ORGANISATION OF ENGLISH FOR ACADEMIC PURPOSES ACTIVITY
FOR DEVELOPING COMMUNICATIVE COMPETENCE

Jeļena Zaščerinska

Language Department of Riga Teacher Training and Educational Management Academy,

Imantas 7. līnija 1, LV-1083, Riga, Latvia

E-mail: jelena.zascerinska@rpiva.lv

Paper presented at the 3th International Research Conference

LANGUAGE, INDIVIDUAL AND SOCIETY,

Sunny Beach Resort, Bulgaria, 7-11 September 2009

Abstract

Individuals need communicative competence for personal fulfillment and development, active citizenship, social inclusion and employment. **Aim of the research** *is to work out English for Academic Purposes activity organization model and its introducing sequence for promoting communicative competence.* **Content:** *the search for English for Academic Purposes activity organization model involves analyzing the meaning of key concepts communicative competence, opportunities, English for Academic Purposes activity.* **Conclusion:** *The organization model of English for Academic Purposes activity offers opportunities for developing communicative competence.*

Key words: *communicative competence, opportunities, English for Academic Purposes activity*

1. INTRODUCTION

Individuals need communicative competence for personal fulfillment and development, active citizenship, social inclusion and employment.

English for Academic Purposes activity is important for enabling new specialists to act in a multilingual environment.

The search for the English for Academic Purposes activity model for the enhancement of communicative competence involves a process of analyzing the meaning of key concepts *communicative competence and conditions for the development of communicative competence*. Moreover, the study demonstrates how the key concepts are related to the idea of *English for Academic Purposes activity*. The study would show a potential model for development indicating how the steps of the process are related following a logical chain: *a definition of communicative competence → conditions for the development of communicative competence → developing the system of criteria and indicators of the enhancement of communicative competence → English for Academic Purposes activity model → empirical studies.*

The novel contribution of this paper is:

- concept of the overall communicative competence has been extended to include the knowledge, the ability to use it and the ability to create knowledge;

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

- the essence of communicative competence is defined by proposing a new outlook on the communicative competence as an individual combination of abilities and experience based on the social interaction and cognition that provides constructive interaction with other people in the interpersonal system, thereby promoting the system of the external and internal perspective;

- criteria, indicators and levels of developing communicative competence within English for Academic Purposes activity have been worked out;

- the essence of English for Academic Purposes activity is defined as specialists' result oriented joint activity that provides joint social interaction and cognition for each participant and increases opportunities of gaining social experience;

- the English for Academic Purposes activity organisation model for developing communicative competence and the sequence (stages and phrases) of its introduction at tertiary level was worked out and practically implemented during the research.

The remaining part of this paper is organized as follows: Section 2 introduces the definition of communication competence. English for Academic Purposes activity for developing communicative competence is studied in section 3. The empirical results are presented and interpreted in section 4. Section 5 provides the associated results. Finally, a short outlook on interesting topics for further work is given in section 6.

2. DEFINING COMMUNICATIVE COMPETENCE

2.1 A Historical perspective on communicative competence

Competence as a scientific category was first mentioned in Noam Chomsky's linguistic theory as analytical category to explain the language as phenomenon and defined as the knowledge of the language (Karapetjana 2007).

The theory of context was advanced by the anthropologist Malinowski: the concepts of the context of situation (the environment of the text) and the context of culture have been created where the context of culture is the environment of the linguistic system and is of importance on the level of language use and interpretation. Malinowski's concept of the context of situation includes the participants of the situation, their verbal and non-verbal actions, the effects of these actions, and other relevant features, objects, and events was generalized (Karapetjana 2007).

Retaining Chomsky's dichotomy between *competence* and *performance*, Hymes proposed the concept *communicative competence,* by which he meant the ability to use the language in a social context (Karapetjana 2007): D. Hymes (1971) considers competence to be the most general concept for the capabilities of a person that is dependent upon (tacit) knowledge and (ability for) use. Hymes refers to an individual's ability to use speech appropriately in a variety of social contexts (Karapetjana 2007): the scholar seems to be concerned with the social and cultural knowledge that speakers need in order to communicate successfully by understanding and using linguistic means. Thus, the concept *competence* has been extended to include both the knowledge and the ability to use this competence (Karapetjana 2007).

Common European Framework (2001) is consistent with earlier work in communicative competence and provides the most comprehensive description of definitions of the further concept *communicative language competences* defined as 'those which empower a person to act using specifically linguistic means' (see table below).

The System-Constructivist Theory allows considering the dependence of the constructivist's essence and notion of *competence* on the researcher's perspective, aim and context (Surikova 2007).

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

Thus, the concept *competence* has been extended by the author of the paper to include the knowledge, the ability to use the competence and the ability to create knowledge that allows using the term *communication competence* in the frame of the present research while the communicative competence remains the overall concept (see table below).

Phase	Name of the competence	Definition	Theoretical background
1.	competence	knowledge of language features	Chomsky's linguistic theory
2.	communicative competence	ability to use the language in a social context	The concept of *communicative competence* by D. Hymes
3.	communicative language competence	both knowledge in the language and the ability of using this competence	Common European Framework
4.	communication competence	the knowledge, the ability to use this competence and the ability to create knowledge	The System-Constructivist Theory

The phases of the communicative competence development

2.2 Defining communicative competence

Having analyzed and summarized the definitions of communication competence formulated by a number of researchers (Zaščerinska 2008) the essence of *communicative competence* in the context of the present research is an individual combination of abilities and experience based on the social interaction and cognition that provides constructive interaction with other people in the interpersonal system, thereby promoting the system of the external and internal perspective. The understanding of the subject-content structure of communicative competence can be presented as follows (see table below):

	External ↔ Internal		
objective subjective	social interaction abilities and experience	communicative competence	Cognition abilities and experience
	Mastering constructive strategies and techniques of social interaction and its use in real life		Mastering constructive strategies and techniques of cognition and its use in real life
	Opportunities of social experience (cognition and social interaction experience) in the social-cultural environment		

The subject-content structure of student communication competence

Promotion of the competence formation reveals its structural component such as social and cultural aspects of the competence development, namely, opportunities defined as the development of culture of learning, education and interaction in a certain social-cultural environment gaining his/her individual's experience, from the system perspective on the life activity (Tiļļa 2006).

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

Thus, the emphasis of the present research on developing communicative competence is laid to the objective aspect of opportunities such as organizing an environment where the accent has shifted towards an individual's initiated actions as a background of his/her development (Žogla 2008) that gives the possibility for social cultural learning to precede as life activity and in that way it realizes the subjective interests of each (Tiļļa 2003).

2.3 Conditions for developing communicative competence

Opportunities are based on conditions (Maslo 2006; Панов 2007) that are seen as the development of psychological processes for the experience improvement (Žogla 1997).

L. Vygotsky formulated General Genetic Law of Development or interiorization (quoted by Ситаров 2002) that is defined as transformation of the external culture into the individual's internal (quoted by Wells 1994): any function in the individual's cultural development appears twice or on two planes: it appears first on the social level, and later, on the individual level, at the beginning between people (as interpsychical or intermental category), and then inside of an individual (as intrapsychical or intramental category). L. Vygotsky's Theory on the Proximal Zone of Development (Vigotskis 2002) reveals the movement from the social form of knowledge and, consequently, concept (Žogla 2001) to the individual one (see table below):

Zone of Proximal Development	Zone of Actual Development
The zone is a stage between the zone of actual development, where an individual is able to solve tasks at a certain level of difficulty, and the possible level of his/her potential development that is possible to determine while his/her implementing a task with the other's assistance or zone of training	The zone presents individual's knowledge, skills and attitudes at the present moment; an individual can implement a certain activity at a certain level without any other's assistance, independently or reproductive zone

Theses of L. Vygotsky's theory on the zones of development

Thus, it is essential for a teacher to provide two conditions for the process of interiorisation (Surikova 2007):

- first, the level of the student's present development (zone of actual development) investigating what are the student's abilities in problem solving without any assistance;

- secondly, to find out what the student is able to do with the teacher's assistance (zone of proximal development) where the zone of proximal development varies with culture, society and experience (Benson 1995).

Moreover, the level of individuals' actual development is determined by the level of spontaneous concept acquiring; meanwhile the level of scientific concept gaining reveals the zone of individual's proximal development (Леонтьев 1982).

Spontaneous concepts (see table below) are mainly developed through individual's mental efforts (Vygostky 1962). A characteristic of everyday/spontaneous concepts is individual's lack of conscious awareness of relationships (Vygostky 1962). The direction of spontaneous concept's development is from the bottom up, from elementary and low features to high type's features (Vigotskis 2002): from certain complexes to a spontaneous concept. Five basic forms of complexes determined by L. Vygotsky also outline particular features of thinking called creative thinking (Мельникова 2003): complex of association, complex of collection, complex of chain, complex of diffusion, a pseudo-

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

complex. L. Vygotsky emphasized the significance of individual's passing through all the stages of spontaneous concept forming: from certain complexes to a spontaneous concept (Мельникова 2003).

Scientific concepts that also comprise professional concepts (Mylett, Gluck 2005) (that is why and professional concepts in the frame of the present research) (see table below) can be created only if individual's spontaneous concepts reach a definite level (Vigotskis 2002). Characteristics of scientific concepts are individual's reflective awareness and deliberate control (Vygostky 1962).

Scientific concepts and professional concepts develop from the top down, from a higher type's feature to a low one (Vigotskis 2002) and are decisively influenced by adults (Vygostky 1962). Also, conscious and deliberate acquisition of a foreign language obviously depends on a known level of development of the native language (Robbins 2007). In the scientific concepts the relationship to an object is mediated from the start by some other concept (Vygostky 1962).

L. Vygotsky points out (Vigotskis 2002) some factors of forming spontaneous and scientific concepts where inner and outer conditions of forming spontaneous concept are different from inner and outer conditions of developing scientific concept: the two processes – the development of spontaneous and of non-spontaneous concepts – are parts of a single process (Vygostky 1962) (see table below) where the rudiments of systematization first enter the individual's mind by way of his contact with scientific concepts and are then transferred to everyday concepts, changing their psychological structure from the top down (Vygostky 1962).

Spontaneous Concepts	Scientific Concepts
- developed through individual's mental efforts; - individual's lack of conscious awareness of relationships; - part of a single process; - direction of development is from the bottom up from elementary and low features to high type's features;	- can be created only if individual's spontaneous concepts reach a definite level; - characterized by individual's reflective awareness and deliberate control; - decisively influenced by adults; - part of a single process; - scientific concepts develop from the top down, from a higher type's feature to a low one

Theses of L. Vygotsky's theory on the development of spontaneous and scientific concepts

Researchers point out (Vygotsky 1934/1962; Piaget 1962) that a total system of concepts is of great importance in the course of development:

Scientific and spontaneous concepts start from different points but eventually meet.

The rudiment of systematization first enter the individual's mind by way of his/her contact with scientific concepts and are then transferred to everyday concepts, changing their psychological structure from the top down (Vygotsky 1934/1962; Vigotskis 2002).

L. Vygotsky highlights that from the point of view of psychology the development of concepts and the development of word meaning are one and the same process (Vigotskis 2002).

L. Vygotsky (Vigotskis 2002) points out that scientific concept and professional concept learning differs from spontaneous concept acquiring as foreign and professional (Mylett, Gluck 2005) language learning differs from native language acquiring that is why L. Vygotsky points out (Vigotskis 2002) types of relationships

- between spontaneous concept and mother tongue;

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

- between scientific concept and foreign language;

- between spontaneous and scientific concepts and/or mother tongue and foreign language

that are as follows:

- inner and outer conditions of forming spontaneous concept coincide with inner and outer conditions of acquiring mother tongue;

- inner and outer conditions of developing spontaneous concept coincide with inner and outer conditions of learning foreign language;

- inner and outer conditions of forming spontaneous concept and of acquiring mother tongue are different from inner and outer conditions of developing scientific concept and of learning foreign language:

Scientific concept learning differs from spontaneous concept acquiring as foreign language learning differs from native language acquiring. The development of scientific and spontaneous concepts is interrelated as foreign and native languages relates to each other (Vigotskis 2002).

If the development of the native language begins with free, spontaneous use of speech and is culminated in the conscious realization of linguistic forms and their mastery, then development of a foreign language begins with conscious realization of language and arbitrary command of it and culminates in spontaneous, free speech. But, between those opposing paths of development, there exists a mutual dependency just as between the development of scientific and spontaneous concepts (John-Steiner by Robbins 2007).

That is why to consider the spontaneous, scientific and professional concepts means to discuss the mother and foreign and professional language (see table below):

Scientific and Professional Concepts	Spontaneous Concepts
conscious	unconscious
learning	acquisition
Foreign language	Mother tongue
Professional language	
Systematic	Non-systematic
From abstract to concrete	From concrete to abstract
Thought generalization	Thing generalization

Theses of L. Vygotsky's theory on characteristics of the scientific and spontaneous concepts

The history of professional language is not enough explored. Professional language appeared initially as the result of the division of work, when science and trade developed. There is not a common definition of professional language. Professional language consists of certain methods of science and notions. This language is a universal means of communication in a certain sphere of work (Lubīna 2002).

Considering the term *psychological system* where the change in the relationship between functions is of a great importance for the individual development, and not the development of each function (Vygotsky by Леонтьев 1982) and the relationship between foreign language and professional language allows determining the initial term *foreign language for professional purposes*.

The term *foreign language for professional purposes* is interpreted as a language for professional activity (Lūka 2007). Moreover, the terms *English for Special Purposes* (angļu valoda speciāliem mērķiem), *English for Specific Purposes* (Lietišķā angļu valoda), *Professional English* (profesionālā anglu valoda), *Business English* (biznesa angļu valoda) are highlighted (Lūka 2007).

English for Academic Purposes as a concept is the reference point and standard in the zone of proximal development, from other to self-assistance, in recursive loop that facilitates the development of new capacities (Gluck, Draisma, Fulcher, Worthy 2004).

All concepts, both spontaneous as well as scientific, are appropriated from the culture in the course of specific forms of intermental activity (Well 1994).

The author of the present paper assumes that the level of *foreign language for professional purposes* obtaining is realized

- as the quasi-autonomous zone where individual is between his/her levels of actual and proximal development being able to implement a certain activity at a certain level with other's particular assistance (see table below adopted from Surikova 2007). The quasi-autonomous zone implies peer learning (Myllet, Gluck 2004) or students' co-operation without teacher's assistance in order to allow students' reflexive functions (regulation, evaluation, planning, etc) to be implemented (Cukermane by Surikova 2007): in order to subject a function to intellectual and volitional control, we must first possess it (Vygostky 1962);

- as the sub-phase between student's activity with the teacher's assistance and the student's autonomous activity where understanding and/or quasi-concept is assymertical, in flux at various stages and can be interpreted differently at different points in time (Robbins 2007).

Zone of Proximal Development	Zone of Quasi-Autonomous Development	Zone of Actual Development
The zone is a stage between the zone of actual development, where an individual is able to solve tasks at a certain level of difficulty, and the possible level of his/her potential development that is possible to determine while his/her implementing a task with the other's assistance or zone of training	The zone is a sub-phase between an individual's activity with other's help and his/her autonomous activity where an individual is between his/her levels of actual and proximal development being able to implement a certain activity at a certain level with other's particular assistance	The zone presents individual's knowledge, skills and attitudes at the present moment; an individual can implement a certain activity at a certain level without any other's assistance, independently or reproductive zone

Theses of L. Vygotsky's theory on the zones of development

Based on the researcher's understanding of singularity of student interaction in foreign and professional language and foreign language for professional purposes varied influence on student development in general including the development and improvement of student communicative competence, the author of the present paper has come to a conclusion that the prerequisite for the enhancement of student communicative competence is the organization of such a study process that includes the forms of interaction such as interaction in foreign and professional language as well as foreign language for professional purposes.

The conditions of the improvement of student communicative competence in the social culture context are determined by the researchers' understanding of singularity of student's interaction in foreign and

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

professional languages, foreign language for professional purposes, their different influence on the individual's development including the development and improvement of student communicative competence; reflection.

In order to promote the enhancement of student communicative competence it is necessary to provide students with a variety of opportunities for the construction of their own communicative competence (experience of social interaction and cognition activity) by interacting with peers and teachers and learning to develop the system of external and internal perspectives; reaching their important personal aims and taking into consideration the interests and needs of others (see table below).

Productive Professional Environment		
External Perspective		Internal Perspective
Opportunities to construct experience in social interaction		Opportunities to construct experience in cognitive activity
Mastering constructive strategies and techniques of social interaction and its use in real life		Mastering constructive strategies and techniques of cognition and its use in real life
Interpersonal dialogue	Study cultural dialogue	Individual's internal dialogue
Object-regulation	Other-regulation	Self-regulation
Establishing social purposes, social interaction planning and organizing	Establishing joint purposes, collaboration planning and organizing	Establishing personal purposes, individual planning and organizing
Social decision making	Joint decision making	Individual decision making
External evaluation	Mutual evaluation and self-evaluation	self-evaluation

Conditions for improving student communicative competence in the socio-cultural context

3. MODELLING ENGLISH FOR ACADEMIC PURPOSES ACTIVITY FOR DEVELOPING COMMUNICATIVE COMPETENCE

The accent in a human being development has shifted to the environment towards an individual's initiated actions as a background of his/her development (Žogla 2008).

For a zone of proximal development to be created, there must be a joint activity that creates a context for a student and expert (teacher in the frame of the present research) interaction (Benson 1995).

Language activity and, consequently, English for Academic Purposes activity is based on the established *subject ↔ subject* relations that are a basis for a possibility of both their personalities growing richer, a possibility of forming new knowledge and experience (Fedjukova 1998). Moreover, each subject also plays a certain number of social roles at the same time in the frame of the language activity (Лобанов 2004). The alternation of all the relations at the same time makes the improvement of communication competence more complicated in the frame of the language activity.

By English for Academic Purposes activity as teacher-subject-student interactions (Maslo 1995) on the pedagogical discourse active processes of interpretation are meant that constitute teaching and learning (Žogla 2008) where teachers interpret and represent subject matter to students who interpret their teachers, the content and their classmates and then respond and act. In turn, teachers interpret their students, all of this happens in overlapping contexts and over time (Žogla 2008).

Thus, the theoretical analysis in the frame of the present paper reveals that the emphasis in the

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

learning/teaching process is put on the quasi-concept within interaction among peers in diverse open professional problem situations based on the principles of mutual sustainability, complementarity and reflexivity.

Teaching/learning activity in the frame of the present research is based on the following conditions (see table below adapted from Surikova 2007):

- the use of interiorization by L. Vygotsky (Vigotskis 2002);

- the use of quasi-autonomous zone where an individual is between his/her levels of actual and proximal development being able to implement a certain activity at a certain level with other's particular assistance (Цукерман 2004);

- the use of sub-phase between student's activity with the teacher's assistance and the student's autonomous activity where understanding and/or quasi-concept is assymertical, in flux at various stages and can be interpreted differently at different points in time (Robbins 2007);

- the use of the *Comprehension-Production* model as the individual base of teaching/learning activity (Robbins 2007).

Component of Teaching/Learning Activity	Feature of Teaching/Learning Activity			
	Phase of Teaching/Learning Activity	Concept in the Teaching/Learning Activity and Its Zone	Form of Teaching/Learning Activity and Its Zone	Reflection
Preparation	**Phase 1** allows making previous experience rational, developing the system of external and internal perspectives, creating the system of the aim and the objectives, searching for a variety of information sources, obtaining the techniques of information compiling	Existing concept (Non-autonomous zone)	Frontal activity with the effective teacher's management (Non-autonomous zone)	Some reflective operations necessary for the task implementation
Activity	**Phase 2** assumes the activity - to be planned, that also includes the choice of forms, the use of resources; -to be implemented and/or to be realized where activity's forms and methods are to be exchanged; - to be enriched	Quasi-concept (Quasi-autonomous zone)	Micro-group activity, co-operation with the peers (Quasi-autonomous zone)	Reflection as a source of co-operation and communication, the ability to coordinate different positions and to initiate joint activity
Evaluation	**Phase 3** claims the participants' self-regulation with the use of the process assessment and the result self-evaluation	Scientific concept (Autonomous zone)	Individual and independent activity (Autonomous zone)	Reflection as a source of self-awareness, the ability to change yourself and to determine his/her own capacity

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

The phases of teaching/learning activity relevant to the law of interiorization

Students gradually move from external regulation and evaluation in Phase 1 of Teaching/Learning Activity to self-regulation, mutual evaluation and self-evaluation in Phase 3 of Teaching/Learning Activity (Čehlova 2002; Surikova 2007).

Thus, **English for Academic Purposes activity** is defined as specialists' result oriented joint activity that provides joint social interaction and cognition for each participant and increases opportunities of gaining social experience.

The present part of the paper is how to organize English for Academic Purposes activity that includes

- its principles;

- its regulations;

- the unity of organization methods and forms;

- activity's structure and

- organization stages.

Preparing stage of English for Academic Purposes activity reveals the necessity for both teacher and students to consider key principles, principles and regulations of organizing teaching/learning activity.

The system of key principles determined by T. Mylett and R. Gluck, (2005) comprises dialogue, demonstration and joint problem-solving.

The system of key principles, principles and regulations of organizing teaching/learning activity is worked out on the basis the methodology of developing communicative competence and organizing teaching/learning activity at tertiary level (see table below):

Key Principles			Principles	Regulations
Mutual Sustainability	Mutual Complementarity	Mutual Reflexivity	Professional Environment	Opportunities for the individual's development and professional development
			Mutual complementarity	Analysis of problem situation
				Mutual exchange, mutual contradiction solving, mutual decision making, etc
			Social and academic readiness	Opportunities to construct social experience (experience of social interaction and cognitive activity); acquiring academic knowledge and skills, etc
			Mutual reflexivity	Reflection, mutual feedback
Developing the system of external and internal perspectives				

The system of key principles, principles and regulations of organizing

English for Academic Purposes activity

The unity of activity's organization forms and methods is emphasized (Laiveniece 2004) where a variety of activities to promote the improvement of the student communication competence at tertiary

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

level in the context of the present research is revealed as dialogue, role play, simulation, discussion, prepared talk, communication games and information-gap activities.

Structure of English for Academic Purposes activity is possible to construct putting the emphasis on

- learning cycle (E. Maslo 2006): formulating a question, the analysis of experience of learning planning and drawing a conclusion;

- research as a systematic process of inquiry consisting of three elements (Nunan 1992): a question, problem, or hypothesis; data, and analysis; interpretation of data;

- the creative act (Мельникова 2003): formulating a question; solving a problem and choosing and examining the decision.

- the process of problem solving (Sokol 2002) in the interpersonal system, thereby developing the system of external and internal perspectives: to recognize the contradiction underlying the given problem and to resolve it constructively;

- the Theory of Inventive Problem Solving where systemic problem solving is emphasized (Sokol 2002): problem is seen at the same time as the system development in the past, present and future, as sub-system development in the past, present and future and as above-system development in the past, present and future (Иванов 1994);

- the process of accepting and obtaining values called interiorization that includes a number of stages (Лобанов 2004): value cognition; translation of value information into own individual language; subject activity that results in value accepting or rejecting; including the value into the individual's own system of values; a personality change as a result of value acceptance or rejection;

- the phases of constructive process of social-cultural learning experience (Tiļļa 2003): reconstruction: to call for a part of experience in the memory, to reveal and to change the new; deconstruction: to re-arrange his/her experience, to supplement it with the new; new construction: to create and to realize a part of the new experience

- the phases of organizing social-cultural learning (Tiļļa 2005): preparing; activity and evaluation.

Construction of English for Academic Purposes activity reveals that there are three stages in any activity (Surikova 2007) (see table below):

Stage	Name of Stages	Stage's Short Description
1.	The Initial Stage	The analysis of situation; the investigation of resources and opportunities; the choice of relevant opportunity (activity's direction, strategy, techniques, thought formulation, etc.) Analysis →understanding → choice
2.	The Main Stage	Using relevant opportunity (activity's direction, strategy, techniques, thought formulation, etc.) in the practical activity (cognitive activity and social interaction) Practical use of opportunities → result

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

3.	The Final Stage	The synthesis of gained information and experience; evaluation of the activity's result; the use and relevance of initial choice for the situation; activity's efficiency; concluding and planning further activity Synthesis → evaluation → conclusion → plan

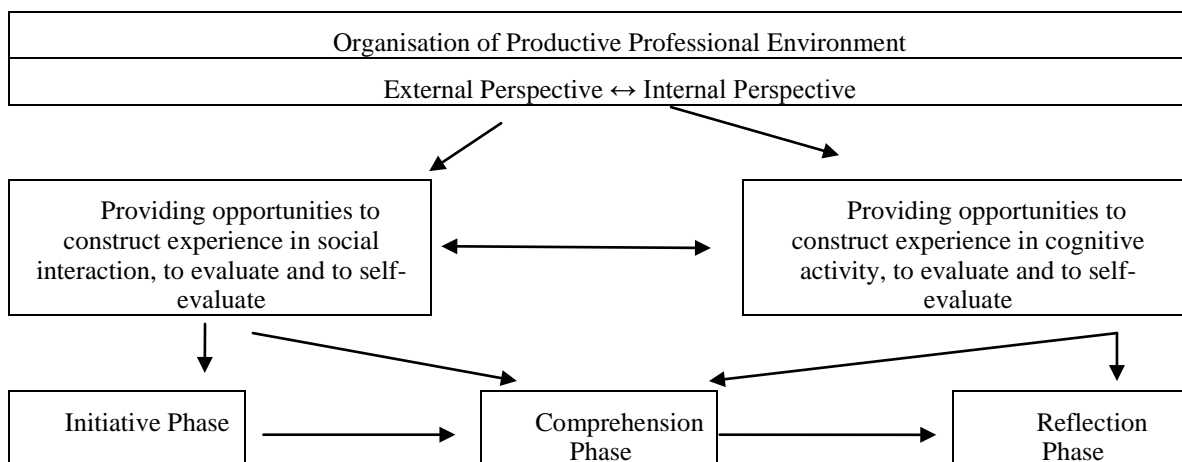The basic stages of teaching/learning activity's organization

The stages of English for Academic Purposes activity in the context of the present research are assumed to be in a certain order determined by S. Surikova (2007) and complimented by the author of the present paper to develop student's communicative competence at tertiary level:
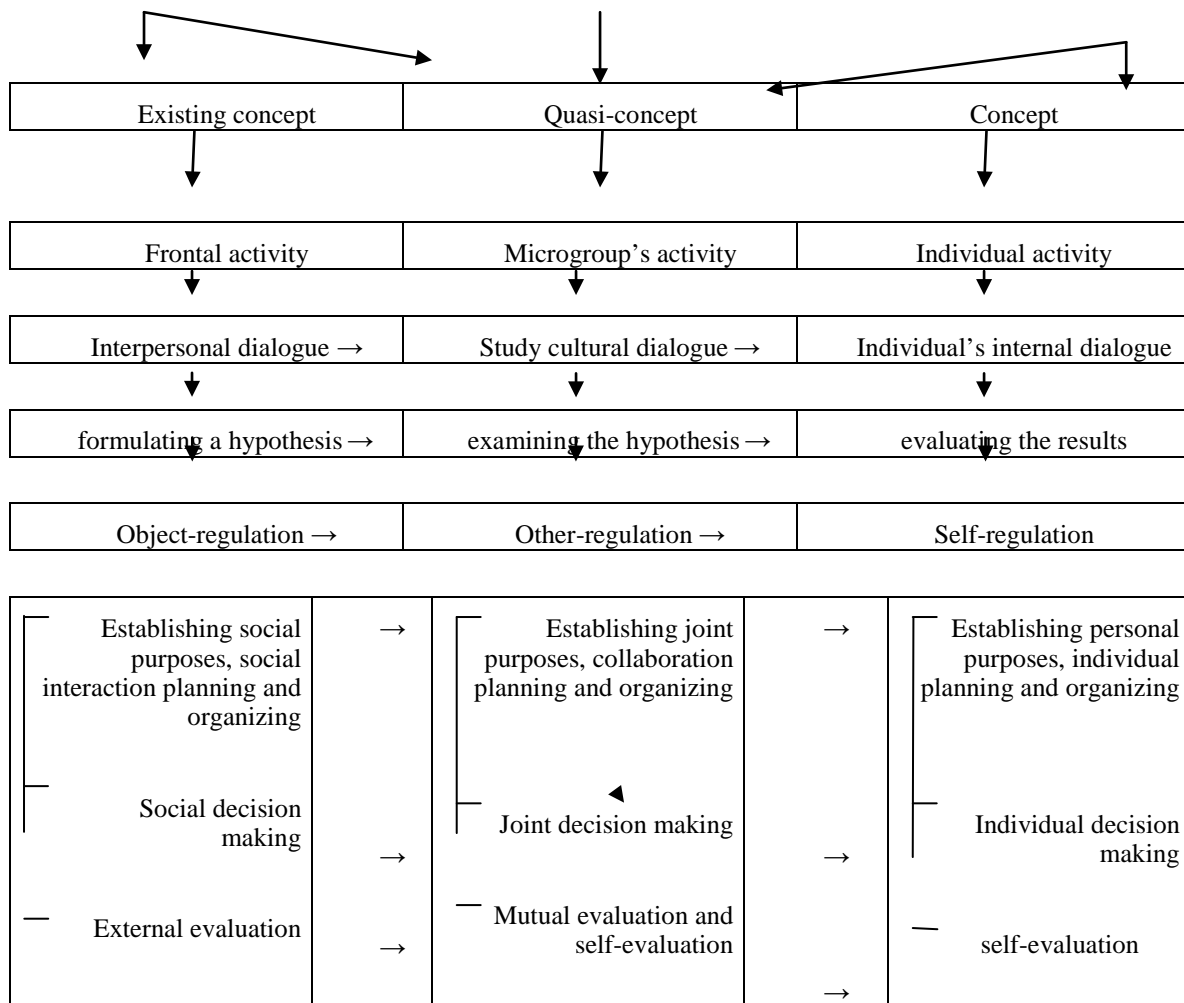
- frontal activity in the zone of the existing concept;

- frontal activity with microgroups' activity elements within the zone with the element of the quasi-concept;

- microgroups' activity in the zone of the quasi-concept;

- microgroups' activity with the elements of individual activity in the zone with the elements of the concept;

- individual activity in the zone of the concept.

One of the ways how to design English for Academic Purposes activity based on three stages of organizing activity and its key principles and principles is as follows:

- The initial stage of the teaching/learning activity assumes preparing for the activity, planning the activity's procedure, equipping learning/teaching class, determining the purpose, etc.

- The main stage is designed to do an exercise, to make a decision.

- The final stage of the teaching/learning activity comprises summarizing; discussing both individual achievements and results.

The organization model for the English for Academic Purposes activity to develop students' communicative competence based on the methodology of enhancement of student communicative competence and organization of teaching/learning activity at tertiary level has been worked out (see figure below).

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

Existing concept	Quasi-concept	Concept
Frontal activity	Microgroup's activity	Individual activity
Interpersonal dialogue →	Study cultural dialogue →	Individual's internal dialogue
formulating a hypothesis →	examining the hypothesis →	evaluating the results
Object-regulation →	Other-regulation →	Self-regulation

Establishing social purposes, social interaction planning and organizing	→	Establishing joint purposes, collaboration planning and organizing	→	Establishing personal purposes, individual planning and organizing
Social decision making	→	Joint decision making	→	Individual decision making
External evaluation	→	Mutual evaluation and self-evaluation	→	self-evaluation

Teaching/learning activity organization model for improving student communicative competence at tertiary level

The study presents a potential model for the teaching/learning activity indicating how the steps of the process are related following a logical chain: existing concept→ quasi -concept → concept where the basic directions of development of the teaching/learning activity organization model designed by the author of the present paper are as follows: from existing concept to concept through quasi-concept; from interpersonal dialogue to individual internal dialogue through study cultural dialogue; from object-regulation to self-regulation through other-regulation that determine the essence and sequence of introducing of the organization model for teaching/learning activity (see figure upper): initiative phase; comprehension phase and reflection phase.

The initial phase of introducing the English for Academic Purposes activity is designed to promote students' motivation and their readiness to implement joint activity. The comprehension and reflection phases of introducing the teaching/learning activity take into consideration the directions increase of the level of difficulty in learning/teaching contents, students' autonomy, type of the teaching/learning activity, etc (adapted from Surikova 2007) (see table below).

The findings of S. Surikova (2007) and D. Robbins (2007) have been summarized and analyzed that

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

allows the author of the present research to design the initial organization model of the English for Academic Purposes activity that can be presented as follows (see table below):

Phase	Activity Zone	Teacher's activity	Peer activity	Students' activity
Phase 1 Initiative Phase	Existing concept and Frontal activity	Teacher makes previous experience rational. Teacher regulates students: the activity is planned, that also includes the choice of forms, the use of resources. Teaching process is under teacher's guidance	Peers do not participate in guidance of the learning/teaching process, activity is carried out qualitatively only with the help of teacher, dependence on teacher is observed. Students study alongside but not together	Students develop the system of external and internal perspectives, create the system of the aim and the objectives, search for a variety of information source and obtain the techniques of information compiling. Students fulfill the activity qualitatively only with the teacher's help, dependence on teacher is observed, not dependent on peers
Phase 2 Comprehension Phase	Quasi-concept and Micro-groups' activity	Teacher functions as a resource and moderator. Teacher delegates his/her duties to students	Peers regulate each other. The learning/teaching process is partly under peer's guidance where the activity - is implemented and/or to be realized where activity's forms and methods are to be exchanged; - is enriched. It is typical for students to regulate each other. Students study together, study from others and teach others.	Students fulfill the activity qualitatively with peer's help, partial independence is observed. The relevant activity is performed jointly with other students and with shared responsibility. It is typical for students to regulate each other.
Phase 3 Reflection Phase	Concept and Individual activity	Teacher functions as a consultant and an assistant. Teacher delegates his/her duties to students	Peers have consultative and advisory functions. Students' self-regulation is typical. Study independently	Students fulfill the activity qualitatively on their own and independence is observed. The participants' self-regulation with the use of the process assessment and the result self-evaluation The relevant activity is performed with a high sense of responsibility. Self-regulation is typical and a student does not depend on peers

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

Phases of introducing English for Academic Purposes activity

The organization model of the English for Academic Purposes activity on the prevailing pedagogical discourse allows discussing the English for Academic Purposes activity as an opportunity for the student development that also includes the development and improvement of student communicative competence.

The advantages of the English for Academic Purposes activity organization of the present research are as follows:

- widening opportunities for every student to construct social experience (the experience in social interaction and cognitive activity) that is a significant aspect of the communicative competence;

- promoting opportunities for self-realization.

Communicative competence in the frame of the present research is also considered as the efficiency condition, factor and evaluation criterion within the teaching/learning activity:

- when human being learns he/she is already an individual developed in the cognitive way and socialized that reveals the necessity to motivate students in the learning/teaching process in order to promote the communication competence. Thus, communication competence is realized as a condition of efficiency of the teaching/learning activity (E. Maslo 2007);

- the level of the student communication competence influences the efficiency of the teaching/learning activity, thus communication competence is realized as a factor of efficiency of the teaching/learning activity (Robbins 2007);

- well-prepared teaching/learning activity promotes the development of the student communicative competence; thus, communicative competence is realized as an evaluation criterion of efficiency of the teaching/learning activity (see table below).

Criteria	Indicators
Student's social experience in General English	*experience of social interaction in General English (knowledge, skills and attitudes)*
	Cognition experience (knowledge, skills and attitudes)
Student's social experience in Professional Language	*experience of social interaction in Professional Language (knowledge, skills and attitudes)*
	Cognition experience (knowledge, skills and attitudes)
Student's social experience in English for Academic Purposes	*experience of social interaction in English for Academic Purposes (knowledge, skills and attitudes)*
	Cognition experience (knowledge, skills and attitudes)

Criteria and indicators of student communicative competence

The initial system of constructs of students' communication competence based on the present research methodology and theoretical findings can be presented as follows:

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

- social interaction means that students (Maslo 2006)

    - participate in the activity;

    - exchange ideas with others;

    - co-operate with others;

    - analyze a problem;

    - are in the dialogue and

    - search for problem solving tools together with others.

- cognitive activity is seen while students (E. Maslo 2007)

    - regulate his/her own learning process;

    - set his/her own goals;

    - take responsibility for his/her own learning;

    - work independently;

    - evaluate his/her own learning process and

    - continue to improve his/her own skills.

While investigating theoretical interconnections of promoting the improvement of the student communicative competence within the teaching/learning activity the research hypothesis has been determined:

- students constructively use the existing opportunities with other participants in the process of teaching/learning activity;

- the teacher increases the scope of various opportunities to interact thereby promoting the improvement of communicative experience;

- social learning problem situations defined by teachers and identified by students that are the basis for determining each student's communicative experience are resolved by the teaching/learning activity.

4. EMPIRICAL STUDIES

4.1 Field experiment

Taking into consideration the assumptions of the present hypothesis the English for Academic Purposes activity was introduced to develop the students' communicative competence within the English for Academic Purposes course that ssumes three stages of the activity.

Phase 1 of introducing English for Academic Purposes activity was aimed at a safe environment for all the participants to take into consideration the essence of constructive social interaction and its organisational regulations where the significance of the lecturer's learning the students' names is emphasized (McCarthy 2004). The present phase of English for Academic Purposes activity was organized in a frontal way that assumes a teacher to take his/her well-being and appearance (Holmes 2005) and body language (Kincāns 2002) into consideration in order to regulate safety for each participant of the activity. The methods used to make the rational of the student previous experience, to offer the students opportunities to search for a variety of information source and to obtain the techniques of information compiling were as communication games and information-gap activities.

The *Preparing a Good Introduction to a Presentation* information-gap activity (Buckmaster, 2004) has been choisen for the detailed analysis: the aim of the English for Academic Purposes course in the

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

frame of the Baltic Summer School 2008 is to promote student communicative competence as an integral part of professional development for the participation in international MA and PhD programmes in Germany where student ability to make presentations for academic purposes in English is one of the expected results.

The *Preparing a Good Introduction to a Presentation* information-gap activity is aimed at specialised training in fluent and accurate starting student presentations for academic purposes in English with the focus on reading, writing, listening and speaking, asking and answering questions, searching for information on the Internet if necessary. The preparatory stage includes sending the students an e-mail containing the task and/or the necessary link. The *Preparing a Good Introduction to a Presentation* information-gap activity was implemented with the basis of the following procedure:

Stage 1 was aimed at asking the students to read out the task and at discussing the task in the whole group. There were no difficulties to understand the btask because the students did similar exrecises while being pupils at secondary school.

Stage 2 assumes the students to implement the task individually and/or in pairs. If necessary, they searched for the unknown word translation on the Internet in order to comlete the given sentences: the English for Academic Purposes classes were hold in a computer classroom where the Internet connection was available. The students being the specialists in technical informatics and information technology shared the resources available on the Internet with pleasure.

Stage 3 dealt with sharing the student experience in reodering and completing the sentences with the rest of the group. The students managed to complete the sentences without any difficulty. The sentence order was given in a variety of combination.

Stage 4 was designed to compare the student dicoveries with the findings of the other students. All the students were helpful and friendly during the present stage of the activity: if there was a difficulty to find an idea on reodering the sentences, expression or word, the students could get the necessary assistance from the groupmates and the teacher. Observation revealed that word order, auxiliary verbs contained some difficulties for the particular students while discussing the task. The teacher used the following ways of correcting errors and mistakes: hinting, reformulating, repeating.

Stage 5 was devoted to re-completing the task by the student in the classroom. It was done with an interest: the students re-asked some questions. For example, they were interested in whether the sentence *On behalf of the Senate of the Universtity of Tartu may I welcome you to the General Annual Meeting* is really the second among the six sentences or the sentence *This morning I would like to outline our strategy for getting more partners in the European Union* is definitely the fifth one.

Phase 2 of introducing English for Academic Purposes activity was designed for the student analysis of an open professional problem situation and their search for its solving. The present phase of English for Academic Purposes activity assumed the students to act in microgroups. The methods used to get the students' activity forms and methods exchanged (Laiveniece 2004) were as role plays, simulations, dialogues, prepared talks and discussions. The same materials were prepared for all of the group students but they are different while learning styles and opportunities are different (Rivilla 2004).

While students' preparing role plays, simulations and dialogues, the teacher left the classroom for a few minutes in order to allow the students to start their task.

The prepared talk on the student master paper theme has been choisen for the detailed analysis: the aim of the English for Academic Purposes course in the frame of the Baltic Summer School 2008 is to promote student communication competence as an integral part of professional development for the participation in international MA and PhD programs in Germany where student ability to make presentations for academic purposes in English is one of the expected results.

The prepared talk on the student master paper theme is aimed at specialised training in fluent and accurate student making presentations for academic purposes in English with the focus on reading,

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

writing, listening and speaking, asking and answering questions, searching for information on the Internet if necessary. The preparatory stage includes

- sending the students an e-mail containing the task to prepare a presentation in English on the student master paper theme two weeks before the Baltic Summer School 2008 starts;

- clarifying whether the students are able to work with the PowerPoint programme while the placement test takes place at the beginning of the English for Academic Purposes course within the Baltic Summer School 2008;

- an English for Academic Purposes class with the emphasis on making a successful presentation for academic purposes in English that includes the discussion of presentation aims, its structure, materials, its procedure, the use of the with the PowerPoint programme;

- the student presentations on successful specialists in technical informatics and information technology with the use of the PowerPoint programme in English Group 2 of the English for Academic Purposes course within the Baltic Summer School 2008.

The prepared talk on the student master paper theme was implemented with the focus on the following procedure:

Stage 1 is aimed at a student presentation to his/her groupmates about his/her master paper theme with the use the PowerPoint programme. The students being the specialists in technical informatics and information technology were the experts who assisted each other in the technical area of presentation making in the PowerPoint programme if there were some problems with the technical equipment:

- new version of the PowerPoint programme of the student presentation was not suitable to the PowerPoint programme available in the computer classroom;

- transfering the presentation from the student flash to the desktop of the computer, etc;

- opening the presentation files;

- re-connecting the projector from the classroom computer to the private computer, etc.

Stage 2 assumed the students switched the roles of speakers and listeners and repeat the activity.

Stage 3 was devoted to the discussion on the student presentations. The discussion revealed that the the students while futher presentation practising should take into consideration

- pronunciation of professional terminology: the students know how to spell the term, however, they do not pay a lot of attention to its pronunciation;

- time limit for an academic presentation that was 10 minutes in the frame of the English for Academic Purposes course within the Baltic Summer School 2008: the student talked 15-20 minutes to make the presentation;

- slide limit for an academic presentation: there were 10 slides set as a requirement in the frame of the English for Academic Purposes course within the Baltic Summer School 2008: the students prepared 12-25 slides to emphasize the significance of the content of their master paper theme;

- to put key words or phrases on a slide, not the whole sentence or text;

- non-verbal aspect of communication:

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

- o the student location and distance within the public zone while making a presentation: some of the students were standing at a classroom wall while presenting;

- o to vary the pace and pitch of his/her voice;

- o irritating nervous habits such as running his/her fingers through his/her hair or clicking the fingers or a pen, etc;

- o not to turn his/her back on the audience in order to read the presentation text from the screen on the wall;

- o not to cross his/her arms and

- o to look into each other's eyes;

- to bring an answer to a question subsequently if there is no possibility to reply immediately: for example, the presentation took a longer time than it was suggested.

Phase 3 of introducing English for Academic Purposes activity emphasized the student self-regulation with the use of the process assessment and the result self-evaluation. The present phase of English for Academic Purposes activity was organized in an individual way. However, the students revealed their willingness to share the experience obtained in the classroom focusing on

- the student attitude to the English Academic Purposes class;

- new knowledge the students gained within the English for Academic Purposes studies and

- the knowledge use within the student professional life.

Also, the students emphasized the importance of the possibility (Ilyinska 2004)

- to see things from different perspectives;

- to produce new organisation of familiar components;

- to consider new ideas by making connections among the olds.

Phase 3 of introducing English for Academic Purposes activity helped identify each phase of English for Academic Purposes Activity with the most successful teaching/learning methods and activities (see table below) to improve the student communicative competence.

Phase	Activity Zone	The Most Successful Teaching/Learning Methods and Activities
Phase 1 Initiative Phase	Existing concept and Frontal activity	communication games; information-gap activities
Phase 2 Comprehension Phase	Quasi-concept and Micro-groups' activity	dialogue; role play; discussion; simulation: - conference and video-conference; - debate; - seminar and - project; prepared talk

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

Phase 3 Reflection Phase	Concept and Individual activity	self-evaluation

Phases of English for Academic Purposes activity and its most successful teaching/learning methods and activities

The students used self-evaluation by the end of each class. The students' self-evaluation results of the *English for Academic Purposes* Content Obtained were summarized and compared with the teacher's assessment.

4.2 Statistical methods

The methods used to measure the students' communicative competence for the first time at the beginning of the English for Academic Purposes course in the frame of the Baltic Summer School 2008 were as follows:

- student social experience in General English self-evaluation (a student him/herself);

- student social experience in Professional Language self-evaluation (a student him/herself);

- student social experience in English for Academic Purposes evaluation (English teachers and the scientific director of the Balstic Summer School 2008) and

- student social experience self-evaluation (a student him/herself).

Thus, the summary of the Measurument 1 results of the student communicative competence within the English for Academic Purposes course in the frame of the Baltic Summer School 2008 allows drawing a conclusion that the critical level of communication competence dominates in the English group.

The second measurement of the student communicative competence was carried out after the Experience of Social Interaction and Cognitive Activity programme had been realized. That allows considering the second measurement of the students' communicative competence as the present research hypothesis examination in order to specify the regularities of developing students' communicative competence.
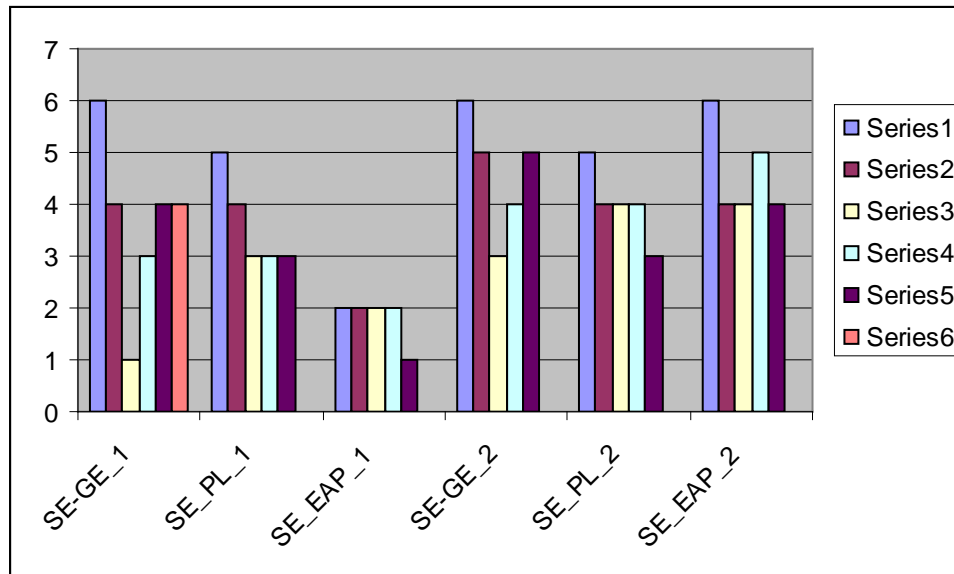
The same methods were used to measure the students' communicative competence for the second time at the end of the English for Academic Purposes course in the frame of the Baltic Summer School 2008.

Summarising the results of the second measurement of the student communicative competence (see Figure below) after the implementation of the Experience of Social Intearction and Cognitive Activity programme reveals that

- the level of communication competence of four students has been increased by the average coefficient of each student social experience in General English;

- the level of communication competence of two students has been increased by the average coefficient of each student social experience in Professional Language and the level of communication competence of three students has been remained at the same level by the average coefficient of each student social experience in Professional Language;

- the level of communication competence of five students has been increased by the average coefficient of each student social experience in English for Academic Purposes;

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

- the level of communication competence of five students has been increased by the average coefficient of each student social interaction in English for Academic Purposes;

- the level of communication competence of four students has been increased by the average coefficient of each student cognitive activity in English for Academic Purposes.

Inter-connections of Measurement 1 and 2 Between the Levels of Each Student Communication Competence in terms of Average Coefficient of Each Student Social Experience in General English, Social Experience in Professional Languiage, Social Experience in English for Academic Purposes

Thus, the summary of the Measurument 2 results of the student communicative competence within the English for Academic Purposes course in the frame of the Baltic Summer School 2008 (see figure upper) allows drawing a conclusion that the average level of communicative competence dominates in the English group.

The data processing, analysis and interpretation of results of data gathered from two measurements of the student communicative competence during the research on introducing the model of English for Academic Purposes activity are summarized in the Statistical Package for the Social Sciences 17.0 (SPSS 17.0), Microsoft Excel for Windows. The Statistical Package for the Social Sciences Base (SPSS) includes the asymptotic versions of Statistical Package for the Social Sciences Exact Test that allows reaching correct conclusions with small samples (SPSS 2009).

The use of Cronbach's Alpha Realibility statistics test [*Cronbach's Alpha Test*] revealed that the coefficient of realiability is 0,851 highlighting a high level of realibility in the frame of the present research.

The Kolmogorov-Smirnov test [*1-Sample K-S Test*] as a Statistical Package for the Social Sciences exact test (SPSS 2009) that allows reaching correct conclusions with small samples (SPSS 2009) determines if the empirical division is relevant to the normal division in order to consider whether parametric or non-parametric methods are being used in the frame of the present research. The results of the Kolmogorov-Smirnov test reveal that Significance p is more than 0.05 in five samples, then the empirical division is relevant to the normal division where parametric methods are recommended to

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

be used. Moreover, if there is a tiny sample (a few subjects in the group), the non-parametric tests have little or no power to find a significant difference (GraphPad Software Inc. 2007).

Also, a skilful and transparent descriptive data analysis is sufficient, and preferable to the application of statistical routines for their complexity and opacity where judgment is part of the art of statistics (Gigenzer 2004).

Thus, several parametric methods (Lasmanis 2003; Cohen, Manion and Morrison 2007) were used in the frame of the present research (see table below) to ascertain

- the validitation of the research hypothesis;

- the level of the student communication competence (in terms of average coefficient of *student social experience in General English* (SE-GE), *student social experience in Professional Language (SE_PL), student social experience in English for Academic Purposes* (SE_EAP);

- the extent and significance of the changes.

Objective	Comparative samples and dependence	Parametric method
Evaluation of deviation of feature values	2 dependent samples	Mean Mode Median
Determination of correlation among samples	2 dependent or independent samples	Pearson's correlation analysis [*Pearson*]

Classification of objectives and parametric methods for their solution

The results of Descriptive Statistics in determining the *Mean* allow drawing a conclusion on the enhancement of the student communicative competence. The *Mean* results in the context of the present reseach are as follows (see table below):

the student communicative competence in terms of social experience in General English	Mean	the student communicative competence in terms of social experience in Professional Language	Mean	the student communicative competence in terms of social experience in English for Academic Purposes	Mean
SE-GE_1	3,6000	SE_PL_1	3,6000	SE_EAP_1	1,8000
SE-GE_2	4,6000	SE_PL_2	4,0000	SE_EAP_2	4,6000

The *Mean* results of descriptive statistics

The *Mean* results of Descriptive Statistics demonstrate that the level of the student communicative competence in terms of social experience in General English has changed in Measurement 2 (4,6) in comparison with Measurement 1 (3,6) where the difference between SEGE_2 -SEGE_1 is essential.

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

The level of the student communicative competence in terms of social experience in Professional Language has improved in Measurement 2 (4,0) in comparison with Measurement 1 (3,6). The level of the student communicative competence in terms of social experience in English for Academic Purposes has developed in Measurement 2 (4,6) in comparison with Measurement 1 (1,8) where the difference between SE_EAP_2 –SE_EAP_1 is revealed.

The results of Descriptive Statistics in determining the *Mode* allow drawing a conclusion on the enhancement of the student communicative competence. The *Mode* results in the context of the present reseach are as follows (see table below):

the student communicative competence in terms of social experience in General English	Mode	the student communicative competence in terms of social experience in Professional Language	Mode	the student communicative competence in terms of social experience in English for Academic Purposes	Mode
SE-GE_1	4	SE_PL_1	3	SE_EAP_1	2
SE-GE_2	5	SE_PL_2	4	SE_EAP_2	4

The *Mode* results of descriptive statistics

The *Mode* results of Descriptive Statistics demonstrate that the level of the student communicative competence in terms of social experience in General English has changed in Measurement 2 (5) in comparison with Measurement 1 (4). The level of the student communicative competence in terms of social experience in Professional Language has improved in Measurement 2 (4) in comparison with Measurement 1 (3). The level of the student communicative competence in terms of social experience in English for Academic Purposes has developed in Measurement 2 (4) in comparison with Measurement 1 (2) where the difference between SE_EAP_2 –SE_EAP_1 is revealed.

The results of Descriptive Statistics in determining the *Median* allow drawing a conclusion on the enhancement of the student communicative competence. The *Median* results in the context of the present reseach are as follows (see table below):

the student communicative competence in terms of social experience in General English	Median	the student communicative competence in terms of social experience in Professional Language	Median	the student communicative competence in terms of social experience in English for Academic Purposes	Median
SE-GE_1	4	SE_PL_1	3	SE_EAP_1	2
SE-GE_2	5	SE_PL_2	4	SE_EAP_2	4

The *Median* results of descriptive statistics

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

The *Median* results of Descriptive Statistics demonstrate that the level of the student communicative competence in terms of social experience in General English has changed in Measurement 2 (5) in comparison with Measurement 1 (4). The level of the student communicative competence in terms of social experience in Professional Language has improved in Measurement 2 (4) in comparison with Measurement 1 (3). The level of the student communicative competence in terms of social experience in English for Academic Purposes has developed in Measurement 2 (4) in comparison with Measurement 1 (2) where the difference between SE_EAP_2 –SE_EAP_1 is revealed.

The results of the Pearson's correlation analysis [*Pearson*] as a Statistical Package for the Social Sciences exact test that allows reaching correct conclusions with small samples (SPSS 2009). The Pearson's correlation analysis [*Pearson*] is a parametric method to determine a correlation between variables. The value of the correlation coefficient varies from -1 to +1 that allows interpreting correlation and its direction: whether correlation is positive or negative. Correlation coefficient of sample is marked by *r* (Raizis 2000). There is the interpretation of the correlation coefficient in the field of research (Lasmanis 2006) (see table below):

value of correlation coefficient	Interpretation
r to +0,2	very low correlation
r to +0,5	low correlation
r to +0,2	average correlation
r to +0,7	high correlation
r to +0,9	very high correlation

Interpretation of correlation coefficient

The Pearson's correlation analysis [*Pearson*] results summarized (see table below) demonstrate the statistically important interconnections between the following independent samples:

- high correlation between SE_GE_1- SE_PL_1;

- high correlation between SE_PL_2- SE_EAP_2;

- average correlation between SE_GE_2- SE_EAP_2.

The level of student communicative competence in terms of the social experience in General English coefficient	SEGE_2 - SEGE_1
Correlation Coefficient	,990[**]
The level of student communicative competence in terms of the social experience in Professional Language coefficient	SE_PL_2 - SE_PL_1
Correlation Coefficient	,791
The level of student communicative competence in terms of the social experience in English For Academic Purposes coefficient	SE_EAP_2 – SE_EAP_1
Correlation Coefficient	,375

The Results of the Pearson's Correlation Analysis [*Pearson*] of the Dependent Samples

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

The Pearson's correlation analysis [*Pearson*] results summarized (see table below) demonstrate the statistically important interconnections between the following dependent samples:

- very high correlation between SEGE_2 -SEGE_1;

- high correlation between SE_PL_2-SE_PL_1;

- low correlation between SE_EAP_2–SE_EAP_1.

While data of field experiment are analysed the representativeness of the environment more than that sample population representativeness has to be carefully evaluated (Botti, Conte, Cagno, D'Ippoliti 2008). Moreover, the true test of a model is to fix its parameters on one sample, and to test it in a new sample (G. Gigenzer, 2004, p. 602).

Having summarized the individual results of two measurements of the student communication competence within the English for Academic Purposes course in the frame of the Baltic Summer School 2008 the positive changes have been revealed:

- Student F1 has improved the level of communication competence in terms of social experience in Professional Language and English for Academic Purposes;

- Student F2 has enriched the level of communication competence in terms of social experience in General English and English for Academic Purposes;

- Student M1 has developed the level of communication competence in terms of social experience in General English, Professional Language and English for Academic Purposes;

- Student M2 has changed the level of communication competence in terms of social experience in General English, Professional Language and English for Academic Purposes;

- Student M3 has promoted the level of communication competence in terms of social experience in General English and English for Academic Purposes.

After having implemented the empirical research programme *Introducing English for Academic Purposes activity* as a part of the *Experience of Social Intearction and Cognitive Activity* pedagogical curriculum the summary of the results of two measurements of students' communicative competence within the English for Academic Purposes course in the frame of the Baltic Summer School 2008 demonstrate the positive changes in comparison with Measurement 1:

- the level of communication competence in terms of social experience in General English of four students has been enriched;

- the level of communication competence in terms of social experience in Professional Language of two students has been promoted;

- the level of communication competence in terms of social experience in English for Academic Purposes of five students has been improved.

Taking into consideration the results of the research *Introducing English for Academic Purposes activity* the conclusion could be drawn that testing the content of the *Experience of Social Intearction and Cognitive Activity* pedagogical action curriculum in all the phases of introducing English for Academic Purposes activity essentially influenced the students' communicative competence enhancement.

The content of the *Experience of Social Interaction and Cognitive Activity* pedagogical action curriculum promoted social experience constructing opportunities of all five students involved into the research.

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

4.3 *Expert assessment on introducing the organization model of English for Academic Purposes activity*

Introducing the organization model of English for Academic Purposes activity implies to determine the attitude of experts, namely, researchers, teachers and students, in order to realize the problems and search for their solutions.

Expert assessment as a qualitative method allows presenting the summary of the expert assessment without AQUAD programme proceedings (Helds 2003).

The theoretical part of the present paper was introduced to Professor Gunter Huber at an individual consultation within the frame of the doctoral programme *Pedagogy* of the University of Latvia in 2008. Professor Gunter Huber found the approach promising and worthwhile.

Professor Dorothy Robbins (University of Central Missouri, the USA) has revealed the organization model of English for Academic Purposes activity for developing communicative competence to be a transformational method.

The scientific director of the Baltic Summer School Professor Clemens Cap expresses the wish to continue co-operation in the field of introducing English for Academic Purposes activity to the students within the Baltic Summer School supported by the German Academic Exchange Service (DAAD in German) the fourth year.

The students of the English group participated in the field experiment in the frame of the Baltic Summer School 2008 as experts revealed that the organization model of English for Academic Purposes activity allowed them

- to be interested in learning English for Academic Purposes;
- to compile useful materials for master papers and for job purposes;
- to communicate with confidence in a friendly environment;
- to learn new vocabulary;
- to learn new presentation skills;
- to learn and to have fun in a dynamic and relaxing atmosphere at the same time;
- to discuss topics that attract the students;
- to gain knowledge on culture and countries of other students;
- to get feedback on what have been done.

The disadvantage mentioned by the Baltic Summer School 2008 students was the time for English for Academic Purposes activity limited.

Thus, introducing the organization model of English for Academic Purposes activity determines the need in promoting English student teachers within pre-service and in-service training to succeed in successful introducing the organization model of English for Academic Purposes activity.

5. RESULTS AND DISCUSSION

The search for English for Academic Purposes activity model for the enhancement of communication competence involves a process of analyzing the meaning of key concepts *communication competence and conditions for the development of communicative competence*. Moreover, the study demonstrates how the key concepts are related to the idea of *English for Academic Purposes activity*. The study would show a potential model for development indicating how the steps of the process are related following a logical chain: *a definition of communicative competence → conditions for the development of communicative competence → developing the system of criteria and indicators of the*

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

enhancement of communicative competence → English for Academic Purposes activity model → empirical methods of research.

The conclusion of the present research presents summarizing the theoretical and empirical research results and drawing conclusions emphasizing the importance for further research in the field of developing communicative competence within English for Academic Purposes activity.

6. CONCLUSION

The organization model of the English for Academic Purposes activity on the prevailing pedagogical discourse offers interesting opportunities for the student development that also includes the development and improvement of communicative competence.

Theses proposed for defence: the analysis of the research results reveals regularities that the author of the present reseach proposed as theses for defence:

- the student's system of the external and internal perspectives ensures his/her communicative competence that can be developed in jointly created productive professional environment based on the student's interaction with existing concept, quasi-concept and concept;

- the student's social experience is developed with the use of conscious interaction and cognitive opportunities proposed by the teacher in a result-oriented and open manner while organizing English for Academic Purposes activity whereby providing each participant the unity of social interaction and cognitive activity;

- the assistance of the teacher in a result-oriented and open manner aimed at enriching the student's social experience in a properly determined sequence while organizing English for Academic Purposes activity and the change in the nature of the assistance provided in each following phase promotes the development of the professional environment and in turn widens the students' opportunities for gaining experience that is the basis for the enhancement of communicative competence.

The results of the theoretical and empirical researches could be especially useful for the teachers who promote the development of the knowledge-based economy and society based on the "knowledge triangle" of education, innovation and research enabling new specialists to act in a multicultural environment. The author of the present research proposes the following sequence of introducing English for Academic Purposes activity for teachers:

- Phase 1 is aimed at the essence of constructive social interaction and its organisational regulations;

- Phase 2 is designed for the students' analysis of an open professional problem situation and their search for its solving that provide each student the opportunity to construct his/her own social experience developing the system of the external and internal perspectives;

- Phase 3 emphasizes the students' self-regulation with the use of the process assessment and the result self-evaluation.

In order to provide each student the opportunity to construct his/her own social experience developing the system of the external and internal perspectives the following results of the theoretical and empirical researches for practical purposes are emphasized:

- the significance of the lecturer's learning the students' names;

- the importance of teacher's well-being, appearance and body language;

- the use of microgroups' activities while communication games, information-gap activities, role plays, simulations, dialogues, prepared talks and discussions.

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

The organizational design of English for Academic Purposes activity for the students at tertiary level and especially the sequence of its introducing developed and validated in practice during the present research could be widely used in the pedagogical process: inside and outside of an educational establishment, as a mastering sequence for an educational, upbringing and another event structure or any reflective function (setting goals, planning, decision making).

Particular attention should be given to the understanding and improvement of students' communicative competence criteria in the study process within further researches. It is essential to continue to investigate the factors that enhance the student's communicative competence. There is also a necessity to carry out a comparative research in the field of languages.

REFERENCES

1. Benson A. Review and Analysis of Vygotsky's Thought and Language. University of Houston in Clear Lake Retrieved 21/06/2008 from http://web.archive.org/web/20010414083709/http://129.7.160.115/INST5931/Vygotsky.html 1995; 8

2. Botti F, Conte A, Di Cagno D T, D'Ippoliti C. Laboratory versus Natural and Framed Field Experiments: Searching for the Counterfactual Retrieved 09/01/2009 from http://www.google.lv/search?hl=lv&q=methods+of+field+experiment&start=60&sa=N 2008; 5

3. Buckmaster R A. English for Specific Purposes On-line Course. Retrieved 15/03/2005 from http://www.sisekaitse.ee/?id=831 2004; 1

4. Cohen L, Manion L and Morrison K. Research Methods in Education. Routledge Education. Retrieved 28/12/2008 from http://www.routledge.com/textbooks/9780415368780/e/ch26.asp 2007; 3

5. Council of Europe. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press. Retrieved 28/04/2009 from http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp, 2001; 9

6. Čehlova Z. Izziņas aktivitāte mācībās. Rīgā: RaKa 2002; 136

7. Fedjukova M. Angļu valodas mācību satura izveide sākumskolā nacionālā kultūrvidē. Promocijas darba kopsavilkums. Latvijas Universitāte 1998; 42

8. Gigerenzer G. Mindless Statistics. The Journal of Socio-Economics, Volume 33, Issue 5. www.sciencedirect.com/science/journal/10535357 2004; 603

9. Gluck R, Draisma K, Fulcher J, Worthy M. Draw-Talk-Write. In K. Deller-Evans and P. Zeegers, Language and Academic Skills in Higher Education 2004; 38

10. GraphPad Software, Inc. Statistics. Retrieved 24/02/2009 from http://www.graphpad.com/prism/statistics.htm 2007; 1-2

11. Helds J. Kvalitatīvās pētījumu metodes pedagoģijā. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultātes Doktora studiju programmas S. Tūbeles konspekts prof. J. Helda lekcijai 07.11.2003. Retrieved 12/03/2009 from http://www.eduinf.lu.lv/moodle/course/view.php?id=38 2003; 5

12. Holmes E. Teacher well-being: looking after yourself and your career in the classroom. London: RoutledgeFalmer 2005; 1-209

13. Holzman L. Vygotsky's Zone of Proximal Development: The Human Activity Zone. Presentation to the Annual Meeting of the American Psychological Association, Chicago, August 2002; http://www.loisholzman.net/vygotskyszone.htm 2002; 1-15

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

14. Hymes D.H. 'Competence and Performance in Linguistic Theory', in R. Huxley and E. Ingram (eds) Language Acquisition: Models and Methods. New York: Academic Press 1971; 282

15. Ilyinska L. English for Science and Technology: Course design, Text Analysis, Research Writing. RTU Publishing House 2004; 92-93, 95

16. Karapetjana I. Language in Bachelor Papers as a Result of the Development of Lingua-Functional Research Competence. Doctoral Thesis. University of Latvia Faculty of Modern Languages 2007; 15-16

17. Kincāns V. On the Problem of Non-Verbal Communication. Izglītības zinātnes un pedagoģija mūsdienu pasaulē LU Zinātniskie raksti ; 649.sēj. – Rīga: Latvijas Universitāte 2002;

18. Laiveniece D. Valodas metodikas didaktiskie jautājumi. RaKa 2004; 121-122

19. Lasmanis A. Sistemiskā pieeja datoru lietošanas prasmju apguvē. Promocijas darba kopsavilkums. Latvijas Universitāte 1997; 37

20. Lasmanis A. Māksla apstrādāt datus: pirmie soli. Rīga 2003; 21

21. Lasmanis A. Korelācijas analīzes metode. Pedagoģijā: zinātne, metodoloģija, pētniecība. Retrieved 22/02/2007 from http://www.eduinf.lu.lv/moodle/course/enrol.php?id=15 2006; 2-3

22. Lubīna A. A. Fachspracheals Teil Der Sprachkultur. 2. daļa „Valodas lingvistiskie aspekti". Daugavpils Universitāte 2002; 140

23. Lūka I. Studentu profesionālās angļu valodas kompetences veidošanās tūrizma studijās. Promocijas darbs. Latvijas Universitāte 2007; 6-7

24. Maslo E. Skolēnu, skolotāju, studentu un docētāju spēju pilnveide savas mācīšanās izpētes procesā. No zināšanām uz kompetentu darbību. Latvijas Universitātes Akadēmiskais apgāds 2006; 59

25. Maslo E. Transformative Learning Space for Life-Long Foreign Languages Learning. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia 2007; 39, 42

26. Maslo I. Skolas pedagoģiskā procesa diferenciācija un individualizācija. RaKa 1995; 15

27. Maslo I. Introduction. No zināšanām uz kompetentu darbību. Latvijas Universitātes Akadēmiskais apgāds 2006; 16

28. McCarthy B. Managing Large Foreign Language Classes at University. Australian Journal of University Teaching and Learning Practice, 1(1) 2004; 38

29. Mylett T, Gluck R. Learning and Language: Supporting Group Work. So Group Work Supports Learning. The 18th Association of Industrial Relations Academics Australia and New Zealand Conference, Griffith University, 3-6 February 2004. http://jutlp.uow.edu.au/2005_v02_i02/mylett004.html, 13.05.2008 2004; 6-7

30. Nunan D. Research Methods in Language Learning. Cambridge: Cambrigde University Press 1992; 3

31. Piaget J. Comments on Vygotsky's critical remarks concerning The Language and Thought of the Child, and Judgment and Reasoning in the Child. by Jean Piaget. THE M.I.T. PRESS. Massachusetts Institute of Technology, 1962; 4

32. Raizis Ļ. Matemātiskās metodes sociālajās zinātnēs. RaKa 2000; 220

33. Rivilla A. Tālmācības universitāte Spānijā. Latvijas Universitātes Pedagoģijas un psiholoģijas fakultates Doktora studiju programmas S. Tūbeles konspekts prof. A. Medinas semināram didaktikā 20.05.2004. http://www.eduinf.lu.lv/moodle/course/view.php?id=38 24.05.2008 2004; 8

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

34. Robbins D. Vygotsky's and Leontiev's Non-classical Psychology Related to Second Language Acquisition. International Nordic-Baltic Region Conference of FIPLV Innovations in Language Teaching and Learning in the Multicultural Context 15-16th June, 2007, Riga, Latvia 2007; 49-52

35. Rowlands S, Graham T, and McWilliam P. Misconceptions of Force: Spontaneous Reasoning or Well-Formed Ideas Prior to Instruction? Noyes, A. (Ed.) Proceedings of the British Society for Research into Learning Mathematics 24(3) November 2004; 51

36. Sokol A. The Thinking Approach. Introductory Information. Retrieved 30/04/2008 from www.thinking-approach.org 2002; 9, 12

37. Stepans J, The Conceptual Change Model. Saiwood Publications. Retrieved 14/04/2008 from http://www.saiwood.com/conceptual.htm 2005; 1, 3

38. Surikova S. Mikrogrupu darbības organizēšana skolēnu sociālās kompetences pilnveidei. Promocijas darbs. Latvijas Universitāte 2007; 18, 31, 33, 38, 41, 59, 75, 254

39. Tiļļa I. Pusaudžu sociālkultūras kompetences pilnveide otrās svešvalodas mācību procesā. Promocijas darba kopsavilkums. Latvijas Universitāte Rīgā 2003; 37

40. Tiļļa I. Sociālkultūras mācīšanās organizācijas sistēma. RaKa 2005; 83

41. Tiļļa I. Sociālkultūras mācīšanās konstruktīvistiskā sistēma. No zināšanām uz kompetentu darbību. Latvijas Universitātes Akadēmiskais apgāds 2006; 162-163

42. Vigotskis Ļ. Domāšana un runa. Izdevniecība „EVE" Rīga 2002; 198-199, 203, 208, 257, 269, 275, 277

43. Vygotsky L. Thought and Language. The Development of Scientific Concepts in Childhood Cambridge , MS: MIT 1934/1962; 84-87, 90, 93

44. Wells G. Learning and Teaching Scientific Concepts: Vygotsky's Ideas Revisited. Conference Vygotsky and the Human Sciences, Moscow, September 1994; 3, 4

45. Zaščerinska J. Defining Communication Competence at the 1st International Conference on Engineering and Business Education at the European Centre for Engineering and Business Education of the Hochschule Wismar, University of Technology, Business and Design, the 14th-17th September 2008 Wismar, Germany 2008; 4-7

46. Žogla I. Skolas pedagoģija. Skolotājs Nr. 5/1997; 10

47. Žogla I. Mūsdienu mācību teorijas problēmas. Skolotājs Nr. 45/2001; 9

48. Žogla I. Teachers as Researchers in the Era of Tests. ATEE Spring University Conference Teacher of the 21st Century: Quality Education for Quality Teaching, University of Latvia, May 2-3, 2008 Retrieved 25/04/2008 from http://www.ppf.lu.lv/pn/index.php 2008; 3, 6, 7

49. Иванов Г. Формулы творчества, или как научиться изобретать. Главы из книги. Retrieved 15/06/2007 from http://www.trizland.com/book.php?id=133&part=part4 1994; 2

50. Леонтьев А. Н. Вступительная статья. Выготский Л. Собрание сочинений. Москва "Педагогика" 1982; 36, 38

51. Лобанов А. Основы профессионально-педагогического общения. Москва Academia 2004; 39, 82

52. Мельникова А. Язык и национальный характер. Речь 2003; 234-235, 263-267

53. Панов В. И. Психодидактика образовательных систем. Теория и практика. ПИТЕР 2007; 161

54. Ситаров В. А. Дидактика. Москва Academia 2004; 264

Humanities & Social Sciences. International Scientific Publications, Vol. 2

ISSN 1311-8978

55.Цукерман Г. А. Учебное сообщество – путь к учебной самостоятельности. Retrieved 02/03/2009 from http://www.experiment.lv/rus/centre/news/images/2004/zukerman/u4ebnoe_soobschestvo.htm 2004; 1