teacher's specialist knowledge in law and their lack of knowledge of a foreign language, and the language teacher who obviously lacks specialist knowledge of law.

In our understanding, an international discourse community at the faculty of law should be rerepresented by both students and teachers.

The course that we are presenting in the paper is a unique educational and academic platform for developing ESP for future lawyers. Among the modes applied are both online and off-line communication of the students and faculty: teleconferences, forums, and two-three month weblogs devoted to the legal matters in English at undergraduate, graduate and postgraduate levels.

The students and professors from the Law Faculty, American professors and practitioners, Legal English teachers are actively participating in these activities.

One of the innovations introduced in 2011 at PSU Law faculty were interdisciplinary teleconferences which is a joint project between the

University of Louisville and Perm State National Research University. Within PSU several departments have been involved in the project: the English Language and Intercultural Communication Department, the Department of International and European Law, the Department of Criminal Litigation and Forensics and and the Department of Civil Law and Civil Litigation. It should be mentioned that in Russian schools of higher learning to study a foreign language is an obligatory part of the program of study. What we do in our department is ESP which means that we teach English for professional purposes. One of the approaches we are using in teaching is a learner – centered approach where it is the student who is the focus of attention when it comes to teaching. One of the characteristics of this approach is the development of student responsibility for their learning. It is especially important for implementing projects like telebridges since they require additional efforts from the students.

We use a three-stage module in carrying out the project: pre-telebridging, while-telebridging and post-telebridging.

Pre-telebridging, or the preparation stage is of crucial importance for the successful implementation of the tasks set for the students. The best telebridge, as we have learned, is the one that is well prepared.

For example, during the preparation stage for the teleconference “Law and Order” conducted in March 2011 between the Russian law students and American criminal law students:

1) We asked Galina Borisevich, a professor of law to consult the students on some issues related to criminal law, justice administration and law enforcement and help them with questions they wanted to ask their American friends.

2) The next step was to help the students translate the questions into English and send them to the American group. The American students, in their turn, sent their questions for discussion to the Perm University group.

3) In groups, the Russian students discussed the questions sent to them by the American friends and possible answers as well.

4) They were also asked to make a list of terms they might need for a good professional answer.

5) For their home assignment the students were offered to find some materials on the topics of the forthcoming conference in the Internet, both in English and Russian, which were discussed during the next session. It was important to do that since we wanted the students to be knowledgeable and confident enough in order to participate in the conference.

6) Finally, each participant selected a question s/he wanted to answer during the conference. They prepared their answers which were presented in

class before the conference. This kind of rehearsal was necessary as English is not their mother tongue, and it thus added to their confidence.

As we can see, the preparation stage for this particular telebridge consisted of six steps. As a rule, it takes about three -four weeks, sometimes more, to be prepared for a conference like this. It might seem a long time but it's rewarding in the end. Both the students and the teachers are happy because the conference worked well. Since that time we have organized and conducted several more online events. Among them are: "Human Trafficking Project" (October-November 2011), "Police Powers in Russia and in the USA" (April 2012), "Comparative Review of the Russian and American Criminal Law Systems" (April 2013) and others.

Through such projects do the students develop themselves not only in terms of their professional knowledge, but it also gives them an opportunity to improve their foreign language skills.

Let us consider another team-teaching event. In September 2011, four professors of law from our partner university in Kentucky offered to deliver an eight-hour course of lectures on various legal issues related to human trafficking. This specialized course was conducted by Dr. Theresa Hyden, Dr. Deborah Keeling, Dr. Gita Suresh and Dr. Michael Losavio. More than fifty students participated in the project. The procedure was as follows:

1. We received Power Point presentations from the American professors, which were translated by the participant into Russian in small groups.
2. The presentations then were discussed in class followed by preparing questions for the speakers.
3. Holding four conferences with 20-minute talks followed by question-answer sessions.
4. Post-telebridging activities including discussion and students' feedback.
5. On the request of the American teachers and students Russian students of law prepared a power point presentation covering some aspects of human trafficking in the Russian Federation. We videorecorded the presentation and sent it to the American participants.

One of the innovative aspects of the project was the inclusion of a number of Russian professors of law in the subsequent events. For instance, in December of 2011 Galina Borisevich, professor, head of the Criminal Litigation and Forensics presented an on-line lecture on general characteristics of the evidence in the criminal procedure legislation of Russia which was being translated into English. Forty American students of the Department of Justice Administration listened to this two-hour talk. Before the talk the American participants had been instructed to read some

parts of the Russian Criminal Code and ask the professor a lot of questions upon the completion of the lecture.

The subsequent set of online presentations was provided by professor Pavel S. Pastukhov (Department of Criminalistics) and Evelina M. Frolovich (Department of Business Law) in February 2011. The presentations addressed the issues of computer crime, computer forensics and digital evidence. They informed the American students of the domain of computer forensics that involves collecting, preserving, seizure, analyzing and presentation of computer-related evidence. E. Frolovich addressed the issues ranging from red tape in Russia to civil litigation. In their feedbacks the American students noted that the interaction with the Russian teachers was extremely active, efficient and enlightening.

The latest team-teaching project “Comparative Review of the Russian and American Criminal Law Systems” took place in April 2013. We used another preparation format for this event. We involved second and fourth year students for the implementation of this project. About 50 students participated in the preparation, including listeners. There was a core group represented by six leaders (students of the fourth year of study from the Department of International and European Law). They organized and monitored the work of the other students. Professor of law Pavel Pastukhov became their consultant and adviser. He offered eighteen topics related to the Russian and the US criminal law systems. The task of the leaders was to choose six of them to be further developed. The selected topics included bribery, punishment, presumption of innocence, trial jury, homicide and classification of crime. Second-year students, representing various departments of the Law Faculty, played the role of “Assistants” whose task was to look for the information for one of the topics in the Russian language. Each leader had a group of his/her own assistants who later sent the materials collected to their seniors. The leaders then consulted prof. Pastukhov before sorting out, summarizing and translating the information into English. Each leader developed a plan for their future power point presentation in English.

To conclude, team-teaching Internet-based projects proved to be an efficient tool for developing intercultural professional competence both in students and teachers. They are also aimed at improving the students’ knowledge of legal English in particular areas of law. In addition, the integrative and team-teaching course will contribute to expanding their professional communication and critical thinking skills.

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The purpose of the paper is to describe a new course that was developed as a part of an international interdisciplinary team-teaching project, and has been applied at Perm State University Faculty of Law since 2009. The article describes three joint projects done by English and subject teachers as a collaborative Russian-American event between two universities.

Key words: English for Specific Purposes, interdisciplinary project,

Internet-based, international teleconference, team-teaching.