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EXPLORING COLLABORATIVE WRITING IN ESP CLASSES: BENEFITS, CHALLENGES AND APPROACHES

This paper highlights the strategic significance of collaborative writing with a specific focus on academic writing in English for Specific Purposes at the university level. It addresses challenges encountered by teachers and students and presents practical approaches, emphasizing the benefits of incorporating collaborative writing to enhance the development of writing skills within syllabus constraints. The study reviews various approaches to collaborative writing and explores the possibility of considering the inclusion of artificial intelligence as a partner in collaborative writing. The paper also illustrates Howard Gardner's theory of multiple intelligences applicable in collaborative writing, underscoring the significance of eight cognitive intelligences. Grouping students based on individual strengths encourages communication, fosters a conducive environment, and makes the process of cooperation more dynamic. As a practical application, the paper provides a tangible resource in the form of a detailed lesson plan tailored for an 80-minute class to further facilitate the process of integrating collaborative writing in an ESP class.

Key words: *collaborative writing, ESP class, artificial intelligence, writing skills, soft skills, multiple intelligences*

Introduction

In the world of innovation, technology, and business the mastery of English as an international language, which serves as a conduit for communication and fosters and facilitates global cooperation among nations, has become an indispensable requisite of a comprehensive skillset. Proficiency in the language

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requires a holistic command of four language skills, accompanied by cultural nuances. Nevertheless, between the two productive skills, speaking and writing, it is the latter that emerges as a multifaceted and complex skill that demands profound and precise knowledge of grammar, syntactic rules, and relevant domain-specific expertise. Learners frequently find the process of mastering writing skills challenging and frustrating.

The situation intensifies when the students are required to excel in academic writing. The challenge extends beyond the struggling of students as it is an equally formidable task for teachers and educators, given the constraints of class hours that must align with the syllabus. At the university level, teaching writing assumes the provision of a necessary toolkit and adherence to academic conventions. In this context, collaborative writing appears as an invaluable strategic tool to address both the issue of time limitation and alleviate the process of teaching and learning writing skills transforming it into a more enjoyable and engaging undertaking.

The purpose of this paper is to unveil some aspects of collaborative writing and its role in developing general and academic writing skills among students in an ESP class at the university level. The paper provides a comprehensive literature review, delves into various approaches to the topic under discussion, and highlights the benefits of incorporating collaborative writing activities in the classroom. The paper outlines the methods and strategies for teaching collaborative writing. It discusses the delicate and currently unavoidable issue of engaging artificial intelligence in the writing process and whether writing in cooperation with AI can be considered a type of collaborative writing. Finally, the paper provides a lesson plan for a sample scenario session offering practical instructions for teachers.

The ambiguous nature of collaborative writing

According to X. Yang, “Collaborative learning is now used as an umbrella term for various instructional approaches to small group learning, including but not limited to cooperative learning, team-based learning, peer tutoring, study groups, project-based learning, problem-based learning, and learning communities” (Yang, 2023, p. 718).

Collaborative writing in turn is a form of collaborative learning often referred to as cooperative or team writing and involves the collective endeavor of individuals to produce one piece of written work. The process itself is interactive and requires shared responsibility and engagement of each member to achieve a comprehensive product. In essence, collaborative writing is a collective effort of individuals with shared ownership of one written content. While the essence of collaborative writing is cooperative learning “simply putting students together and asking them to work together does not fulfill the conditions necessary for cooperative learning” (Speck, 2002, p. 8). Bruffee, one of the mainstream theorists in collaborative studies, states that the collaborative mode of learning “creates

conditions in which students can negotiate the boundaries between the knowledge communities they belong to and the one that the professor belongs to” (Bruffe, 1999, p. 144).

The dual and controversial nature of collaborative writing assumes that this type of cooperation combines the cognitive process aimed at creating a single text by two or more participants, with a socially interactive process. Johnson, Johnson, and Smith highlight positive interdependence, accountability for a fair share of work, and the application of interpersonal skills as indispensable ingredients that provide successful academic cooperation (Johnson et. al., 1991).

The input of multiple intelligences in a collaborative writing activity

Howard Gardner's theory of multiple intelligences challenges the traditional belief in a singular form of intelligence that individuals possess, which primarily emphasizes cognitive skills. To expand the concept of intelligence, Gardner identified eight distinct types: Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal, and Naturalist (Gardner, 2011).

As selecting suitable teaching methods or approaches in light of this theory poses a significant challenge for teachers, one solution to address this issue is to incorporate various intelligence-based learning methods to enhance students' English writing skills in a collaborative classroom. This approach integrates multiple intelligence learning methods into collaborative teaching practices with enhanced results.

In collaborative writing, leveraging multiple intelligences can boost the creativity, effectiveness, and engagement of the team. Incorporating different cognitive strengths that individuals possess can lead to a more holistic and inclusive writing process. Multiple intelligences can be applied in collaborative writing in the following way:

1. Linguistic Intelligence: Writers with linguistic intelligence excel in verbal and written communication. They can contribute by drafting and editing written content, crafting compelling narratives, and refining language to convey ideas effectively.

2. Logical/Mathematical Intelligence: Writers with logical-mathematical intelligence can help structure the writing process, outline arguments, organize ideas logically, and analyze data or evidence to support claims or arguments.

3. Visual/Spatial Intelligence: Individuals with strong visual-spatial intelligence can contribute by creating visual aids such as diagrams, charts, infographics, or storyboards to enhance the presentation of ideas or concepts.

4. Bodily/Kinesthetic Intelligence: Writers with bodily-kinesthetic intelligence may prefer a more hands-on approach to writing. They can engage in

activities such as role-playing, dramatization, or physical simulations to explore characters, settings, or scenarios.

5. Musical Intelligence: Incorporating musical intelligence can involve using rhythm, melody, or sound effects to enhance the tone, mood, or pacing of written work. This could include creating soundtracks or playlists that inspire creativity or evoke certain emotions.

6. Interpersonal Intelligence: Writers with strong interpersonal intelligence excel in understanding and collaborating with others. They can facilitate group discussions, provide constructive feedback, mediate conflicts, and ensure that everyone's voice is heard in the writing process.

7. Intrapersonal Intelligence: Individuals with intrapersonal intelligence are self-aware and introspective. They can contribute by reflecting on personal experiences, insights, and emotions, which can add depth and authenticity to the writing.

8. Naturalistic Intelligence: Writers with naturalistic intelligence have a deep connection with nature and the environment. They can draw inspiration from nature, incorporate environmental themes, or use metaphors from the natural world to enrich the writing.

By integrating multiple intelligences, collaborative writing can become a dynamic and enriching experience that results in more creative, cohesive, and impactful written work. Teachers are recommended to group team members recognizing and appreciating the diverse strengths and talents of team members and assigning tasks or roles respectively. They should encourage open communication and collaboration to leverage the collective intelligence of the team providing opportunities for individual students to share their unique perspectives, ideas, and contributions. By fostering a supportive and inclusive environment where everyone feels valued and empowered to contribute to the writing process teachers can apply a valuable teaching method that will consequently contribute to upgrading students' writing skills.

Developing soft skills through collaborative writing

Developing collaborative writing skills contributes to communicative strategies that are emphasized and so highly valued in most careers. When sharing a common assignment students enjoy the opportunity of incorporating their perspectives and ideas, which results in a more complete and comprehensive work. Group collaboration provides not only unique approaches and outputs but also enhances creativity aimed at the accomplishment of one task. Academic cooperation invests in teamwork, consensus-building, and compromise, providing a setting for students where they can learn from each other beyond the frames of the subject matter. Pursuing a shared goal, students united in a team find themselves accountable to other members, and develop a sense of duty and commitment to the

project. Such type of cooperation is advantageous in multiple ways as in the process individuals unveil their full potential of being a leader and a creative writer, or an organizer - qualities that might be unknown to them. Working in groups leads to an accelerated completion of projects and facilitates meeting deadlines. Peer feedback is another benefit that collaborative writing suggests. While each member works on their share of the assignment the final product is reviewed by all the members of the team, which allows for peer feedback. Such group effort fosters inclusion and equity, as well as allows everyone to receive constructive criticism.

Conflict resolution, problem-solving, and negotiation are among the essential soft skills required when encountering disagreements in the course of cooperative work. Students learn how to address conflict constructively and creatively as well as establish a harmonious working ambiance when facing deadlines and challenges. Honing the skill of negotiation, the learners simultaneously develop resilience to adapt to new ideas and innovative thinking and form a solution-oriented mindset. Among other practical applications of soft skills in collaborative writing is the fact that this mode of work allows students to make decisions and take responsibilities, which are significant attributes for leadership ensuring the dynamics of the group work. Ethical conduct in collaboration is of no less importance in the provision of an atmosphere of integrity and inclusivity. It is, thus, obvious, that in addition to academic achievements collaborative writing fosters the holistic development of multiple soft skills equipping students with solid and versatile skill-set.

Is writing with AI a collaboration?

In an age dominated by the evolution of artificial intelligence the development of writing skills will undergo a transformation posing new challenges. In addition, AI continually advances showcasing more sophisticated capabilities for generating logically coherent and grammatically and stylistically enhanced text. The question is whether AI is to be considered a writer's ally and partner that provides support along the whole process of text creation.

Nevertheless, however advantageous the integration of AI into practical applications might be ethical considerations and the legal implications related to the challenged authorship and intellectual property remain the issues still to be dealt with.

Creativity and critical thinking have always been the fundamentals of writing skills and the avenue to express individuality through investing effort in conveying the message and voicing personal I. The presence of AI contributes to the overall text improvement, yet it does limit the creativity of the writer and constrains autonomy, depriving the writing of originality especially when the writing skills are still on an initial level or in the process of acquisition since little or no effort is

required to generate, analyze, or summarize the information provided by the AI. On the other hand, it is undeniable that the engagement of AI with skilled writers may serve as an editor or facilitator, thus contributing to text improvement detecting grammar, spelling, and stylistic inaccuracies and saving time.

The question of whether AI can be considered a machine counterpart in joint writing raises doubts since AI technically generates content-based ideas of collective human-produced sources acting as a facilitator and responding to the requests of its human partner by materializing the ideas of the latter. Balancing the equilibrium between the writer's autonomy and the capabilities of AI is of crucial consideration.

Online collaborative writing: a digital lifesaver

With the emergence of online platforms traditional classroom activities have witnessed a significant shift, transforming in-class activities into the digital environment and broadening the scope of both teachers and students offering a wider and more immersive and comprehensive engagement in the process of educational experience. The incorporation of online digital tools such as Google Docs, Scribe, Moodle Glossary, and Notion has paved an avenue for students to share information and observe the changes instantly. In addition, collaborative writing in the virtual realm transcends any temporal and spatial constraints limited by the traditional classroom.

Moodle offers a great tool, a collaborative glossary, for students to work jointly and contribute entries based on materials, text resources, and discussions allowing for easy access to new words within the scope of the course content. Employing the tool the students enjoy more independence, creativity, and responsibility and can create their texts based on the vocabulary of the course. Another advantage of the wiki is its applicability and flexibility at different levels of proficiency. Individual or group blogs, in addition, can be utilized to enhance both teaching and learning instruments, functioning as monitoring and feedback tools for teachers and encouraging peer reviews.

As per the Moodle tutorial, "The Glossary activity allows participants to create and maintain a list of definitions, like a dictionary. While it can be set up and used only by the teacher, its main function is as a collaborative exercise. The Glossary auto-linking filter will highlight any word in the course that is located in the Glossary" (https://docs.moodle.org/403/en/Glossary_activity).

From the perspective of real-time commenting, communicating, and editing features Google Docs platform singles out by contributing to the educational process fostering efficiency, and offering a more holistic approach to learning how to write successfully and work interactively in groups.

The COVID-19 pandemic posed a challenge for both teachers and students, particularly within the frames of collaborative writing and overall online teaching

and learning highlighting the need for online platforms to showcase their potential and efficiency, ensuring an undisruptive educational process amidst the limitations imposed by the world health crisis. The online format of learning prevented educational stagnation and alleviated psychological challenges caused by isolation and omnipresent fear. Digital collaborative writing proved to be practical not only in improving and developing writing skills but also as a conducive instrument for socialization and joint efforts, helping and navigating students in overcoming the unprecedented situation humanity encountered in the face of the COVID-19 pandemic. Thus, collaborative writing on digital platforms facilitated the student-centered learning environment allowing for virtual socialization in classrooms with limited or non-existent interaction.

Why write in collaboration in ESP class? Methods, ideas, and challenges

In the pursuit of developing writing skills with students instructors and teachers encounter probably more challenges than with the rest of the skills. This is especially true in the context of ESP, English for Specific Purposes, class, where the scope of teaching writing extends beyond areas of general writing skills and has to cater to the specialized area of the students. This necessitates the need to resonate with the unique requirements of ESP and incorporate industry-specific language and resources into the overall process of teaching writing. As Ferguson stated (Ferguson, 1977), ESP instructors need to target knowledge of the domain including its values and genre.

Collaborative writing within the ESP context aligns with the genre theory developed by Swales (Swales, 1990) from the perspective that students specializing in different majors are exposed to diverse context-specific genres correspondingly. A genre is by Swales defined as “a class of communicative events, the members of which share some set of communicative purposes” (Swales, 1990, p. 58).

In ESP collaborative writing, which places a strong emphasis on contextual learning, students develop an industry-specific language and vocabulary essential for effective communication within their domain by being immersed in the professional discourse.

Various methods and strategies are exercised to foster and enhance students’ collaborative writing skills. Jigsaw writing, scaffolded writing, role-based collaborative writing, story writing as well as the integration of online platforms provide the environment for virtual and real-time collaboration, mirroring a real-world scenario. Students assume different responsibilities, and experience real labor division and a sense of collective effort and improvement, simultaneously refining writing skills.

Students who are engaged in *story writing activities* where each contributes an idea, sentence, or paragraph finally come up with a collaborative narrative. Story writing is especially practical and contributive to shy students or those who

are always afraid to make a mistake or do not feel confident enough to express themselves. This method promotes communication and cohesion among learners.

Scaffolded collaborative writing developed on Vygotsky's sociocultural scaffolding theory at the core of which is students' ability to learn information from other more informed students. This method is based on structured guidance during the whole writing process. Either form of scaffolding whether in-person or online reinforces peer collaboration and assistance enhancing language accuracy and creativity.

Jigsaw collaborative writing is another effective approach to involving students in one activity. In jigsaw writing the students are divided into groups, pairs, or individuals and assigned to some specific part of work. The students have to integrate diverse techniques and perspectives to finally produce one unified piece.

Collaborative revision and feedback is another method to improve students' writing skills. Collaborative revision is possible to manage in different modes depending on the goal of the teacher. In case the target is the genre-appropriate style, the students are required to define whether the piece of work corresponds to the specific style and highlight the mistakes making suggestions. This will promote continuous improvement and demonstrate the importance of feedback and constructive criticism. However, if the goal is to have an overall review and give feedback on different aspects of the work various tools may be incorporated.

Collaborative problem-solving tasks need a unified approach centered around one problem and encourage analysis and critical thinking. This strategy is based on the application of writing skills to address a particular issue challenging students to enhance and develop their knowledge of the subject matter. The method is extremely applicable to nurturing essential writing skills in various professional contexts and will create a sense of community in which students share their language skills as well as their professional knowledge and expertise.

Ultimately, the integration of career-related skills accompanied by the acquisition of general and academic writing skills, and joint writing can serve as an invaluable instrument in creating a dynamic approach to teaching the skill, simultaneously addressing the challenges of both language development and writing in specialized contexts.

Challenges in collaborative writing

Collaborative writing classes can pose challenges that both teachers and students encounter. This section will explore some of the most common obstacles to teaching and learning in collaborative classes and will offer some practical solutions to overcome the difficulties.

To overcome the obstacles it is necessary to meticulously plan the procedure and provide students with clear and comprehensive guidelines, tips, and working

strategies. While the teacher's supervision and instructions concerning both language and the technique of working are necessary ingredients to mitigate issues, it is recommended to encourage students to handle issues independently.

The challenge of communication: In groups with mixed language proficiency, students may face difficulty in effective communication, which results in misunderstanding and hinders cohesion in collaboration. Different writing styles may contribute to the complexity of the collaborative effort slowing down the process, causing conflicts, and creating an unhealthy atmosphere.

To address these issues it is recommended to start the lesson by establishing clear communication guidelines. It is important to encourage students to cultivate good “listener” skills and observe the norms of politeness with an emphasis on the implementation of soft skills in conflict management. Students should be urged to assist peers who experience domain-specific language barriers. Additionally, teachers need to provide students with additional resources, such as project-related word lists, and language scaffolding.

The challenge of time management: Uneven workload distribution and poor organization of the work process negatively contribute to the time management issue, which forces students to rush and produce incomplete products. The teacher should set clear and realistic deadlines and underline the significance of time management skills. It is advisable to closely monitor the progress and assist students with time-related issues by providing them with tips.

The challenge of NO motivation: Less motivated students tend to avoid engagement and responsibility, which may lead to the disruption of the group dynamic. Assigning each student with their share of responsibility, and incorporating the policy of choice to select the topic of the project within the interests of the student may foster successful cooperation.

The challenge of interests and expectations: Diverse opinions and approaches within the group may be the cause of the conflict and, thus, impede joint work. The recommendation is straightforward – participants should be encouraged to find common ground, explore the pros and cons of opposing ideas, and be open to constructive criticism.

The challenge of technical issues: Of non-human related issues limited access to technology can pose a serious obstacle in the era of technological advancement. Ensuring the availability of necessary technology can mitigate the problem. In cases where the students employ collaborative platforms an introduction and training with the collaborative tools beforehand can be contributive.

The challenge of assessment: The assessment process involves both teacher and student-related concerns. Students may feel uneasy about the assessment criteria as it might seem unclear to them. Simultaneously, the teacher may experience difficulties with ensuring fair assessment since they do not always have the opportunity to observe the process of students' involvement and contribution to

the cooperative project. That is why clearly defined rubrics may play a crucial role in effective collaborative writing assessment by providing clarity, guidance, objectivity, and transparency.

Developing collaborative writing skills in ESP class for the Department of International Relations

Effective writing has always been the cornerstone for successful communication in the area of International Relations. The lesson plan provided herein is designed to address the needs of students majoring in International Relations and focuses on the development of collaborative writing skills within the frames of English for Specific purposes.

The objective of the lesson is to develop academic and general writing skills by providing a realistic scenario for authentic cooperation in which students practice and solidify their language skills through content-based vocabulary reflecting nuances inherent in international relations.

Due to the time constraint of the class, preceding the lesson, students are assigned with preliminary individual tasks, which provide them with an opportunity to familiarize themselves with the specific vocabulary and terms, as well as to draft ideas and information on the topic. Such preparatory work serves as the foundation for the collaborative work in class and ensures adequate and meaningful contribution to group discussion.

The lesson starts with an overview and introduction of ESP collaborative writing tailored to align with the specific requirements of the discipline. In the next stage, the students will engage in collective activities to generate diplomatic documents, research papers, speeches, and other specific-related written content.

The topic of the lesson is to generate a speech for cooperation between the countries where the diplomatic corps is delegated. The lesson is designed for an 80-minute lesson with a class of 20 students, divided into 2-3 groups. The lesson plan includes several steps including introduction, pitching, group writing, and feedback.

To ensure a comprehensive learning experience it is recommended to provide students with materials. Handouts with key vocabulary relevant to diplomatic speeches, markers to record key points during the presentation, a projector or a smart board to display visual aids, digital examples of diplomatic speeches, an outline and key elements of a diplomatic speech, and finally a form for reflection feedback.

The 15-minute introduction section includes a greeting, an overview of the activities, and the importance of effective writing in a diplomatic context. During a warm-up activity, the students discuss how crucial diplomatic speeches are in forging international cooperation. A sample of a famous diplomatic speech with highlighted vocabulary and structures is illustrated on the screen. The teacher then

introduces specific vocabulary by providing students with key phrases for diplomatic speeches. This activity may vary in duration. To enhance the domain-related language students are engaged in some topic vocabulary-fostering exercise. Students are advised to ask questions to clarify any uncertainties.

In the following stage which takes up to 20 minutes, the learners are formed into groups ensuring that there are students with mixed language proficiency levels and the groups are assigned to write a diplomatic speech on cooperation between the countries. The teacher should answer questions and ensure that each group follows the instructions and that all the participants are equally engaged in the process. When circulating, the teacher should encourage inclusion, creativity, and observance of diplomatic language. When the speeches are ready the groups present their work to the class followed by peer feedback after each presentation ensuring that both positive aspects and areas for improvement are emphasized. Typically, half an hour allows for a focused and efficient presentation, followed by an additional 10 minutes dedicated to opinion-sharing and reflection.

A class discussion on the experience underscoring the benefits and challenges the students encountered when working on the project concludes the lesson. Finally, students are assigned to individually reflect on the collaborative writing experience.

The lesson plan provided below may serve as a practical approach to conducting a collaborative writing lesson, aimed at enhancing teamwork, successful communication, and the application of specialty-specific language skills within the scope of international relations.

Lesson Plan

Lesson title: “Collaborative Speech Crafting for Diplomatic Cooperation“

Lesson Type	Writing	Lesson Aims	<ul style="list-style-type: none"> - to help students recognize terms related to Diplomatic Cooperation in the relevant context; - to help students apply some principles of effective ESP writing; - to introduce around 10-12 words/expressions related to Diplomatic Cooperation
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Level of Class	Upper-Intermediate	Lesson Objectives		<i>by the end of the class, the students will have activated their mental schemata of the topic of ‘diplomatic cooperation’; will have applied some principles of ESP writing.</i>
Length of Class	80 minutes	Materials		<ul style="list-style-type: none"> - audio-visual aids: a YouTube video; - a Genially presentation - discussion prompts - whiteboard/smart board - markers - role assignment cards - diplomatic scenario hand-outs - laptops/tablets - research materials - peer review forms
Number of Students	20			
Stage	Stage Aim	Time	Interaction Pattern	Procedure
Lead-In	To introduce the topic to the class.	15min	T-SS SS-T	The teacher begins with a demonstration of a short video clip to illustrate a similar diplomatic speech. The teacher engages students by asking questions about diplomatic speeches and roles.

Activity setup	To promote collaborative research skills. To foster drafting processes. To enhance understanding of diplomatic communication.	20min	T-SS SS-SS	The teacher divides the class into groups of 5 ensuring diverse representation and the blend of language proficiency. The teacher assigns roles within each group. The students in groups jointly research their assigned country and draft a diplomatic briefing to represent their country's stance.
Application	To provide students with an opportunity to demonstrate their writing skills.	30min	SS-T SS-SS T-SS	Each group presents their diplomatic communication. The teacher encourages questions for a diplomatic Q&A session.
Peer Feedback	To cultivate a culture of constructive criticism.	10min	T-SS SS-SS	The teacher allocates time for other groups to provide constructive feedback.
Reflection Roundtable	To identify key insights gained from the collaborative writing process.	5min	T-SS SS-T SS-SS	The teacher facilitates a brief discussion on the challenges and successes encountered during the collaborative writing process.

Conclusion

Collaborative writing in ESP classes is viewed as an inseparable tool in teaching and learning writing skills at the academic level. This strategy effectively addresses time constraints and engages students in a domain-specific learning experience. Simultaneously, it prioritizes the development of soft skills. Various activities contribute to collaborative writing skill development, while communication barriers, time and conflict management, and technical challenges are solved by practical approaches. AI integration into writing poses ethical concerns about the authenticity and originality of the product. The provided lesson plan for the Department of International Relations illustrates a realistic cooperation scenario. Balancing technological advances to enhance individual creativity and autonomy along with the development of soft skills is of crucial importance.

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Ի. Բուռնազյան, Լ. Բոստանջյան, Ա. Պապոյան – Համագործակցային գրելու հմտությունների զարգացումը «Անգլերենը հատուկ նպատակների համար» դասընթացում. առավելություններ, մարտահրավերներ և մոտեցումներ. – Սույն հոդվածը ընդգծում է համալսարանական մակարդակում «Անգլերենը հատուկ նպատակների համար» դասընթացում համատեղ գրելու հմտության զարգացման կարևորությունը: Անդրադարձ է կատարվում այն մարտահրավերներին, որոնց կարող են հանդիպել ինչպես ուսուցիչները, այնպես էլ ուսանողները համագործակցային լսարանում: Ներկայացվում են համատեղ գրելու առավելությունները և որոշ գործնական մոտեցումներ, որոնք կարող են խթանել գրավոր հմտությունների զարգացումը՝ անկախ

ուսումնական ծրագրի սահմանափակումներից: Հոդվածը առաջարկում է նաև դասավանդման ընթացքում արհեստական բանականության որպես համագործակցային գործընկերոջ, ընդգրկման հնարավորությունը: Աշխատությունը նույնպես ներկայացնում է Հովարդ Գարդների բազմաբնույթ մտածողության տեսությունը, որը կարևորում է ութ մտածողությունները համագործակցային գրավոր աշխատանքում: Ուսանողների խմբավորումը ըստ ունակությունների նպաստում է հաղորդակցմանը, ստեղծում է դրական միջավայր և համագործակցության գործընթացը դարձնում ավելի դինամիկ: Գործնական կիրառման նպատակով հոդվածում ներկայացված է 80 րոպեանոց դասի համար նախատեսված մանրամասն պլան, որը նպաստում է «Անգլերենը հատուկ նպատակների համար» դասընթացում համատեղ գրելու հմտության զարգացմանը:

Բանալի բառեր. համագործակցային գրելու հմտություն, «Անգլերենը հատուկ նպատակների համար», արհեստական բանականություն, գրելու հմտություն, փափուկ հմտություններ, բազմաբնույթ մտածողություն

И. Бурзназян, Л. Бостанджян, А. Папоян – Развитие навыка коллаборативного письма на уроках «Английский для специальных целей»: преимущества, проблемы и подходы. – В данной статье рассматриваются способы внедрения совместного письма с особым упором на академическое письмо на уроке «Английский для специальных целей» на университетском уровне. В статье рассматриваются проблемы, с которыми сталкиваются как учителя, так и учащиеся при обучении совместному письму, а также представлены практические подходы, подчеркивающие преимущества совместного письма для улучшения развития навыков письма в рамках ограниченной учебной программы. В исследовании представлены различные подходы к обучению совместному письму и возможность включения искусственного интеллекта в роли партнера совместного письма. В статье также представлена теория множественного интеллекта Говарда Гарднера, которая подчеркивает значимость восьми интеллектов в корпоративном письме. Группирование студентов на основе их сильных сторон позволяет им лучше использовать свои индивидуальные способности и ресурсы для достижения общих целей, создает благоприятную среду, делая процесс совместной работы более динамичным. В качестве практического применения статья предлагает подробный план урока, способствующий процессу проведения совместного письма на уроке «Английский для специальных целей».

Ключевые слова: коллаборативное письмо, «Английский для специальных целей», искусственный интеллект, навыки письма, гибкие/мягкие навыки, множественный интеллект