UNIVERSITY OF LATVIA

FACULTY OF EDUCATION, PSYCHOLOGY AND ART

DEPARTMENT OF PEDAGOGY

DEVELOPMENT OF
STUDENTS' COMMUNICATIVE COMPETENCE
IN ENGLISH STUDIES FOR ACADEMIC PURPOSES

PROMOTION THESIS

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ANOTĀCIJA

Studentu komunikatīvā kompetence tiek raksturota ar ārējo un iekšējo perspektīvu sistēmu. **Darba mērķis** ir izveidot un pamatot ārējo un iekšējo perspektīvu sistēmu studentu komunikatīvās kompetences pilnveidei, uz šī pamata izstrādāt akadēmiskās angļu valodas studiju organizācijas modeli.

Kvalitatīvi novērtējošais pētījums veikts akadēmiskās angļu valodas studiju produktivitātes pārbaudes trīs posmos studentu komunikatīvās kompetences pilnveidē.

Pētījuma bāzi veido pētnieki, docētāji un studenti.

Secinājumi: teorētiskā un empīriskā pētījuma rezultāti ļauj izsecināt likumsakarību, kas noformulēta promocijas darba hipotēzē.

Inovācijas potenciāls: akadēmiskās angļu valodas studiju organizācijas modelis studentu komunikatīvās kompetences pilnveidei, un īpaši tā ieviešanas secība, var tikt plaši izmantots ne vien augstskolas studiju procesā.

Atslēgas vārdi: *ārējo un iekšējo perspektīvu sistēma, studentu komunikatīvās kompetences pilnveide, iespējas, akadēmiskās angļu valodas studijas*

ABSTRACT

Students' communicative competence is characterized by development of the system of external and internal perspectives. **Aim of the research** is to analyze and work out the system of external and internal perspectives for development of students' communicative competence underpinning analysis and creation of organizational model of English studies for academic purposes.

Qualitative evaluation research examines efficiency of English studies for academic purposes for development of students' communicative competence.

Respondents are researchers, educators and students.

Conclusions: theoretical and empirical findings allow drawing conclusions on the regularity formulated in the hypothesis of the promotion thesis.

Innovative potential: English studies for academic purposes could be easily integrated into a wide range of tertiary studies.

Key words: *system of external and internal perspectives, development of students' communicative competence, opportunities, English studies for academic purposes*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

GLOSSARY

Academic native language is defined as native language for academic purposes.

Cognition and/or **cognitive activity** refers to the unity of processes, namely, sense, perception, attention, memory, thinking, speech and imagination (В. А. Ситаров, 2004, p. 129), by which people perceive, remember, think, speak, and solve problems.

Communicative competence is defined as the individual combination of abilities and experiences based on student's social interaction and cognition in General English, Academic Native Language, English for Academic Purposes and Mother Tongue that provides constructive interaction with other people in the interpersonal system, thereby developing the system of the external and internal perspective.

English for Academic Purposes is concerned with those communication skills in English which is required for study purposes in formal education systems (R. R. Jordan, 1997, p. 1).

English studies for academic purposes is defined as shared aim oriented joint activity according to certain common norms, over some period of time that provides joint social interaction and cognition for each participant and increases opportunities of gaining social experience.

External perspective accentuates social interaction.

Interaction means obvious or non-obvious influence on each other in the process of implementing a joint activity (O. Ņikiforovs, 1994).

Internal perspective accentuates cognitive activity.

Law of Development or **interiorization** reveals transformation of the external culture into the individual internal (Ļ. Vigotskis, 2002, p. 257): 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. In other words, any function in the individual's cultural development appears at the beginning between people (as interpsychical or intermental category), and then – on the intrinsic level (as intrapsychical or intramental category).

Perspective embodies certain fundamental assumptions (A. K. Barry, 2002, p. 3).

Problem is determined as hope and possibility based on the practice of a curriculum of life (J. P. Portelli, 2010, p. 12).

Social interaction of development is the unity of outside developmental circumstances and individual psychological characteristics in his/her experience (S. Surikova, 2007a, p. 254).

INTRODUCTION

Economic, social, technological and political globalization has changed the role of specialists working in the service area from those working permanently in large-scale enterprises to those accepting project-related orders on a freelance basis from large-scale enterprises (O. Bassus, K. Wolfgramm, 2009, p. 38). This shift requires specialists' communication in different languages for various purposes. Specialists are expected to communicate in native language for professional purposes and foreign language for professional purposes with their colleagues in order to distribute information, make announcements, express opinions, present reports, or evaluate events. They are also involved in communication in native language for professional purposes and foreign language for professional purposes while serving their clients. Specialists' communication in native language for academic purposes and foreign language for academic purposes with experts provides specialists' job performance of a higher quality. Moreover, specialists' communication does include communication in mother tongue and foreign language with their families and friends for chatting, phoning and sending e-mails. Therefore specialists' communicative competence in different languages for various purposes has become topical and place high demands on tertiary language education (L. Aase, 2006, p. 3) as depicted in Appendix 1 by the author of the present research in order to provide students with communicative competence in different languages for various purposes.

Development of communicative competence is provided by opportunities of gaining experience (I. Tiļļa, 2006, p. 163). Opportunities include social interaction and cognitive activity (S. Surikova 2007a, p. 36). Hence, development of students' communicative competence means that educators should equally promote students' social interaction experience and abilities as well as cognitive experience and abilities (S. Surikova, 2007b, p. 30) as outlined in Table 0.1 by the author of the present research. Moreover, the objective aspect of opportunities comprises organizing environment (I. Tiļļa, 2003a, p. 37). Thus, students' communicative competence is highlighted as a socio-pedagogical category (I. Tiļļa, 2005, p. 17).

Table 0.1

Components of students' abilities and experience of social interaction and cognitive activity

Students' abilities and experience of social interaction	Students' abilities and experience of cognitive activity
to learn and to use constructive social interaction's strategies and techniques, to understand the social cultural context, to make decisions, to take on responsibility in such a way that human identity and integrity are fully respected	to learn and to use different constructive cognitive strategies and techniques, to gain necessary information, to analyze situations, to make decisions, to set objectives for further activities, etc.

Therefore students' communicative competence is characterized by development of the system of external and internal perspectives. However, development of students' communicative competence in syllabi of tertiary language education is often considered from

- the external (social) perspective to develop students' communicative competence in foreign language: theory and classroom practice in English teaching for the development of communicative competence have been considered by Savignon (S. J. Savignon, 1983); psychological-pedagogical conditions of development of language competence of military student specialists in foreign language studies at tertiary level have been revealed (Н. Фролова, 2005); students' communicative competence has been developed in acquiring English lexis (A. Skrinda, 2008).

- the internal (individual) perspective to develop students' communicative competence in native language: communicative language teaching has been interpreted by Savignon (S. J. Savignon, 2000); students' speaking skills have been improved in the communication process (E. Kramiņš, 2004).

- finding the balance between the external and internal perspectives to develop students' communicative competence in foreign language for professional purposes: course design, text analysis, research writing in English for Science and Technology (L. Ilyinska, 2004), needs analysis at the levels of a students' group, an institution and public context and English language curriculum for students of tourism industry (I. Lūka, 2008b, p. 49), English for Specific Purposes course aims and assessment (I. Rudzinska, 2008, p. 366) have been analyzed for the development of students' communicative competence.

In order to reveal pedagogical interconnections, to recognize their conditions and to find solutions to the development of students' communicative competence in English studies for academic purposes, social nature of development of communicative competence has been identified as gaining new experience in social interaction (I. Tiļļa, 2003b, 2005, 2006; I. Maslo, I. Tiļļa, 2005) and learning as participation (G. L. Huber and A. A. Huber, 2007, p. 111). Traditionally, development of students' communicative competence is provided in English studies for academic purposes by educator-student interaction based on educator's academic knowledge or student-student interaction based on their practical knowledge. That is why English studies for academic purposes lack the inter-connection between the academic and practical knowledge for the development of students' communicative competence. However, the concept of knowledge has changed from one of static transmitted contents to knowledge that is ever renewable and often construed jointly with other learners (N. Niemi, 2008, p. 12).

Therefore English studies for academic purposes should lead to other learners' participation in educator-student interaction based on educator's academic knowledge to create socially shared knowledge (N. Niemi, 2008, p. 13). That is why appropriate attention should be paid to English studies for academic purposes as the sub-phase between student's activity with educator's assistance and student's autonomous activity in transformation of students' communicative competence in different languages for various purposes from external (social) to internal (individual) in order to provide development of students' system of external and internal perspectives. That is why English studies for academic purposes that comprise research activities (I. Kramiņa, 2000, p. 40) are aimed at organizing efficient academic environment to solve the contradiction between practical use of students' communicative competence and academic studies. Prerequisite of English studies for academic purposes is considered as a cultural dialogue between

- educator and employers,
- educator and educators in the professional field of students' studies (D. Popova, 1996, p. 6),
- educator and other educators (D. Popova, 1996, p. 7),
- educator and researchers in the professional field of students' studies,
- educator and students and
- students themselves (Г. Цукерман, Н. Елизарова, М. Фрумина, Е. Чудинова, 1993, p. 35).

These and other various interconnections are topical with the emphasis on how to organize the institutionalized process of tertiary teaching and learning in Latvia using experience of others.

Thus, socio-pedagogical topicality of the present research and the above-mentioned contradiction laid the grounds for the choice of the theme of the promotion thesis *Development of Students' Communicative Competence in English Studies for Academic Purposes*.

Problem of the present research is based on students' practical use of English, on the one hand, and, on the other, academic and practical focus of studies leading to the development of students' communicative competence.

Object of the present research - development of students' communicative competence.

Educational settings of the present research - English studies for academic purposes.

Aim of the present research: to analyze and work out the system of external and internal perspectives for the development of students' communicative competence underpinning analysis and creation of organizational model of English studies for academic purposes.

Questions of the present research:
- how to organize the institutionalized process of tertiary teaching and learning for the development of students' system of external and internal perspectives,
- how educators' contribution can efficiently promote development of students' communicative competence.

Hypothesis of the present research: students' communicative competence in English studies for academic purposes within the system of external and internal perspectives develops in a certain sequence from low level to high level if
- students efficiently use opportunities of interaction and communicative competence within the system of external and internal perspectives,
- organization model of English studies for academic purposes within the system of external and internal perspectives transforms students' communicative competence from the external (social) to the internal (individual) perspective,
- the system of external and internal perspectives is implemented in phases of English studies for academic purposes in a certain sequence:
  - in the first phase (teaching) educator-student interaction is based on educator's academic knowledge and students' practical communicative experience,
  - in the second phase (peer-learning) students' communicative competence develops through students' mutual interaction based on knowledge variety provided by every student individually,

- in the third phase (learning) development of students' communicative competence in students' autonomous cognitive activity is based on every student's individual knowledge acquired by the student and development of students' communicative competence to optimal or high level.

Enabling objectives of the research:
- to analyze and characterize students' communicative competence in English studies for academic purposes within the system of external and internal perspectives,
- to determine preconditions, criteria, indicators and levels of qualitative improvement of students' communicative competence,
- to work out model of English studies for academic purposes based on the system of external and internal perspectives for sequential development of students' communicative competence,
- to identify efficiency of English studies for academic purposes and to carry out qualitative evaluation research evaluating efficiency of English studies for academic purposes for the development of students' communicative competence,
- to elaborate relevant suggestions for implementation of organization model of English studies for academic purposes and to propose directions of further research.

Theoretical background of the present research:
- life necessity to develop the system of external and internal perspectives (L. Vygotsky, 1932/1964; А. Маслоу, 1997; A. Lasmanis, 1997; E. Eriksons, 1998; В. Березина, 2003; D. Robbins, 2007; T. Groghan, 2008),
- competence as an individual combination of abilities and experience that ensures activity (E. Maslo, 2003, 2006, 2007; I. Tiļļa, 2003a, 2005, 2006; I. Maslo, I. Tiļļa, 2005), student's communicative competence as an ability to function constructively in the social interaction, situation and context (S. Savignon, 1983; K. Shumin, 1997; European Commission, 2004; W. Martyniuk, 2006; D. Robbins, 2007),
- competence improvement based on experience and opportunities of gaining experience through activity (I. Tiļļa, 2003b, 2005, 2006; I. Maslo, I. Tiļļa, 2005),
- objective structural component of development of communicative competence determined as social and cultural aspects of development - opportunities of gaining experience (I. Tiļļa, 2006, p. 163); opportunities for gaining individual experience for the development of culture of learning, education and interaction in a certain social-cultural environment (I. Tiļļa, 2006, p.

162-163); the objective aspect of opportunities - organizing environment (I. Tiļļa, 2003a, p. 37) - for the development of students' communicative competence; opportunities - social interaction and cognitive activity (S. Surikova 2007a, p. 36); opportunities of social experience - experience of social interaction and cognitive activity (S. Surikova, 2007a, p. 36),

- accent shift towards individually initiated actions as a background of individual development (I. Žogla, 2008, p. 29),

- singularity of varied influence of students' interaction in foreign and professional language, foreign language for professional purposes and mother tongue on students' development in general including development and improvement of students' communicative competence (L. Vygotsky, 1934/1962, p. 82-83; J. Piaget, 1962, p. 4; Л. Выготский, 1982, p. 35; А. Н. Леонтьев, 1982, p. 36; G. Wells, 1994, p. 4; A. Benson, 1995, p.7; Ļ. Vigotskis, 2002, p. 269; А. Мельникова, 2003, p. 263-267; T. Mylett, R. Gluck, 2005, p. 6; D. Robbins, 2007, p. 49; I. Žogla, 2008, p. 20),

- acquisition of *foreign language for professional purposes* as the quasi-autonomous zone where individual is between his/her levels of actual and proximal development (Ļ. Vigotskis, 2002) being able to implement a certain activity at a certain level with others' particular assistance,

- inter-connection between social interaction and cognitive activity in studies (O. Ņikiforovs, 1994; A. Benson, 1995; I. Maslo, 1995, 2006c; I. Žogla, 2001b; I. Tiļļa, 2003b, 2005, 2006),

- English for Academic Purposes (R. Jordan, 1997; T. Dudley-Evans and M. John, 1998); English for Academic Purposes studies (G. Wells, 1994; J. Lantolf and A. Pavlenko, 1995; I. Kramiņa, 2000; I. Karapetjana, 2001; European Commission, 2001; E. Maslo, 2007; D. Robbins, 2007), English for Academic Purposes studies as the sub-phase between student's activity with educator's assistance and student's autonomous activity where understanding (quasi-concept) is assymertical, in flux at various stages and can be interpreted differently at different points in time (D. Robbins, 2007, p. 52).

Methodological foundation of the present research on English studies for academic purposes for development of students' communicative competence is based on System-Constructivist Theory that includes (I. Maslo, 2006e, p. 39; A. Homiča, 2009, p. 46)

- Parsons's system theory (T. Parsons, 1976, p. 9-30) on any activity as a system,

- Luhmann's theory (N. Luhmann, 1988, p. 1-14) on communication as a system,

- theory of symbolic interactionalism (G. H. Mead, 1973; E. Goffman, 1977),

- theory of subjectivism (N. Groeben, 1986).

Methodological foundation of the present research on English studies for academic purposes for development of students' communicative competence based on System-Constructivist Theory determines communication as activity (I. Tiļļa, 2003a, p. 35). Hence, the emphasis on activity in communication requires complementing methodological foundation of the present research with the Activity Theory by Leontyev (A. Leont'ev, 1978, p. 7). It should be mentioned that the *activity* concept originated with Vygotsky (A. Blunden, 2009, p. 10), although Activity Theory is associated with the name of Leontyev rather than Vygostky: Leontyev made a distinction between the individual *action*, and the social *activity* of which it is a part (A. Leont'ev, 1978, p. 7) and which gives it meaning (A. Blunden, 2009, p. 10).

System-Constructivist Theory is perceived as New or Social Constructivism Pedagogical Theory. New Constructivism points out that

- people construct the world in modules (I. Maslo, 2006e, p. 39),
- any understanding is not separated from the observer (P. Watzlawick, 1981; H. R. Maturana, A. F. J. Varela, 1987; N. Luhmann, 1988) and
- reality is socially constructed that is confirmed by people nearby (I. Maslo, 2006e, p. 39; E. Maslo, 2006, p. 57).

Constructing is creative process that comprises knowledge variety in order to identify opportunities of constructing mankind development (I. Maslo, 2006e, p. 39). Constructive process is always situation-related (L. Ose, S. Surikova, A. Fernāte, L. Daniela, D. Kalniņa, I. Maslo, 2008, p. 443). Constructive process includes cognitive process: perception is not right or wrong but it is relevant to a place or conditions (I. Maslo, 2006e, p. 39; E. Maslo, 2006, p. 57). Hence, System-Constructivist Theory and, consequently, System-Constructivist Approach to learning introduced by Reich (K. Reich, 2005) emphasize that

- human being's point of view depends on the subjective aspect: everyone has his/her own system of external and internal perspectives (See Table 0.2) that is a complex open system (I. Rudzinska, 2008, p. 366) and
- experience plays the central role in the knowledge construction process (E. Maslo, 2007, p. 39).

Methodological approach of the present research is identified as development of the system of external and internal perspectives. The term *perspective* in the present research means to embody

certain fundamental assumptions (A. K. Barry, 2002, p. 3). Then, initial components of the methodological approach of development of the system of external and internal perspectives based on findings of Vygotsky (L. Vygotsky, 1934/1962; Ļ. Vigotskis, 2002, p. 206-279) and Robbins (D. Robbins, 2007, p. 49-54) are shown in Table 0.2 by the author of the present research.

Table 0.2

Initial components of the methodological approach

Components of external perspective	Components of internal perspective
conscious	unconscious
instruction / teaching	learning / acquisition
foreign language professional language	mother tongue
systematic	non-systematic
from abstract to concrete	from concrete to abstract
thought generalization	object generalization

Finally, regarding competence development as individual development, methodology of development of the system of external and internal perspectives is based on Law of Development (Ļ. Vigotskis, 2002, p. 257) or interiorization (В. Ситаров, 2002, p. 264) formulated by Vygotsky. Law of Development is defined by Vygotsky as transformation of the external culture into the individual internal (G. Wells, 1994, p. 3) that means that any function in the individual cultural development appears twice or on two planes (G. Wells, 1994, p. 3):

- first on the social level (the external perspective) and
- later, on the individual level (the internal perspective).

The social level (the external perspective) accentuates social interaction of development (S. Surikova 2007a, p. 36). Therein, social interaction is defined as the unity of outside developmental circumstances and individual psychological characteristics in his/her experience (S. Surikova, 2007a, p. 254). The individual level (the internal perspective) focuses on cognitive activity (S. Surikova 2007a, p. 36). Cognitive activity refers to the unity of processes of sense, perception, attention, memory, thinking, speech and imagination (В. А. Ситаров, 2004, p. 129), by which people perceive, remember, think, speak, and solve problems. In other words, any function in the individual cultural development appears at the beginning between people (as interpsychical or intermental category), and then – on the intrinsic level (as intrapsychical or intramental category) (G. Wells, 1994, p. 3). However, for the process of individual development the phase of unity of

external and internal perspectives is emphasized (Z. Čehlova, 2002, p. 9). Hence, the phase of unity of external and internal perspectives (the system of interacting phenomena) is determined as the sub-phase between the social level (the external perspective) and the individual level (the internal perspective) as depicted in Figure 0.1 by the author of the present thesis. The phases of interiorization determine the essence of the methodology of development of the system of external and internal perspectives and its implementation's sequence from the external perspective to the internal perspective through the phase of unity of external and internal perspectives (the system of interacting phenomena) in English studies for academic purposes for development of students' communicative competence as shown in Figure 0.1.
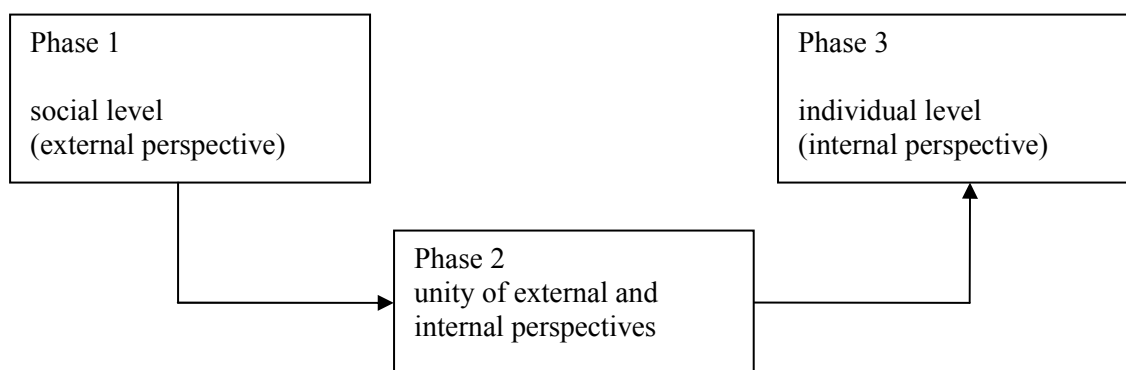
Figure 0.1: **Phases of interiorization**

Moreover, complemented components of external and internal perspectives are identified in Table 0.3 based on analysis of the external culture and the individual internal culture within Law of Development or interiorization (Ļ. Vigotskis, 2002, p. 206-279).

<div align="right"><i>Table 0.3</i></div>

Complemented components of external and internal perspectives

External Perspective	Development of the system	Internal Perspective
meaning	schemas	sense
denotation	chunks	personal meaning
scientific	gambits	spontaneous
whole	concept system	part
	grammar	connotation
	new type of function	

Moreover, the author's position on the present research based on the methodology of development of the system of external and internal perspectives is reflected in principles of

- mutual sustainability and
- mutual complementarity.

Principle of mutual sustainability means to provide a complex of possibilities to learn for everyone (both student and educator in the present research) (В. Панов, 2007, p. 72). Reflected principle of complementarity reveal that the opposite things (principles in the present research) supplement each other for finding the truth (R. Grabovska, 2006, p. 21-22). Thus, the present research is a social product (Д. А. Ольшанский, 2000, p. 7) whereas dialogue is its prerequisite (Д. А. Ольшанский, 2000, p. 6).

Initial research design on implementing English studies for academic purposes for development of students' communicative competence has been revealed in Table 0.4 by the author of the present research.

Qualitative evaluation research corresponds to the aim, problem and methodology of the present thesis. Basic directions of qualitative evaluation research are determined as following:
- from exploration of context
- through description of practice
- to generalization of model.

These basic directions of qualitative evaluation research determine sequence of implementation of qualitative evaluation research to examine efficiency of English studies for academic purposes for development of students' communicative competence:
- from diagnostic evaluation to summative evaluation through formative evaluation,
- from self-evaluation to external evaluation through internal evaluation,
- from the context analysis to evaluation through observation.

Research methods: theoretical and empirical methods.

Theoretical methods: analysis of theoretical sources on implementation of English studies for academic purposes for development of students' communicative competence.

Empirical methods of qualitative evaluation research are shown in Table 0.5 by the author of the present research.

Subjects of the present research are 175 respondents as described in Table 0.6 by the author of the present research. Some of 165 respondents have been engaged in more than one phase of the present empirical study.

Table 0.4
**Research design on English studies for academic purposes for development of students'
communicative competence**

Phase	Phase's characteristics	Period of time	Phase's techniques
Phase 1	Preparing qualitative evaluation research	September 2006 to August 2007	- analysis of theoretical sources, - development of the research methodology, - determination of initial hypothesis and criteria, - creation of organization model of English studies for academic purposes for development of students' communicative competence - development of the research design, - analysis of the socio-cultural context of the research based on needs analysis of macro- (three researchers), mezo- (five employers/educators) and micro- (75 students) level, - syllabus *Social Interaction Experience* worked out, - syllabus *Cognitive Experience* worked out, - a pilot study implemented
Phase 2	Carrying out qualitative evaluation research	September 2007 to August 2008	- analysis of theoretical sources, - specifying of the research methodology, setting hypothesis and criteria, - implementation of syllabus *Social Interaction Experience*, - implementation of syllabus *Cognitive Experience*, - description of practice based on certain cases: two surveys of students' communicative competence in two sample groups (10 students and two educators and 75 students and four educators), - data gathering, analysis and interpretation
Phase 3	Analysis of results of qualitative evaluation research	September 2008 to September 2010	- analysis of theoretical sources, - generalization of the model: two surveys of students' communicative competence (10 students and two educators and 75 students and four educators), - summarizing of the research results on implementation of English studies for academic purposes for development of students' communicative competence, - analysis and interpretation of the research results, - conclusions drawn, - recommendations on implementation of English studies for academic purposes for development of students' communicative competence worked out, - theses for defence proposed

Table 0.5

Empirical methods of the qualitative evaluation research

Phase	Methods of data obtaining	Methods of data processing	Methods of data analysis	analysis of data validity
Phase 1 Exploration of context	- students' questionnaire -students' structured interviews, - educators' semi-structured interviews, - researchers' non-structured interviews	- structuring content analysis - qualitative data (frequencies of students' expressions in needs analysis) processing in the AQUAD 6.0 software	- analysis of qualitative data by determining frequencies for interviews, - structuring content analysis and - analysis of quantitave data by determining frequencies for students' questionnaire, - - analysis of quantitave data by factor analysis for students' questionnaire	- method triangulation and - data triangulation
Phase 2 Description of practice	- students' surveys, - students' observation, - students' self-evaluation and - students' evaluation	- qualitative data of self-evaluation, internal and external evaluation, content analysis, - quantitative data (students', educators' and researchers' questionnares) processing in the SPSS 17.0 software	- analysis of students' self-evaluation and - analysis of differences in levels of features researched	
Phase 3 Analysis of research results	- students' structured interviews, - educators' semi-structured interviews, - researchers' non-structured interviews	- summarazing content analysis of qualitative data	- code frequence of students' expressions in self-evaluation and its content analysis, - quality control of evaluation studies by Cronbach's Alpha Reliability statistics test, - Kolmogorova-Smirnova test to determine empirical distribution, - analysis of differences in levels of features researched, - Spearman's correlation analysis for correlation analysis, - correlation among samples by *Pearson's correlation analysis*, - Friedman's test to compare three or more groups of related sample data, - summarizing content analysis of external evaluation by external experts	

Table 0.6

Respondents of the research

Phase	Phase's name	Period of time	Respondents

Phase 1	Exploration of context	September – October 2006	- five second year students of professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy and
			- five educators of Riga Teacher Training and Educational Management Academy, namely,
			  - one educator in the field of school management,
			  - one educator in the field of music pedagogy and
			  - three educators in the field of language pedagogy

		October - December 2006	- 75 master students of Riga Teacher Training and Educational Management Academy, namely,
			  - 26 first year students of professional master's study programme *School Management*,
			  - 19 second year students of professional master's study programme *School Management* and
			  - 30 first and second year students of professional master's study programme *Music Pedagogy* and
			- three researchers of Riga Teacher Training and Educational Management Academy, namely,
			  - one researcher in the field of school management,
			  - one researcher in the field of music pedagogy and
			  - one researcher in the field of language pedagogy

		September 2007	- 10 first-year master students of professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy
Phase 2	Description of practice	September 2007 - June 2008	- two educators to create students' sample and - sample of 10 first year students of professional master's study programme *School Management*
		September 2008 - June 2009	- 75 first year master students of professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy, - four educators in the field of language pedagogy
Phase 3	Analysis of research results	June 2008	- sample of 10 first year students of professional master's study programme *School Management*
		June 2009	- 75 first year master students of professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy, - four educators of Language Department of Riga Teacher Training and Educational Management Academy and - 10 researchers in the field of educational sciences from different countries.

Theoretical novelty of the present research:

- essence of students' communicative competence in the system of external and internal perspectives has been defined as an individual combination of abilities and experience based on student's social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,
- organization model of English studies for academic purposes based on the system of external and internal perspectives has been designed for the development of students' communicative competence,
- a certain sequence of phases by acquiring content in English studies for academic purposes has been proposed in the organization model of English studies for academic purposes for the development of students' communicative competence.

Practical significance of the present research:

- conditions of development of students' communicative competence in English studies for academic purposes have been outlined,
- criteria, indicators and levels of development of students' communicative competence in English studies for academic purposes have been worked out to be used in language studies,
- external and internal factors in English studies for academic purposes have been identified for the development of students' communicative competence,
- qualitative evaluation research design to examine efficiency of English studies for academic purposes for the development of students' communicative competence has been proposed,
- *English for Academic Purposes* course and a variety of methods and forms of English studies for academic purposes have been worked out for the development of students' communicative competence,
- relevant recommendations on implementation of English studies for academic purposes have been suggested.

Theoretical contribution proposed for the defence: analysis of the research reveals the following regularity:

- essence of students' communicative competence in the system of the external and internal perspectives has been defined as an individual combination of abilities and experience based on student's social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- criteria of students' communicative competence are
  o student's social experience in General English,
  o student's social experience in Academic Native Language,
  o student's social experience in English for Academic Purposes,
  o student's social experience in Mother Tongue,
- mutual development of the system of external and internal perspectives and students' communicative competence is provided in the jointly created efficient academic environment organized in a certain sequence: from educator-student interaction based on educator's academic knowledge and students' practical communicative experience through students' mutual interaction based on knowledge variety provided by every student individually to students' autonomous cognitive activity based on every student's individual knowledge and development of students' communicative competence to optimal or high level.

Validity of the research:

The research process and results are approbated within international projects, seminars, consultations, publications and conferences. The research process and results were discussed at 25 scientific methodological seminars, three colloquiums, five consultations with participation of international experts and pre-defence.

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Research recognition:

- 25th March 2011 the certificate issued by the European Educational Association about the paper "Efficiency of English for Academic Purposes Activity in Student Language Education: Developing the System of the External and Internal Perspectives" shortlisted by the Emerging Researchers Group's Best Paper competition 2010 *the ECER 2010 Best Paper Award.*
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- 2009 – 2011 PhD thesis „Development of Students' Communicative Competence in English for Academic Purposes Studies" has been supported by the European Social Fund within the project «Support for Doctoral Studies at University of Latvia» Nr. 2009/0138/1DP/1.1.2.1.2/09/IPIA/VIAA/004, Registration of the University of Latvia Nr. ESS2009/77.

Structure of the promotion thesis: the promotion thesis consists of introduction, two chapters, conclusions, list of references, acknowledgements and appendices. Altogether 198 sources in

Latvian, English, German and Russian have been analyzed in the promotion thesis. Theoretical and practical findings are depicted in 89 tables and 64 figures.

The promotion thesis is organized in two chapters. Chapter 1 introduces communicative competence and English studies for academic purposes for development of students' communicative competence. Empirical research on implementation of English studies for academic purposes for development of students' communicative competence is presented in Chapter 2. Then, the associated results and discussion are presented and interpreted. Afterwards, a short outlook on interesting topics for further work is given. Finally, some concluding remarks are provided.

CHAPTER 1
1. ENGLISH STUDIES FOR ACADEMIC PURPOSES FOR DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE: THEORETICAL UNDERPINNING

1.1 Development of students' communicative competence

1.1.1 Definition of students' communicative competence

The present part of the promotion thesis is aimed at defining students' communicative competence based on the methodology of development of the system of external and internal perspectives. The search for the definition of students' communicative competence involves a process of analyzing the meaning of key concepts *concept competence* and *communicative competence*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *concept competence in linguistics and pedagogy → analysis of definitions of communicative competence based on the methodology of development of the system of external and internal perspectives → defining students' communicative competence.*

Competence as analytical category to explain the language as phenomenon was first mentioned in Chomsky's linguistic theory (N. Chomsky, 1965). Chomsky points out that "linguistic theory is concerned primarily with the ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance" (N. Chomsky, 1965, p. 3-4). Thus, he makes "a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)" (N. Chomsky, 1965, p. 4) addressing to concept of langue not as merely a systematic inventory of items but "to Humboldtian conception of underlying competence as a system of generative processes" (N. Chomsky, 1965, p. 4).

Education employs the competence approach to teach specific skills that are necessary in problem solving in a professional field (I. Apsīte, 2001, p. 133). The concept *competence* in pedagogy has been constantly changing (I. Tiļļa, 2005, p. 16-20; I. Maslo, 2006b, p. 46-47; I. Lūka, 2006, p. 21; I. Lūka, 2008a, p. 46) as highlighted in Table 1.1 by the author of the present research.

Table 1.1

Concept *competence* in pedagogy in different historical periods

Stage	Historical period	Approach
1.	1970s-1980s	competence as skills
2.	1980s-1990s	competence as qualification
3.	1990s – up to now	competence as goal of upbringing and education and analytical category

Fast development of the concept *competence* in the 1990s (I. Maslo, 2006a, p. 18) has led to the contemporary concept *competence* defined as the goal of upbringing and education and analytical category: competence serves as the unified reference-point for diverse stages of education to reach a certain level of competence in each closed cycle of education to develop it in further stages of education (I. Maslo, 2006a, p. 17).

Simultaneous use of all three approaches to the concept *competence* (I. Maslo, 2006b, p. 46) makes the search for the *competence* definition more complicated. Therefore the adopted methodology of development of the system of external and internal perspectives is applied to analyze following *competence* definitions:

- competence is defined as a combination of skills, knowledge, aptitudes and attitudes (European Commission, 2004, p. 3),

- competence denotes that a person is qualified to perform a certain job and comprises personal skills and ability to adapt them to a variety of situations, or, in other words, it is an ability to solve problems (I. Apsīte, 2001, p. 133),

- competence is determined as an individual combination of abilities and experience based on opportunities of gaining experience that as a process is continuously developing because abilities develop life-long, experience improves, and opportunities to obtain new experience appear (I. Maslo, 2006b, p. 54). Competence is an analytical category applied in certain situations of activity in order to determine a level of quality (I. Maslo, 2006b, p. 54). Competence as a result shows itself in a quality level of activity in a certain situation (I. Tiļļa, 2005, p. 39).

Analysis of the *competence* definitions based on the methodology of development of the system of external and internal perspectives reveals that

- the *competence* definition by European Commission (European Commission, 2004, p. 3) is viewed from the internal perspective accentuating cognitive activity,
- the *competence* definition by Apsīte (I. Apsīte, 2001, p. 133) is considered from the perspective of finding a balance between external and internal perspectives and
- the *competence* definition by Tiļļa (I. Tiļļa, 2005, p. 39) and Maslo (I. Maslo, 2006b, p. 54) comprises development of the system of external and internal perspectives.

Hence, the present research is further based on the *competence* definition by Tiļļa (I. Tiļļa, 2005, p. 39) and Maslo (I. Maslo, 2006b, p. 54).

In its turn, communicative competence is of great importance, too. Communicative competence is a key competence for personal fulfilment, social inclusion and employment in a knowledge society (European Commission, 2004, p. 5). That is why communicative competence has been widely investigated in the Baltic region, too: communicative competence has been analyzed by Briede (B. Briede, 1996), Ignatjeva (Л. Игнатьева, 1999), Kramiņa (I. Kramiņa, 2000), Lūka (I. Lūka, 2006), Skrinda (A. Skrinda, 2008), Stanionis and Kilivuniene (R. Stanionis, D. Kilivuniene, 2008). Moreover, the present research is based on the assumption by Druviete that communicative competence involves language competence (I. Druviete, 2007, p. 12). This finding allows the author of the present promotion thesis to analyze language competence investigated in the Baltics by Frolova (Н. Фролова, 2002), Laiveniece (D. Laiveniece, 2000) and Lūka (I. Lūka, 2007, 2008a, 2008b, 2008c) within the present research.

The concept *communicative competence* has been initially proposed by Hymes (D. Hymes, 1971, p. 50). The notion of communicative competence has been constantly changed and accompanied by a change in the originally used terms such as language proficiency, communicative proficiency, communicative language ability, communicative language competence, etc. (V. Bagarić, J. M. Djigunović, 2007, p. 99). Despite the changes in the notion of communicative competence and its terms, communicative competence remains the overall concept (I. Karapetjana 2007, p. 16) as shown in Figure 1.1 by the auhtor of the present research: definitions of communicative competence are determined to be part of the scientific concept *communicative competence* (J. H. Watt and S. van den Berg, 1995, p. 12). Thus, the concept of communicative competence comprises its terms and definitions such as language proficiency, communicative proficiency, communicative language ability, communicative language competence. However, the present

research only deals with the term *communicative competence* that means *competence to communicate* with the central word *competence* (V. Bagarić, J. M. Djigunović, 2007, p. 94).
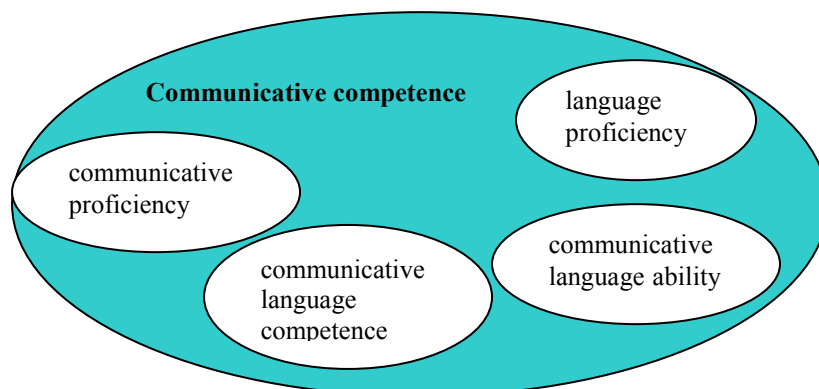
Figure 1.1: **Inter-relationships between terms of communicative competence**

Analysis of the *communicative competence* definitions developed in the Baltic region that is based on the methodology of development of the system of external and internal perspectives in the present research reveals that

- the internal perspective accentuating cognitive activity prevails in the definitions by Ignatjeva (L. Ignatjeva, 1999, p. 42), Harmer (J. Harmer, 2001, p. 269) and Kramiņš (E. Kramiņš, 2004, p. 39). For example, communicative competence is defined as an integrative quality of personality manifesting practically as the individual development of knowledge on the verbal, paraverbal and non-verbal communication, skills of its application, social experience and values (E. Kramiņš, 2004, p. 39).
- the external perspective accentuating social interaction dominates in the notion of communicative competence proposed by Hymes: communicative competence is determined as the most general concept for the capabilities of a person that is dependent upon (tacit) knowledge and (ability for) use (D. Hymes, 1971, p. 50).
- a balance between external and internal perspectives could be found in the definition by Lūka: communicative competence is identified as the ability in real life situations to use a language both receptively and productively (I. Lūka, 2006, p. 221).

The search for the definition of communicative competence as the basis for provision of development of the system of external and internal perspectives leads to understanding that the differentiation between communicative competence and social competence is artificial: one concept involves the other (I. Kramiņa, 2000, p. 65; I. Tiļļa, 2005, p. 24). For example, young

specialist's social competence involves communicative skills (B. Briede, 1996, p. 1) whereas social skills include listening, speaking and emphasizing defined as communication skills (R. Andersone, 2008, p. 2).

This finding on the artificial differentiation between communicative competence and social competence by Kramiņa (I. Kramiņa, 2000, p. 65) and Tiļļa (I. Tiļļa, 2005, p. 24) allows using the notion of social competence defined by Surikova (S. Surikova, 2007a, p. 36) in order to define the notion of communicative competence. Thus, complementing the notion of social competence defined by Surikova (S. Surikova, 2007a, p. 36) with the development of the system of external and internal perspectives, students' communicative competence is defined as an individual combination of abilities and experience based on student's social interaction and cognititive activity that provides constructive interaction with other people in the interpersonal system, thereby developing the system of external and internal perspectives. Further on, understanding of the communicative competence's subject-content structure is based on the social competence's subject-content structure by Surikova (S. Surikova 2007a, p. 36) and complemented by the author of the present research with the system of external and internal perspectives as shown in Figure 1.2 by the author of the present research. Development of communicative competence is provided by its objective structural component determined as social and cultural aspects of development - opportunities of gaining experience (I. Tiļļa, 2006, p. 163) as shown in Figure 1.2.

	External	↔	Internal
objective ↔ subjective	abilities and experience of social interaction		abilities and experience of cognitive activity
	mastering constructive strategies and techniques of social interaction and its use in real life	communicative competence	mastering constructive strategies and techniques of cognitive activity and its use in real life
	opportunities of social experience (experience of social interaction and cognitive activity) in the social-cultural environment		

Figure 1.2: **Complemented subject-content structure of students' communicative competence adapted from Surikova (S. Surikova 2007a, p. 36)**

Opportunities - social interaction and cognitive activity (S. Surikova 2007a, p. 36) - provide gaining individual experience for the development of culture of learning, education and interaction in a certain social-cultural environment (I. Tiļļa, 2006, p. 162-163). Hence, the present research is aimed at organizing environment (I. Tiļļa, 2003a, p. 37). Therein, it should be mentioned that the

accent in organizing environment has shifted from educator's instruction to learner's action (I. Žogla, 2008, p. 27) as a background of his/her development (I. Žogla, 2008, p. 30). Thus, Figure 1.3 depicted by the author of the present research demonstrates opportunities for development of students' communicative competence as the basis for provision of development of the system of external and internal perspectives.

Socio-cultural environment	
External perspective	Internal perspective
Opportunities to construct experience in social interaction	Opportunities to construct experience in cognitive activity

Figure 1.3: **Opportunities for development of students' communicative competence
in the socio-cultural context**

The primary hypothesis of the present research based on the methodology of development of students' communicative competence has been put forward: development of students' communicative competence is provided by opportunities of gaining experience - social interaction and cognitive activity.

However, opportunities of development of students' communicative competence are based on conditions. Therefore conditions for development of students' communicative competence are analyzed in the following part of the present promotion thesis.

1.1.2 Conditions for development of students' communicative competence

The present part of the promotion thesis is aimed at determining conditions for development of students' communicative competence. The search for conditions for development of students' communicative competence involves a process of analyzing the meaning of the key concept *conditions* as a basis of opportunities for development of students' communicative competence. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *definition of conditions in pedagogy → conditions forming opportunities for development of students' communicative competence.*

In pedagogy conditions for the improvement of experience are based on development of psychological processes (I. Žogla, 1997, p. 10).

Conditions for development of students' communicative competence in the present research are based on psychological processes underlying concept formation by Vygotsky (L. Vygostky, 1934/1962). The choice of these psychological processes is underpinned, first, by the significance of concept development in general and education: concepts are found at the heart of knowledge creation in education as concepts present forms or levels of knowledge (I. Žogla, 2001b, p. 37) and content (H. Niemi, 2008, p. 12). Second, the relationship between spontaneous, scientific, professional concepts and mother tongue, foreign language, professional native language (Ļ. Vigotskis, 2002, p. 208) is analyzed to bring us to understanding that

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

Then, the choice of these psychological processes is determined by the assumption made by Vygotsky that from the point of view of psychology development of concepts and word meaning is one and the same process (Ļ. Vigotskis, 2002, p. 208). Moreover, by the finding that the key role in communication belongs to language (W. Leeds-Hurwitz, 1995; E. A. Griffin, 2003). Communication defined by Theory of Communication as the social process (О. И. Матьяш, 2004, p. 103-104) contributes to the choice of psychological processes underlying concept formation by Vygotsky as Condition for development of students' communicative competence in the present research.

Analysis of theories on concept formation in the present research based on the methodology of development of the system of external and internal perspectives reveals a lot of common research interest in concept development. For example, the scheme for conceptual change by Stepans (J. Stepans, 2005, p.15) as highlighted in Table 1.2 promotes learning for all students and helps educators to recognize and to incorporate students' prior knowledge into their teaching. Stepans suggests the following stages for conceptual change (J. Stepans, 2005, p.15):

• help students to become dissatisfied with their existing conception,
• help students to achieve a minimal initial understanding of the scientific conception,

- make the scientific conception plausible to students and
- show the scientific conception as fruitful or useful in understanding a variety of situations.

Table 1.2

Scheme for conceptual change by Joseph Stepans (in: J. Stepans, 2005, p.15)

Commit to outcome	Expose beliefs	Confront Beliefs	Accommodate the concept	Extent the concept	Go beyond
Purpose: to help students become aware of their own beliefs	Purpose: to help students talk about their beliefs in small and large groups	Purpose: to provide experience in which students can test their beliefs through activity, talk and writing	Purpose: to help students resolve conflicts between his or her ideas and beliefs and what has been observed or presented	Purpose: to provide situations including personal and daily life in which students can extend concepts or ideas to new situations	Purpose: to encourage students to continue thinking about the concept by pursuing additional questions or problems of interest
Educator presents a situation either by posing a question, presenting a challenge or asking students to make a prediction. Students are asked to commit to an outcome	Based on the initial step, teacher can ask students to share their idea verbally with a partner, a small group or the whole class or describe an idea in writing (data sheet or learning log)	Students have an opportunity to confront their beliefs by engaging in a hands on activity in small groups, debating ideas, conduct interviews, or reading	In this phase educator asks questions based on the activity to help students explain their observations and to make sense of their data	Educator helps students to apply their ideas to other situations including daily life	The key to this last phase is to extend students' thinking about the topic. Asking students to pose additional questions, to bring in examples of phenomena related to the topic are ways to go beyond.

However, the scheme for conceptual change by Stepans (J. Stepans, 2005, p.15) as shown in Table 1.2 provides the implication of science knowledge on the social plane forgetting about vital necessity of development of the system of external and internal perspectives. In turn, concept formation by Vygotsky includes the unity of scientific (academic) and spontaneous (everyday) concepts (L. Vygostky, 1934/1962; Ļ. Vigotskis, 2002, p. 208; D. Robbins, 2007, p. 49).

Moreover, concept formation by Vygotsky (L. Vygostky, 1934/1962) is analyzed within Theory of the Zone of Proximal Development formulated by Vygotsky (Ļ. Vigotskis, 2002, p. 257). It should

be mentioned the *activity* concept originated with Vygotsky's Theory of the Zone of Proximal Development (A. Blunden, 2009, p. 10). Concept formation by Vygotsky (L. Vygostky, 1934/1962) within the zones of proximal and actual development is interpreted by Leontyev (А. Леонтьев, 1982, p. 36) as depicted in Figure 1.4 by the author of the present research.
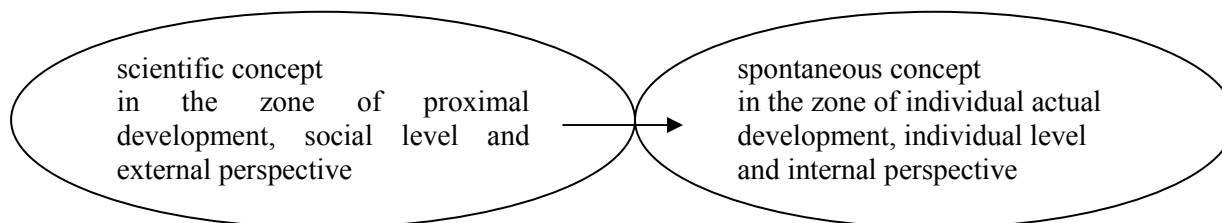
Figure 1.4: **Concept formation within the zones of proximal and actual development**

Hence, the choice of psychological processes underlying concept formation by Vygotsky (L. Vygostky, 1934/1962) as the basis for provision of development of the system of external and internal perspectives has been underpinned.

Analysis of the unity of scientific (academic) and spontaneous (everyday) concepts on the basis of the methodological approach of development of the system of external and internal perspectives allows drawing the conclusion that the external perspective comprises development of scientific concepts, and the internal perspective - spontaneous concepts as described by Vygotsky (L. Vygostky, 1934/1962, p. 84-90) and shown in Table 1.3 by the author of the present research. Moreover, scientific concepts include professional concepts (T. Mylett, R. Gluck, 2005, p. 6). That means in the present research that the external perspective comprises development of scientific and professional concepts.

Table 1.3

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

External perspective	Internal perspective
Scientific and professional concepts	**Spontaneous concepts**
- can be construed only if individual spontaneous concepts reach a definite level, - characterized by individual 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	- developed through individual mental efforts, - individual 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

Concepts and word meanings are dynamic and not static (A. Benson, 1995, p. 6; D. Robbins, 2007, p. 48). From the point of view of Vygotsky, the two processes – development of spontaneous and non-spontaneous concepts – are parts of a single process (L. Vygostky, 1934/1962, p. 85). Moreover, the total system of concepts in the course of individual development has been found important (L. Vygotsky, 1934/1962; J. Piaget, 1962, p. 4). Development of the total system of concepts is based on the psychological system (А. Леонтьев, 1982, p. 38). The psychological system is defined as the change in the relationship between functions for the individual development, and not the development of each function (А. Леонтьев, 1982, p. 38): "scientific and spontaneous concepts start from different points but eventually meet" (L. Vygotsky, 1934/1962, p. 84). Thus, the rudiments of systematization first enter the individual mind by way of his contact with scientific concepts and are then transferred to everyday concepts, changing their psychological structure from the top down (L. Vygostky, 1934/1962, p. 93), thereby developing the system of external and internal perspectives. It should be mentioned that before starting the development of scientific concepts the individual course of development of spontaneous concepts must take place (Ļ. Vigotskis, 2002, p. 208).

On the one hand, the concept of the psychological system (А. Леонтьев, 1982, p. 38) allows positioning the quasi-concept within the quasi-autonomous zone as depicted in Figure 1.5 by the author of the present research. Therein, quasi-concept is defined as asymmetrical, in flux at various stages and interpreted differently at different points in time (D. Robbins 2007, p. 49). Positioning the quasi-concept within the quasi-autonomous zone is based on

- first, the importance of change in the relationship between functions for the individual development, and not development of each function (А. Леонтьев, 1982, p. 38),
- second, the significance of the quasi-autonomous zone for individual development (Г. А. Цукерман, Н. В. Елизарова, М. Фрумина, Е. В. Чудинова, 1993, p. 35) and
- finally, the relationship between scientific and professional concepts and the zone of proximal development.
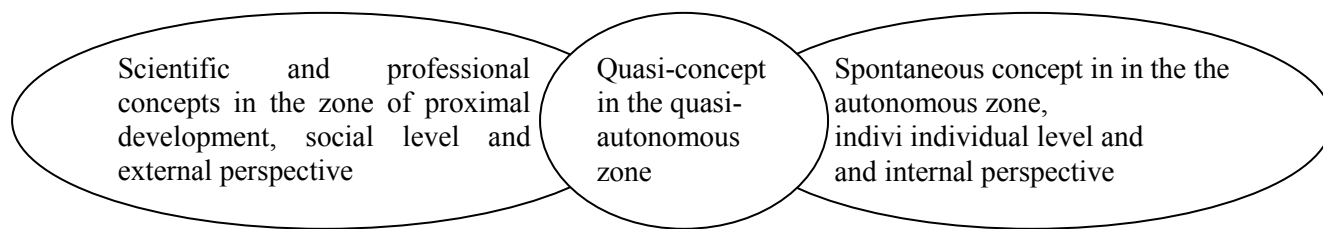
Figure 1.5: **Concepts in zones of development**

From the point of view of Vygotsky, "scientific concept learning differs from spontaneous concept acquiring as foreign language learning differs from native language acquiring. Development of scientific and spontaneous concepts is interrelated as foreign and native languages relates to each other" (Ļ. Vigotskis, 2002, p. 275). Thus, development of scientific concepts relates to foreign language learning, spontaneous concept – to mother tongue, and professional concept – to professional native language. Therein, professional native language initially appeared when science and trade developed (A. Lubīna, 2002, p. 140). Professional native language includes certain scientific notions and methods (A. Lubīna, 2002, p. 140). Thus, the term *academic native language* is used further in the promotion thesis. Academic native language is defined by the author of the present research as native language for academic purposes. This definition of academic native language is based on

- English for Academic Purposes (R. R. Jordan, 1997; etc.),
- a variety of language (home, national, mother, native, etc) (M. Byram, 2006, p. 5) and
- research as academic activity (I. Kramiņa, 2000, p. 40).

On the other hand, the concept of the psychological system (А. Леонтьев, 1982, p. 38) and the relationship between foreign language and academic native language allows determining the initial term *foreign language for academic purposes* as depicted in Figure 1.6 by the author of the present research.
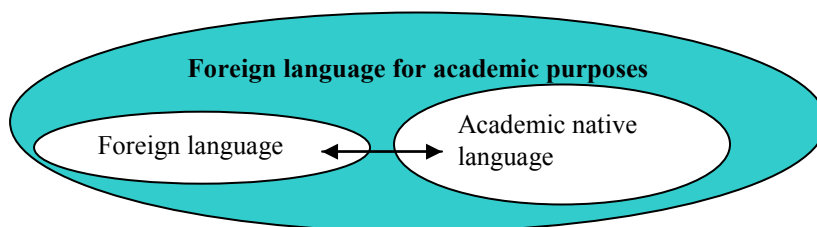
Figure 1.6: **Relationship between foreign language and academic native language**

Further on, foreign language studies for academic purposes are positioned within the quasi-autonomous zone as shown in Figure 1.7 by the author of the present research.
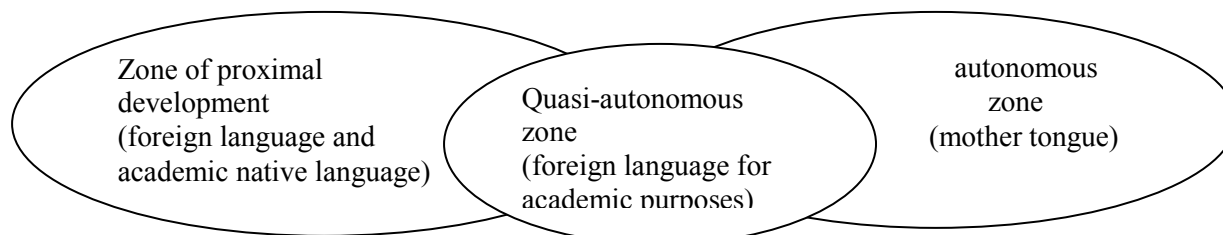
Figure 1.7: **Three zones of activity**

Positioning foreign language studies for academic purposes within the quasi-autonomous zone is based on

- first, the importance of the change in the relationship between functions for the individual development, and not the development of each function (А. Леонтьев, 1982, p. 38),
- second, the significance of the quasi-autonomous zone for individual development (Г. А. Цукерман, Н. В. Елизарова, М. Фрумина, Е. В. Чудинова, 1993, p. 35),
- then, the *activity* concept originated with Vygotsky's Theory of the Zone of Proximal Development (A. Blunden, 2009, p. 10) and
- finally, the relationship between foreign language and academic native language in the zone of quasi-autonomous development.

However, it should be mentioned that the present research is limited to only English studies for academic purposes. Hence, foreign language is further defined as General English.

Hence, analysis of Law of Development or interiorization by Vygotsky (Ļ. Vigotskis, 2002, p. 257), Theory of the Zone of Proximal Development by Vygotsky (Ļ. Vigotskis, 2002, p. 257) and the *activity* concept originated with Vygotsky's Theory of the Zone of Proximal Development (A. Blunden, 2009, p. 10) determines English studies for academic purposes as

- the quasi-autonomous zone in the course of individual development and
- the sub-phase between student's activity with educator's assistance based on educator's academic knowledge and students' practical communicative experience and student's autonomous action based on every student's individual knowledge.

Moreover, analysis of the zones of proximal, quasi-autonomous and actual development reveals that development of students' communicative competence as the basis for provision of development of the system of external and internal perspectives proceeds from the zone of proximal development through the zone of quasi-autonomous development to the zone of actual development as interpreted in Table 1.4 designed by Surikova (S. Surikova, 2007a, p. 31) and complemented with the description of the zone of quasi-autonomous development and development of students' communicative competence by the author of the present research. It should be mentioned that the quasi-autonomous zone implies peer learning (T. Myllet, R, Gluck, 2004, p. 7).

Table 1.4

**Description of three zones of development of students' communicative competence
adapted from Surikova (S. Surikova, 2007a, p. 31)**

Zone of Proximal Development	Zone of Quasi-Autonomous Development	Zone of Actual Development
The zone is - a phase between the zone of actual development: an individual is able to use his/her communicative competence at a certain level of difficulty, and - the possible level of his/her potential development to use his/her communicative competence with others' assistance or zone of instruction (teaching)	The zone is the sub-phase between individual activity with others' help and his/her autonomous action: an individual is between his/her levels of actual and proximal development being able to use his/her communicative competence at a certain level with others' particular assistance, or zone of peer-learning	The zone presents individual knowledge, skills and attitudes at the present moment: an individual is able to use his/her communicative competence at a certain level without any others' assistance, or reproductive zone (learning)

Varied influence on the development of students' communicative competence provided by student interaction with educator based on educator's academic knowledge and students' practical communicative experience and students' mutual interaction based on knowledge variety provided by every student individually leads to the conclusion that conditions for development of students' communicative competence as the basis for provision of development of the system of external and internal perspectives include the following forms of students' interaction:

- students' interaction with educator in General English and Academic Native Language based on educator's academic knowledge and students' practical communicative experience and
- students' mutual interaction in English for Academic Purposes based on knowledge variety provided by every student individually.

Thus, development of students' communicative competence as the basis for provision of development of the system of external and internal perspectives is centred on students' mutual interaction in English for Academic Purposes based on knowledge variety provided by every student individually in English studies for academic purposes.

The finding of Benson that "Vygotsky's work focused on children, yet, his instructional insights (teaching in the present research) are equally applicable to adult learning" (A. Benson, 1995, p.7) allows complementing conditions determined by Surikova (S. Surikova, 2007a, p. 48) for the development of pupils' social competence with the concept development and students' interaction with educator in General English and Academic Native Language based on educator's academic knowledge and students' practical communicative experience and students' mutual interaction in

English for Academic Purposes based on knowledge variety provided by every student individually for development of students' communicative competence. It should be mentioned that the author of the present research suggests another definition of *problem* considered by Surikova (S. Surikova, 2007a, p. 48) as a condition for development of students' communicative competence. Problem is widely defined as a challenge and an opportunity (P. Sālsberg 2003, p. 35). However, the methodology of development of the system of external and internal perspectives reveals that the external perspective dominates in this *problem* definition. As an alternative, the methodology of development of the system of external and internal perspectives allows defining problem as hope and possibility based on the practice of a curriculum of life (J. P. Portelli 2010, p. 12). Hence, Figure 1.8 demonstrated by the author of the present research presents conditions for development of students' communicative competence in the academic context.

Academic 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 in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life		Mastering constructive strategies and techniques of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life
Interpersonal dialogue	Study cultural dialogue	Individual internal dialogue
educator's academic knowledge and students' practical communicative experience	knowledge variety provided by every student individually	every student's individual knowledge
Scientific and professional concept	Quasi-concept	Spontaneous concept
General English and Academic Native Language	English for Academic Purposes	Mother Tongue
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

Figure 1.8: **Conditions for development of students' communicative competence in the academic context adapted from Surikova (Surikova, 2007a, p. 48)**

Moreover, analysis of the conditions for development of students' communicative competence complements the notion of students' communicative competence with social experience (experience of social interaction and cognitive activity) in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as the basis for provision of development of the system of external and internal perspectives. Thus, communicative competence in the system of external and internal perspectives is defined as an individual combination of abilities and experience based on student's social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. The communicative competence's subject-content structure has been complemented, too. Thus, opportunities include social experience (experience of social interaction and cognitive activity) in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as shown in Figure 1.9 by the autor of the present promotion thesis.
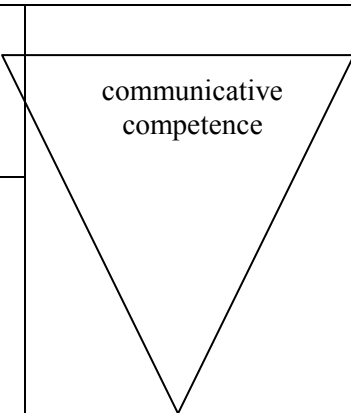
	External	↔	Internal
objective ↔ subjective	abilities and experience of social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	communicative competence	abilities and experience of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue
	mastering constructive strategies and techniques of social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life		mastering constructive strategies and techniques of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life
	opportunities of social experience (experience of social interaction and cognitive activity) in General English, Academic Native Language, English for Academic Purposes and Mother Tongue in the academic environment		

Figure 1.9: **Complemented subject-content structure of students' communicative competence adapted from Surikova (S. Surikova 2007a, p. 36)**

The complemented hypothesis of the present research based on the analysis of conditions for development of students' communicative competence as the basis for provision of development of the system of external and internal perspectives has been put forward: students' communicative competence develops if

- the system of external and internal perspectives for transformation of students' communicative competence from the external (social) to the internal (individual) perspective is centered on English studies for academic purposes,
- English studies for academic purposes within the system of external and internal perspectives are based on a certain sequence of students' interaction:
  - in the first phase (teaching) students' interaction with educator based on educator's academic knowledge and students' practical communicative experience,
  - in the second phase (peer-learning) students' mutual interaction based on knowledge variety provided by every student individually and
  - in the third phase (learning) students' autonomous cognitive activity based on every student's individual knowledge.

Analysis of conditions for development of students' communicative competence determines that English studies for academic purposes within the system of external and internal perspectives provide each student's social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

Hence, the following part of the present promotion thesis analyzes criteria and indicators of development of students' communicative competence.

1.1.3 Criteria and indicators of developing students' communicative competence

The present part of the promotion thesis includes analysis of criteria and indicators of development of students' communicative competence. The search for criteria and indicators of development of students' communicative competence involves a process of analyzing the meaning of key concepts *criteria, indicators, constructs* and *levels of development of students' communicative competence*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *defining criteria → determining indicators → revealing constructs* o*f development of students' communicative competence → specifying levels of development of students' communicative competence*.

Accroding to theoretical findings of Lasmanis (A. Lasmanis, 2003, p. 9) and Špona and Čehlova (A. Špona and Z. Čehlova, 2004, p. 88), criteria serve to structure, assess and evaluate while

indicators determine developmental dynamics. Criteria can be determined by analysis of (A. Špona and Z. Čehlova, 2004, p. 88)

- definition of the research object,
- structure of the research object and
- factors.

Analysis of source of criteria determines use of terminology on criteria and indicators for development of students' communicative competence in the present promotion thesis as following:

- term *criterion* is defined as the key element to structure object of the research,
- term *indicator* is identified as the component to determine developmental dynamics of the object and
- term *construct* is specified as the sub-component of the research object.

Table 1.5 shown by the author of the present research presents criteria and indicators of development of students' communicative competence based on the analysis of the complemented understanding of the subject-content structure of communicative competence as depicted in Figure 1.9 by the author of the present research.

Table 1.5

Criteria and indicators of development of students' communicative competence

Criteria	Indicators
Student's social experience in General English	*experience of social interaction in General English (knowledge, skills and attitudes)*
	experience of cognitive activity in General English (knowledge, skills and attitudes)
Student's social experience in Academic Native Language	*experience of social interaction in Academic Native Language (knowledge, skills and attitudes)*
	experience of cognitive activity in Academic Native Language (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)*
	experience of cognitive activity in English for Academic Purposes (knowledge, skills and attitudes)
Student's social experience in Mother Tongue	*experience of social interaction in Mother Tongue (knowledge, skills and attitudes)*
	experience of cognitive activity in Mother Tongue (knowledge, skills and attitudes)

Table 1.6 based on the methodology of development of the system of external and internal perspectives and designed by the author of the present research demonstrates initial constructs of

student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

Initial constructs of students' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue

Criteria	Indicators	Constructs
student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	*experience of social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (knowledge, skills and attitudes)*	knowledge (T. Bowen and J. Marks, 1994, p. 51): - pronunciation (sounds, sequences of sounds, stress, linking, rhythm, intonation), - grammar (word form, word order, right elements but wrong construction), - vocabulary, - appropriacy, - discourse organisation
		skills of three types (T. Hedge, 2001, p. 54): -semantic fluency: linking together propositions and speech links, - lexical-syntactic fluency: linking together syntactic constituents and words, - articulatory fluency: linking together speech segments
		attitudes as both part of the message and part of the medium (N. Brieger, 1997, p. 41): - use of hands and arm gestures, - use of eye contact, - vocal variety, - use of visual aids, - movement within audience area, - handling questions and - handling difficult audiences
	experience of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (knowledge, skills and attitudes)	

However, analysis of these initial constructs based on the methodology of development of the system of external and internal perspectives determines that the external perspective dominates in these initial constructs of student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Thus, these initial constructs require further analysis as far as they do not reveal the discourse on reality and context specific.

Levels of students' communicative competence of the present research are described, too. A description of students' communicative competence as a result is based on the level description by *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001, p. 23) as shown in Table 1.7 by the author of the present research.

Levels of students' communicative competence

Level	Basic User	Independent User	Proficient User
Description	a basic user can perform activity if some help is provided (I. Lūka, 2008b, p. 49)	an independent user can perform activity implementing previously acquired patterns or in similar situations (I. Lūka, 2008b, p. 49)	a proficient user can perform given activity autonomously

Another description of levels of students' communicative competence is provided by the European Qualifications Framework (Commission of the European Communities, 2006b, p. 18-20). Level descriptions are based on learning outcomes. In its turn, learning outcomes are defined in terms of knowledge, skills and wider competences – personal and professional (W. Martyniuk, 2006, p. 15). Outcomes are specified on the eight-level scale reflecting stages in a lifelong learning process (Commission of the European Communities, 2006b, p. 18-20; W. Martyniuk, 2006, p. 16). The eight-level scale includes

Level 1-2: compulsory education,

Level 3: upper secondary or adult education,

Level 4: end of upper secondary/post-compulsory education, "a gateway" to higher education,

Level 5: completion of post-secondary or "short cycle" within the first cycle of higher education,

Level 6: higher education, first cycle (B. A.),

Level 7: higher education, second cycle (M. A.) and

Level 8: higher education, third cycle (Ph. D.).

The present research is focused on learning outcomes of Level 7 (Commission of the European Communities, 2006b, p. 19). Outcomes of Level 7 in the European Qualifications Framework (Commission of the European Communities, 2006b, p. 19) comprise

- knowledge as highly specialized, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking; critical awareness of knowledge issues in a field and at the interface between different fields,

- skills as specialized problem-solving required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields,

- competence to manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.

In its turn, Level 7 identifies six sub-levels. These six sub-levels are identified as A1, A2, B1, B2, C1 and C2. Further on, individual level of proficiency will vary between four dimensions as depicted in Figure 1.10, different languages as highlighted in Table 1.5, and according to that individual social and cultural background environment, needs and/or interests (I. Drueviete, 2007, p. 12).
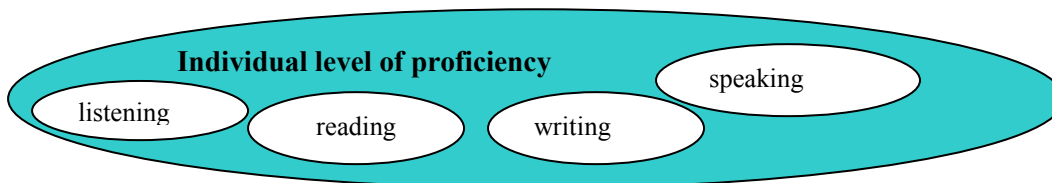
Figure 1.10: **Dimensions of individual level of proficiency**

Then, listening and reading are united into the dimension of understanding (European Parliament and the Council, 2004). Table 1.8 adopted from the European Parliament and the Council (European Parliament and the Council, 2004) describes the dimensions of understanding, speaking and writing.

Table 1.8

Description of three dimensions of individual level of proficiency adapted from the European Parliament and the Council (2004)

Dimension	Understanding		Speaking		Writing
Sub-dimension	Listening	Reading	Spoken interaction	Spoken production	
Description	I can understand extended speech and lectures and follow even complex lines of	I can read articles and reports concerned with contemporary	I can interact with a degree of fluency and spontaneity that makes	I can present clear detailed descriptions on a wide range of	I can write clear detailed text on a wide range of subjects related

argument provided, the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect	problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose	regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views	subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences

Therein, Table 1.9 shown by the author of the present research presents six levels of students' communicative competence based on the analysis of six sub-levels identified as A1, A2, B1, B2, C1 and C2 by Commission of the European Communities (Commission of the European Communities, 2006b, p. 19).

Table 1.9

Criteria, indicators and levels of development of students' communicative competence

Criteria	Levels					
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**
	very low	**low**	**critical**	**average**	**optimal**	**high**
Students' social experience in General English Students' social experience in Academic Native Language Students' social experience in English for Academic Purposes Students' social experience in Mother Tongue	*A1* *Break* *through*	*A2* *Wast-* *age*	*B1* *Thres-* *hold*	*B2* *Van-* *tage*	*C1* *Effective* *(Mastery*	*C2* *Opera* *Tional/* *Prof* *iciency*

Hence, analysis of individual level of proficiency by the European Parliament and the Council (European Parliament and the Council, 2004) and student's interaction with educator based on educator's academic knowledge and students' practical communicative experience as well as student's mutual interaction based on knowledge variety provided by every student individually within the system of external and internal perspectives determines constructs of students' communicative competence as demonstrated in Table 1.10 by the author of the present research.

Table 1.10

Constructs of students' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue

Criteria	Indicators	Constructs
student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	*experience of social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (knowledge, skills and attitudes)*	social interaction: students (I. Maslo, 2006a, p. 15) - 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
	experience of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (knowledge, skills and attitudes)	cognitive activity: student (E. Maslo, 2007, p. 39) - regulates his/her own learning process, - sets his/her own goals, - takes responsibility for his/her own learning - works independently, - evaluates his/her own learning process and - continues to improve his/her own skills

Then, newly determined constructs of students' communicative competence require the research hypothesis to be re-considered. The improved hypothesis of the present research is put forth: students' communicative competence develops in English studies for academic purposes within the system of external and internal perspectives in a certain sequence from low level to high level if

- the students use opportunities of interaction and communicative competence within the system of external and internal perspectives,

- English studies for academic purposes within the system of external and internal perspectives transform students' communicative competence from the external (social) to the internal (individual) perspective,

- English studies for academic purposes within the system of external and internal perspectives are based on a certain sequence of students' interaction:

- in the first phase (teaching) students' interaction with educator based on educator's academic knowledge and students' practical communicative experience,

- in the second phase (peer-learning) students' mutual interaction based on knowledge variety provided by every student individually and

- in the third phase (learning) students' autonomous cognitive activity based on every student's individual knowledge.

Theoretical findings formulated in the improved hypothesis of the present research require English studies for academic purposes for development of students' communicative competence to be analyzed in the next part of the promotion thesis.

1.2 English studies for academic purposes

1.2.1 Definition of English studies for academic purposes

The present part of the promotion thesis is aimed at defining English studies for academic purposes. The search for the definition of English studies for academic purposes involves a process of analyzing the meaning of key concepts *English for Academic Purposes* and *English studies for academic purposes*. Moreover, the study demonstrates how the key concepts are related to the idea of *development of students' communicative competence*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *a historical perspective on English for Academic Purposes → defining English studies for academic purposes (notion, components and process) → peculiarities and advantages of English studies for academic purposes for development of students' communicative competence.*

The study of English for Academic Purposes has not had a long story as demonstrated in Table 1.11 by the author of the present research.

Table 1.11

Historical perspective on development of English for Academic Purposes

Phase	Historical period	Description
1.	1974	English for Academic Purposes
2.	1989	English for Academic Purposes at university level

The first recorded use of the term "*English for Academic Purposes*" appears in 1974; by 1975 it was in more general use (R. R. Jordan, 1997, p. 1). The published proceedings of the joint

SELMOUS-BAAL Seminar at Birmingham University in 1975 on "*The English Language Problems of Overseas Students in Higher Education in the UK*" were intitled "*English for Academic Purposes*" (R. R. Jordan, 1997, p. 1). "*English for Academic Purposes*" was used by the British Council (R. R. Jordan, 1997, p. 1) as the title of its collection of papers, mostly on English for Science and Technology. In Britain increased professionalism in teaching English for Academic Purposes at university level was indicated by the re-naming in 1989 of an older-established group to the British Association of Lecturers in English for Academic Purposes (BALEAP).

English for Academic Purposes (EAP) is a branch of English for Specific Purposes (ESP) in English Language Teaching/Learning as represented by Hutchinson and Waters (T. Hutchinson and A. Waters, 1994, p. 16-18) in Appendix 2 and later by John and Price-Machado (A.M. John, D. Price-Machado, 2001, p. 44) in Appendix 3. Appendix 2 demonstartes the tree of English Language Teaching/Learning that is nourished by its roots which are learning and communication. Going up the tree three branches of English Language Teaching/Learning are revealed. One of them is called English as a Foreign Language (EFL). It is divided into two branches: General English (GE) and English for Specific Purposes (ESP). One branch of English for Specific Purposes (ESP) is determined as English for Academic Purposes (EAP) (T. Dudley-Evans and M. John, 1998, p. 6) as depicted in Figure1.11 by the author of the present research.
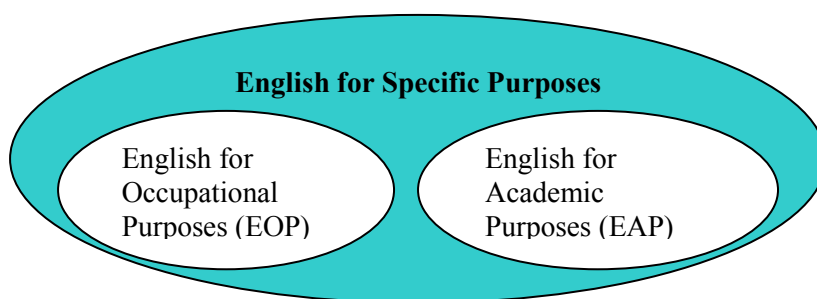
Figure 1.11: **English for Academic Purposes as a branch of English for Specific Purposes**

English for Academic Purposes varies according to the field of study (T. Dudley-Evans and M. John, 1998, p. 6) as shown in Figure 1.12 by the auhtor of the present research.
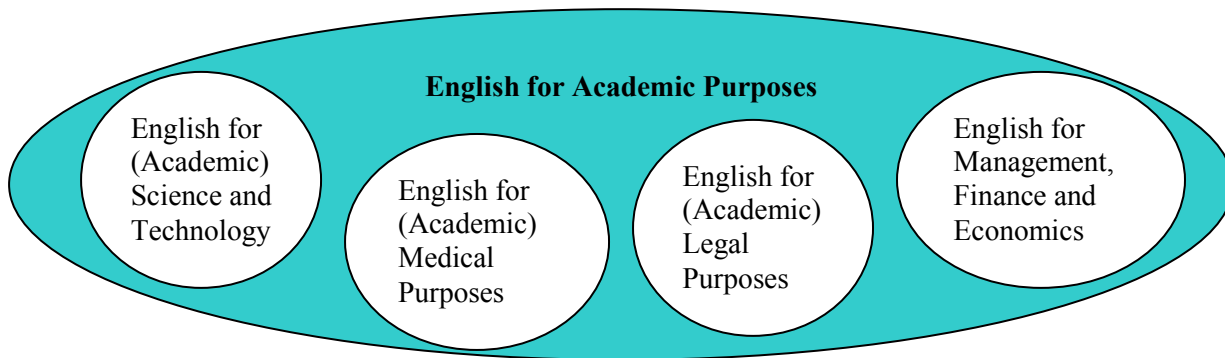
Figure 1.12: **English for Academic Purposes according to the field of study**

A provisional, rather general, working definition of English for Academic Purposes is that "English for Academic Purposes is concerned with those communication skills in English which are required for study purposes in formal education systems" (R. R. Jordan, 1997, p. 1).

Initial components of English for Academic Purposes are defined by Jordan (R. R. Jordan, 1997, p. 4) as demonstrated in Figure 1.13 by the author of the present research.
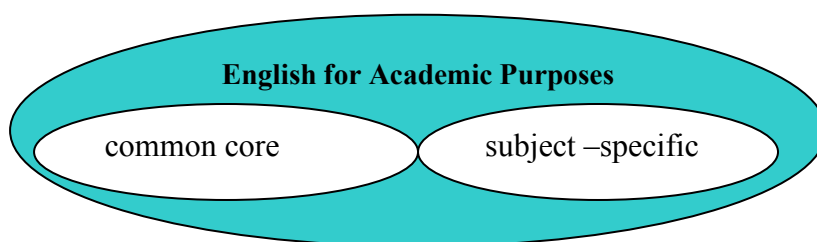
Figure 1.13: **Components of English for Academic Purposes**

Subject-specific English is the language needed for a particular academic subject, e.g. economics, together with its disciplinary culture. It includes the language structure, vocabulary, the particular skills needed for the subject, and the appropriate academic conventions (R. R. Jordan, 1997, p. 4-5). The more content-specific the course, the more students will find it useful and be motivated (R. R. Jordan, 1997, p. 252). In its turn, the common core component more usually known as "study skills" (R. R. Jordan, 1997, p. 4). However, analysis based on the methodology of development of the system of external and internal perspectives determines that finding the balance between the external and internal perspective dominates in the common core component. Therefore, analysis based on the methodology of development of the system of external and internal perspectives reveals research as part of academic university education (I. Kramiņa, 2000, p. 40; I. Karapetjana, 2001, p. 279) to be a component of the common core. Thus, core components of English for

Academic Purposes in this promotion thesis are depicted in Figure 1.14 by the author of the present research.

English for Academic Purposes

the subject content

language research skills
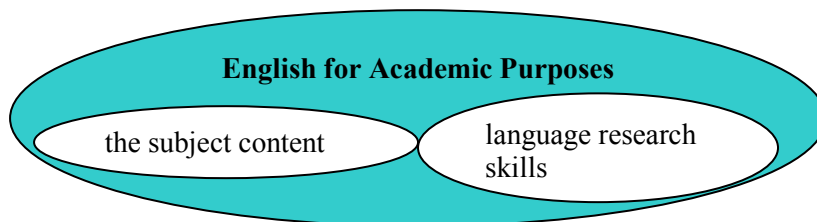
Figure 1.14: **Core components of English for Academic Purposes**

The core components of English for Academic Purposes determined by the author of the present research complement the definition of English for Academic Purposes with language research skills. Hence, English for Academic Purposes is defined as those communication skills in English which are required for academic purposes in formal education systems. It should be mentioned that English for Academic Purposes has close inter-relationship with

- content-based second language instruction (T. Dudley-Evans, M. John, 1998, p. 1; M. Kaltigina, D. Liepa, I. Ratniece, I. Urpena, 2010, p. 57),
- integrated content and language instruction as well as
- content and language integrated learning.

Therein, the present research contributes to development of content-based second language instruction, integrated content and language instruction as well as content and language integrated learning, too.

Moreover, analysis of Theory of Communication (О. И. Матьяш, 2004, p. 103-104), Law of Development or interiorization by Vygotsky (Ļ. Vigotskis, 2002, p. 257), Theory of the Zone of Proximal Development by Vygotsky (Ļ. Vigotskis, 2002, p. 257) and the *activity* concept originated with Vygotsky's Theory of the Zone of Proximal Development (A. Blunden, 2009, p. 10) determines English studies for academic purposes to be joint activity. In order to provide development of the system of external and internal perspectives the present promotion thesis employs the following definition of joint activity: pursuing shared aims according to certain common norms, over some period of time (A. Blunden, 2009, p. 18). Thus, based on the essence of microgroup activity defined by Surikova (S. Surikova 2007b, p. 38) and definition of joint activity by Blunden (A. Blunden, 2009, p. 1-26), the notion of English studies for academic purposes in the present research is defined as shared aim oriented joint activity according to certain common

norms, over some period of time that provides joint social interaction in General Englih, Academic Native Language, English for Academic Purposes and Mother Tongue and cognitive activity in General Englih, Academic Native Language, English for Academic Purposes and Mother Tongue for each participant and increases opportunities of gaining social experience in General Englih, Academic Native Language, English for Academic Purposes and Mother Tongue. It should be mentioned that from the author's point of view based on the "fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)" by Chomsky (N. Chomsky, 1965, p. 4), the Activity Theory (Leont'ev, 1978, p. 7), and the definition of language activity by Fedjukova (M. Fedjukova, 1998, p. 42) English studies for academic purposes include use of terms such as *English for Academic Purposes activity*, *English for Academic Purposes studies* and *use of English for Academic Purposes*. However, in order to follow the European tradition of terms, the term *English studies for academic purposes* is further used in the present promotion thesis.

Theoretical findings on language research skills as a core component of English for Academic Purposes based on the methodology of development of the system of external and internal perspectives determine the necessity to re-consider conditions for development of students' communicative competence in the academic context. Figure 1.15 shown by the author of the present research demostrates the complemented conditions for development of students' communicative competence in the academic context with language research skills based on learning elements (E. Maslo, 2006, p. 59).

Academic 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 in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life		Mastering constructive strategies and techniques of cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and its use in real life
Interpersonal dialogue	Study cultural dialogue	Individual internal dialogue
educator's academic knowledge and students' practical communicative experience	knowledge variety provided by every student individually	every student's individual knowledge
Scientific and professional concept	Quasi-concept	Spontaneous concept

General English and Academic Native Language	English for Academic Purposes	Mother Tongue
Formulating a hypothesis	Examining the hypothesis	Evaluating the results
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

Figure 1.15: **Complemented conditions for development of students' communicative competence in the academic context adapted from Surikova (S. Surikova, 2007a, p. 48)**

Before analyzing the procedural aspect of English studies for academic purposes, peculiarities of English studies for academic purposes on the pedagogical discourse have to be discussed.

Thus, joint activity is based on acts of speech (European Commission, 2001, p. 9). Speech is used to mediate the solution of novel problem, the cultural meaning potential of the language system itself is modified and developed to meet the new demands that are placed on it (G. Well, 1994, p. 3). In joint activity of all kinds, speech performs two crucial functions (G. Well, 1994, p. 3):

- first, it enables the participants to coordinate their actions in relation to the object in view and,

- second, it provides a means for representing and reflecting on the persons, things and actions involved and on the relationships between them.

Speech develops (A. Benson, 1995, p. 2)

- first, with external communicative/social speech,

- then, egocentric speech realized as the transition from the social activity to a more individualized activity and

- finally,as inner speech.

Four main types of speech activities comprise (A. A. Leontiev, 2006, p. 83)

- receptive types of speech activity:
  - reading,
  - auditory articulation,
- productive speech activities:
  - spoken language and
  - writing.

Further on, different models to foreign language teaching and learning such as the model *Input-Output*, the model R*eception-Production*, etc, have been analyzed. Analysis leads to the model *Comprehension-Production* (D. Robbins, 2007, p. 50-51) as the base of English studies for academic purposes. The choice of the model *Comprehension-Production* has been determined because learning hinges not so much on richness of input, but crucially on the choices made by individuals as responsible agents with dispositions to think and act in certain ways rooted in their discursive histories (J. Lantolf and A. Pavlenko, 1995, p. 116). Moreover, comprehension and production have different genetic roots, such as with thought and speech (with thought having a pre-linguistic root and speech having a pre-intellectual root) with the emphasis on a developmental trajectory, attempting to establish the point of convergence of the two processes (D. Robbins, 2007, p. 50-51). A model of language production acknowledges the potential for and existence of different cognitive structures underlying comprehension and production (K. Ruder, A. Finch, 1987, p. 134). The model *Comprehension-Production* comprises acquiring cultural or foreign discourse competence (C. Kramsch, 1995, p. 53-54), too.

Another peculiarity of English studies for academic purposes on the pedagogical discourse comprise the relationship between educator and student as the established *subject ↔ subject* relations. This relation is the basis for a possibility to grow richer and create new knowledge and experience for both the educator and the student (M. Fedjukova, 1998, p. 42). Then, English studies for academic purposes are tied to specific activities which are characterized by an explicitness, reflexivity and formulability that is not functional in everyday practice (G. Wells, 1994, p. 5). And, finally, English studies for academic purposes comprise a number of social roles each subject plays at the same time (А. Лобанов, 2004, p. 82). The social roles might include as following (А. Лобанов, 2004, p. 82):

- formal roles while functioning in a society,
- roles within a group while building a relationship with members of a certain group,
- interpersonal relation while constructing relation with a person who know each other and
- individual role based on his/her own expectations.

The procedural aspect of English studies for academic purposes is characterized by its cyclic nature (Z. Čehlova, 2002, p. 22): English studies for academic purposes are defined as a cycle that starts with the determination of student's level to do a task and finishes at a new level of student's preparedness to do a task (Z. Čehlova, 2002, p. 22). Cycle is divided into phases in order to

organize English studies for academic purposes (Z. Čehlova, 2002, p. 22). Cycle of English studies for academic purposes based on Law of Development or interiorization formulated by Vygotsky (Ļ. Vigotskis, 2002, p. 257) involves three stages as shown in Table 1.12 adopted from Surikova (S. Surikova, 2007a, p. 75).

Table 1.12

**Basic phases of organization of English studies for academic purposes
adapted from Surikova (S. Surikova, 2007a, p. 75)**

Phase	Name of phase	Phase's short description
1.	Initial phase	Analysis of situation; investigation of resources and opportunities; choice of relevant opportunity (activity's direction, strategy, techniques, thought formulation, etc.) Analysis → understanding → choice
2.	Main phase	Using relevant opportunities (activity's direction, strategy, techniques, thought formulation, etc.) in the practical activity (social interaction and cognitive activity) Practical use of opportunities → result
3.	Final phase	Synthesis of gained information and experience; evaluation of the activity's result; use and relevance of initial choice for the situation; activity's efficiency; concluding and planning further activity Synthesis → evaluation → conclusion → plan

The initial phase starts with preparing students for English studies for academic purposes, planning the procedure of implementation of English studies for academic purposes, equipping teaching/learning class, determining purpose, etc. Then, the main phase is aimed at doing an exercise and making a decision. The final phase of English studies for academic purposes focuses on evaluation of both individual achievements and results.

Complementing the subject-content structure of the teaching and learning process developed by Surikova (S. Surikova, 2007a, p. 59) with understanding of content development within concept development, the author of the present promotion thesis has designed a certain sequence of phases for acquiring content in English studies for academic purposes as the subject-content structure of tertiary teaching and learning developed by Surikova (S. Surikova, 2007a, p. 59) and demonstrated in Table 1.13 by the author of the present promotion thesis.

Table 1.13

**Phases of tertiary teaching and learning relevant to the process of interiorization
adapted from Surikova (S. Surikova, 2007a, p. 59)**

Component of English studies for academic purposes	Feature of English studies for academic purposes			
	Phases of English studies for academic purposes	**Content in English studies for academic purposes and its zone**	**Form of English studies for academic purposes and its zone**	**Reflection**
Preparation	**Phase 1** comprises making previous experience rational, developing the system of external and internal perspectives, creating the system of the aim and objectives, searching for a variety of information sources, obtaining techniques of information compiling	Educator's academic knowledge and students' practical communicative experience (Non-autonomous zone)	Teaching or frontal activity with effective educator's management (Non-autonomous zone)	Some reflective operations necessary for task implementation
Activity	**Phase 2 is aimed at** - planning the studies, including the choice of forms and use of resources, -implementation of studies with exchange of activity's forms and methods, - enrichment of studies	Knowledge variety provided by every student individually (Quasi-autonomous zone)	Peer-learning or micro-group activity (Quasi-autonomous zone)	Reflection as a source of co-operation and communication, ability to coordinate different positions and initiate joint activity
Evaluation	**Phase 3** claims participants' self-regulation with use of process assessment and result self-evaluation	Every student's individual knowledge (Autonomous zone)	Learning or individual and autonomous action (Autonomous zone)	Reflection as a source of self-awareness, ability to change yourself and determine own capacity

Hence, students gradually move (Z. Čehlova, 2002, p. 136; S. Surikova, 2007a, p. 59)

- from external regulation and evaluation in Phase 1 of English studies for academic purposes

- to self-regulation, mutual evaluation and self-evaluation in Phase 3 of English studies for academic purposes.

Therein, complementing organization model of microgroup activity developed by Surikova (S. Surikova 2007a, p. 36) with students' social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as the basis for

provision of development of the system of external and internal perspectives and language research skills as a core component of English for Academic Purposes demonstrates organization model of English studies for academic purposes for development of students' communicative competence developed in Figure 1.16 by the author of the present research.

Organisation of English studies for academic purposes		
External perspective ↔		Internal perspective
Providing opportunities to construct experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, to evaluate and self-evaluate		Providing opportunities to construct experience in cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, to evaluate and self-evaluate
Teaching Phase	Peer-Learning Phase	Learning Phase
Educator's academic knowledge and students' practical communicative experience →	Knowledge variety provided by every student individually →	Every student's individual knowledge →
Scientific and academic concept →	Quasi-concept →	Spontaneous concept
Frontal activity →	Peer's activity →	Individual action
Interpersonal dialogue →	Study cultural dialogue →	Individual internal dialogue
Formulating a hypothesis →	Examining the hypothesis →	Evaluating the results
General English and Academic Native Language →	English for Academic Purposes →	Mother tongue
↓	↓	↓
— 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

Figure 1.16: **Scheme of organizational model of English studies for academic purposes for development of students' communicative competence adapted from Surikova (S. Surikova, 2007a, p. 59)**

71

The model of English studies for academic purposes indicates how the steps of the process are related following a logical chain: educator's academic knowledge and students' practical communicative experience → knowledge variety provided by every student individually → every student's individual knowledge. Basic directions of development of English studies for academic purposes designed by the author of the present promotion thesis are determined as following:

- from educator's academic knowledge and students' practical communicative experience to every student's individual knowledge through knowledge variety provided by every student individually and
- from General English and Academic Native Language to Mother Tongue through English for Academic Purposes.

Hence, organization model of English studies for academic purposes as demonstrated in Figure 1.16 by the author of the present research presents a possibility for student's development in general as well as development of students' communicative competence organized in a certain sequence:

- in the first phase (teaching) educator-student interaction is based on educator's academic knowledge and students' practical communicative experience,
- in the second phase (peer-learning) students' communicative competence develops through students' mutual interaction based on knowledge variety provided by every student individually,
- in the third phase (learning) development of students' communicative competence in students' autonomous cognitive activity is based on every student's individual knowledge acquired by the student and development of students' communicative competence to optimal or high level.

Thus, advantages of English studies for academic purposes based on analysis of advantages of microgroup activity by Surikova (S. Surikova 2007a, p. 36) are determined as following:

- widening opportunities for each student to construct experience in social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, that is a significant aspect of students' communicative competence and
- promoting opportunities for self-realization.

The author of the present promotion thesis suggests that implementation of English studies for academic purposes gradually proceeds from teaching in Phase 1 to learning in Phase 3 through peer-learning in Phase 2 as depicted in Figure 1.17 by the author of the present research. Hence, each phase of English studies for academic purposes is separated from the previous one, and the following phase is based on the previous one.
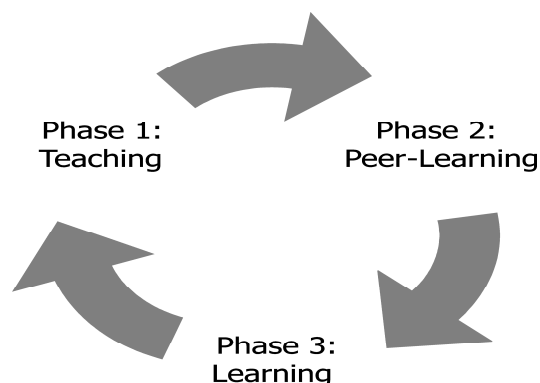
Figure 1.17: **Phases of English studies for academic purposes**

Futher on, each phase of implementation of English studies for academic purposes as a level of quality of student activity (I. Maslo, 2006b, p. 54) relates to a certain level of students' communicative competence as phase's result (I. Maslo, 2006b, p. 54) as demonstrated in Table 1.14 by the auhtor of the present research. Moreover, each phase of implementation of English studies for academic purposes is differentiated into two sub-levels, thereby providing opportunities for development of students' communicative competence (I. Maslo, 2006b, p. 54).

Table 1.14

Levels of implementation of student activity

Phase of English studies for academic purposes	Sub-phase of English studies for academic purposes	Level of student's communicative competence
Phase 1 Teaching Phase	Sub-Phase 1 Beginning of Phase 1	**Level 1** **Very low**
	Sub-Phase 2 End of Phase 1	**Level 2** **Low**
Phase 2 Peer-Learning Phase	Sub-Phase 1 Beginning of Phase 2	**Level 3** **Critical**
	Sub-Phase 2 End of Phase 2	**Level 4** **Average**
Phase 3 Learning Phase	Sub-Phase 1 Beginning of Phase 3	**Level 5** **Optimal**

	Sub-Phase 2 End of Phase 3	**Level 6** **High**

These phases and sub-phases of implementation of English studies for academic purposes and corresponding six levels of students' communicative competence determine the essence and sequence of implementation of English studies for academic purposes. Table 1.15 designed by Surikova (S. Surikova, 2007a, p. 41) and complemented by the author of the present research with the certain sequence of phases for acquiring content in English studies for academic purposes shows phases of implementation of English studies for academic purposes and their description.

Table 1.15

Phases of implementation of English studies for academic purposes
adapted from Surikova (S. Surikova, 2007a, p. 41)

Phase	Activity Zone	Educator's activity	Peer activity	Student's activity
Phase 1 Teaching Phase	Educator's academic knowledge and students' practical communicative experience and frontal activity	Educator makes previous experience rational. Educator motivates students by choice of forms and resources. Teaching process is under educator's guidance	Peers do not participate in guidance of the teaching and learning process. Activity is carried out qualitatively only with the help of educator. Dependence on educator is observed. Students study alongside but not together	Students develop the system of external and internal perspectives, create the system of the aim and objectives, search for a variety of information source and obtain techniques of information compiling. Students fulfil activity qualitatively only with educator's help. Dependence on educator is observed, not dependent on peers
Phase 2 Peer-Learning Phase	Knowledge variety provided by every student individually and peer activity	Educator functions as a resource and moderator. Educator delegates his/her duties to students	Peers regulate each other. The teaching and learning process is partly under peer's guidance to exchange forms and methods of activity. It is typical for students to regulate each other. Students study together, study from others and teach others.	Students fulfil the activity qualitatively with peer's help. Partial independence is observed. Relevant activity is performed jointly with other students and with shared responsibility. It is typical for students to regulate each other.

Phase 3 Learning Phase	Every student's individual knowledge and action	Educator functions as a consultant and an assistant. Educator delegates his/her duties to students	Peers have consultative and advisory functions. Students' self-regulation is typical. Study independently	Students fulfil the activity qualitatively. Students' independence is observed. Students' process assessment and result self-evaluation are used. Relevant activity is performed with a high sense of responsibility. Self-regulation is typical, and student does not depend on peers.

The teaching phase of implementation of English studies for academic purposes is aimed at promoting students' motivation and their readiness to implement joint activity. The peer-learning and learning phases of implementation of English studies for academic purposes increase level of difficulty in contents, students' autonomy, type of English studies for academic purposes, etc.

Theoretical interconnections of English studies for academic purposes for development of students' communicative competence as well as the essence and sequence of implementation of English studies for academic purposes contribute to development of the research hypothesis as following: students' communicative competence develops in English studies for academic purposes within the system of external and internal perspectives in a certain sequence from low level to high level if

- students use opportunities of interaction and communicative competence within the system of external and internal perspectives,

- organization model of English studies for academic purposes within the system of external and internal perspectives transforms students' communicative competence from the external (social) to the internal (individual) perspective,

- the system of external and internal perspectives is realized in the phases of English studies for academic purposes in a certain sequence:

  - in the first phase (teaching) educator-student interaction is based on educator's academic knowledge and students' practical communicative experience,

  - in the second phase (peer-learning) students' communicative competence develops through students' mutual interaction based on knowledge variety provided by every student individually,

- in the third phase (learning) development of students' communicative competence in students' autonomous cognitive activity is based on every student's individual knowledge acquired by the student and development of students' communicative competence to optimal or high level.

The present part of the promotion thesis has defined English studies for academic purposes for development of students' communicative competence. Provision of opportunities to construct social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue for each student within English studies for academic purposes requires modelling English studies for academic purposes in the next part of the promotion thesis.

1.2.2 Modelling English studies for academic purposes

The present part of the promotion thesis is aimed at modelling English studies for academic purposes for development of students' communicative competence. The search for modelling English studies for academic purposes involves a process of analyzing systems of principles, methods, types, techniques and forms of English studies for academic purposes (S. Surikova, 2007a, p. 64-84). Moreover, the study demonstrates how the key concepts are related to the idea of *development of students' communicative competence*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *system of key principles, principles and regulations of English studies for academic purposes → methods of English studies for academic purposes for development of students' communicative competence → types of activities within English studies for academic purposes → techniques of English studies for academic purposes for development of students' communicative competence → forms of English studies for academic purposes for development of students' communicative competence.* The search for key principles of English studies for academic purposes is based on the methodological approach of development of the system of external and internal perspectives and conditions for development of students' communicative competence. Moreover, use of mother tongue in English studies for academic purposes (J. C. Richards and T. S. Rodgers, 1995, p. 132; K. Beikers, 2002, p. 84) as a regulation has been introduced. Complementing the system of key principles, principles and regulations of microgroup activity determined by Surikova (S. Surikova, 2007a, p. 67) with key principles, principles of English studies for academic purposes, regulation

on use of mother tongue and the methodology of development of the system of external and internal perspectives, Table 1.16 worked out by the author of the present research demonstrates the system of key principles, principles and regulations of English studies for academic purposes.

System of key principles, principles and regulations of English studies for academic purposes adapted from Surikova (S. Surikova, 2007a, p. 67)

Key Principles			Principles	Regulations
Mutual Sustainability	Mutual Complementarity	Mutual Reflexivity	English studies for academic purposes	Opportunities for individual development and academic development
			Mutual complementarity	Analysis of problem situation
				Use of mother tongue
				Mutual exchange, mutual problem solving, mutual decision making, etc
			Social and academic readiness	Opportunities to construct social experience (experience of social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Yongue); acquiring academic knowledge and skills, etc
			Mutual reflexivity	Reflection, mutual feedback
Developing the system of external and internal perspectives				

Next, method is defined as a way of teaching and learning language (I. Karapetjana, 2008, p. 26). Hence, English studies for academic purposes in the present research are determined as a method of teaching and learning English for Academic Purposes.

Moreover, different methods make use of different kinds of classroom activities or techniques (I. Karapetjana, 2008, p. 26). English studies for academic purposes comprise following types of activities (European Commission, 2001, p. 14) as depicted in Figure 1.18 by the author of the present research.
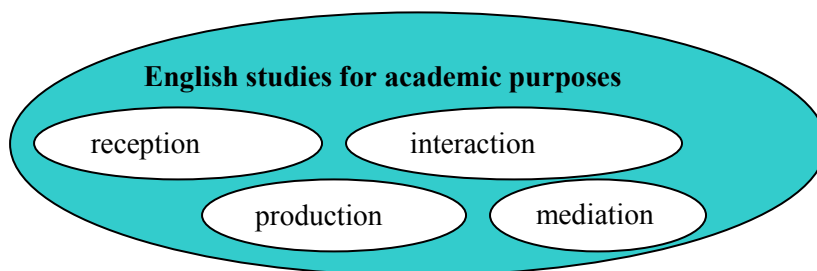
Figure 1.18: **Types of activities within English studies for academic purposes**

As processes, *reception* and *production* are obviously primary, since both are required for interaction. In the Framework of the European Commission (European Commission, 2001, p. 14), however, use of these terms for language activities is confined to the role they play in isolation. Receptive activities include silent reading and following the media. They are also of importance in many forms of learning (understanding course content, consulting textbooks, works of reference and documents). Productive activities have an important function in many academic and professional fields (oral presentations, written studies and reports) and particular social value is attached to them (judgements made of what has been submitted in writing or of fluency in speaking and delivering oral presentations). In *interaction* at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication.

In the Framework of the European Commission (European Commission, 2001, p. 14), not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances.

In both the receptive and productive modes, the written and/or oral activities of *mediation* make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Translation or interpretation, a paraphrase, summary or record, provides for a third party a (re)formulation of a source text to which this third party does not have direct access. Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies as concluded in the Framework of the European Commission (European Commission, 2001, p. 14).

A variety of classroom techniques to promote development of students' communicative competence within English studies for academic purposes is shown in Figure 1.19 by the author of the present research.
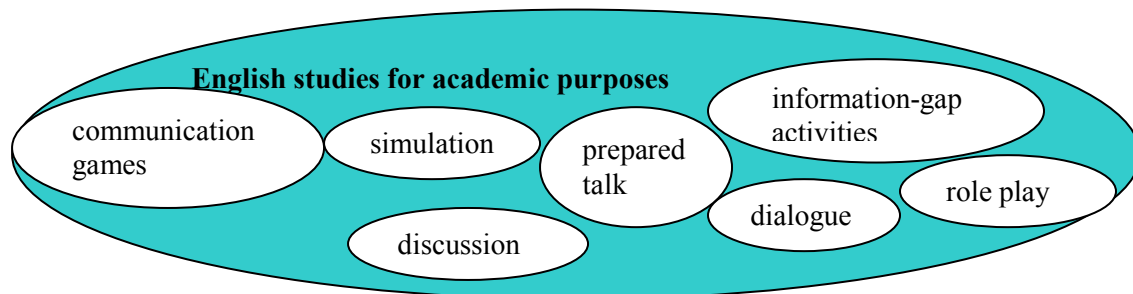
Figure 1.19: **Classroom techniques to promote development of students' communicative competence within English studies for academic purposes**

Now each technique is to be described.

Commmunication games and information-gap activities are designed to provoke communication between students. Commmunication games and information-gap activities frequently depend on an information gap, so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures (J. Harmer, 2001, p. 272). To start a communication game in the class, Kennedy and Bolitho suggest that the educator first decides what language and skills he wants to be practised by the learners (C. Kennedy and R. Bolitho, 1984, p. 128). The learner may want to practise technical vocabulary, or giving and receiving of instructions, or the ability to classify and contrast. In order to achieve the outcome the educator will set an appropriate problem or task which has to be completed. The learner will be able to manipulate a number of variables to vary the activity, such as the grouping of participants and knowing how best to use the rules under which they operate. Following information-gap activities can be used to promote development of students' communicative competence within English studies for academic purposes:

- search for academic information on the Internet,
- preparing a good introduction to a presentation (R. A. Buckmaster, 2004, p. 1),
- completing Europass Language Passport and
- completing Europass Curriculum Vitae.

Table 1.17 shown by the author of the present research demonstrates how information-gap activities are usually structured.

Table 1.17

Implementation of information-gap activities

Level	Intermediate, upper-intermediate
Materials	Each student will need to get a task connected with their job, profession or company.
Time	130 minutes
Aim	To focus on reading, writing, listening and speaking; asking and answering questions, searching for information on the Internet
Preparation	To send the students an e-mail containing the task and/or the necessary link
Procedure	Ask the students to read out the task. Clarify it if necessary. The students individually and/or in pairs search for the information on the Internet in order to answer the given questions. The students share their experience and answers with the rest of the group. The students compare their dicoveries with the findings of other students. The students complete the question list with all of the possible answers mentioned in the classroom.

Moreover, Gonzalez and Pratt claim that communication games are excellent because they simulate professional teamwork that calls upon the expertise of different people to solve problems (J. Gonzalez and E. Pratt, 1994, p. 18). As in a professional context, group members are encouraged to think creatively, to integrate information, and to come to a consensus on the alternatives they have generated as revealed in Table 1.18.

Table 1.18

**Communication game and information-gap activity *Visual Interrogation*
adapted from Irigoin and Tsai (1995, p. 84)**

Level	Intermediate
Materials	Each student will need to bring in a visual aid or object associated with their job, profession, or company.
Time	40 minutes
Aim	To focus on listening and speaking; asking and answering questions, describing

Preparation	For the next class ask the students to bring in a visual aid or a real object which they use in their job. For example,
	    an illustration or logo,
	    a picture from the company brochures or an advertisement,
	    a diagram or illustration from a technical manual,
	    an object like a pocket calculator or pencil holder.
	It is important that the students choose their own visual aid or object as this investment by the students adds value to the activity.
	Ask them to write down twelve words they associate with their visual aid/object.

Procedure	In class, ask the students to form pairs. They are not to show their visual aid/object but keep it out of sight. Ask them each to exchange their list of twelve words. Using these lists, pairs question each other to find out as much as possible about their visual aid/object in order to form a mental image of it. After questioning phase, pairs draw each other's visual aid/object. They compare their drawings with the thing itself.

Dialogues in language teaching has a very long tradition (J. Sheils, 1992, p. 143). In dialogues sentences are combined for the purposes of communication in clearly-defined academic contexts. Dialogue activities are concerned not only with accurate expression but also with the appropriate use of forms in a specific social context. That is why learners should, therefore, be clear about who is speaking to whom, about what, for what purpose, where and when. It is also important to heighten learners' awareness of how dialogue is structured, ways of opening, maintaining and closing a conversation, and strategies used by speakers to negotiate meaning so that their efforts at communication achieve the desired result (J. Sheils, 1992, p. 143).

In most of dialogue activities the topic is imposed (though, it might also be either expanded or narrowed down, depending upon the needs and wants of the user). The order of the speakers is pre-determined, and participants have choice only in which forms to express the intended meanings. In the less tightly controlled examples of discourse chains and cued dialogues, however, learners have greater freedom to choose both what to say and how to say it. These lead learners to more fluency oriented activities for which educator's guidance might be needed. Fluency-oriented dialogue activities are demonstrated in Figure 1.20 by the author of the present research.
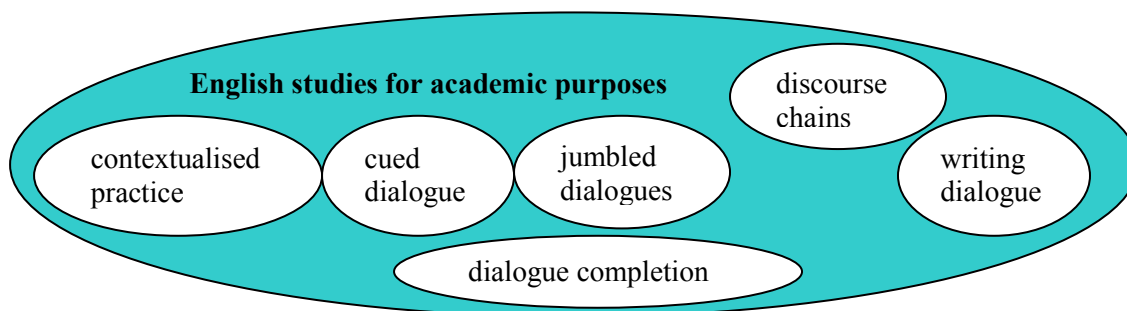
Figure 1.20: **Fluency-oriented dialogue activities to promote development of students' communicative competence within English studies for academic purposes**

As to contextualised practice, after listening to model dialogues, the learners are encouraged to make their own dialogues (J. Sheils, 1992, p. 144) as desribed in Table 1.19 by the author of the present research.

Table 1.19

Contextualised dialogue adapted from Gaderer, Rohr, DeGrear (1999, p. 81)

Level	Intermediate
Materials	A copy of the dialogue
Time	20 minutes

Aim	To practise asking and offering to help
Preparation	Make a copy of the dialogue for each student in the class
Procedure	1. Ask the students to listen to the dialogue. 2. Ask the students to answer the questions. 3. Ask the students to match the sentences. 4. Give out a copy of the dialogue for each student and ask them to look at it. 5. Discuss the structure of the dialogue. 6. Divide the class into pairs. 7. Ask the students to write a similar dialogue. 8. Tell the students that they are going to practise their dialogues without their notes. 9. They change roles and repeat when they finish. 10. Hold a short feedback slot.

The learners might be asked to investigate all the tools offered in each particular unit and complete all the exercises pertaining to the relevant unit. After the learners have completed these activities, the educator might offer them even a wider choice of activities for the development of communication strategies.

In their turn, re-ordering jumbled dialogues as revealed in Table 1.20 by the author of the present research helps sensitive learners with the structures of particular scripts (scenarios), e.g. money exchange, shopping, etc. It also heightens their awareness of differences in register where formal and informal dialogue are jumbled in a single text.

Table 1.20

Jumbled dialogue adapted from Emmerson (1999, p. 12)

Level	Intermediate
Materials	A copy of the worksheet
Time	20 minutes
Aim	To practise starting and ending a conversation with someone you know
Preparation	Make a copy of the worksheet for each student in the class
Procedure	1. Say two or three of the opening lines from Section A of the worksheet to the different students. Monitor their replies to see whether they develop the conversation. 2. Give out a copy of the worksheet for each student and ask them to look at Section A. Study the examples in the class. Then refer to the task to underneath the example and the students to cover the replies with a piece of paper. Divide the class into pairs and appoint As and Bs. Ask the As to say the opening lines A1-8, and the Bs to invent a reply that develops the conversation in a friendly way (it is not a memory test). They can continue for a few more lines. They change roles and repeat when they finish. Start the activity and circulate. 3. Ask the students to remove the piece of paper. Ask the class feedback, look at the replies on the worksheet and compare with the students' own replies. 4. Refer to the instruction for Section B. Set up the activity: imagine that you are all colleagues and it is 9:00 on Monday morning. The students will walk around saying hello to each other, have short conversations and then move on. Start the activity: join in yourself. 5. Explain to the students that you are now going to practise ending a conversation.

	Refer to Section C and ask the students to cover the phrases A-K with a piece of paper. Divide the class into pairs and start the activity: the students predict and write down two or three phrases. Take class feedback on their suggestions.
	6. Ask the students to take away the piece of paper. Ask the pairs to match phrases A-K with stages 1-11. Answers: a-1, b-10, c-4, d-10, e-3, f-9, g-6, h-5, i-11, j-7, k-8.
	7. Tell the students that they are going to practise a similar dialogue without their notes. Divide the class into new pairs and appoint hosts and visitors. They change roles and repeat when they finish. Ask the students to turn over their worksheets (it is not a memory test). Start the activity, circulate and make a note of language use.
	8. (Optional) ask the best pair/s to re-enact the role-play for the class.
	9. Hold a short feedback slot.
	10. Now, or in the next class as recycling: refer to the instructions for Section D. Set the scene: you are in an airport lounge and by chance meet a colleague who you know well. Each pair will start a conversation, make some small talk, and then end it. Divide the class into new pairs. Start the activity, circulate and make a note of language use.
	11. Hold a short feedback slot

Dialogue completion as presented in Table 1.21 by the author of the present research takes the learner closer to real-life situations (J. Sheils, 1992, p. 148). Previously, while working with "fill-in" exercises, the learners attention is drawn to specific features of discourse. Dialogue completion is intended to take the learners even further – closer to unprepared spontaneous speech acts. This activity provides practice in coping with an unexpected or difficult situation. Opened dialogues serve as a stimulus for free expression. One word dialogues encourage learners to use their imagination and show them that it is possible to communicate even with a limited vocabulary if the functional aim is achieved that way.

Table 1.21

Dialogue completion adapted from Hopkins, Potter (1995, p. 25)

Level	Intermediate
Materials	A copy of the dialogue
Time	30 minutes
Aim	To practice hesitation/delaying phrases, encouraging noises and phrases, rephrasing and expanding.
Preparation	Make copies of the dialogues for each student in the class
Procedure	Ask the students to listen to the conversation. Ask the students to answer the questions. Give out a copy of the conversation for each student. Now ask the students to read the same conversation that includes examples of functions and to underline examples of each function. Ask the students to write examples of the phrases from the conversation. Ask the students to think about the functions of their language. Give out a copy of another conversation for each student. Ask the students to fill the gaps in this conversation with suitable phrases from Exercise 3. Sometimes there is more than one possibility.

	Divide the class into pairs.
	Ask students to practice their coversations without using their notes.
	They change roles and repeat when they finish.
	Hold a short feedback slot.

Discourse chains are aimed at heightening learners' awareness of the structure of discourse and provide valuable help, especially to weaker learners, in organising the content of interaction (J. Sheils, 1992, p. 150). Chains also provide all the necessary language material. Speakers can choose from a number of options at branching points in the chain, learners are obliged to listen to each other. The importance of choosing utterances appropriate to the status and mood of the participants is highlighted. The discourse chain provides useful guidelines on content and core language material as shown in Table 1.22 by the author of the present research.

<div align="right">*Table 1.22*</div>

Discourse chain adapted from Hall, Hopkins, Potter (1995, p. 112)

Level	Intermediate
Materials	A copy of the dialogue
Time	40 minutes
Aim	To practice asking and offering to help
Preparation	Make a copy of the dialogue for each student in the class
Procedure	Ask the students to listen to the dialogue.
	Ask the students to answer the questions.
	Ask the students to match the sentences.
	Give out a copy of the dialogue for each student and ask them to look at it.
	Discuss the structure of the dialogue.
	Divide the class into pairs.
	Ask students to write their similar dialogue.
	Tell the students that they are going to practice their dialogues without using their notes.
	They change roles and repeat when they finish.
	Hold a short feedback slot.

In cued dialogues the cues guide learners in what to say while leaving them free to choose how to express the meanings (J. Sheils, 1992, p. 154) as outlined in Table 1.23 by the author of the present research. Cues may simply indicate functions (e.g. suggest doing something) or function and topic (e.g. suggest giving a phone call to somebody either to share or to obtain some information). They may also provide a skeleton framework to guide the interaction while ensuring that learners have some freedom to negotiate meaning.

Table 1.23
Cued dialogue adapted from Jones (2001, p. 13)

Level	Intermediate
Materials	A copy of the worksheet
Time	40-50 minutes
Aim	To practice offering to help, making request, asking permission
Preparation	Make a copy of the worksheet for each student in the class
Procedure	Give out a copy of the worksheet for each student and ask them to look at it. Divide the class into pairs and appoint As and Bs. Then refer to the task. Ask the students to develop the conversation in a friendly way. Start the activity and circulate. The students change roles.

As regards to writing dialogues, learners could be encouraged to write their own original dialogues in addition to simply writing dialogues which have been practised orally in class (J. Sheils, 1992, p. 156) as highlighted in Table 1.24 by the author of the present research. A degree of "reflective spontaneity" can be preserved or the emphasis may be on promoting creative dialogue writing.

Table 1.24

Writing dialogues

Level	Intermediate
Materials	A copy of the worksheet
Time	40 minutes
Aim	To practice negotiating meaning
Preparation	Make a copy of the worksheet for each student in the class
Procedure	1. Give out a copy of the worksheet for each student and ask them to look at it. 2. Divide the class into pairs and appoint As and Bs. 3. Ask the students to discuss the proverbs. 4. Ask the students to remember the similar proverbs in their native language and to compare the proverbs of both languages. 5. Then refer to the task: ask the students to write the dialogue. 6. Ask students to read out the dialogues. 7. Hold a short feedback slot.

Role play is another technique used for development of students' communicative competence. Ladousse defines role play starting with the words "role play" themselves: "when students assume a "role", they play a part (either their own or somebody else's) in a specific situation where *play* means that the role is taken on in a safe environment in which students are as inventive and playful as possible" (G. Ladousse, 1995, p. 5). He considers that a group of students carrying out a successful role play in a classroom has much in common with a group of children playing school, doctors, and nurses, or even Star Wars. Both are unselfconsciously creating their own reality and,

by doing so, are experimenting with their knowledge of the real world and developing their ability to interact with other people. Ladousse claims that the activity is aimed at training students to deal with the unpredictable nature of language (G. Ladousse, 1995, p. 6).

Role play activities vary in the degree of control over how learners act and speak (Council of Europe, 1993, p. 158). Kramiņa determines that the interaction may be controlled by cues or guided by a description of a situation and a task to be accomplished (I. Kramiņa, 2000, p. 78). Result might be at least of two types (I. Kramiņa, 2000, p. 78):

- it may be very predicable (pre-planned by the educator),
- it may be negotiated by the learners (an open-ended scenario may allow learners to negotiate the outcome in the course of the activity).

All kinds of role play are useful (I. Kramiņa, 2000, p. 79). The list of the special reasons for using role play comprises (G. Ladousse, 1995, p. 6) as following:

- A very wide variety of experience can be brought into the classroom through role play. The range of functions and structures, and the areas of vocabulary that can be introduced, go far beyond the limits of other pair or group activities, such as conversation, communication games, or humanistic exercises. Through role play we can train our students in speaking skills in any situation.
- Role play puts students in situations in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationships, but which are so often neglected by our language teaching syllabus. Many students believe language is only to do with the transfer of specific information from one person to another. They have very little talk, and in consequence often appear unnecessarily brusque and abrupt. It is possible to build up these social skills from a very low level through role play.
- Some people are learning English to prepare for specific roles in their lives: people who are going to work or travel in an international context. It is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. For these students, role play is a very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
- Role play helps many shy students by providing them with a mask. Some more reticent members of a group may have a great deal of difficulty participating in conversations about

themselves, and in other activities based on their direct experience. These students are liberated by role play as they no longer feel that their own personality is implicated.

- Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip. Although there does not appear to be any scientific evidence that enjoyment automatically leads to better learning, most language teachers would probably agree that in the case of the vast majority of normal people this is surely so.

Moreover, role play is one of a whole gamut of communicative techniques to develop fluency in language students, to support interaction in the classroom and to increase motivation as shown in Table 1.25 by the author of the present research.

Table 1.25

Role Play

Level	Intermediate
Materials	A copy of the dialogue
Time	40 minutes
Aim	To practice describing processes
Preparation	Make a copy of the worksheet for each student in the class
Procedure	Give out a copy of the pictures for each student and ask them to look at it. Discuss the right order of the pictures. Remind the students what Passive Voice is. Pay attention to the sequence words. Ask the students to describe the pictures using Passive Voice and the sequence words. Divide the class into pairs: a visitor and a workman. Ask the students to role-play the situation where a visitor is interested in the process of work. Tell the students that they are going to practice their role-plays without using their notes. They change roles and repeat when they finish. Hold a short feedback slot.

Simulations are another kind of activity to provide students with social xperience for development of students' communicative competence because they require the coordinated use of all language and discourse skills and attentiveness to both form and content (J. Gonzalez and E. Pratt, 1994, p. 18) in order to encourage learners to take an active part in their own learning, to become their own judges of appropriateness, and to use compensation strategies when communication breaks down. Finally, simulations build students' confidence to handle real-world situations and motivate students because they see a direct use for what they are learning (J. Gonzalez and E. Pratt, 1994, p. 18).

Sturtridge (G. Sturtridge, 1977, p. 32-33) determines the term *simulation* as not playing roles, but the simulation of a whole environment in which a task or problem is set to which the participants react. According to Porto (B. Porto, 1997, p. 51-54), the purpose of simulation is to have students interact in meaningful and realistic contexts, generating their own discourse.

Sturtridge (G. Sturtridge, 1977, p. 32-33) underlines the advantages of simulation:

- first, it is obvious enough that a specific situation, task or problem with which the learner may later find himself faced, can be simulated in the classroom and thus gives him both training and rehearsal in using the language he will later need,

- secondly, at the oral stage of a simulation, the educator is able to withdraw; this may be highly desirable when a group of qualified professionals are involved in a simulated professional discussion where the layman-educator's participation would of necessity introduce layman's language,

- thirdly, the structure of simulation makes it attractive to the teaching material's designer and educator, as it allows for the integration of different types of learning materials and the practice of different skills.

Simulation requires careful planning to ensure that they run smoothly (I. Kramiņa, 2000, p. 81). Sheils underlines that the need for the stages will depend on the purpose and type of activity in question (J. Sheils 1992, p. 58). A simulation can be implemented in the following stages (I. Kramiņa, 2000, p. 81):

Stage 1 – Presentation/clarification of context, roles, tasks:

Sturtridge claims that the task is presented to the participants, who must understand the nature of the task, their own roles, particularly if role-cards are given out, and any constraints or rules that might be imposed (G. Sturtridge, 1977, p. 32-33).

1a. anticipation of language needs

To set about the task, the students need background information, for example technical data; and though sometimes it is desirable for some participants to have private access to specific information, it is essential that everyone participating has a minimum of common knowledge about the situation. The advantage of simulation is that different types of listening and reading exercises can be used to carry the information that the participants require:

- if the learner requires *listening skills*, the information he needs can be carried in listening comprehension and note-taking exercises, for example audio- or video-taped lectures, a

conversation, or a telephone call. A wide variety of register can be used and the listening exercises can simulate the type of listening task that the learner will meet;

- if it is *reading skills* in particular that need to be developed, the information can be carried in skim-reading exercises, reading-for-detail exercises, and etc. The participants can gather the information from tables, maps or graphs, and report back on what they have discovered.

The exercises can be designed for specific needs of the learner, and he himself is motivated, not only by recognising that he is practising skills he will use later, but by knowing that he is not merely "doing exercises" but collecting information he can use at the oral stage of the simulation. These types of language exercises provide the participants with practice in certain skills and at the same time give him something to talk about; however, it does not provide any practice in *how* they say what they want to say. The majority of published simulations designed for English-language learning have a linguistic input at the stage. Their designers "predict" what the participants will want to say and provide drills and practice exercises in the language they think they will need.

   1b. brief demonstration

Porto explains that the educator gives a general reference to the topic of the conversation (B. Porto, 1997, p. 51-54). They are mere guidelines which are integrated to any conversation. What and how it is said is decided by the students.

   1c. learners with the same roles prepare together

   Stage 2 – Performance (pairs/groups) – minimal educator interventions (monitoring role of the educator)

Sturtridge claims that in Stage Two it is not accuracy but fluency that is the objective, and the educator is by turns monitor, manager and linguistic informant, and as such he finds he has to tolerate mistakes and curb his own desire to instruct and correct (G. Sturtridge, 1997, p. 32-33).

   2a. documentation of the performance – observers' recordings

Sturtridge focuses on the monitor role of the educator that is most important: it is on his observations of where the students are failing or succeeding that the educator can base the work that is to be done after the simulation (G. Sturtridge, 1997, p. 32-33). It is valuable to audio- or video-tape a group discussion even in a large class, when only one group can be recorded. The educator can keep a monitor sheet for each group, noting not only errors but also what is not known; that is, what the students are trying to say but what they have to talk their way round with

the language at their disposal. These monitor sheets, if kept over several simulations, are revealing record cards.

2b. supplementary activity for early finishers

2c. "public" performance by some groups or individual participants (depending on the type of the performance)

Stage 3 – Analysis of the performance:

Kramiņa (I. Kramiņa, 2000, p. 81) underlines that it is important that there is enough time for the post-play analysis so that the learners can assess their performance.

3a. self-assessment

Discussion might focus on (I. Kramiņa, 2000, p. 81)

- learners' general feelings about the activity, e.g. easy, difficult, went well/not so well, problems, useful, enjoyable, satisfying,
- learners' impressions on how well they and others interpreted their roles,
- the effectiveness of their efforts at communication, i.e. appropriacy, accuracy, fluency, use of communication strategies,
- the relevance of the activity to their learning goals,
- how well they co-operated and
- the educator's interventions (How often? When? Why? How?).

3b. observers' reports;

3c. educator's feedback to learners;

Sturtridge assumes that the feedback stage is in some ways the most valuable stage of the simulation, but it is also the most difficult for the educator to handle constructively (G. Sturtridge, 1997, p. 32-33). The recordings or monitor sheets are best used by the educator as a guide to the learners' needs. From these he can plan the language work which will most benefit the class as a whole, or choose an individualised programme for a particular learner.

Stage 4 – Evaluation of the activity by learners:

4a. evaluation of the activity performed in accordance with the learners' global needs and wants:

Porto claims that the focus is on the process, on how the students improved their performances, and, of course, the final product achieved (B. Porto, 1997, p. 51-54). All along the process, the students are simulated to gain accuracy and fluency, keeping in mind that errors should be corrected so as to have the students learn from their own mistakes.

4b. evaluation of the activity as regards to the learners' language knowledge level:

Porto underlines that simulations fulfill the requirements of interactive, proficiency-oriented tests where the students are put in situations in which they hear and react to real use of the target language or where what they read is to be incorporated into some further language-using activity, which replicates normal use of language as much as is feasible (B. Porto, 1997, p. 51-54).

Stage 5 – Follow-up activity, e.g.creating new texts and remedial language work.

Moreover, Kennedy and Bolitho assume that simulation as a teaching device does have disadvantages (C. Kennedy and R. Bolitho, 1984, p. 114-132). Two of the most crucial are the nature of the social situation which is being simulated and the learner's problems associated with role-play.

One assumption which underlies some simulations is that the language associated with a particular situation is predictable, which is not the case. Students do not always express themselves in a predictable way. Moreover, a simulation often draws upon subjective assessment of what happens – for example, in a business meeting of one particular type. It is not always possible to generalise on the basis of this. Moreover, most simulations rely heavily on the role-play, which demands considerable expertise from the participants. A number of learners may react negatively, for personality or cultural reasons, to being asked to play roles in a classroom situation. The problem is made more acute when a student is asked to take on a role which he is never likely to need to perform either in English or his own language. Most learners will, however, along with simulation provided that they are made fully aware of the benefits. According to Porto, although there are some disadvantages simulations are a good way of integrating speaking and daily classroom activities as pointed out in Table 1.26 by the author of the present research because they can be adapted to the requirements of the syllabus as well as are an excellent way of introducing culture (B. Porto, 1997, p. 51-54).

Table 1.26

Simulation *The Job Interview* adapted from Ladousse (1995, p. 155-156) and Gonzalez and Pratt (1994, p. 19)

Level	Intermediate
Materials	A Guide Sheet or Checklist for each student
Time	80 minutes
Aim	To focus on asking/responding to questions, gathering information, reformulating and clarifying information

Preparation	1. The preparation assignments and activities take 4 weeks: - writing CV and covering letter, - writing a list of personal strengths, - writing statements of short- and long-term goals, - writing a list of two-three things the students are proud of, - discussing the topics such as small talk, nonverbal communication, a company (Gonzalez and Pratt, 1994, p. 19), 2. To find five-six different suitable job advertisements
Procedure	Make small groups of between three or four students. Give every student a copy of either the Interviewer's Guide Sheet or the Interviewee's Guide Sheet. Give a job advertisement to each group, and ask them to spend a few minutes discussing the advertisement. When everyone is ready, ask the interviewers to simulate an interview with each of the candidates in turn. The interviewers should then decide which of the candidates gets the job and why. Ask them to report back their decision to the whole class.

Prepared talk is another popular activity (J. Harmer, 2001, p. 274). It is when a student (or students) makes a presentation on a topic of his/her own choice. The research on the topics of the students' interest to prepare a presentation results in three of a greater importance:

- a paper/article/book/conference materials/etc relevant to the students' professional interest,

- successful builder/engineer/etc. (relevant to the field of the student's study) (G. A. Davis, 2004, p. 98),

- student's term/course/bachelor/master thesis (relevant to the level of the student's study).

Such talks are not designed for informal spontaneous conversation, because they are prepared, they are more "writing-like". However, if possible students should speak from notes rather than from a script. Table 1.27 shown by the author of the present research demonstrates how to organize prepared talk. Prepared talks represent a defined and useful speaking genre, and if properly organized, can be extremely interesting for both speaker and listeners (J. Harmer, 2001, p. 274).

Table 1.27

Implementation of prepared talk

Level	Intermediate, upper-intermediate
Materials	Paper/articles on the Internet and/or in a library relevant to the interest and level of the group; the PowerPoint programme
Time	130 minutes
Aim	To focus on development of formal spontaneous talk from notes with use of the PowerPoint programme

Procedure	Everyone chooses an article to read. This is done at home. It is important that the students read individually. Tell everyone to prepare a presentation on the article with use of the PowerPoint programme at home. A student tells his/her groupmates about his/her article using the PowerPoint programme. The students switch the roles of speakers and listeners and repeat the activity. The students then write a reflection on their presentations.

Just as in process writing development of the talk, from original ideas to finished work, will be of vital importance as described in Table 1.28 demonstarted by the author of the present research.

Table 1.28

Prepared talk *Jumbled up Titles* adapted from Irigoin, Tsai (1995, p. 93)

Level	Intermediate
Materials	A selection of articles adapted to the interest and level of the group, index cards
Time	40 minutes
Aim	To focus on development of formal spontaneous talk from notes
Procedure	Everyone chooses an article to read. This is done at home or in class. It is important that students read individually. Tell everyone to print the title of their article in block capital letters on an index card. Ask the students to do this secretly and not look at each other's cards. Collect the cards, shuffle them, and lay them out where everyone can read the titles. A student tells his/her groupmates about his/her article without mentioning the title. The students go to the cards and identify the title of the story they heard about. The students switch the roles of speakers and listeners and repeat the activity. The students then write a summary of their article.

Discussion is defined as the most natural and effective way for learners to practise talking freely in English as outlined in Table 1.29 identified by the author of the present research, to think out some problems or situation together through verbal interchange of ideas; or in simpler terms, to discuss (P. Ur, 1981, p. 2).

Table 1.29

Discussion *Job Advertisement Stereotypes* adapted from Irigoin, Tsai (1995, p. 92)

Level	Intermediate
Materials	A pile of job advertisements from an English-speaking country.
Time	40 minutes
Aim	To focus on listening and speaking; making hypotheses, predicting
Preparation	Find and cut out job advertisements from an English-speaking country. These can be taken from varios sources: magazines, newspapers, the Internet.

Procedure	Make small groups and give each group a pile of job advertisements to look at and discuss the abbreviations.
	Ask the students to look at each ad and decide:
	- what job is being advertised,
	- What information about the job runs through the ads and
	- What stereotypes are apparent in the ads.
	Ask the students to discuss how they can apply this knowledge when writing their own job advertisements. Ask them to discuss differences between an English-speaking country's culture and their own.
	Ask the students to write down their own job advertisements.

Ur determines the discussion aims as following (P. Ur, 1981, p. 3):

- efficient fluency practice,

- achieving an objective (solving a problem, exploring and implications of an idea, constructing proposals, etc.),

- learning from content and clear, logical thought and debating skills in order to participate constructively and cooperatively in a discussion.

A successful discussion is characterised by full participation and high motivation of the students where language is used in a variety of ways in terms of subject-matter and communication functions (P. Ur, 1981, p. 3-4). One of the ways of discussing is to use the Classroom Management System as described in Table 1.30 by the author of the present research.

Table 1.30

Implementation of discussion

Level	Intermediate, upper-intermediate
Materials	Any topic in the area of professional development
Time	130 minutes
Aim	To focus on reading, writing; making hypotheses, predicting
Preparation	To create a class on www.nicenet.org
Procedure	Ask the students to enter the Classroom Management System and to do a task/to share their links connected with their professional field/to chat/etc.
	Ask the students to discuss how they can apply this knowledge about the Classroom Management System when working on their own.
	Ask the students to write down their own point of view on www.nicenet.org/conferencing

Furthermore, five stages of implementation of simulation by Kramiņa (I. Kramiņa, 2000, p. 81) and five activity's zones by Surikova (S. Surikova 2007a, p. 41) has changed the author's understanding from three activity's zones of the concept, language and knowledge development to five zones . Thus, further research can be based on five activity's zones of development of concept,

language and knowledge as shown in Figure 1.21, 1.22 and 1.23 respectively by the author of the present research.

Teaching based on scientific and academic concept		Peer-learning based on quasi-concept		Learning based on spontaneous concept

| | Teaching based on scientific and academic concept with elements of peer-learning based on quasi-concept | | Peer-learning based on quasi-concept with elements of leaning based on spontaneous concept | |
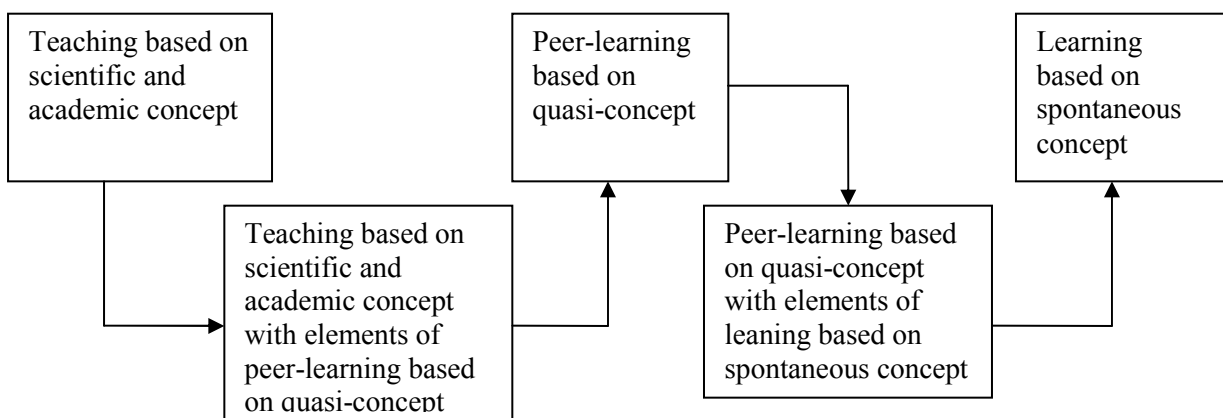
Figure 1.21: **Five activity's zones complemented with concept development**

Teaching in General English and Academic Native Language		Peer-learning in English for Academic Purposes		Learning in Mother Tongue

| | Teaching in General English and Academic Native Language with elements of peer-learning in English for Academic Purposes | | Peer-learning in English for Academic Purposes with elements of learning in Mother Tongue | |
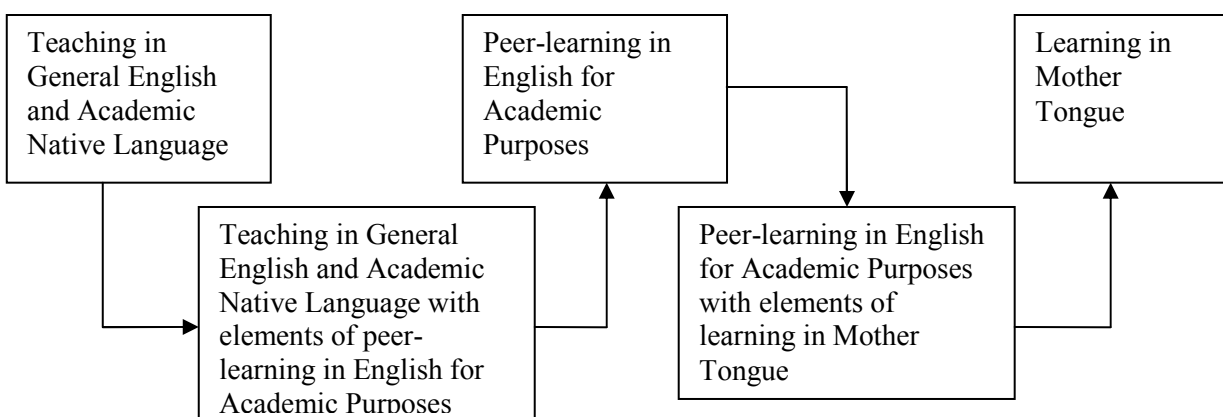
Figure 1.22: **Five activity's zones complemented with language development**

Teaching based on educator's academic knowledge and students' practical communicative experience	Peer-learning based on knowledge variety provided by every student individually	Learning based on every student's individual knowledge

Teaching based on educator's academic knowledge and students' practical communicative experience with elements of peer-learning based on knowledge variety provided by every student individually	Peer-learning based on knowledge variety provided by every student individually with elements of learning based on every student's individual knowledge

Figure 1.23: **Five activity's zones complemented with knowledge development**

Unity of certain learning methods and forms (D. Laiveniece, 2000, p. 122; I. Maslo, 2006b, p. 54) based on uderstanding of a variety of methods and forms (R. Andersone, 2004, p. 84) determines English studies for academic purposes to be a method and form (S. Surikova, 2007a, p. 41).

First, English studies for academic purposes include their oral and written form (European Commission, 2001, p. 14).

Moreover, English studies for academic purposes are a form of studies (S. Surikova, 2007a, p. 41). Studies at tertiary level are organized as a lecture. In its turn lecture is based on the system of students' groups and lectures. Organization of English studies for academic purposes depends on the lecture's structure:

- if English studies for academic purposes are the only form within the studies, organization of English studies for academic purposes coincides with the lecture's structure,
- if English studies for academic purposes do not coincide with the lecture's structure, lecture is a part of English studies for academic purposes.

In the present research organization of English studies for academic purposes does and does not coincide with the lecture's structure. It depends on

- number of lectures in the year period,
- students' age,
- students' level of education, etc.

Hence, English studies for academic purposes are defined as a lecture component and a certain system with its own structure.

The present part of the promotion thesis has modelled English studies for academic purposes for development of students' communicative competence. However, factors forming English studies for academic purposes have to be taken into consideration in the next part of the promotion thesis.

1.2.3 Factors forming English studies for academic purposes

The present part of the promotion thesis analyzes factors forming English studies for academic purposes for development of students' communicative competence. The search for factors forming English studies for academic purposes involves a process of analyzing the meaning of the key concept *factor*. Moreover, the study demonstrates how the key concept is related to the idea of *development of students' communicative competence*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *defining factors → determining external and internal factors forming English studies for academic purposes for development of students' communicative competence.*

English studies for academic purposes are formed by factors (A. Lasmanis, 1997, p. 36). Factor is defined as a state of affairs, situation, condition. Factor is a reason of the research subject change (A. Lasmanis, 1997, p. 36). Analysis of external and internal factors is based on the methodology of development of the system of external and internal perspectives (A. Lasmanis, 1997, p. 36, 40). Factors in pedagogy involve the following elements (A. Lasmanis, 1997, p. 36, 40):

- external factors comprise surroundings and resources and
- internal factors include the aims of the student's activity, motivation, interest and skills, experience.

Analysis of external and internal factors in pedagogy (A. Lasmanis, 1997, p. 36, 40; K. Shumin, 1997, p. 8; I. Žogla, 1997, p. 8), the methodology of development of the system of external and internal perspectives and the definition of the students' communicative competence allows determining external and internal factors forming English studies for academic purposes on the pedagogical discourse as shown in Figure 1.24 by the author of the present research.

Factors forming English studies for academic purposes		
External perspective		Internal perspective
factors forming communication	**educator's purposeful activity**	**learning factors**
aural medium		age of students
socio-cultural factors		affective factors
non-verbal communication system		motivation
		learning experience

Figure 1.24: **External and internal factors forming English studies for academic purposes**

Thus, external factors forming communication (K. Shumin, 1997, p. 8) comprise

- aural medium,

- socio-cultural factors and

- non-verbal communication system.

Regarding aural medium, it should be mentioned that the status of listening comprehension has changed from one of neglect to one of increasing importance (I. Kramiņa, 2000, p. 51). During interaction, every speaker plays a double role – both as a listener and a speaker. Speaking feeds on listening which precedes it (K. Shumin, 1997, p. 9): one person speaks, and the other responds through attending by means of the listening process. The main potential problems of listening comprehension are determined by Ur (P. Ur, 1984, p. 11-21) as following:

- hearing sounds,

- understanding intonation and stress,

- coping with redundancy and "noise",

- predicting,

- fatigue,

- understanding different accents and

- using visual and aural environmental clues.

Cultural similarity aids mutual understanding between people (А. Маслоу, 1997, p. 167; D. Robbins, 2007, p. 55). However, socio-cultural characteristics determined as social-economical status, religion, language, address (urban, country, more or less prestigious area), interests, abilities and talents influence communication. Moreover, the paradigm shift from focusing on macro-cultures to micro-cultures (family culture, school culture, class culture, professional culture, gender culture, culture of interest groups, political groups/parties, generation) leads to a new perspective:

people behave being influenced by identification with different groups, not only one group (M. Dirba, 2007, p. 102-103). Thus, all groups/classes are understood to be multicultural.

Moreover, communication involves a very powerful non-verbal communication system (gestures such as the language of gazes, the language of poses and bodily movements; interaction through the use of their bodies, faces, hands, legs, eyes, mimicry, intonation, space management, dress code, gift giving) adding meaning to verbal judgments, which sometimes contradicts the messages provided through the verbal listening channel. A lack of familiarity with the non-verbal communication system of the target language often leads to misunderstanding (K. Shumin, 1997, p. 9). Out of all types of non-verbal components of communication it is significant to concentrate on the description of several aspects of mimics and gazes that constitutes a separate language, the so called "kinesic gaze" (V. Kincāns, 2002, p. 283):

- Mimicry is often considered to be the most universal way of communication. The representatives of different cultures express six main human feelings – fear, disgust, fury, astonishment and happiness – in a similar way.

- Facial expression is a "mask", a mask that at the same time reflects the emotional state and certain cultural predispositions or customs of an individual. It is common knowledge that in order to function in society successfully one has "to put up a proper face" to show proper attitude towards particular situations, to observe etiquette.

- Another important element in the process of non-verbal communication is glance. The importance of eye contact in the process of communication differs so greatly from culture to culture, that it is customary to distinguish between contact and non-contact cultures. Contact cultures, namely, Spanish, Italian, Arabic, Latin American and some others, expect participants of non-verbal communication to follow the expression of the eye contact and the face of another person in order to receive additional information. A person with an open face and a straightforward look is considered to be frank, honest and dependable. On the contrary, someone who tries to avoid eye contact or make the observation of his face difficult is often defined in negative tones. For non-contact cultures (the Scandinavian countries, India, Pakistan, Japan, etc) it is more natural to avoid eye contact with another person.

Cultural and regional differences often influence non-verbal aspects of human communication and therefore they should constitute part of its analysis. For example, Latvia is a "middle contact" type of culture (V. Kincāns, 2002, p. 285-286). Latvians would make eye contact with the person they

interact with, but this look would not be long or expressive. Latvians employ the smile to express feelings of pleasure or approval. They do not view it as part of formal etiquette or a tool for hiding reality. However, since the history of their country seldom left them pleased or satisfied, they do not smile often. For a Latvian it is difficult to understand American "smile" way of life as it is for Americans to see the importance of seriousness of Latvian national character. One has to conclude that Latvians smile, glance and gesticulate in their own distinct way. This way is not better or worse than that used by the other cultures, it is just different, and should be accepted as such. However, those specific kinesic features can and very often do create difficulties in the process of communication between Latvians and representatives of different cultures who are typically unaware of those features and their true meaning. At the same time, non-verbal communication skills exhibited by the young generation of Latvians are virtually free from the clichés. They easily adopt west European standard of communication (V. Kincāns, 2002, p. 286).

Second, educator's purposeful activity is defined as an external factor (I. Žogla, 1997, p. 8). In order to organize teaching, educator needs to take into consideration several areas (I. Kramiņa, 2000, p. 75) as following:

- careful preparation of material including specifically chosen lexical areas and seeking repetition of information,
- careful clarification of the task before undertaking it,
- planning whether the activity should fit into the general progression of the syllabus or whether it should be an independent activity aimed at satisfying the study purpose of certain individual learners,
- finding out whether it fits in with other and parallel teaching situations,
- negotiating a balance between task needs and individual or group needs,
- planning how varied the types of activities should be,
- competition as a stimulus and not as a hostile activity,
- scoring the activity results to help the learners to be aware of their progress and
- ensuring sensitivity to any emotional or cultural blockages which might interfere with the learners' confidence to use the knowledge in relation to the particular topic, situation or functional purpose.

Thus, educator is identified in a number of roles that relate to the process of organizing teaching (T. Hedge, 2001, p. 26):

- assistant,

- assessor,

- corrector,

- organizer in giving instructions for the pair work, initiating it, monitoring it, and organizing feedback,

- prompter while students are working together and

- resource if students need help.

Educator as an assistant

- provides opportunites for the experience development,

- helps the students to understand opportunities and their use and

- helps the students to organize learning environment.

Educator as a moderator or an advisor helps the students to attain high personal results and to develop skills in a versatile socio-cultural context (I. Lūka, 2008a, p. 47).

Educators as mentors (E. Maslo, 2007, p. 40) contribute to students' self-discovery and self-realization, help to motivate students, stimulate their interests, help them to develop their own learning structure and style, assist them to evaluate their performance and help the students to apply these findings in order to improve their further learning.

Then, correction of students is implemented by educator as a corrector in two distinct stages (J. Harmer, 2001, p. 106):

- the educator shows the students that a mistake has been made and

- the educator helps the students to do something about it.

A number of different ways how to show incorrectness (J. Harmer, 2001, p. 106-107) comprises

- Repeating: here we can ask the students to repeat what they have said.

- Echoing: we repeat what the student has said emphazising the part of the utterance that was wrong.

- Statement and question: we indicate that something has not quite worked saying *That is not quite right*, or *Do people think that is correct?*

- Expression: when we know our classes well, a simple facial expression or a gesture (for example, a wobbling hand), may be enough to indicate that something does not quite work. This needs to be done with care as the wrong expression or gesture can, in some circumstances, appear to be mocking or cruel.

- Hinting: a quick way of helping the students to activate rules they already know (but which they are temporarily "disobeyed") is to give a quiet hint: for example, we might just say the word "tense" to make them think that perhaps they should have used the past simple rather than the present perfect or "countable" to make them think about a concord mistake they have made. This kind of hinting depends upon the students and the educator sharing metalanguage (linguistic terms) which, when whispered to the students, will help them correct themselves.

- Reformulation: an underrated correction technique is for the educator to repeat what the student has said correctly, reformulating the sentence, but without making a big issue of it.

- Recording mistakes: most educators write down points they want to refer to later; educators can also record the students' performance on audio or videotape. Another alternative is to divide the students into groups and have each group watch for something different – for example, one group focuses on pronunciation, one group listens for the use of appropriate or inappropriate phrases, etc. Another possibility is for the educator to transcribe parts of the recording for future study.

- After the event: educators might want to give an assessment of an activity, saying how well the educator thought the students did in it, getting the students to tell us what they found easiest or most difficult. Educator can put some of the mistakes they have recorded on the board and ask the students firstly if they can recognise the problem, and then whether they can put it right. Another possibility is for educators to write individual notes to the students, recording mistakes they heard from those particular students with suggestions about where they might look for information about the language – in dictionaries, grammar books, or on the Internet. In case the students do not know or understand what the problem is because it is dealt with an error or an attempt that is beyond the students' knowledge or capability the educator will want to help the students to get it right (J. Harmer, 2001, p. 106-107).

- If the student is not able to correct him/herself, or respond to reformulation, the educator needs to focus on the correct version in more detail. The correct version emphasizes the part where the problem is (e.g. Flight 309 GOES to Paris) before saying the sentence normally (e.g. Flight 309 goes to Paris), or we can say the incorrect part correctly (e.g. Not "go". Listen, "goes"). If necessary we can explain the grammar or a lexical issue. The educator will then ask the student to repeat the utterance correctly.

- The educator sometimes asks the students to correct each other. The educator might hope that other students know the correct version of the utterance – after which the student who made the mistake should be able to say the sentence, question, or phrase accurately. Student-to-student correction works well in classes where there is a genuinely cooperative atmosphere; the idea of the group helping all of its members is a powerful concept (J. Harmer, 2001, p. 107). Nevertheless it can go wrong where the error-making individual feels belittled by the process, thinking that she/he is the only one who does not know grammar or vocabulary: there is a need to be exceptionally sensitive here, only encouraging the technique where it does not undermine such students.

Educators need to respond to the content not just the language form; educators need to be able to untangle problems which students have encountered or are encountering (J. Harmer, 2001, p. 107). Discussing the role of educator as resource it is important to remember that students are also resources (G. Hay, 1996, p. 5). In order to have sufficient subject-specific knowledge, Popova suggests to keep in touch with other educators of the students' field of studies (D. Popova, 1996, p. 14-15). She claims that it is a time-consuming task but it pays. It gives you information about

- what they have already studied,
- what they are studying now,
- what sources they need to consult for subject-specific information and
- what the subject teacher can help you with in terms of diagram reading, equivalents of terms, specific skills that students need to develop in relation to their job prospects.

If the educator has all this information, s/he can (D. Popova, 1996, p. 14-15)

- draw on the students' former knowledge and experience,
- teach those aspects that will help them to acquire subject-specific information,
- make use of what each student is good at for classroom activities and tasks and
- boost his/her self-confidence by relying on expert information and consultancy.

Moreover, English for Academic Purposes local educators' knowledge of their situations as well as their familiarity with their students' motivation and learning styles give them a potential advantage over native-speaker expatriate educators (T. Dudley-Evans and M. John, 1998, p. 2). Another way that can be suggested is to contact other educators doing the same work.

Third, a range of learning factors learning achievements depend on (K. Shumin, 1997, p. 8; E. Maslo, 2007, p. 42) include

- age of students,
- affective factors,
- motivation and
- learning experience.

Age is determined as one of the most commonly cited determinant factors of success or failure in learning (K. Shumin, 1997, p. 8). For example, beginning to learn a foreign language in early childhood through natural exposure gives higher proficiency than those beginning as adults.

The affective factors related to learning are emotions, self-esteem, empathy, anxiety, attitude and motivation (K. Shumin, 1997, p. 9). The tendency to be sensitive to perceived views of themselves by others is a worry about personal images of great personal importance for everyone thereby developing extreme anxiety as a variable of emotional responses where seven categories of anxiety are emphasized (T. Hedge, 2001, p. 20-21):

1. comparison of myself with other students,
2. emotive responses to the comparisons described above,
3. the desire to outdo the other students,
4. emphasis on tests and grades,
5. the desire to gain the educator's approval,
6. anxiety experiences during the class and
7. withdrawal from the learning experience when the competition was overpowering.

In order to overcome ethnocentricity as an attitudinal variable there is a need to build positive attitudes to the subject study through motivating content and tasks (T. Hedge, 2001, p. 20).

Then, a significant aspect in the learning/teaching process is motivation. Motivation is defined as that we have to want to do something to succeed at it (J. Harmer, 2001, p. 51). Motivation comprises (J. Harmer, 2001, p. 52)

- extrinsic motivation caused by a number of outside factors and
- intrinsic motivation that comes from the individual and is especially important for encouraging.

Intrinsic motivation consists of six components (L. Kalkiene, R. Virbickaite, 2008, p. 50):

- enthusiasm,
- feeling when you can control situation yourself,
- rejoice when you have some achievements,

- own experience in interesting learning process,

- an ability to estimate your achievements and

- any support from environment.

Ways to promote students' motivation in the classroom include students' intellectual stimulation, a feeling of satisfaction and fulfilment and receiving recognition (G. Štrauhmane, Z. Vinčela, 1998, p. 80). Another way to motivate students is to focus on creating successful employment prospects for students (T. Hedge, 2001, p. 23-24). Therein, a new outlook emphasizes focusing not on today's problems or contradictions but on student's needs whereas needs are a subjective component of motivation (Z. Čehlova, 2002, p.13). Moreover, individuals are particularly motivated if they can control their own learning process (E. Maslo, 2007, p. 39).

As well as drawing upon individual experience is important: both life-experience and abilities that may be dormant (E. Maslo, 2007, p. 39). For example, description of language acquisition/learning illustrates the role of experience in learning. Components of language acquisition and learning are described in Table 1.31 adapted from Maslo (E. Maslo, 2007, p. 42).

Table 1.31

Components of language acquisition and learning adapted from Maslo (E. Maslo, 2007, p. 42)

Components of language acquisition	Components of language learning
native Language (L1)	the first foreign language (L3)
second Language (L2)	the second foreign language (L4)
	the third foreign language (L5)

Thus, the model of first language acquiring outlines two dimensions (E. Maslo, 2007, p. 39):

- the universal (born condition in order to learn a language),

- and the learning environment that is an investment a child takes life-long (everything that is around the child during his/her life can influence it (people, circumstances, possibilities, etc).

The process of second as a foreign language learning already involves three more factors (E. Maslo, 2007, p. 43):

- native language experience,

- private life experience and

- learning experience, including motivation.

In accordance with the ideal model of foreign language learning, the next foreign language learning becomes easier (E. Maslo, 2007, p. 43). But real life reveals problems that appeared in the

process of previous language learning and make next foreign language learning difficult: even creating ideal circumstances for foreign language learning educator cannot be sure about learning ideal results because there is a student who acquire a new language therefore it is more important to pay attention to what the student get from different types of activities in the classroom (E. Maslo, 2007, p. 43).

Thus, factor analysis allows evaluating students' needs in students' social interaction with educator based on educator's academic knowledge and students' practical communicative experience, students' mutual interaction based on knowledge variety provided by every student individually and students' cognitive activity based on every student's individual knowledge in General English, Academic Native Language, English for Academic Purposes and Mother Tongue in order to provide constructive interaction with other people in the interpersonal system for the development of students' communicative competence.

The definition of English studies for academic purposes, modelling English studies for academic purposes and factor analysis determine students' communicative competence as the research object, condition, factor and an evaluation criterion (S. Surikova, 2007a, p. 80):

- First, when human being learns a foreign language he/she is already an individual developed in the cognitive way and socialized who acquired his/her first language that reveals the necessity to motivate students in the teaching and learning process of foreign language studies in order to develop students' communicative competence. Thus, students' communicative competence is a condition of English studies for academic purposes (E. Maslo, 2007, p. 42).

- Second, level of student's communicative competence influence English studies for academic purposes, thus students' communicative competence is a factor of English studies for academic purposes (D. Robbins, 2007, p. 49).

- Finally, well-prepared English studies for academic purposes promote development of student's communicative competence; thus, students' communicative competence is an evaluation criterion of English studies for academic purposes.

Thus, Chapter 1 *English studies for academic purposes for development of students' communicative competence: theoretical underpinning* of the present promotion thesis has demonstrated the inter-relationship between students' communicative competence and English studies for academic purposes based on student's social interaction and cognitive activity in

General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Moreover, English studies for academic purposes are defined as an opportunity for development of students' communicative competence. Further on, English studies for academic purposes are identified as the basis of multi–purpose studies: English studies for academic purposes provide development of foreign language, academic native language, concept and knowledge within the system of external and internal perspectives.

Theoretical analysis of the methodology of development of the system of external and internal perspectives, students' communicative competence and its criteria and indicators as well as English studies for academic purpose and the hypothesis demonstrated in Chapter 1 *English studies for academic purposes for development of students' communicative competence: theoretical undepinning* of the present promotion thesis leads to the necessity to describe in details examination of English studies for academic purpose based on understanding of three activity's zones for development of students' communicative competence in Chapter 2 *English for Academic Purposes studies for development of students' communicative competence: empirical research* of the present promotion thesis.

CHAPTER 2
2. ENGLISH STUDIES FOR ACADEMIC PURPOSES FOR DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE: EMPIRICAL RESEARCH

2.1 Research design

2.1.1 Qualitative evaluation research design

The present part of the promotion thesis identifies the research design to examine efficiency of English studies for academic purposes for development of students' communicative competence. The search for the research design to examine efficiency of English studies for academic purposes involves a process of analyzing the meaning of the key concept *research design*. Moreover, the study demonstrates how the key concept is related to the idea of *qualitative evaluation research design*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *choice of the research design → defining efficiency of English studies for academic purposes for development of students' communicative competence → analysis of terms of research → a historical perspective on the development of qualitative evaluation research → determining elements of the qualitative evaluation research design.*

The choice of the qualitative evaluation research design has been determined by the research purpose to examine efficiency of English studies for academic purposes for development of students' communicative competence (A. Lasmanis, B. Sporāne, D. Pakalne, I. Kalniņa, Dz. Mukāne, L. Hofmane, A. Mauliņa, 2008, p. 56).

Thus, efficiency of English studies for academic purposes for development of students' communicative competence has to be identified. Efficiency involves two elements (Commission of the European Communities, 2006a, p. 2; I. Maslo, 2006a, p. 17) as shown Figure 2.1 by the author of the present research.
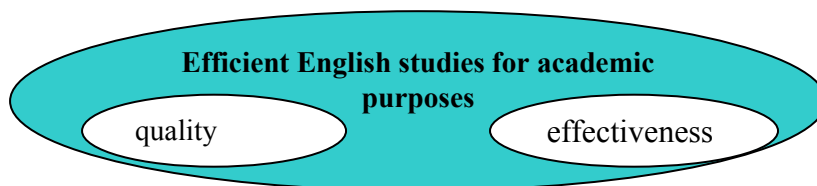
Figure 2.1: **Core elements of efficiency of English studies for academic purposes**

Quality is an idea of what are the "right things" that we are doing, and procedures for checking that we are "doing things right" (L. Muresan, 2003, p. 82) whereas effectiveness is the aim achievement at a certain quality spending minimal time and energy (I. Žogla, 2001b, p. 197). Efficiency involves the relationship between inputs and outputs (D. Robbins, 2007, p. 50). Hence, efficiency of English studies for academic purposes comprise the relationship between opportunities of gaining experience as inputs and communicative competence as a result – a level of quality of student's activity (I. Maslo, 2006b, p. 54) - as outputs in the process (R. Hahele, 2006, p. 148). Systems are efficient if the inputs produce the maximum output (Commission of the European Communities, 2006a, p. 2). It should be mentioned that the focus in teaching/learning has changed from an input based teaching and learning process to an outcome based process (D. Bluma, 2008, p. 673).

The present research identifies *outcome* on the pedagogical discourse as the direct results of the instructional programme, planned in terms of student/learner growth in all areas (L. Vlãsceanu, L. Grünberg, D. Pârlea, 2004, p. 42). Learning as a process in learner's development (I. Žogla, 2008, p. 30) reveals that the term *outcome* involves *learning outcomes* as demonstrated Figure 2.2 by the author of the present research.
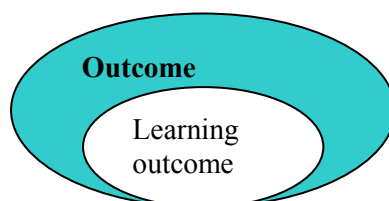
Figure 2.2: **Relationship between outcome and learning outcome**

Three criteria of learning results have been determined by Huber (G. Hubers, 2004, p. 22-45) as depicted in Figure 2.3 by the author of the present research.
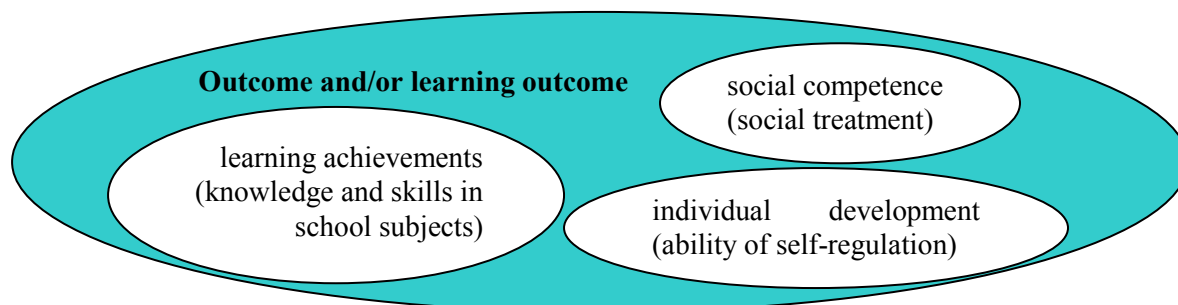
Figure 2.3: **Three criteria of learning results**

Since the differentiation between social and communicative competence is artificial (I. Tiļla, 2005, p. 24), communicative competence as a result demonstrates a level of quality of student's activity (I. Maslo, 2006b, p. 54). Hence, communicative competence is defined as an outcome criterion of English studies for academic purposes. Moreover, criteria and indicators of efficiency of English studies for academic purposes as shown in Table 2.1 by the author of the present research have been identified on the basis of three criteria of learning results determined by Huber (G. Hubers, 2004, p. 22-45). Criteria and indicators of efficiency of English studies for academic purposes are determined as the basis for provision of development of the system of external and internal perspectives.

<div align="right">Table 2.1</div>

Criteria and indicators of efficiency of English studies for academic purposes

Criteria	Indicators
Student's communicative competence	*Student's social experience (experience of social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue)*
Student's learning outcomes	*Student's self-evaluation and evaluation of knowledge and skills in school subjects*

Effiency of English studies for academic purposes has contributed to the development of the hypothesis of the present research. Hence, the improved hypothesis has been elaborated: students' communicative competence develops in English studies for academic purposes within the system of external and internal perspectives in a certain sequence from low level to high level if
  - students efficiently use opportunities of interaction and communicative competence within the system of external and internal perspectives,
  - organization model of English studies for academic purposes within the system of external and internal perspectives transforms students' communicative competence from the external (social) to the internal (individual) perspective,
  - the system of external and internal perspectives is realized in the phases of English studies for academic purposes in a certain sequence:
    - in the first phase (teaching) educator-student interaction is based on educator's academic knowledge and students' practical communicative experience,

- in the second phase (peer-learning) students' communicative competence develops in students' mutual interaction based on knowledge variety provided by every student individually,
- in the third phase (learning) development of students' communicative competence in students' autonomous cognitive activity is based on every student's individual knowledge acquired by the student and development of the students' communicative competence to optimal or high level.

In its turn, outcome evaluation is defined as evaluation with the focus not on evaluation of study results but with the focus on evaluation of inter-connections between studies and their results in the united system of criteria (R. Hahele, 2006, p. 148, 152; I. Maslo, 2006b, p. 52). Outcome evaluation comprises three types of evaluation (I. Maslo, 2006b, p. 53) as shown Figure 2.4 by the author of the present research. Three types of evaluation are the basis for provision of development of the system of external and internal perspectives:

- self-evaluation refers to the internal perspective, and
- internal and external evaluation relate to the external perspective.
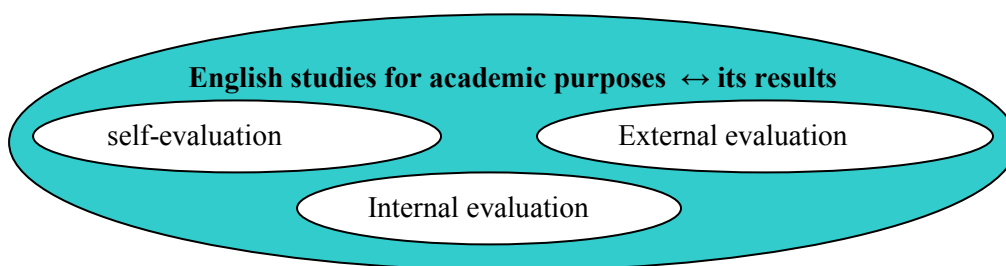
Figure 2.4: **Evaluation of inter-connections between teaching/ learning and its results**

Internal evaluation involves evaluation by internal evaluators (R. Hahele, 2006, p. 151) such as students, educators and managers of the educational establishment (R. Hahele, 2006, p. 151). External evaluation includes evaluation by external experts (R. Hahele, 2006, p. 151) such as students, educators, researchers and managers of educational organizations (R. Hahele, 2006, p. 151).

Moreover, evaluation comprises assessment (R. Hahele, 2006, p. 152) as emphasized in Figure 2.5 by the author of the present research.

Figure 2.5: **Relationship between evaluation and assessment**

Hence, the inter-connection between students' communicative competence and English studies for academic purposes have to be evaluated in the present qualitative evaluation research. Moreover, qualitative explorative research has been used in the present research (A. Tashakkori, C. Teddlie, 2003) which is aimed at the development of general statements which can be tested for generality in following studies with different people in differerent times by the use of *explorative study* (P. Mayring, 2007).

It should be mentioned that interaction of synonyms of the term *research design* (A. Lasmanis, B. Sporāne, D. Pakalne, I. Kalniņa, Dz. Mukāne, L. Hofmane, A. Mauliņa, 2008, p. 63; I. Žogla, A. Lasmanis, 2010, p. 282) and *programme* as shown in Figure 2.6 by the auhtor of the present research contributes to a wider analysis of the qualitative evaluation research design.
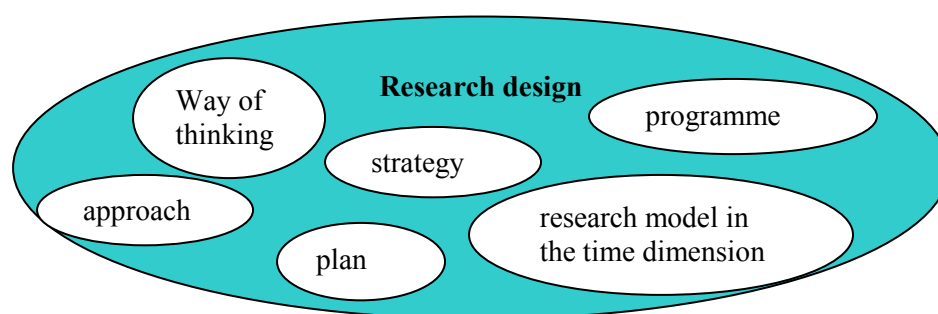
Figure 2.6: **Inter-relationship between terms of research design**

Thus, the search for the discovery of social reality, for trying its capacity for change, for testing its boundaries (E. Kardoff, 2004, p. 142), for making visible both the necessary and the obstructive mechanisms in changing and redefining social constructions (U. Flick, E, Kardoff and I. Steinke, 2004, p. 66) by the qualitative evaluation research increases its popularity. Use of the qualitative approach in the empirical study provides the researcher's close contact and interaction with the people involved in the study, which is an advantage in obtaining the research results (I. Lūka, 2007, p. 112). Moreover, the qualitative approach includes research publicity that is an advantage of the qualitative approach (Freeman, deMarrais et. al., 2007). Kardoff (E. Von Kardoff, 2004, p. 138-139).

Four phases of development of qualitative evaluation research are described in Table 2.2 by the author of the present promotion thesis in order to provide the present qualitative evaluation research design.

Table 2.2

Phases of development of qualitative evaluation research

Phase	Phase's name	Historical period	Phase's characteristics
1.	phase of measurement	the beginning of the twentieth century	developmental scales and intelligence tests are used in pedagogy
2.	phase of description	from the mid 1930s to the late 1950s	the main concern with the design and effect of programmes (programme-evaluation), after which differences of individual achievement could be measured statistically
3.	phase of assessment	From the 1960s	not only results, but even goals evaluated, sequences judged according to foreordained standards, and effects assessed not only with reference to the programmes themselves but also with reference to the relevant environment
4.	Phase of evaluation	From the 1990s	qualitative process-oriented procedure

The contemporary qualitative evaluation research is aimed at the evaluation of current practice (U. Flick, 2004a, p. 149) in complex and constantly self-regenerating environments (E. Von Kardoff, 2004, p. 137). Evaluation of current practice is oriented to check the effectiveness, efficiency and goal-attainment of programmes, measures, models and laws, of pedagogic interventions and organizational changes (E. Von Kardoff, 2004, p. 137).

Based on the analysis of research design (U. Flick. 2004a, p. 146, 152; A. Lasmanis, B. Sporāne, D. Pakalne, I. Kalniņa, Dz. Mukāne, L. Hofmane, A. Mauliņa, 2008, p. 103) and the qualitative evaluation research design (E. Von Kardoff, 2004, p. 139-141) the key components of the present qualitative evaluation research design are identified as shown in Figure 2.7 by the author of the present research.
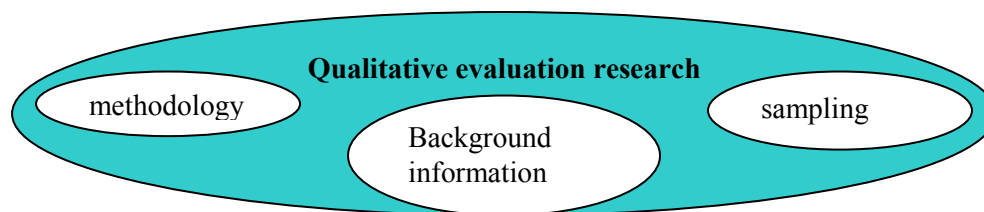
Figure 2.7: **Key components of the qualitative evaluation research design**

Then, research paradigm is defined as an element of background information of the qualitative evaluation research design. The interpretative research paradigm which corresponds to the nature of humanistic pedagogy (I. Lūka, 2008b, p. 52) has been determined for the present research. The

interpretative paradigm creates an environment for the development of any individual and helps them to develop their potential (I. Lūka, 2008b, p. 52). The core of this paradigm is human experience, people's mutual everyday interaction that tends to understand the subjectivity of human experience (I. Lūka, 2007, p. 104). The paradigm is aimed at understanding people's activity, how a certain activity is exposed in a certain environment, time, conditions, i.e., how it is exposed in a certain socio-cultural context (I. Lūka, 2007, p. 104). Thus, the interpretative paradigm is oriented towards one's conscious activity, and it is future-oriented (I. Lūka, 2007, p. 104). Interpretative paradigm is characterized by the researcher's practical interest in the research question (L. Cohen, L. Manion et.al., 2003). The researcher is the interpreter. Thus, the interpretative paradigm in the present research has been underpinned both by the researcher's practical interests – English studies for academic purposes as the basis for provision of development of the system of external and internal perspectives – and the correspondence of the social constructivism theory, symbolic interactionism theory as well as the action and activity theories to the given paradigm (I. Lūka, 2007, p. 104).

Finally, research question is determined as an element of background information of the qualitative evaluation research design. The research question of the present research has been identified as follows:

- Have English studies for academic purposes been efficient for the development of the students' communicative competence?

The present part of the promotion thesis has undepinned the choice of the qualitative evaluation research design and identified the research paradigm and question of the qualitative evaluation research to examine efficiency of English studies for academic purposes for development of students' communicative competence. The paradigm shift from the goal assessment-oriented approach to the qualitative process-oriented procedure (E. von Kardoff, 2004, p. 138-139) demands to analyze the research methodology of the present qualitative evaluation research in the next part of the present promotion thesis *Development of students' communicative competence within English studies for academic purposes.*

2.1.2 Research methodology

The present part of the promotion thesis is aimed at determining the research methodology to examine efficiency of English studies for academic purposes for development of students' communicative competence. The search for the research methodology involves a process of analyzing reserachers' findings on research methodology. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *determining phases of the qualitative evaluation research → underpinning use of mixed methods' approach in the present qualitative evaluation research → modelling the methodology of the present qualitative evaluation research to examine efficiency of English studies for academic purposes for development of students' communicative competence.*

Analysis of qualitative evaluation research designs within the theses in pedagogy worked out in Latvia, namely, *Development of adolescents social culture competence within the second foreign language studies* (I. Tiļļa, 2003b), *Mentor's assistance to teachers' team implementing bilingual education* (Ž. Akopova, 2004) and *Students and the educator's co-operation as a means of development of students' English for Specific Purposes competence* by Lūka (I. Lūka, 2008c), emphasizes the qualitative evaluation research design of three phases as the basis for provision of development of the system of external and internal perspectives as shown in Figure 2.8 by the author of the present research. Hence, the methodological procedure of qualitative evaluation research proceeds from exploration of the context in Phase 1 through description of the practice in Phase 2 to generalization of the model in Phase 3.
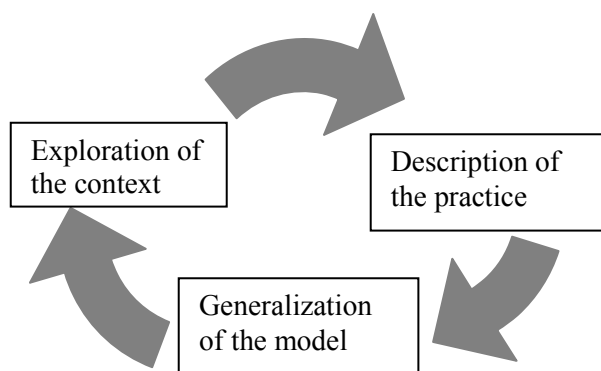
Figure 2.8: **Three phases of the qualitative evaluation research design**

Each phase of the qualitative evaluation research is analyzed through the views of each partner involved in English studies for academic purposes. View is defined as a central, organizing stance

(J. P. Portelli, A. B. Vilbert, 2002, p. 39). View comprises vision, mission and objectives. View in pedagogy is usually regarded as the concept of learning organization that focuses on the teaching and learning process design (T. Garavan, 1997; K. Thomas, S. Allen, 2006). Since System-Constructivist Theory emphasizes the subjective aspect of human being's point of view that plays the central role in a knowledge construction process, views of all the partners in English studies for academic purposes as shown in Figure 2.9 by the authors of the present research are significant to elaborate the support system for the development of students' communicative competence as well as provide the development of the system of external and internal perspectives.

Figure 2.9: **Partners involved in English studies for academic purposes**

Partnership, for example, between student and educator, means for a student to be equal to an educator as a human being of equal quality (M. Čehlovs, 2008, p. 55). Thus, in order to determine what views of English studies for academic purposes have been developed, the methodological procedure in each phase of the qualitative evaluation research moves from analysis of students' view through educators' view to researchers' view as depicted in Figure 2.10 by the author of the present research. Students' view refers to the internal perspective, and educators' and researchers' views relate to the external perspective.
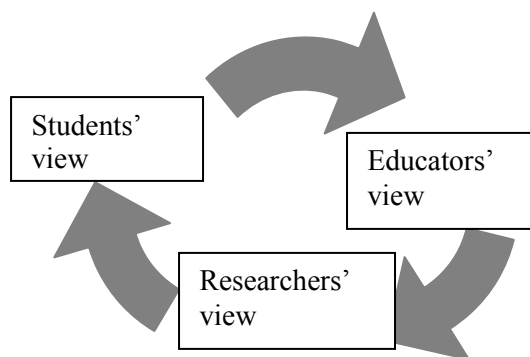
Figure 2.10: **Analysis of parthers' views in each phase of the qualitative evaluation research**

The methodology of the qualitative evaluation research is based on use of mixed methods . The approach of mixed methods provides more precise results (A. Hunter, J. Brewer, 2003): qualitative

methods explain the differences, and quantitative methods reveal the amount of differences (A. Hunter, J. Brewer, 2003). Hence, a sequential mixed method research has been used (A. Tashakkori, C. Teddlie, 2003) in the present research. Each phase of the qualitative evaluation research moves from use of qualitative methods through quantitative methods to qualitative methods as demonstrated in Figure 2.11 by the author of the present research, thereby providing development of the system of external and internal perspectives. Qualitative methods refer to the internal perspective, and quantitative methods relate to the external perspective.
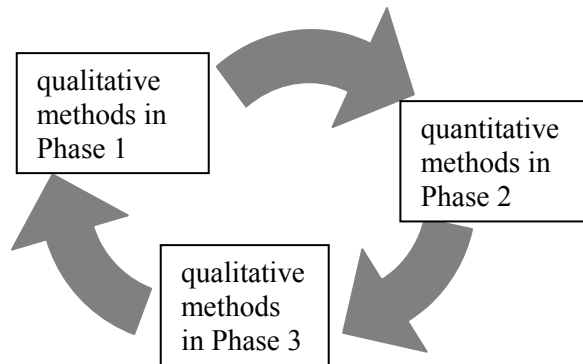
Figure 2.11: **Use of qualitative and quantitative methods in the qualitative evaluation research**

Further on, methods of the qualitative evaluation research are differentiated into five groups as depicted in Figure 2.12 by the author of the present research. Use of methods moves from data obtaining and data processing through data analyzing and data interpreting to data generalization.
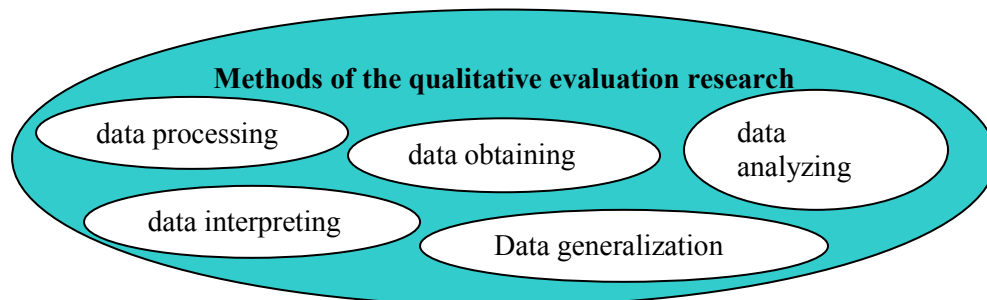
Figure 2.12: **Methods of qualitative evaluation research**

Now methods of each phase of the present qualitative evaluation research has to be described. Each phase of the present qualitative evaluation research is based on the assumption that three properly fitted methods are found to be sufficient for a good research (K. Oganisjana and T. Koke, 2008, p. 231).

For the first phase *Exploration of the context* interviews have been chosen in the present qualitative evaluation research because interviews allow for a more in-depth exploration of issues than is possible with a questionnaire, though they take longer to administer and are only feasible for smaller groups (J. C. Richards, 2001, p. 61). Moreover, an interview may often be useful at the preliminary stage of designing a questionnaire, since it will help the designer get a sense of what topics and issues can be focused on in the questionnaire (J. C. Richards, 2001, p. 61). Hence, different forms of interview (E. von Kardoff, 2004, p. 141) have been used in the present research as shown in Figure 2.13 by the author of the present research.
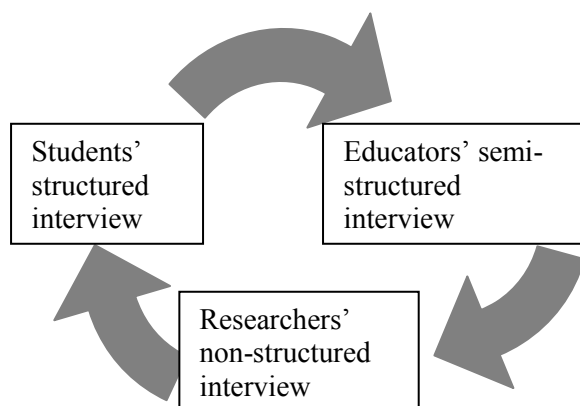
Figure 2.13: **Three forms of interviews in the present research**

First, the structured interview is provided on the basis of theoretical analysis (A. Kroplijs, M. Raščevska, 2004, p. 99). The structured interview is usually based on a set of series of questions (J. C. Richards, 2001, p. 61). The structured interview allows more consistency across responses to be obtained (J. C. Richards, 2001, p. 61). Second, when the knowledge of the research field is obtained by the researcher the semi-structured interview is used (A. Kroplijs, M. Raščevka, 2004, p. 99). And, finally, in order to search for the main categories of the research field the non-structured interview is carried out (A. Kroplijs, M. Raščevka, 2004, p. 99). In order to provide data reliability and validity and development of the system of external and internal perspectives use of mixed methods is implemented in the present research, namely, the qualitative interviews are supplemented with a quantitative survey. The quantitative survey includes the questionnaire based on a set of structured items in which the respondent chooses from a limited number of responses (J. C. Richards, 2001, p. 60). The questionnaire is based on needs analysis. Need is defined by the reasons for which the student is learning English, which will vary from study purposes such as following a postgraduate course in an English-speaking country to work purposes such as

participating in business meetings or taking hotel bookings that are the starting points which determine the language to be taught (T. Dudley-Evans and M. J. St. John, 1998, p. 3).

Furthermore, based on the contextualisation within domains (European Commission, 2001, p. 14) as shown in Figure 2.14 by the author of the present research, three levels of needs analysis (I. Lūka, 2008b, p. 53) and use of Facebook or MySpace for private applications, and LinkedIn or Xing for professional applications (G. Vossen, 2009, p. 38), needs of three levels are analyzed in the present research as demontratedin Figure 2.15 by the author of the present research.
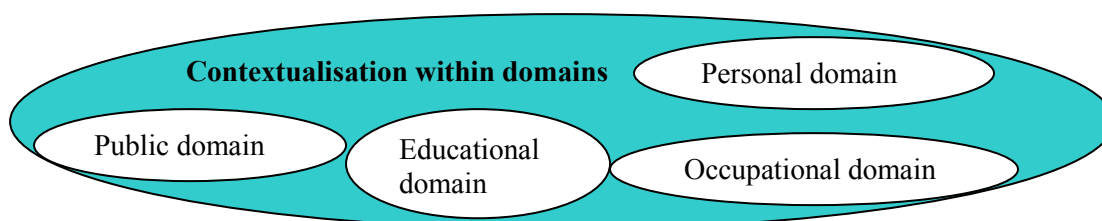
Figure 2.14: **Contextualisation within domains**
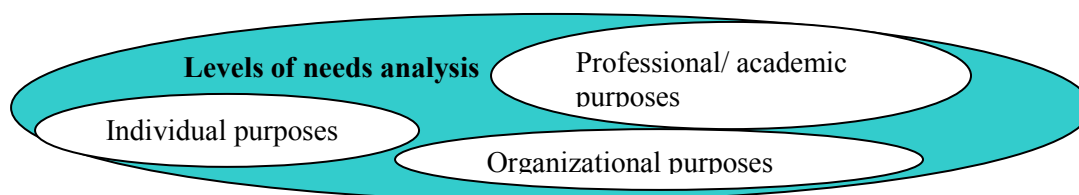
Figure 2.15: **Levels of needs analysis**

By individual purposes private use of communicative competence is meant: communication with the family and friends, for example, chatting, phoning and sending e-mails, thereby putting the emphasis on the internal perspective. By organizational purposes use of communicative competence between colleagues is determined, thereby emphasizing the external perspective. For example, distribution of information, announcement, experience, opinion, report, or evaluation in an organisation, company or agency. And by professional purposes communicative competence is used for communication with specialists or experts aimed at professional and development, thereby highlighting the external perspective. Professional development includes academic development and education characterized by research activities (I. Kramiņa, 2000, p. 40). Hence, the terms *professional purposes* and *academic purposes* should be used synonymously. Moreover, each purpose includes four dimensions (I. Karapetjana, 2008, p. 15) as shown in Figure 2.16 by the author of the present research.
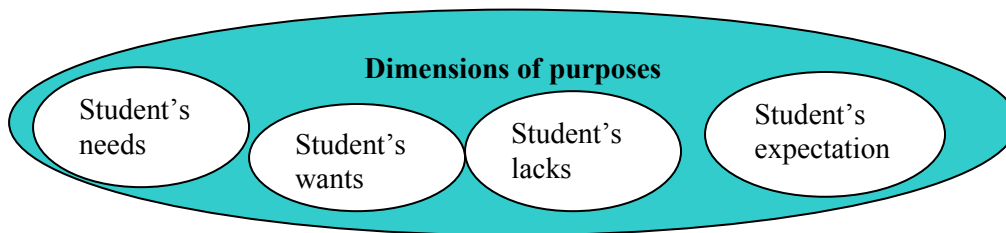
Figure 2.16: **Dimensions of purposes**

In order to determine what view of English for Academic Purposes studies is developed by students, educators and researchers, structuring content analysis is used (P. Mayring, 2004, p. 269) in the present research. Structuring content analysis seeks to assess the material according to particular criteria that are strictly determined in advance (P. Mayring, 2004, p. 269). In the present research criteria for structuring content analysis are determined as the purposes of English studies for academic purposes as shown in Figure 2.15 by the author of the present research.

For the second phase *Description of the practice* sampling as a statistical research method is used to provide evidence for generalization (W. Trochim, 2006). Description of the practice is based on case studies (U. Flick, 2004a, p. 147; A. Lasmanis, B. Sporāne, D. Pakalne, I. Kalniņa, Dz. Mukāne, L. Hofmane, A. Mauliņa, 2008, p. 69-71). In order to measure the phenomena use of mixed methods is provided by participant observation (E. von Kardoff, 2004, p. 141). Observation is a highly effective method of quantitative data obtaining.

Observation in the present research is aimed at producing a 'thick description' of social interaction within natural settings (M. K. Smith, 1997). The observation in the present empirical research makes use of a number of techniques, namely, document analysis, respondent interviewing and students' self-analysis (G. J. McCall and J. L. Simmons, 1969, p. 1) based on self-evaluation. Moreover, observation based on the adopted methodology of development of the system of external and internal perspectives contributes to a more adequate picture that emerges of the research setting as a social system described from a number of participants' perspectives (C. Geertz, 1973; R. G. Burgess, 1984), namely, evaluation of students' social experience by educators and self-evaluation of students'social experience. Furthermore, Hargreaves (D. H. Hargreaves, 1967, p. 193) describes advantages of participant observation as a research method for those carrying out studies in institutions in which they work: the method of participant observation leads the investigator to accept a role within the social situation he studies - he participates as a member

of the group while observing it. In theory, this direct participation in the group life permits an easy entrance into the social situation by reducing the resistance of the group members; decreases the extent to which the investigator disturbs the 'natural' situation, and permits the investigator to experience and observe the group's norms, values, conflicts and pressures, which (over a long period) cannot be hidden from someone playing an in-group role.

Thus, the quantitative methods of data obtaining are used within the qualitative evaluation research design (E. von Kardoff, 2004, p. 141). Implementation of mixed methods for data obtaining provides the researcher with wide scope of data to study a research question in a more detailed way (A. Hunter, J. Brewer, 2003).

Methods of data processing and analyzing are determined as following:

- matrixes and tables,

- statistics and

- pedagogical interpretation.

Moreover, qualitative content analysis is followed by quantitative analysis (P. Mayring, 2004, p. 269), thereby developing the system of external and internal perspectives. Thus, qualitative data, which are obtained using observations and interpreted implementing qualitative data processing methods, is generalized by conducting surveys and statistical analysis of the obtained quantitative data (H. Siegel, 2006, p. 11) in the SPSS 17.0 software.

The third phase *Generalization of the model* provides evaluation of different levels as shown in Figure 2.17 by the author of the present research.
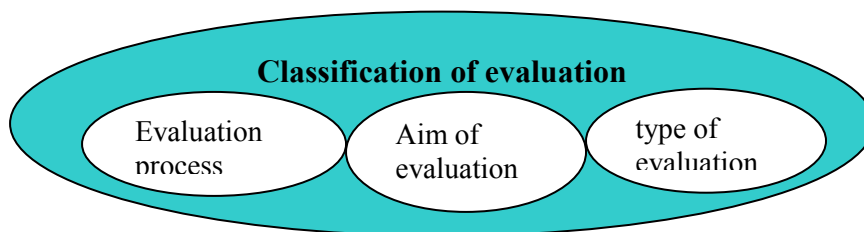
Figure 2.17: **Unity of classifications of evaluation**

Evaluation of different levels is used for feedback and interaction among evaluators (I. Lūka, 2007, p. 104). The process of evaluation comprises five phases (I. Lūka, 2007, p. 104) as following:

o   preparation of evaluation plan,

- goal determination,
- aim of practice change,
- justification of the criteria and
- evaluation and presentation of practice changes.

Aims of evaluation determined by Hahele (R. Hahele, 2006, p. 150) change from diagnostic evaluation to summative evaluation through formative evaluation as depicted in Figure 2.18 by the author of the present research. Diagnostic evaluation is carried out at the course beginning to obtain information on the students' knowledge and skills (R. Hahele, 2006, p. 150). Then, formative evaluation is organized in the middle of the course to check the students' gradual educational progress (R. Hahele, 2006, p. 150). And, finally, summative evaluation at the course end reveals whether the students have achieved their aims and could be pointed to the next (a higher) educational level (R. Hahele, 2006, p. 150).
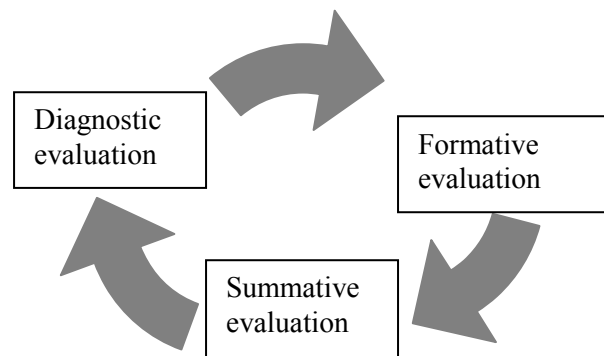
Figure 2.18: **Aims of evaluation**

Types of evaluation proceed from self-evaluation to external evaluation through internal evaluation as shown in Figure 2.19 by the author of the present research. Self-evaluation is defined as the students' process to think, analyze and plan their learning in accordance with criteria worked out together with the educator that results in a report called *self-evaluation* in a written form (R. Hahele, 2006, p. 150). Internal evaluation is determined as the process when the educator and students evaluate the student's work in accordance with the joint criteria as well as the students and management of the educational establishment evaluate the educator's work that results in a report called *internal evaluation* in a written form (R. Hahele, 2006, p. 150). External evaluation is identified as the process by external experts to evaluate the work of the educators, students and

management of the educational establishment in accordance with certain criteria that results in a report called *external evaluation* in a written form (R. Hahele, 2006, p. 150).
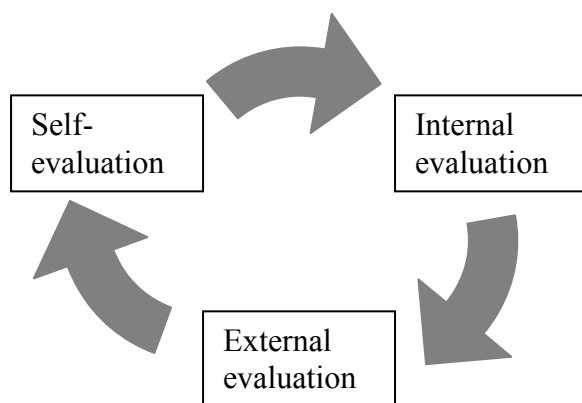
Figure 2.19: **Types of evaluation**

Hence, basic directions of the methodology of the qualitative evaluation research proceeds

- from diagnostic evaluation in Phase 1 to summative evaluation in Phase 3 through formative evaluation in Phase 2 and

- from self-evaluation in Phase 1 to external evaluation in Phase 3 through internal evaluation in Phase 2,

Evaluation methods of data obtaining comprise tests, examinations, interviews and external reviews (B. Rowell, 2009, p. 1). In order to determine how English studies for academic purposes is evaluated by students, educators and researchers, summarizing content analysis is used (P. Mayring, 2004, p. 269) in the research. Summarizing content analysis seeks to reduce the material in such a way that the essential contents are preserved, but a manageable short text is produced (P. Mayring, 2004, p. 269).

Generalization of the present qualitative evaluation research is aimed at the development of general statements which can be tested for generality in following studies with different people in differerent times (P. Mayring, 2007, p. 4). Generalization of the qualitative evaluation research provides external validity of the present research (W. Trochim, 2006). External validity shows the level to which the research results may be transferred to another context which differs from the context of the research (A. Kroplijs, M. Raščevska, 2004, p. 28). External validity is provided by international co-operation (I. Žogla, A. Lasmanis, 2010, p. 280) as following:

- the model assessment by international colleagues on the basis of co-operation between universities and

123

- model presentations at international conferences.

However, there are two forms of validity (A. Kroplijs, M. Raščevska, 2004, p. 27) which are mutually dependent (M. Dufwenberg and G. W. Harrison, 2007, p. 8-9) as shown in Figure 2.20 by the author of the present research.
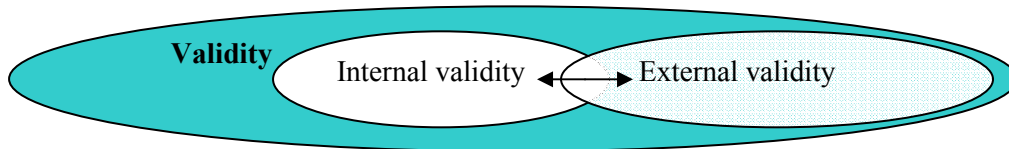
Figure 2.20: **Two forms of validity**

Internal validity shows that there are no other factors that influence the results (A. Kroplijs, M. Raščevska, 2004, p. 28; W. Trochim, 2006).

Data validity in the present research is provided (U. Flick, 2004b, p. 179-180) by

- the method triangulation and
- the data triangulation.

In its turn, reliability refers to the extent to which the research yields the same results on repeated trials (A. Kroplijs, M. Raščevska, 2004, p. 28). Hence, validity and reliability are defined as the dimensions of the qualitative evaluation research as demonstrated in Figure 2.21 by the author of the present research.

Figure 2.21: **Research dimensions**

Validity and reliability of the results of the qualititave evaluation research are determined by

- involving other researchers into the study (M. Freeman, K. deMarrais et. al., 2007) and
- use of corresponding research methods (I. Lūka, 2007, p. 112).

Hence, results of the qualitative evaluation research may be validated as shown in Figure 2.22 by the author of the present research.
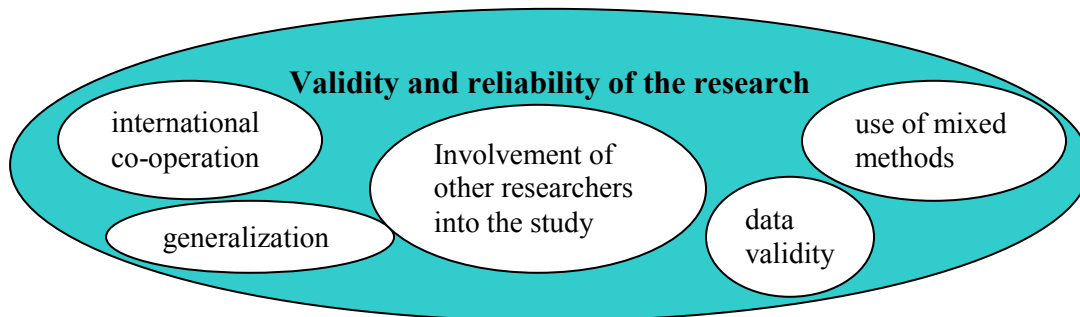
Figure 2.22: **Validity and reliability of the research**

Moreover, the systemic relationship between reliability and validity (A. Kroplijs, M. Raščevska, 2004, p. 131) may be improved by (I. Lūka, 2007, p. 112)

- non-experimental research design,
- data obtaining methods,
- numerical data and
- similarly, statistical testing of hypothesis.

Non-experimental research design comprises conducting the research in the real environment, not in a laboratory that provides highly favourable external validity (I. Lūka, 2007, p. 112). Observing as the data obtaining method provides highly favourable reliability and internal validity whereas expert assessment emphasizes highly favourable external validity (I. Lūka, 2007, p. 112). Numerical data reveals highly favourable reliability and internal validity while descriptive statistics – external validity (I. Lūka, 2007, p. 112). Similarly, statistical testing of hypothesis provides highly favourable reliability and internal validity meanwhile content analysis – external validity (I. Lūka, 2007, p. 112).

Methods of data obtaining in the present research first include the research context analysis in order to give an insight into successful possibilities of realization, causal relationship and conditions of implementation of English studies for academic purposes (M. Chatterji, 2005). Then, observation of students' social and individual differences is included as an essential method in human pedagogy (I. Lūka, 2007, p. 112). And, finally, evaluation provides comprehensive results of the research (A. Hunter, J. Brewer, 2003). Hence, methods of data obtaining move from context analysis in Phase 1 through observation in Phase 2 to evaluation in Phase 3 as demostrated in Figure 2.23 by the author of the present research.
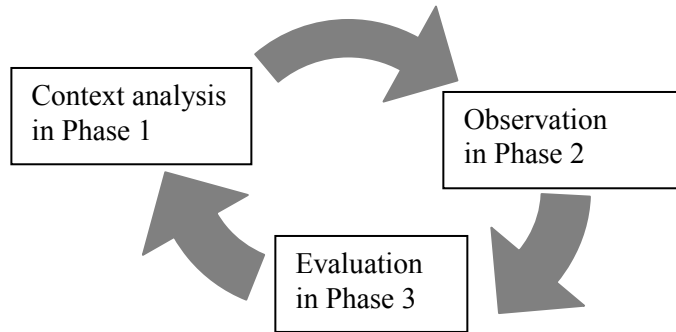
Figure 2.23: **Relevant methods of data obtaining**

Hence, the methodology of the present qualitative evaluation research is depicted in Figure 2.24 by the author of the present research.
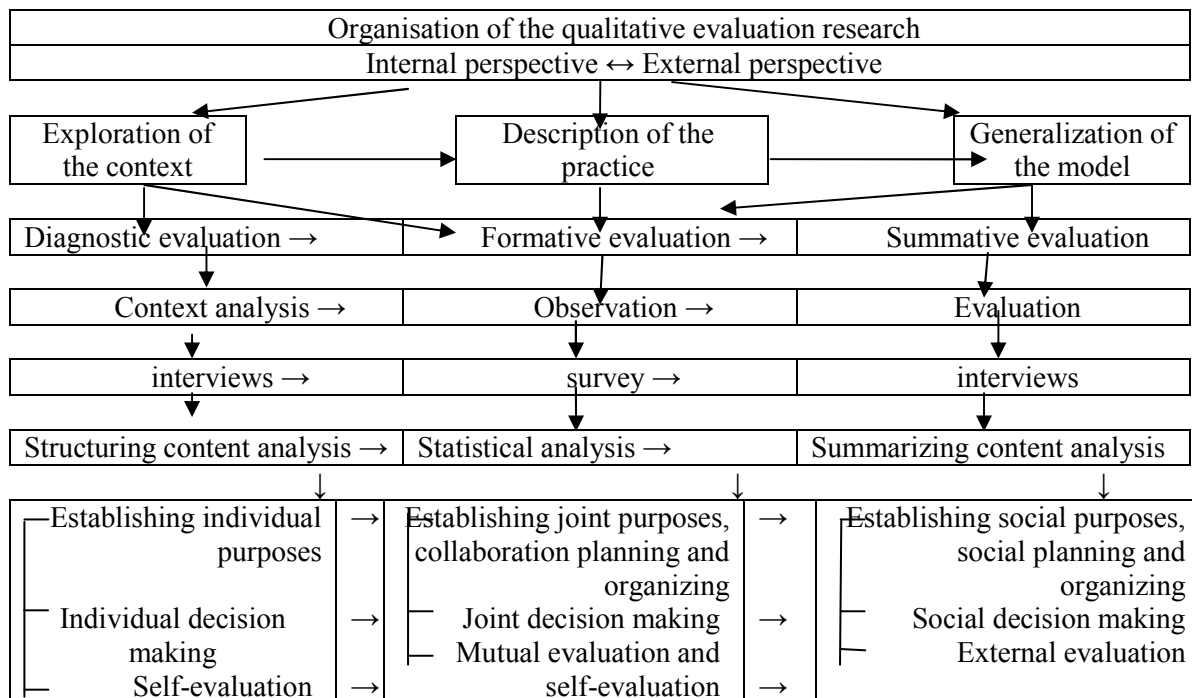
Figure 2.24: **Scheme of organizational model of the qualitative evaluation research to examine efficiency of English studies for academic purposes for development of students' communicative competence**

The model of the qualitative evaluation research indicates how the steps of the process are related following a logical chain: exploration of the context → description of the practice → generalization of the model. Basic directions of development of the qualitative evaluation research designed by the author of the present promotion thesis are determined as following:

- from diagnostic evaluation in Phase 1 through formative evaluation in Phase 2 to summative evaluation in Phase 3,
- from context analysis in Phase 1 through practice description in Phase 2 to model generalization in Phase 3,
- from interviews in Phase 1 through surveys in Phase 2 to interviews in Phase 3,
- from structuring content analysis in Phase 1 through statistical analysis in Phase 2 to summarizing content analysis in Phase 3 and
- from self-evaluation in Phase 1 through internal evaluation in Phase 2 to external evalustion in Phase 3.

The phase of the context analysis of the qualitative evaluation research is aimed at determining the present situation of English studies for academic purposes in promoting students' motivation and their readiness to implement joint activity. Description of the practice of the qualitative evaluation research analyzes differences in levels of features researched, etc. The phase of generalization of the model determines efficiency of implementation of English studies for academic purposes for development of students' communicative competence. It shows directions of further research, too. Empirical methods of each phase of the present qualitative evaluation research are demonstrated in Table 2.3 by the auhtor of the present research.

Table 2.3

Empirical methods of the qualitative evaluation research

Phase of the qualitative evaluation research	Method of data obtaining	Methods of data processing	Methods of data analysis	analysis of data validity
Phase 1 Exploration of the context	- students' questionnaire -students' structured interviews, - educators' semi-structured interviews, - researchers' non-structured interviews	- content analysis - qualitative data (frequences of students' expressions) processing in the AQUAD 6.0 software	- analysis of qualitative data by determining frequencies for interviews, - structuring content analysis and - analysis of quantitave data by determining frequencies for the students' questionnaire, - - analysis of quantitave data by factor analysis for the students' questionnaire	- method triangulation and - data triangulation
Phase 2 Description of the practice	- students' surveys, - students' observation,	- qualitative data of self-evaluation, internal and external evaluation with use	- analysis of students' self-evaluation and - analysis of differences in levels of features researched	

127

	- students' self-evaluation and - students' evaluation	of content analysis, - quantitative data (students', educators' and researchers' questionnares) processing in the SPSS 17.0 software	(frequencies)	
Phase 3 Analysis of the research results	- students' structured interviews, - educators' semi-structured interviews, - researchers' non-structured interviews	- content analysis of qualitative data	- analysis of code frequence of students' expressions in self-evaluation and content analysis, - analysis of quality control of evaluation studies by Cronbach's Alpha Reliability statistics test, - use of Kolmogorova-Smirnova test to determine empirical distribution, - analysis of differences in levels of features researched - use of Spearman's correlation analysis for correlation analysis, - analysis of correlation among samples by Pearson's correlation analysis, - use of Friedman's test to compare three or more groups of related sample data, - summarizing content analysis of external evaluation by external experts	

Thus, the present part of the promotion thesis has identified the methodology of the qualitative evaluation research to examine efficiency of English studies for academic purposes for development of students' communicative competence. Furthermore, subjects of the present research are presented in the next part of the present promotion thesis *Development of students' communicative competence within English studies for academic purposes*.

2.1.3 Respondents of the research

The present part of the promotion thesis presents respondents of the present qualitative evaluation research aimed at examining efficiency of English studies for academic purposes for development of students' communicative competence. The search for the respondents of the present research involves a process of analyzing the key concept *sampling*. The study shows a potential model for development indicating how the steps of the process are related following a logical chain:

population to generalize implementation of English studies for academic purposes for development of students' communicative competence → composing the sample to examine efficiency of English studies for academic purposes for development of students' communicative competence.

Students in higher education are the population to generalize implementation of English studies for academic purposes for development of students' communicative competence.

The present qualitative evaluation research is based on case studies (U. Flick, 2004a, p. 147; A. Lasmanis, B. Sporāne, D. Pakalne, I. Kalniņa, Dz. Mukāne, L. Hofmane, A. Mauliņa, 2008, p. 69-71). Selecting the cases for the case study was based on use of information-oriented sampling, as opposed to random sampling (B. Flyvbjerg, 2006, p. 229). This is because an average case is often not the richest in information. In addition, it is often more important to clarify the deeper causes behind a given problem and its consequences than to describe the symptoms of the problem and how frequently they occur (B. Flyvbjerg, 2006, p. 229). Random samples emphasizing representativeness will seldom be able to produce this kind of insight; it is more appropriate to select some few cases chosen for their validity. Moreover, the cases themselves are not of interest, only the conclusions and transfers we can draw from this material (P. Mayring, 2007, p. 6).

Therein, Table 2.4 shown by the author of the present research presents 175 respondents of the present research including

- 10 researchers from different countries,
- five educators and three researchers in the field of language pedagogy at Riga Teacher Training and Educational Management Academy,
- 160 master students of Riga Teacher Training and Educational Management Academy in 2006-2008.

Some of 165 respondents have been involved in more than one phase of the present empirical study. 18 respondents are male and 157 - female which is a typical representation to the proportion of male and female in educational science of Latvia. The age of the sample was from 22 to 65. 165 respondents had working experience. Among 165 respondents 13 respondents had working experience in the fields different from their speciality. Regarding their working experience the following fields were mentioned: educational research, teaching, management, engineering, computing, voluntary social work, tourism industry and advertising industry.

Table 2.4

Respondents of the research

Phase of the research	Phase's name	Research period	Respondents

Phase 1	Exploration of the context	September – October 2006	- a group of five second year students of the professional master's study programme *School Management* and
			- five educators in 2006, namely,
			    - one educator in the field of school management,
			    - one educator in the field of music pedagogy and
			    - three educators in the field of language pedagogy

		October - December 2006	- 75 master students, namely,
			    - 26 first year students of the professional master's study programme *School Management*,
			    - 19 second year students of the professional master's study programme *School Management* and
			    - 30 first and second year students of the professional master's study programme *Music Pedagogy* and
			- three researchers of Riga Teacher Training and Educational Management Academy in 2006, namely,
			    - one researcher in the field of school management,
			    - one researcher in the field of music pedagogy and
			    - one researcher in the field of language pedagogy

		September 2007	- 10 first-year master students of the professional master's study programme *School Management*
Phase 2	Description of the practice	September 2007 - June 2008	- two educators to create the sample of students and - the sample of 10 first year students of the professional master's study programme *School Management*
		September 2008 - June 2009	- 75 first year master students of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy*, - four educators in the field of language pedagogy
Phase 3	Generalization of the model	June 2008	- the sample of 10 first year students of professional master's study programme *School Management*
		June 2009	- 75 first year master students of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy*, - four educators of Language Department and - 10 researchers in the field of educational sciences from different countries.

The respondents represent different cultural backgrounds and diverse educational approaches that emphasizes the study of individual contribution to the development of students' communicative competence within English studies for academic purposes (I. Lūka, S. Ludborza, I. Maslo, 2009, p. 5). 163 of the respondents had certain expectations from the master programmes and,

consequently, from the *English for Academic Purposes* course, which were demonstrated in the answer to the question why they had chosen to participate in this study. Use of communicative competence in the studies was one of the answers.

The respondents with different cultural backgrounds and diverse educational approaches from different parts of Latvia, namely, Kurzeme, Vidzeme, Zemgale and Latgale were chosen, thereby developing the system of external and internal perspectives. Whereas cultural similarity aids mutual understanding between people (D. Robbins, 2007, p. 53), the students' different cultural and educational backgrounds contribute to successful learning and become an instrument of bringing the students together more closely under certain conditions. These conditions include appropriate materials, teaching and learning methods and forms, motivation and friendly positioning of the educator (C. Abasheva, 2010, p. 431). Moreover, the paradigm shift from focusing on macro-cultures to micro-cultures (family culture, school culture, class culture, professional culture, gender culture, culture of interest groups, political groups/parties, generation) leads to a new perspective: people behave being influenced by identification with different groups, not only one group (M. Dirba, 2007, p. 104). Thus, the subjects of the present qualitative evaluation research are multicultural.

Thus, the present part of the promotion thesis has idenftied the respondents of the present qualitative evaluation research aimed at examining efficiency of English studies for academic purposes for development of students' communicative competence. Furthermore, the next part of the present promotion thesis *Development of students' communicative competence within English studies for academic purposes* describes the exploration of the context of English studies for academic purposes from students', educators' and researchers' view.

2.2 Exploration of the context of English studies for academic purposes

2.2.1 Analysis of needs in English studies for academic purposes from students' view

The present part of the promotion thesis explores the context of English studies for academic purposes from students' view. The search for the students' view involves a process of analyzing needs in English studies for academic purposes. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *interviews to explore the context of English studies for academic purposes → use of qualitative*

and quantitative methods → analysis of needs in English studies for academic purposes from the students' view.

Exploration of the context of English studies for academic purposes from students' view is considered through needs analysis. Analysis of needs in English studies for academic purposes from the students' view comprised three stages as described in Table 2.5 by the author of the present research.

Stages of analysis of needs from students' view

Phase of the research	Stages of the phase of the research	Stage's period	Subjects	Method of data obtaining
Exploration of the context	Stage 1	September – October 2006	a group of five second year students of the professional master's study programme *School Management*	structured interview
	Stage 2	October - December 2006	75 master students	questionnaire filled in
	Stage 3	September 2007	10 first-year master students of the professional master's study programme *School Management*	structured interview

Analysis of needs in English studies for academic purposes from the students' view included structured interview of three questions:

    1. Why study English for Academic Purposes?

    2. What are your interests in English for Academic Purposes?

    3. What are your achievements in English for Academic Purposes by the end of the course?

The first phase of analysis of needs in English studies for academic purposes from the students' view from September 2006 to October 2006 involved a group of five second year students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy to conduct structured interviews. The aim of the interviews was to reveal the students' view on purposes of English studies for academic purposes.

In order to save the information of the present research confidential, the students' names and surnames were coded as follows: the students were pointed out as *NAS* (needs analysis from students' view) followed by a number, namely, *NAS1, NAS2, NAS3, NAS4* and *NAS5*.

Respondent *NAS1* emphasized English for Academic Purposes as an international language. The student's interests in English for Academic Purposes included talk and presentation. Preparation of two presentations, namely, about the native place and a successful researcher, were stressed as the achievements in English for Academic Purposes by the end of the course.

Respondent *NAS2* put the emphasis on English for Academic Purposes as the main international language in the field of the chosen profession. The student's interests comprised to deepen the knowledge in writing and talking in English. Presentations about the native place and a famous specialist in the field of the chosen profession from the native country are considered as the achievements in English for Academic Purposes by the end of the course.

Respondent *NAS3* has been learning English for Academic Purposes as an international language. Talk and presentation as the main interests in English for Academic Purposes were emphasized. The student's desirable achievements in English studies for academic purposes by the end of the *English for Academic Purposes* course were determined as to prepare two presentations, namely, about the native place and a scientist who belongs to the respondent's native country.

Respondent *NAS4* revealed English for Academic Purposes to be used in future jobs for searching for information and talking with colleagues from other countries. Problem solving and research were outlined as the student's interests in English studies for academic purposes. The student was ready to prepare two presentations, namely, about the native country and a scientist as his/her achievements in English studies for academic purposes by the end of the course.

Respondent *NAS5* focused on English for Academic Purposes as an international language. The respondent's emphasis in the structured interview was put on starting to learn English before going to school because the respondent has been taught English since he/she was in the second form at primary school. After school the student entered a university to learn English language for two semesters to improve his/her English knowledge and try to learn new things. The respondent's interests involved talk and presentation to start to communicate with others in English and to make a presentation at conference. Moreover, preparation of a good presentation was emphasized. Learning how to make a good presentation, getting experience to be used in the respondent's future career and giving presentations are emphasized as the respondent's desirable achievements in English studies for academic purposes by the end of the *English for Academic Purposes* course. The structuring content analysis (P. Mayring, 2004, p. 269) of the data reveals that the respondents can be divided into three groups, namely,

- Group *A* that involves Respondents *NAS1* and *NAS3* who study English for Academic Purposes for individual purposes, thereby developing the internal perspective,
- Group *B* that comprises Respondents *NAS2* and *NAS4* who study English for Academic Purposes for organizational purposes, thereby developing the external perspective and
- Group *C* that includes Respondent *NAS5* who studies English for Academic Purposes for academic purposes, thereby developing the external perspective.

All the respondents emphasized the use of talk within English studies for academic purposes. For example, communication with others in English was highlighted by two respondents, namely, *NAS2* and *NAS4*, thereby putting the emphasis on individual purposes in English studies for academic purposes. In turn, Respondent *NAS5* focused on talking with colleagues from other countries, thereby highlighting organizational purposes in English studies for academic purposes.

Therein, Respondent *NAS2* mentioned deepening the knowledge in writing, thereby emphasizing individual purposes in English studies for academic purposes. Moreover, use of presentation within English studies for academic purposes was revealed by all the respondents. Presentation about the native place was emphasized by four respondents, namely, *NAS1*, *NAS2*, *NAS3* and *NAS4,* thereby putting the emphasis on individual purposes in English studies for academic purposes. In turn, Respondent *NAS5* focused on making a presentation at a conference, thereby highlighting academic purposes in English studies for academic purposes. Respondents *NAS1*, *NAS3* and *NAS4* revealed a presentation topic within English studies for academic purposes, namely, making a presentation about a scientist, thereby putting the emphasize on academic purposes in English studies for academic purposes, while Respondent *NAS2* focuses on a presentation about a famous specialist in the field of the chosen profession from the native country, thereby concentrating on organizational purposes in English studies for academic purposes. Moreover, Respondent *NAS5* outlined the importance of getting experience to be used in the respondent's future career, thereby emphasizing organizational purposes in English studies for academic purposes.

The structured interviews revealed that the students' view on the purposes of English studies for academic purposes was heterogeneous, the emphasis on the internal perspective prevails in the students' view on the purposes of English studies for academic purposes as well as the students did not realize the purposes of English studies for academic purposes properly.

The second phase from October 2006 to December 2006 involved 75 master students of Riga Teacher Training and Educational Management Academy. The aim of the present phase of needs analysis was to reveal a detailed information about the students' view on the purposes of English studies for academic purposes. The questionnaire as demonstrated in Appendix 4 by the author of the present research was used to elicit information about the purposes of frequent use of English studies for academic purposes from the students' view. The questionnaire comprised the evaluation scale of six levels for each question, namely, "1" means "strongly disagree" and "6" points out "strongly agree".

Cronbach's Alpha reliability statistics test is defined as a useful orientation for the quality control of evaluation studies (E. von Kardoff, 2004, p. 141). The test reveals a reliability coefficient of the question to be included in the present questionnaire. Reliability coefficient is the criterion of reliability interpreted in a way similar to correlation coefficient as shown in Table 2.6 by the author of the present research.

Table 2.6

Interpretation of reliability coefficient

Value of reliability coefficient	Interpretation
to +0,2	very low reliability
to +0,5	low reliability
to +0,7	average reliability
to +0,9	high reliability
above +0,9	very high reliability

The use of Cronbach's Alpha test emphasizes that the coefficient of reliability is 0,848 as shown in Appendix 5. This coefficient 0,848 presents a high level of reliability of the present questionnaire. Moreover, the corrected item-total correlation greater than 0,3 includes a question into the questionnaire. Appendix 6 shows results of the Item-Total statistics test of the questions in the questionnaire. The results of the item-total statistics test excluded three questions from the questionnaire:

- expectation to interact with other people for individual purposes (,163),
- need to learn for organizational needs (-,330), and
- wish to interact with other people for organizational purposes (,133).

Frequencies were determined to reveal the purposes the students had used English studies for academic purposes for most frequently. The survey showed that the students had used English

studies for academic purposes most frequently for their individual purposes putting the emphasis on the lack of interaction with other people for individual purposes (63 responses) as outlined in Appendix 7. Table 2.7 shown by the author of the present research presents the purposes of frequent use of English studies for academic purposes from the students' view.

Table 2.7

Purposes of frequent use of English studies for academic purposes from the students' view

Purpose of English studies for academic purposes	Domain of purpose	number	Percent-tage	Criteria of students' communicative competence
individual	lack of interaction with other people for individual purposes	63	84%	experience of social interaction (knowledge, skills and attitudes)
	wish to learn for individual purposes	47	63%	experience of cognitive activity (knowledge, skills and attitudes)
	need to learn for individual needs	46	61%	experience of cognitive activity (knowledge, skills and attitudes)
	lack of learning for individual purposes	46	61%	experience of cognitive activity (knowledge, skills and attitudes)
	need to interact with other people for individual purposes	45	60%	experience of social interaction (knowledge, skills and attitudes)
	wish to interact with other people for individual purposes	38	51%	experience of social interaction (knowledge, skills and attitudes)
organizational	wish to learn for organizational purposes	49	65%	experience of cognitive activity (knowledge, skills and attitudes)
	need to interact with other people for organizational purposes	45	60%	experience of social interaction (knowledge, skills and attitudes)
	lack of learning for organizational purposes	45	60%	experience of cognitive activity (knowledge, skills and attitudes)
academic	lack of interaction with other people for academic purposes	45	60%	experience of social interaction (knowledge, skills and attitudes)
	need to learn for academic needs	42	56%	experience of cognitive activity (knowledge, skills and attitudes)
	want to learn for academic purposes	40	53%	experience of cognitive activity (knowledge, skills and attitudes)
	expectation to interact with other people for academic purposes	40	53%	experience of social interaction (knowledge, skills and attitudes)
	wish to interact with other people for academic purposes	39	52%	experience of social interaction (knowledge, skills and attitudes)

The survey emphasized that use of Englsih studies for academic purposes by the students is heterogeneous, the emphasis on the internal perspective prevails in the purposes of frequent use of

English studies for academic purposes from the students' view as well as the students did not realize the purposes of Englsih studies for academic purposes properly. The quantitative data revealed the situation on the purposes of English studies for academic purposes from the students' view in 2006-2007. Moreover, the determinant of individual purposes of the factor analysis equals 0,40 as demonstrated in Appendix 8. And the determinant of organizational purposes is 0,37. As well as the determinant of academic purposes is revealed as 0,03. Thus, the conclusion has been drawn that the students' individual and organizational purposes prevail in the students' view on English studies for academic purposes while English studies for academic purposes are defined as multi-purpose studies within the system of external and internal perspectives.

However, programmes, such as *Erasmus Mundus* and *Tempus*, and the new programme in lifelong learning continue to contribute to the situation of a dynamic development (I. Druviete, 2007, p. 13) of purposes in English studies for academic purposes while English studies for academic purposes as multi-purpose studies at tertiary level remain unchangeable. The codes were used for the statistical analysis in the SPSS 17.0 programme as following:

- individual purposes followed by a number, namely,

    - need to interact with other people for individual purposes (IP1),

    - need to learn for individual needs (IP2),

    - wish to interact with other people for individual purposes (IP3),

    - wish to learn for individual purposes (IP4),

    - lack of interaction with other people for individual purposes (IP5),

    - lack of learning for individual purposes (IP6),

    - expectation to interact with other people for individual purposes (IP7),

    - expectation to learn for individual purposes (IP8),

- organizational purposes followed by a number, namely,

    - need to interact with other people for organization's purposes (OP1),

    - need to learn for organizational purposes (OP2),

    - wish to interact with other people for organizational purposes (OP3),

    - wish to learn for organizational purposes (OP4),

    - lack of interaction with other people for organizational purposes (OP5),

    - lack of learning for organizational purposes (OP6),

    - expectation to interact with other people for organizational purposes (OP7),

- expectation to learn for organizational purposes (OP8),

 - academic purposes followed by a number, namely,

- need to interact with other people for academic purposes (AP1),

- need to learn for academic needs (AP2),

- wish to interact with other people for academic purposes (AP3),

- wish to learn for academic purposes (AP4),

- lack of interaction with other people for academic purposes (AP5),

- lack of learning for academic purposes (AP6),

- expectation to interact with other people for academic purposes (AP7) and

- expectation to learn for academic purposes (AP8).

In order to evaluate the relationship between the purposes of English studies for academic purposes and the students' specific field of studies, for example, school management, in the present research, the null hypothesis was formulated as following: there is no relationship between the purposes of English studies for academic purposes and the students' specific field of studies, namely, school management, in the present research. In accordance with the schema proposed by Raščevska and Kristapsone (M. Raščevska, S. Kristapsone, 2000, p. 151), the null hypothesis was examined by Kolmogorov-Smirnov Z statistics test. The difference is statistically significant if z apr > z kr. Z kr is 1,645 (A. Geske, A. Grīnfelds, 2006, p. 86). The results of z apr > z kr as shown in Appendix 9 demonstrate that the null hypothesis is rejected by the items, namely,

 - individual purposes followed by a number, namely,

- need to learn for individual purposes (IP2),

- lack of interaction with other people for individual purposes (IP5),

- expectation to interact with other people for individual purposes (IP7),

 - organizational purposes followed by a number, namely,

- need to interact with other people for organizational purposes (OP1),

- need to learn for organizational purposes (OP2),

- lack of interaction with other people for organizational purposes (OP5),

- expectation to learn for organizational purposes (OP8).

These items reveal that the purposes of English studies for academic purposes depend on the students' specific field of studies, namely, school management, in the present research. Three items among seven items examined by Kolmogorov-Smirnov Z statistics test are connected with

English studies for academic purposes for individual purposes and four items for organizational purposes.

However, the null hypothesis is retained by the results of z apr $< z$ kr of the following items as outlined in Appendix 9:

- individual purposes followed by a number, namely,

  - need to interact with other people for individual purposes (IP1),

  - wish to interact with other people for individual purposes (IP3),

  - wish to learn for individual purposes (IP4),

  - lack of learning for individual purposes (IP6),

  - expectation to learn for individual purposes (IP8),

- organizational purposes followed by a number, namely,

  - wish to interact with other people for organizational purposes (OP3),

  - wish to learn for organizational purposes (OP4),

  - lack of learning for organizational purposes (OP6),

  - expectation to interact with other people for organizational purposes (OP7),

- academic purposes followed by a number, namely,

  - need to interact with other people for academic purposes (AP1),

  - need to learn for academic needs (AP2),

  - wish to interact with other people for academic purposes (AP3),

  - wish to learn for academic purposes (AP4),

  - lack of interaction with other people for academic purposes (AP5),

  - lack of learning for academic purposes (AP6),

  - expectation to interact with other people for academic purposes (AP7) and

  - expectation to learn for academic purposes (AP8).

Thereby the purposes of English studies for academic purposes are not connected with the students' specific field of studies, namely, school management, in the present research, and all the purposes of English studies for academic purposes should be used by the students.

Analysis of the questionnaire allows drawing the following conclusions:

  - the survey reveals the emphasis on individual and organizational purposes in English studies for academic purposes from the students' view while English studies for academic purposes are defined as multi-purpose studies,

- English studies for academic purposes should employ individual, organizational and academic purposes, thereby developing the system of external and internal perspectives,
- the students' use of English studies for academic purposes for their individual purposes with the emphasis on lack of interaction with other people for individual purposes thereby highlighting the internal perspective has been demonstrated by the survey's results.

The third phase of the analysis of needs in English studies for academic purposes from the students' view involved the sample of 10 first-year master students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy in September 2007 to conduct structured interviews. The aim of the interviews was to analyze the capacity of the master students in their communicative competence.

The group consisted of eight females and two males which is a typical representation to the proportion of female and male students in school management studies in Latvia. The age of the respondents differentiated from 23 to 48. Two students were born in 1985, two– in 1983, one was born in 1976, one was born in 1972, two were born in 1967, one was born in 1963 and one - in 1959. In order to save the information of the present research confidential, the students' names and surnames were coded as follows: the female students were pointed out as F followed by a number, namely, F1, F2, F3, F4, F5, F6, F7 and F8, and the male students as M followed by a number, namely, M1 and M2.

All 10 students had got Bachelor Degree in different fields of education: four students obtained Bachelor Degree in teaching English, one - in teaching mathematics and physics, two – in teaching Latvian and literature, one – in psychology and two – in teaching history. Working experience of the students is different, too. One student worked as a school director, two students were employed as director's deputies, three students taught English at school, two taught Latvian and literature, and two worked at pre-primary school.

English is a foreign language for all the students in the group. In accordance with the students' self-evaluation based on levels of the self-assessment grid of the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001, p. 26) levels of English are presented as follows:
- two students reached Level A2 *Wastage*,
- three students had Level B1 *Threshold*,

- one student obtained Level B2 *Vantage* and
- four students took Level C1 *Effective* (Mastery).

The students' mother tongues considered to contribute to successful foreign language learning and become an instrument of bringing the students together more closely are as follows:

- Latvian for seven students and
- Russian for three students.

It has to be mentioned that in the year 2007 there were no specific requirements as to a level of communicative competence to study in the respective *English for Academic Purposes* course of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy. Table 2.8 shown by the author of the present research presents the communicative capacity of the sample according to the language learning aspects.

Table 2.8

Communicative capacity of the sample according to language learning aspects

Language	Communicative capacity of the sample of the study (max 100%)		
	Speaking	Reading	Writing
Latvian	100 %	100 %	100 %
Russian	40 %	40 %	40 %
German	20 %	20 %	20 %
English	100 %	100 %	100 %
Polish	10 %	10 %	10 %
Lithuanian	10 %	10 %	10 %
French	10 %	10 %	10 %

Thus, the group's socio-cultural context (age, field of study and work, language level, mother tongue) is heterogeneous. And it has to be added that the students' communicative capacity necessary for mastering the content of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* at Riga Teacher Training and Educational Management Academy might be assessed as average.

What seems very positive is that the students are willing to learn languages: three students speak three foreign languages (German, English, Russian), four students use two foreign languages (English and French, English and Lithuanian, English and Polish, English and German), three students study one foreign language, namely, English. All 10 students had indicated that they

participate in the *English for Academic Purposes* course in order to get experience of learning English for Academic Purposes.

The structured interviews to analyze needs in English studies for academic purposes comprised three questions as following:

1. Why study English for Academic Purposes?

2. What are your interests in English for Academic Purposes?

3. What are your achievements in English for Academic Purposes by the end of the *English for Academic Purposes* course?

Student *M1* emphasized English as an international language. The student's interests in English for Academic Purposes were determined as presentation and small talk. The desirable achievements by the end of the course were highlighted as to pass the English for Academic Purposes examination, to make some presentations and to talk with the groupmates.

Student *M2* put the emphasis on English as an international language as well. Interest in presentation and small talk within English for Academic Purposes was outlined by Student *M2*. The student determined improved presentation skills as the achievements by the end of the English for Academic Purposes course.

Student *F1* joined the *English for Academic Purposes* course because English is the most popular language. The student determined her interests in English for Academic Purposes as presentation skills and small talk. She proposed her desirable achievements in English studies for academic purposes to be improved presentation skills.

Student *F2* considered English as an international language, too. The student underlined that English had been often used in her daily activities. She was interested in presentation and communication in English studies for academic purposes. Improved presentation, communication skills and passing the examination are highlighted as the desirable achievements by the end of the *English for Academic Purposes* course.

Student *F3* revealed English as an international language as well. The student determined her interests in English for Academic Purposes as presentation and small talk. The desirable achievements by the end of the *English for Academic Purposes* course were considered as improved presentation skills.

Student *F4* emphasized the role of English as an international language, too. Moreover, the student highlighted that English had been the main language of the chosen profession underlining that

most of manuals and information had been in English. The student determined her interests in English for Academic Purposes as talk, presentation, getting more experience and practising professional language. The desirable achievements by the end of English studies for academic purposes were revealed by the student as getting more experience and practice in English and creating a presentation.

Student *F5* underlined that English as an international language had been necessary for her studies. Moreover, English for Academic Purposes could help her to communicate with foreign people. Talk and presentation were highlighted by the student as the main interest in English studies for academic purposes. The student wished to get more English knowledge by the end of English studies for academic purposes since she had joined the *English for Academic Purposes* course.

Student F6 put the emphasis on English as an international language and the main language of the chosen profession. The student's interest in English for Academic Purposes focused on gaining more experience (practice) in English language, namely, speaking, writing and etc. Improved English skills and creation of a presentation were determined by the student as the desirable achievements by the end of the English for Academic Purpose course.

Student *F7* considered English for Academic Purposes as a popular language. The student put the emphasis on presentation skills and small talk as her interest in English studies for academic purposes. Passed English for Academic Purposes examination by the end of the *English for Academic Purposes* course was considered by the student as the achievement.

Student *F8* revealed English to be an international language, too. Communication was highlighted as the student's interest in English studies for academic purposes. Communication skills enriched were emphasized by the student as the desirable achievement by the end of the *English for Academic Purposes* course.

The structuring content analysis (P. Mayring, 2004, p. 269) of the data reveals that the respondents can be divided into three groups, namely,

- Group *A* that involves Respondents *F1*, *F2, F3*, *F7* and *F8* who study English for Academic Purposes for individual purposes, thereby developing the internal perspective,
- Group *B* that comprises Respondents *M1*, *M2*, *F4* and *F6* who study English for Academic Purposes for organizational purposes, thereby developing the external perspective, and
- Group *C* that includes Respondent *F5* who studies English for Academic Purposes for academic purposes, thereby developing the external perspective.

All the respondents emphasized the use of talk in English studies for academic purposes. For example, communication with others in English was highlighted by one respondent, namely, *M1*, thereby putting the emphasis on English studies for academic purposes for individual purposes. In turn, Respondent *F5* focused on talking with colleagues from other countries, thereby highlighting English studies for academic purposes for organizational purposes. Therein, Respondents *F4*, *F5* and *F6* mentioned deepening the knowledge in writing and speaking, practising professional language, improved presentation skills and passing the English for Academic Purposes examination, thereby emphasizing English studies for academic purposes for individual purposes, too. Moreover, the use of presentation in English studies for academic purposes was revealed by all the respondents. However, the respondents did not emphasize any topic for making a presentation in English studies for academic purposes, thereby putting the emphasis on English studies for academic purposes for individual purposes. As well Respondent *F4* and *F6* outlined the importance of getting experience, however, the respondents did not reveal where and how to use this experience, thereby putting the emphasis on English studies for academic purposes for individual purposes, too.

Analysis of the structured interviews with the emphasis on the students' capacity in communicative competence revealed that

- the group (students' age, field of study and work, language level, mother tongue) is heterogeneous,
- the emphasis is put on individual purposes in English studies for academic purposes by the students, thereby highlighting the internal perspective, while English studies for academic purposes are defined as multi-purpose studies.

This is a reason why the support system - English studies for academic purposes - to contribute to students' learning outcomes in a multicultural study context was elaborated. This support system differs from the one proposed in the *English for Academic Purposes* course by other English educators.

The present part of the promotion thesis has explored the context in English studies for academic purposes from students' view. Hence, exploration of the context in English studies for academic purposes from educators' view is presented in the next part of the present promotion thesis.

2.2.2 Analysis of needs in English studies for academic purposes from educators' view

The present part of the promotion thesis is aimed at exploring the context in English studies for academic purposes from educators' view. The search for the educators' view involves a process of analyzing needs in English studies for academic purposes. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *interviews to explore the context in English studies for academic purposes → use of qualitative methods → analysis of needs in English studies for academic purposes from the educators' view.*

For the needs analysis the phase of preparing the qualitative evaluation research comprised five educators of Riga Teacher Training and Educational Management Academy in 2006. In order to save the information of the present research confidential, the educators' names and surnames were coded as follows:

- the educator in the field of school management was pointed as *NAESM* (needs analysis from the view of the educator in the field of school management),
- the educator in the field of music pedagogy was given *NAEMP* (needs analysis from the view of the educator in the field of music pedagogy), and
- three educators in the field of language pedagogy were considered as *NAELP* (needs analysis from the view of the educator in the field of language pedagogy) followed by a number (*NAELP1, NAELP2, NAELP3*).

Analysis of needs in English studies for academic purposes from the educators' view comprised semi-structured interviews. Semi-structured interviews to analyze needs in English studies for academic purposes from the educators' view included one question as following: What is needed in English studies for academic purposes from the educators' view?

Respondent *NAESM* emphasized multilingual traditions in the Baltic States. From the respondent's view, foreign language learning has been set as an aim of the professional master's study programme *School Management* of Riga Teacher Training and Educational Management Academy to support internationalisation of education and cooperation among universities of the European Union.

Respondent *NAEMP* revealed the aim of the *English for Academic Purposes* course in the professional master's study programme *Music Pedagogy* of Riga Teacher Training and Educational Management Academy as oriented towards fostering students' competency, which includes students' communicative competence. The exposure of students' communicative

competence could comprise implementation of the acquired academic content in native language, academic native language and foreign languages (English, German and others). The respondent put the emphasis on a certain number of students in foreign language classrooms considering that the fewer students are in foreign language classes, the more attention the educator is able to pay to each learner, as a result the learning outcomes improve.

Respondent *NAELP1* highlighted the *English for Academic Purposes* course to tend to students' preparation for international Ph.D. programmes in the European Union, students' further specialisation in the chosen profession and learning in a simulated environment. The respondent emphasized the *English for Academic Purposes* course to be aimed at fostering a foreign language as a language of instruction in the studies. According to the respondent, level of the students' competence could reach the level of independent user or proficient user by the end of the *English for Academic Purposes* course. This competence level (B1 *Threshold*, B2 *Vantage*, and C1 *Effective (Mastery)*) could enable students to read professional texts in English and to use English as a means for studying other courses/subjects.

Respondent *NAELP2* emphasized students' communicative competence based on the concept of plurilingualism in the *English for Academic Purposes* course, assuming English for Academic Purposes as the students' first foreign language. Regarding other languages (German, Russian, French, Lithuanian, Polish and etc), this could be a challenge for most of the learners to use more languages for conveying information by using crossovers between the languages.

Respondent *NAELP3* outlined that the requirements to enter the *English for Academic Purposes* course in the professional masters' study programmes *School Management* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy could demand students' communicative competence that corresponds to Level B2 *Vantage* - C1 *Effective (Mastery)* in accordance with the European Framework of Reference for Languages and/or Level B in accordance with the ECTS grade system. Moreover, the respondent considered English for Academic Purposes as the compulsory exam for all the acquirers of the professional masters' study programmes *School Management* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy.

The structuring content analysis (P. Mayring, 2004, p. 269) of the data reveals that the respondents can be divided into three groups, namely,

- Group *A* that involves Respondents *NAEMP* and *NAELP2* who suggest studying English for Academic Purposes for individual purposes, thereby developing the internal perspective,

- Group *B* that comprises Respondents *NAESM* and *NAELP3* who emphasize studying English for Academic Purposes for organizational purposes, thereby developing the external perspective, and

- Group *C* that includes Respondent *NAELP1* who tends to support studying English for Academic Purposes for academic purposes, thereby developing the external perspective.

Four respondents, namely, *NAEMP, NAELP1, NAELP2* and *NAELP3* emphasized the inter-relationship between students' communicative competence and English studies for academic purposes. Moreover, two respondents, namely, *NAESM* and *NAEMP*, revealed communicative competence as the unity of mother tongue and foreign language underlying the multilingual nature of the communicative competence, thereby putting the emphasis on students' communicative competence for individual purposes and, consequently, the internal perspective. As well the respondents, namely, *NAELP1* and *NAELP3*, highlighted requirements to enter the *English for Academic Purposes* course of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* at Riga Teacher Training and Educational Management Academy, namely, levels of students' communicative competence that could correspond to Level B2 *Vantage - C1 Effective (Mastery)* in accordance with the European Framework of Reference for Languages and/or Level B in accordance with the ECTS grade system, thereby highlighting students' communicative competence for organizational purposes and, consequently, the external perspective. As well Respondent *NAELP3* mentioned English for Academic Purposes as the compulsory exam for all the acquirers of the professional masters' study programmes *School Management* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy, thereby emphasizing students' communicative competence for organizational purposes and, consequently, the external perspective.

The structuring content analysis (P. Mayring, 2004, p. 269) of the structured interviews with the emphasis on the educators' view on needs in English studies for academic purposes revealed that

- the educators' view on needs in English studies for academic purposes is heterogeneous and

- the emphasis on individual and organizational purposes from the educators' view prevails, thereby highlighting the external and internal perspectives and not the system of

external and internal perspectives, while English studies for academic purposes are defined as multi-purpose studies.

Thus, pedagogical support is to be provided to the students to use communicative competence in mastering content (teaching-learning aids in an understandable language, consultancy, for collaborative work).

The present part of the promotion thesis has explored the context in English studies for academic purposes from educators' view. Hence, exploration of the context in English studies for academic purposes from researchers' view is presented in the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes*.

2.2.3 Analysis of needs in English studies for academic purposes from researchers' view

The present part of the promotion thesis focuses on exploration of the context in English studies for academic purposes from researchers' view. The search for the researchers' view involves a process of analyzing needs in English studies for academic purposes. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *interviews to explore the context of English studies for academic purposes → use of qualitative methods → analysis of needs in English studies for academic purposes from the researchers' view.*

For the needs analysis the phase of preparing the qualitative evaluation research involves three researchers of Riga Teacher Training and Educational Management Academy in 2006. In order to save the information of the present research confidential, the researchers' names and surnames were coded as following:

- the researcher in the field of school management was pointed as *NARSM* (needs analysis from the view of the researcher in the field of school management),
- the researcher in the field of music pedagogy was given *NARMP* (needs analysis from the view of the researcher in the field of music pedagogy), and
- the researcher in the field of language pedagogy was considered as *NARLP* (needs analysis from the view of the researcher in the field of language pedagogy).

Analysis of needs in English studies for academic purposes from the researchers' view comprised non-structured interviews. Non-structured interviews comprised one question as following: What is the researchers' view on needs in English studies for academic purposes?

Respondent *NARSM* put the emphasis on the thorough analysis of the documents concerned with the *English for Academic Purposes* course of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* at Riga Teacher Training and Educational Management Academy. The respondent highlighted use of tutorials for introduction into advanced research topics, participation in conferences, practical tasks with the emphasis on talk and presentation and social contacts for the development of students' communicative competence.

Respondent *NARMP* considered that English for Academic Purposes could be delivered by educators who are at least involved in doctoral studies. Students' communicative competence should correspond to such a competence level as to be able to give a scientific talk and presentation.

Respondent *NARLP* suggested the system of language module for English studies for academic purposes. The language module should be based on students' workload corresponded to the ECTS-system. The language module is part of the study courses in the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* at Riga Teacher Training and Educational Management Academy. The language module could be available for continuous education programmes and inhouse seminars for companies as well.

The structuring content analysis (P. Mayring, 2004, p. 269) of the data reveals that the respondents can be divided into two groups, namely,

- Group *A* that involves Respondent *NARLP* who considers English studies for academic purposes for organizational purposes, thereby emphasizing the external perspective, and
- Group *B* that includes Respondents *NARMP* and *NARLP* who emphasize studying English for Academic Purposes for academic purposes, thereby highlighting the external perspective.

Two respondents, namely, *NARSM,* and *NARMP,* emphasized use of talk and presentation in English studies for academic purposes, thereby highlighting needs in English studies for academic purposes for organizational purposes and, consequently, the external perspective. Moreover, Respondent *NARMP* revealed the scientific nature of talk and presentation in English studies for academic purposes, thereby putting the emphasis on needs for academic purposes and,

consequently, the external perspective. Respondent *NARSM* put the emphasis on the thorough analysis of the documents concerned with the *English for Academic Purposes* course, thereby emphasizing needs in English studies for academic purposes for organizational purposes and, consequently, the external perspective. As well Respondent *NARMP* considered that English for Academic Purposes could be delivered by educators who are at least involved in doctoral studies, thereby putting the emphasis on needs for academic purposes and, consequently, the external perspective. Respondent *NARLP* suggesting the system of language module for English studies for academic purposes and its further use in continuous education programmes and inhouse seminars for companies tended to support needs in English studies for academic purposes for organizational purposes and, consequently, the external perspective.

Analysis of the non-structured interviews with the emphasis on the researchers' view on needs in English studies for academic purposes revealed that

- the researchers' view on needs in English studies for academic purposes is heterogeneous,
- the emphasis on academic purposes from the researchers' view prevails, thereby highlighting the external perspective and not the system of external and internal perspectives, while English studies for academic purposes are defined as multi-purpose studies.

Thus, pedagogical support to the students is necessary to transform the students' communicative competence from the external (social) to the internal (individual) perspective.

The present part of the promotion thesis has revealed the context in English studies for academic purposes from students', educators' and researchers' view. Hence, the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes* describes the pre-survey of the present empirical research.

2.3. Educator's contribution to students' communicative competence

2.3.1 Pre-survey

The present part of the promotion thesis presents the pre-survey of the present empirical research on development of students' communicative competence in English studies for academic purposes. For the description of the practice 89 respondents in two stages as shown in Table 2.9 by the author of the present research are involved in the present qualitative evaluation research.

Table 2.9

Stages of description of the practice

Phase of the research	Stages of the phase of the research	Stage's period	Subjects
The description of practice	Stage 1	September 2007 – June 2008	- two educators in the field of language pedagogy to create the sample of students and - the sample of 10 first year students of the professional master's study programme *School Management*

	Stage 2	September 2008 - June 2009	- four educators in the field of language pedagogy
			- 75 master students, namely,
			  - 30 first year students of the professional master's study programme *School Management*,
			  - 25 first year students of the professional master's study programme *Pedagogy* and
			  - 25 first year students of the professional master's study programme *Music Pedagogy*

The multi-level sampling procedure to compose the sample of 10 first year students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy in the 2007/2008 study year comprised four-stage sampling process with both stratified and simple random sampling within the cluster samples as following:

- in the first stage of the sampling process the sample of 75 students stratified by English studies for academic purposes at master level was selected from 150 master students,

- in the second stage of the process cluster sampling of 30 students in the professional master's study programme *School Management* was implemented from 75 students of three selected master programmes, namely, professional masters' study programmes *School Management*, *Pedagogy* and *Music Pedagogy*, with specialization in management,

- then, the sample of 20 students specializing in management and stratified by levels of learning results was selected from 30 students in the professional master's study programme *School Management* and

- finally, the fourth stage of the process revealed the simple random sampling process of 10 first year students of the professional master's study programme *School Management* in the 2007/2008 study year from 20 students specializing in management and stratified by levels of learning results.

Thus, the empirical study involves

- 50% of students stratified by English studies for academic purposes of master level at Riga Teacher Training and Educational Management Academy from 150 master students,
- 40% of students in the professional master's study programme *School Management* from 75 students of three selected master programmes, namely, professional masters' study programmes *School Management*, *Pedagogy* and *Music Pedagogy*, with specialization in management,
- 67% of students specializing in management and stratified by levels of learning results from 30 students in the professional master's study programme *School Management* and
- 50% of first year students of the professional master's study programme *School Management* in the 2007/2008 study year from 20 students.

Hence, the number of respondents is appropriate for evaluation of the model for development of students' communicative competence in English studies for academic purposes.

10 first-year master students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy were already interviewed from September 2007 to October 2007 for the analysis of the capacity of the master students' communicative competence.

In September 2007 the sample of 10 first-year master students was selected to carry out the research for a longer period of time. It should be mentioned that the *English for Academic Purposes* course with the emphasis on its cyclic nature in the professional masters' study programmes of Riga Teacher Training and Educational Management Academy proceeds for only one study year. Thus, the *English for Academic Purposes* course with the emphasis on its cyclic nature in one study year is considered to be appropriate for the present empirical research on development of students' communicative competence in English studies for academic purposes. Moreover, the sample was composed to analyze the development of the students' communicative competence and to evaluate the model designed for development of students' communicative competence in English studies for academic purposes. In order to save the information of the present research confidential, the students' names and surnames were coded as follows: the female students were pointed out as F followed by a number, namely, F1, F2, F3, F4, F5, F6, F7 and F8, and the male students as M followed by a number, namely, M1 and M2.

Each criterion of students' communicative competence is evaluated by the following set of methods: observation, self-observation, evaluation of students' social experience by educators and

self-evaluation of students' social experience. The same methods are used for evaluation of each criterion of students' communicative competence, namely, students' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. The methods for evaluation of each criterion of students' communicative competence are unified by use of *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001, p. 23) as highlighted in Table 2.10 by the author of the present research.

Table 2.10

Criteria, indicators and levels of students' communicative competence

Criteria	Indicators	Levels						Methods of gathering data
		Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	-Observation, - self-observation, - evaluation of students' social experience by educators - self-evaluation of students' social experience
		very low	low	critical	average	Opti-mal	high	
Students' social experience in General English	*experience of social interaction in General English (knowledge, skills and attitudes)*	*A1 Break through*	*A2 Wasta-ge*	*B1 Thres-hold*	*B2 Vantage*	*C1 Effecti ve (Mas-tery*	*C2 Opera-Tional/ Profi-ciency*	
	experience of cognitive activity in General English (knowledge, skills and attitudes)							
Students' social experience in Academic Native Language	*experience of social interaction in Academic Native Language (knowledge, skills and attitudes)*							
	experience of cognitive activity in Academic Native Language (knowledge, skills and attitudes)							
Students' social experience	*experience of social interaction in English for*							

153

in English for Academic Purposes	*Academic Purposes (knowledge, skills and attitudes)*							
	experience of cognitive activity in English for Academic Purposes (knowledge, skills and attitudes)							
Students' social experience in Mother Tongue	*experience of social interaction in Mother Tongue (knowledge, skills and attitudes)*							
	experience of cognitive activity in Mother Tongue (knowledge, skills and attitudes)							

The methods' sequence for evaluation of students' communicative competence in implementation of the *English for Academic Purposes* course is illustrated in Table 2.11 by the author of the present research.

Sequence of methods of evaluation of students' communicative competence

Methods of gathering data	Pre-Survey		Post-Survey
		Implementation of English studies for academic purposes in the *English for Academic Purposes* course	
evaluation by educators and self-evaluation of students' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	+		+

Students' social experience in English for Academic Purposes is the key criterion of the students' communicative competence evaluated twice as highlighted in Appendix 10 by the sample's English educator (the evaluator's code is E1) and by another English educator (the evaluator's code is E2) who worked together as a team starting from the preparation of the *English for*

Academic Purposes course to the *English for Academic Purposes* course's evaluation and its further development, and by the student him/herself (the evaluator's code is E3) that composed three independent and two dependent samples. Student's social experience in General English, Academic Native Language and Mother Tongue is the criteria of the students' communicative competence evaluated two times by only the students themselves and considered as one independent and two dependent samples.

The pre-survey of the students' communicative competence in the *English for Academic Purposes* course in September 2007 comprised the following methods:

- self-evaluation of students' social experience in General English (a student him/herself),
- self-evaluation of students' social experience in Academic Native Language (a student him/herself),
- evaluation of students' social experience in English for Academic Purposes (English educators),
- self-evaluation of students' social experience in English for Academic Purposes (a student him/herself) and
- self-evaluation of students' social experience in Mother Tongue (a student him/herself).

Then, use of each method is described.

Students' social experience in General English is a criterion of the students' communicative competence evaluated by the student him/herself (the evaluator's code is E3-1) in September 2007. That created one independent sample. Self-evaluation of students' social experience in General English involves 12 constructs as following: six constructs of experience of social interaction in General English and six constructs of experience of cognitive activity in General English as shown in Appendix 11. Students' social experience in General English is standardized as demonstrated in Table 2.12 by the author of the present research.

Table 2.12

Standardized scale of evaluation and self-evaluation of students' social experience

Level of students' communicative competence	Level 1 very low	Level 2 low	Level 3 critical	Level 4 average	Level 5 optimal	Level 6 high
social experience	A1 Breakthrough	A2 Waystage	B1 Threshold	B2 Vantage	C1 Effective (Mastery)	C2 Operational Proficiency

standardized scale of evaluation	1	2	3	4	5	6

The matrix of the data of the self-evaluation of the students' social experience in General English includes average coefficient of each student's social experience in General English (including experience of social interaction and cognitive activity in General English) and average coefficient of each construct of the students' social experience in General English as described in Appendix 12 and as standardized in Table 2.13 by the author of the present research in order to determine levels of the students' communicative competence.

Table 2.13

Standardization of average coefficient of students' social experience

Level of students' communicative competence	Level 1 very low	Level 2 low	Level 3 critical	Level 4 average	Level 5 optimal	Level 6 high
average coefficient of social experience	1.0 – 2.4	2.5 - 3.9	4.0 - 4.4	4.5 – 4.9	5.0 – 5.4	5.5 - 6
standardized scale of evaluation	1	2	3	4	5	6

Levels of average coefficient of each student's social experience in General English and the students' communicative competence as a result of their standardization are summarized in Table 2.14 by the author of the present research.

Table 2.14

Average coefficient of each student's social experience in General English
(Pre-Survey, September 2007)

Students' codes	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	5.5	5.6	**Level 6 - high**	6
F2	4.7	4.5	4.6	**Level 4 - average**	4
F3	2.3	2.3	2.3	**Level 1 – very low**	1
F4	4.0	4.2	4.1	**Level 3 - critical**	3

F5	4.7	4.5	4.6	**Level 4 - average**	4
F6	2.2	2.5	2.4	**Level 1 – very low**	1
F7	3.5	2.2	2.9	**Level 2 - low**	2
F8	3.7	2.5	3.1	**Level 2 - low**	2
M1	3.2	2.5	2.9	**Level 2 - low**	2
M2	1.8	2.0	1.9	**Level 1 – very low**	1

The summary reveals that the average coefficient

- of one student's social experience in General English (5.5-6.0) refers to the high level of students' communicative competence,
- of two students' social experience in General English (4.5-4.9) refers to the average level of students' communicative competence,
- of one student's social experience in General English (4.0-4.4) refers to the critical level of students' communicative competence,
- of three students' social experience in General English (2.5-3.9) refers to the low level of students' communicative competence and
- of three students' social experience in General English (1.0-2.4) refers to the very low level of students' communicative competence.

The average coefficient of experience of social interaction in General English of four students is of a higher level than the average coefficient of experience of cognitive activity in General English. The average coefficient of experience of social interaction in General English of five students is of a lower level than the average coefficient of experience of cognitive activity in General English. And the average coefficient of experience of social interaction in General English of one student coincides with the average coefficient of experience of cognitive activity in General English.

Appendix 12 presents the summary of average coefficient of each construct of social experience in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standardization where

- 10 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own

learning), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process), are of the low level of students' communicative competence,

- one construct of social experience, namely, SP-3_si (Student co-operates with others), is of the critical level of students' communicative competence and

- one construct of social experience, namely, SP-6_ca (Student continues to improve his/her own skills), is of the average level of students' communicative competence.

Another criterion of the students' communicative competence is students' social experience in Academic Native Language evaluated by the student him/herself (the evaluator's code is E3-1) in September 2007. That created one independent sample. Self-evaluation of the students' social experience in Academic Native Language involves 12 constructs, namely, six constructs of experience of social interaction in Academic Native Language and six constructs of experience of cognitive activity in Academic Native Language as demonstrated in Appendix 11 in accordance with the standardized scale of evaluation as shown in Table 2.12 by the author of the present research. Levels of average coefficient of each student's social experience in Academic Native Language and the students' communicative competence as a result of their standardization are summarized in Table 2.15 by the author of the present research.

Table 2.15

Average coefficient of each student's social experience in Academic Native Language
(Pre-Survey, September 2007)

Students' codes	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	4.5	5.1	**Level 5 – optimal**	5
F2	4.8	4.2	4.5	**Level 4 - average**	4
F3	4.5	4.2	4.4	**Level 3 – critical**	3
F4	4.7	4.2	4.5	**Level 4 - average**	4
F5	4.3	4.2	4.3	**Level 3 – critical**	3
F6	2.1	2.1	2.0	**Level 1 – very low**	1
F7	3.0	1.8	2.4	**Level 1 – very low**	1
F8	2.0	2.0	2.0	**Level 1 – very low**	1
M1	2.3	1.8	2.1	**Level 1 – very low**	1
M2	2.8	1.8	2.3	**Level 1 – very low**	1

The summary reveals that the average coefficient

- of one student's social experience in Academic Native Language (5.0-5.5) refers to the optimal level of students' communicative competence,
- of two students' social experience in Academic Native Language (4.5-4.9) refers to the average level of students' communicative competence,
- of two students' social experience in Academic Native Language (4.0-4.4) refers to the critical level of students' communicative competence,
- of five students' social experience in Academic Native Language (1.0-2.4) refers to the very low level of students' communicative competence.

The average coefficient of experience of social interaction in Academic Native Language of eight students is of a higher level than the average coefficient of experience of cognitive activity in Academic Native Language. The average coefficient of experience of social interaction in Academic Native Language of one student is of a lower level than the average coefficient of experience of cognitive activity in Academic Native Language. And the average coefficient of experience of social interaction in Academic Native Language of one student coincides with the average coefficient of experience of cognitive activity in Academic Native Language.

Appendix 13 presents the summary of average coefficient of each construct of social experience in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standartisation where

- 11 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process, SP-6_ca (Student continues to improve his/her own skills), are of the low level of students' communicative competence and
- one construct of social experience, namely, SP-2_si (Student exchanges ideas), is of the critical level of students' communicative competence.

The key criterion of students' communicative competence is determined as students' social experience in English for Academic Purposes evaluated by the group's English for Academic

Purposes educator (the evaluator's code is E1-1), by another English for Academic Purposes educator (the evaluator's code is E2-1), and by the student him/herself (the evaluator's code is E3-1) in September 2007. That created three independent samples. Self-evaluation of students' social experience in English for Academic Purposes involves 12 constructs, namely, six constructs of experience of social interaction in English for Academic Purposes and six constructs of experience of cognitive activity in English for Academic Purposes as demonstrated in Appendix 11 in accordance with the standardized scale of evaluation shown in Table 2.12. The matrix of the data of self-evaluation of the students' social experience in English for Academic Purposes includes average coefficient of each student's social experience in English for Academic Purposes (including experience of social interaction and cognitive activity in English for Academic Purposes) and average coefficient of each construct of student's social experience in English for Academic Purposes as standardized in Table 2.12 in order to determine levels of the students' communicative competence. Levels of average coefficient of each student's social experience in English for Academic Purposes and the students' communicative competence as a result of their standardization are summarized in Table 2.16 by the author of the present research.

Table 2.16

Average coefficient of each student's social experience in English for Academic Purposes (Pre-Survey, September 2007)

Students' codes	Average coefficient of exeprience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	3.1	3.5	3.3	**Level 2 - low**	2
F2	1.8	2.7	2.3	**Level 1 – very low**	1
F3	2.2	2.7	2.5	**Level 1 – very low**	1
F4	2.7	3.3	3.0	**Level 2 - low**	2
F5	2.8	2.7	2.4	**Level 2 - low**	2
F6	2.0	2.6	2.3	**Level 1 – very low**	1
F7	2.3	2.5	2.4	**Level 1 – very low**	1
F8	2.5	2.2	2.4	**Level 1 – very low**	1
M1	2.3	2.4	2.4	**Level 1 – very low**	1
M2	2.6	2.5	2.5	**Level 2 – low**	2

The summary reveals that the average coefficient

- of four students' social experience in English for Academic Purposes (2.5-3.9) refers to the low level of students' communicative competence and
- of six students' social experience in English for Academic Purposes (1.0-2.4) refers to the very low level of students' communicative competence.

Figure 2.25 prepared by the author of the present research shows the inter-connection between the average coefficient of each student's social experience in English for Academic Purposes by the English educator (the evaluator's code is E1-1), by another English educator (the evaluator's code is E2-1) and by the student him/herself (the evaluator's code is E3-1).
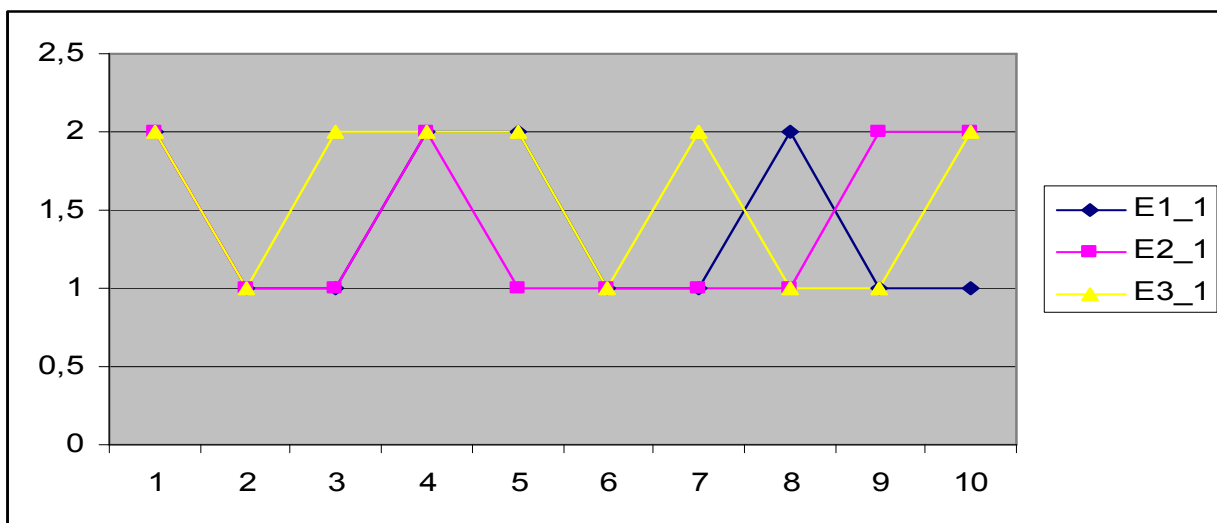
Figure 2.25: **Inter-connections between average coefficient of each student's social experience in English for Academic Purposes by the English educator (the evaluator's code is E1-1), by another English educator (the evaluator's code is E2-1) and by the student him/herself (the evaluator's code is E3-1)**

In seven cases evaluation by two evaluators coincides. And in three cases the students evaluate their social experience in English for Academic Purposes at a higher level than the educators.

The average coefficient of experience of social interaction in English for Academic Purposes of seven students is of a lower level than the average coefficient of experience of cognitive activity in English for Academic Purposes. The average coefficient of experience of social interaction in English for Academic Purposes of three students is of a higher level than the average coefficient of experience of cognitive activity in English for Academic Purposes.

Appendix 14 presents the summary of average coefficient of each construct of the student's social experience in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standardization where

- eight constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), are of the low level of students' communicative competence and
- four constructs of social experience, namely, SP-6_si (Student searches for problem solving tools together with others), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process) and SP-6_ca (Student continues to improve his/her own skills), are of the very low level of students' communicative competence.

Students' social experience in Mother Tongue is a criterion of the students' communicative competence evaluated by the student him/herself (the evaluator's code is E3-1) in September 2007. That created one independent sample. Self-evaluation of the students' social experience in Mother Tongue involves 12 constructs as following: six constructs of experience of social interaction in Mother Tongue and six constructs of experience of cognitive activity in Mother Tongue as demonstrated in Appendix 11 in accordance with the standardized scale of evaluation as shown in Table 2.12 by the author of the present research. Levels of average coefficient of each student's social experience in Mother Tongue and the students' communicative competence as a result of their standardisation are revealed in Appendix 14 and summarized in Table 2.17 by the author of the present research. The summary reveals that the average coefficient

- of one student's social experience in Mother Tongue (5.0-5.5) refers to the optimal level of students' communicative competence,
- of four students' social experience in Mother Tongue (4.5-4.9) refers to the average level of students' communicative competence,
- of three students' social experience in Mother Tongue (4.0-4.4) refers to the critical level of students' communicative competence,
- of two students' social experience in Mother Tongue (1.0-2.4) refers to the low level of students' communicative competence.

Table 2.17
Average coefficient of each student's social experience in Mother Tongue
(Pre-Survey, September 2007)

Students' codes	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	4.8	4.2	4.5	**Level 4 - average**	4
F2	4.7	4.2	4.5	**Level 4 - average**	4
F3	5.0	4.7	4.9	**Level 4 - average**	4
F4	5.3	5.3	5.3	**Level 5 - optimal**	5
F5	4.7	4.5	4.6	**Level 4 - average**	4
F6	2.1	3.1	2.6	**Level 2 – low**	2
F7	4.3	4.2	4.3	**Level 3 – critical**	3
F8	4.3	4.2	4.3	**Level 3 – critical**	3
M1	2.6	3.1	2.8	**Level 2 – low**	2
M2	3.8	3.5	3.7	**Level 3 – critical**	3

The average coefficient of experience of social interaction in Mother Tongue of seven students is of a higher level than the average coefficient of experience of cognitive activity in Mother Tongue. The average coefficient of experience of social interaction in Mother Tongue of two students is of a lower level than the average coefficient of experience of cognitive activity in Mother Tongue. And the average coefficient of experience of social interaction in Mother Tongue of one student coincides with the average coefficient of experience of cognitive activity in Mother Tongue.

Appendix 15 presents the summary of average coefficient of each construct of social experience in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standartization where

- three constructs of social experience, namely, SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-2_ca (Student sets his/her own goals), are of the low level of students' communicative competence,

- seven constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-1_ca (Student regulates his/her own learning process), SP-3_ca (Student takes responsibility for his/her own learning), SP-5_ca (Student evaluates his/her own learning process, SP-6_ca (Student continues to improve his/her own skills), are of the critical level of students' communicative competence,

- two constructs of social experience, namely, SP-6_si (Student searches for problem solving tools together with others) and SP-4_ca (Student works independently), are of the critical level of students' communicative competence.

Thus, the result summary of the pre-survey of the students' communicative competence in the *English for Academic Purposes* course of the professional master's study programme *School Management* of Riga Teacher Training and Educational Management Academy in September 2007 as depicted in Figure 2.26 by the auhtor of the present research allows drawing the conclusion that the low level of the students' communicative competence dominates in the English for Academic Purposes group.
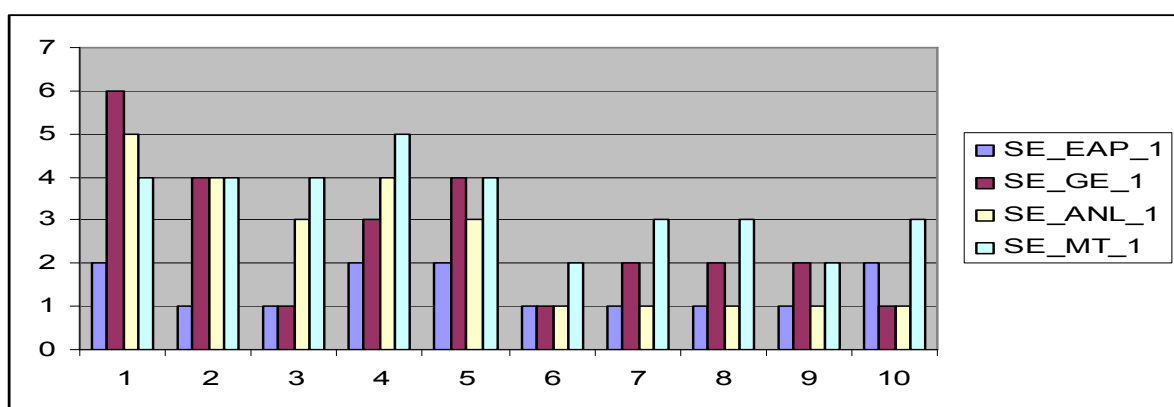
Figure 2.26: **Inter-connections of the pre-survey between levels of each student's communicative competence in terms of average coefficient of each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue**

In September 2008 for the description of the practice 79 respondents were involved. The sample of 75 first-year master students was selected to analyze the development of the students' communicative competence and to evaluate the model of English studies for academic purposes. The 75 first-year master students used the organization model of English studies for academic purposes in the *English for Academic Purposes* course led by other language educators of Riga Teacher Training and Educational Management Academy. In order to save the information of the present research confidential, the students' names and surnames were coded as follows: the students were pointed out as S followed by a number, namely, S1, S2, S3, S4, S5, S6, S7 and etc. Each criterion of the students' communicative competence is evaluated by the following set of methods: observation, self-observation, evaluation of the students' social experience by educators and self-evaluation of the students'social experience. The same methods are used for evaluation of each criterion of the students' communicative competence, namely,

- students' learning achievements in General English,
- students' learning achievements in Academic Native Language,
- students' learning achievements in English for Academic Purposes and
- students' learning achievements in Mother Tongue.

The methods for the evaluation of each criterion of the students' communicative competence are unified by use of *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe, 2001, p. 23) as highlighted in Table 2.18 by the author of the present research.

<div align="right">

Table 2.18
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Criteria, indicators and levels of students' communicative competence in September 2008

Criteria	Levels						Methods of gathering data
	Level 1	Leve l 2	Level 3	Level 4	Level 5	Level 6	-Observation,
	very low	low	critical	average	optimal	high	- self-observation,
Students' learning achievements in General English Students' learning achievements in Academic Native Language Students' learning achievements in English for Academic Purposes Students' learning achievements in Mother Tongue	*A1 Break through*	*A2 Was-tage*	*B1 Thre-shold*	*B2 Van-tage*	*C1 Effective (Mastery*	*C2 Opera-tional/ Pro-ficiency*	- evaluation of students' social experience by educators - self-evaluation of students' social experience

The sequence of methods of evaluation of the students' communicative competence in implementation of English studies for academic purposes in the *English for Academic Purposes* course is illustrated by the author of the present research in Table 2.19.

<div align="right">*Table 2.19*</div>

Sequence of methods of evaluation of students' communicative competence in 2008

Methods of gathering data	Pre-Survey	Implementation of English studies for academic purposes in the *English for Academic Purposes* course	Post-Survey
evaluation by educators and self-evaluation of students' learning achievements in General English, Academic Native Language, English for Academic Purposes, and Mother Tongue	+		+

Students' learning achievements in English for Academic Purposes is the key criterion of the students' communicative competence evaluated twice by the sample's English educator (the evaluator's code is EE1), by another English educator (the evaluator's code is EE2) and by the student him/herself (the evaluator's code is EE3). That creates three independent and two dependent samples. Students' learning achievements in General English, Academic Native Language and Mother Tongue are the criteria of the students' communicative competence evaluated two times by the students themselves (the evaluator's code is EE3) and considered as one independent and two dependent samples.

The pre-survey of the students' communicative competence in the *English for Academic Purposes* course in September 2008 comprised the following methods:

- self-evaluation of student's learning achievements in General English (a student him/herself),
- self-evaluation of students' learning achievements in Academic Native Language (a student him/herself),
- evaluation of students' learning achievements in English for Academic Purposes (English educators),
- self-evaluation of students' learning achievements in English for Academic Purposes (a student him/herself) and
- self-evaluation of student's learning achievements in Mother Tongue (a student him/herself).

Evaluation and self-evaluation of the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue included five constructs, namely, text skimmimg, translation from English into a native language, text scanning, use of vocabulary as well as grammar and text's oral summary. Evaluation of

- text skimming comprised one grade as the highest grade for the right answer,
- translation from English into a native language:
    o three grades for the precise and adequate translation,
    o two grades for the adequate translation,
    o one grade for the partly adequate translation and
    o no grade for the non-adequate translation,
- text scanning:
    o three grades for the right answer,
    o two grades for the partly right answer,
    o one grade for the answer with many mistakes and
    o no grade for the wrong answer,
- use of vocabulary and grammar:
    o three grades for the answer without any mistakes,
    o two grades for the answer with 1-2 mistakes,
    o one grade for the answer with more than 1-2 mistakes and
    o no grade for the completely wrong answer and
- text's oral summary divided into
    o the text's content:
        ▪ two grades for the oral summary of the text's content provided in details,
        ▪ one grade for the oral summary of the text's content provided partly and
        ▪ no grade for the oral summary of the text's content not provided and
    o the summary's organization:
        ▪ two grades for the logical summary,
        ▪ one grade for the non-logical summary and
        ▪ no grade for the illogical summary.

Table 2.20 prepared by the author of the present research shows Latvia's ten-point system, namely, 10 with distinction (izcili), 9 excellent (teicami), 8 very good (ļoti labi), 7 good (labi), 6 almost

good (gandrīz labi), 5 satisfactory (viduvēji), 4 almost satisfactory (gandrīz viduvēji), 3 weak (vāji) 2 very weak (ļoti vāji), 1 very very weak (ļoti, ļoti vāji), used for the evaluation and self-evaluation of the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

Table 2.20

Latvia's ten-point system for evaluation and self-evaluation of students' learning achievements

Points	3	4	5	6	7	8	9	10
Grades	3.5-5.0	5.5-7.0	7.5-8.0	9.0-10.0	10.5-11.0	12	13	14

Evaluation and self-evaluation of the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue was standardized in Table 2.21 by the author of the present research in accordance with Latvia's ten-point system.

Table 2.21

Standardized scale of evaluation and self-evaluation of students' learning achievements

Level of communicative competence	Level 1 very low	Level 2 low	Level 3 critical	Level 4 average	Level 5 optimal	Level 6 high
Learning achievements	A1 Breakthrough 1 very very weak, 2 very weak, 3 weak	A2 Waystage 4 almost satisfactory – 5 satisfactory	B1 Threshold 6 almost good	B2 Vantage 7 good – 8 very good	C1 Effective (Mastery) 9 excellent	C2 Operational Proficiency 10 with distinction
standardized scale of evaluation	1	2	3	4	5	6

The matrix of the data of evaluation and self-evaluation of the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue includes average coefficient of each student's learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as shown in Appendix 16 standardized in Table 2.22 by the author of the present research in order to determine levels of the students' communicative competence.

Table 2.22

Standardization of average coefficient of student's learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue

Level of communicative competence	Level 1 very low	Level 2 low	Level 3 critical	Level 4 average	Level 5 optimal	Level 6 high
average coefficient of learning acievements	1.0 – 2.4	2.5 - 3.9	4.0 - 4.4	4.5 – 4.9	5.0 – 5.4	5.5 - 6
standardized scale of evaluation	1	2	3	4	5	6

The students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as shown in Appendix 16 are summarized in Table 2.23 by the author of the present research.

Table 2.23

Students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue
(Pre-Survey, September 2008)

Criteria of students' communicative competence	Level of students' communicative competence					
	Level 1 very low	Level 2 low	Level 3 critical	Level 4 average	Level 5 optimal	Level 6 high
	Number of students	Number of students	Number of students	Number of students	Number of students	Number of students
General English	12	45	16	2		
Academic Native Language	40	32	3			
English for Academic Purposes	62	12	1			
Mother Tongue	4	43	25	3		
Total	118	132	45	5		

The summary reveals that the average coefficient

- of five students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (4.5 – 4.9) refer to the average level of students' communicative competence,

- of 45 students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (4.0-4.4) refer to the critical level of students' communicative competence and

- of 132 students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (2.5-3.9) refer to the low level of students' communicative competence and

- of 118 students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (1.0-2.4) refers to the very low level of students' communicative competence.
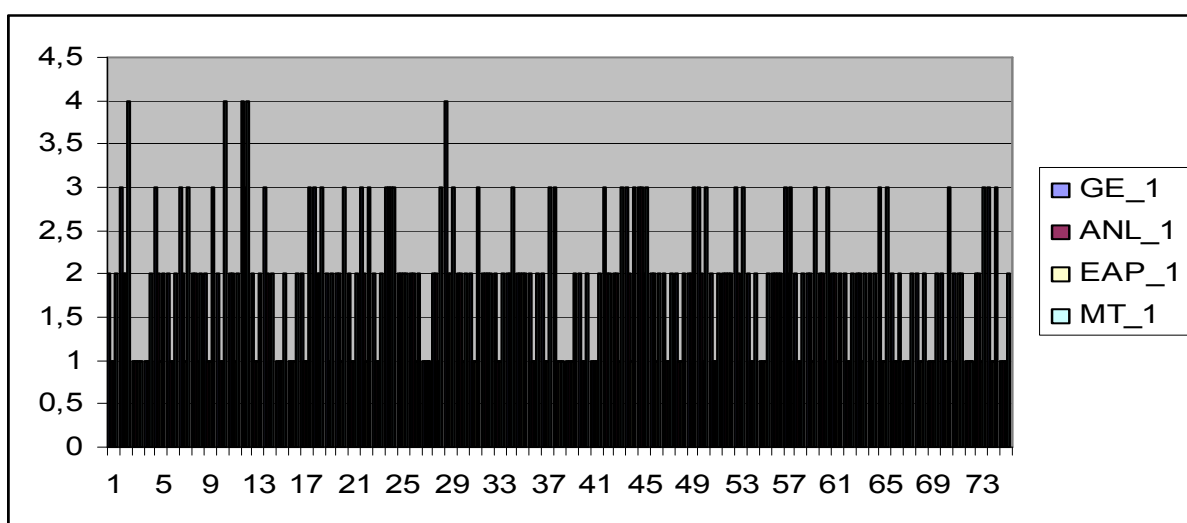
Figure 2.27: **Inter-connections of the pre-survey between levels of each student's communicative competence in terms of average coefficient of each student's learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue**

Thus, the summary of results of the pre-survey of the students' communicative competence in English studies for academic purposes in the *English for Academic Purposes* course of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy in September 2008 as emphasized in Figure 2.27 by the auhtor of the present research allows drawing the conclusion that the very low level of the students' communicative competence dominates in the English for Academic Purposes groups. The very low level of the students' communicative competence is a reason why English studies for academic purposes to contribute to the students' learning outcomes in a multicultural study context were elaborated. This support system differs from the one proposed in the *English for Academic Purposes* course by other English educators.

The present part of the promotion thesis has presented the pre-survey of the present empirical research on development of students' communicative competence in English studies for academic purposes. Furthermore, the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes* describes the educator's contribution to the development of the students' communicative competence in implementation of English studies for academic purposes.

2.3.2 Implementation of English studies for academic purposes

The present part of the promotion thesis is aimed at the description of the educator's contribution to the development of the students' communicative competence. Moreover, the study demonstrates how English studies for academic purposes are implemented to develop the students' communicative competence. The study shows a potential model for development indicating how the steps of the process are related following a logical chain: *the preparatory phase of implementation of English studies for academic purposes → Phase 1 of implementation of English studies for academic purposes → Phase 2 of implementation of English studies for academic purposes → Phase 3 of implementation of English studies for academic purposes.*

Each phase of English studies for academic purposes is to be described.

First, the preparatory phase of English studies for academic purposes comprised designing the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum (pedagoģiskā programma in Latvian) worked out by Surikova (S. Surikova, 2007a, p. 118) to implement English studies for academic purposes aimed at the development of the students' communicative competence. The *English for Academic Purposes* course is viewed as a dynamic relationship among educators, students, knowledge and contexts (J. P. Portelli, A. B. Vilbert, 2002, p. 36). The *English for Academic Purposes* course centres on the possibilities for the co-construction and co-production of knowledge, rather than on knowledge as simply educator transmitted or simply student created (J. P. Portelli, A. B. Vilbert, 2002, p. 39). The *English for Academic Purposes* course for implementation of English studies for academic purposes aimed at the development of the students' communicative competence was based on the organization model of English studies for academic purposes worked out in Chapter 1 *English studies for academic purposes for development of students' communicative competence:*

theoretical underpinning of the present promotion thesis as well as the assumptions of the present research hypothesis and results of the pre-survey of the students' communicative competence.

The aim of the *English for Academic Purposes* course is considered within the goal of studies to prepare the master as a university-educated operational professional for school management with a knowledge of relevant theories and with practical skills in the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy, Latvia. Moreover, a graduate has the opportunity to continue his/her academic development in the study of the chosen field or other related fields in the doctoral study programmes. The professional master's study programme *School Management* provides the *English for Academic Purposes* course to facilitate students' research success, to support preparation for international Ph.D. programmes in the European Union, to promote further specialization in the chosen field and learning in a simulated environment. Hence, the aim of the *English for Academic Purposes* course is to improve students' communicative competence in English for the active participation in international research activities. The objective of the *English for Academic Purposes* course is to widen students' social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, namely, experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Table 2.24 shown by the author of the present research demonstrates the concept of the *Experience of Social Interaction and Cognitive Activity* curriculum worked out by Surikova (S. Surikova, 2007a, p. 118) and complemented by the author of the present research with understanding of development of the system of external and internal perspectives, quasi-concept and General English, Academic Native Language, English for Academic Purposes and Mother Tongue in order to design the *English for Academic Purposes* course.

Table 2.24

**Concept of the *Experience of Social Interaction and Cognitive Activity* curriculum
adapted from Surikova (S. Surikova, 2007a, p. 118)**

Teaching phase		Peer-learning phase	Learning phase
Basic conditions	Efficient academic environment, system and systematic peer interaction, development of the system of internal and external perspectives, opportunities for improvement of each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue	Peer interaction, academic development, diverse open academic problem situations, each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, opportunities to construct, to evaluate and to self-evaluate	
Scientific and academic concept		Quasi-concept	Spontaneous concept
Frontal activity		Peers' activity	Indvidual action
Interpersonal dialogue		Study cultural dialogue	Individual internal dialogue
Formulating a hypothesis		Examining the hypothesis	Assessing the results
General English and Academic Native Language		English for Academic Purposes	Mother tongue
Reflexive functions	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

Moreover, the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum is implemented in three phases based on the unity of conditions as demonstrated in Table 2.24 by the author of the present research. The certain sequence of educator's and peers' activity and each student's action to be implemented in each phase of the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum is determined in Table 2.24 by the author of the present research.

Phase 1 of implementation of English studies for academic purposes was aimed at safe environment for all the students. In order to provide safe environment, the essence of constructive

social interaction and its organizational regulations were considered by both the educator and the students. Moreover, the educator learned the students' names (B. McCarthy, 2004, p. 38). The present phase of English studies for academic purposes was organized in a frontal way involving the students to participate in English studies for academic purposes. The frontal method comprised the introduction of e-platform in the NiceNet environment (www.nicenet.org) to support the master students to become familiar with the e-platform with the educator's assistance in the first phase of English studies for academic purposes. Further on, the master students used their knowledge and skills in working with the e-platform in the NiceNet environment (www.nicenet.org) for dealing with the course materials. Furthermore, use of methods such as communication games and information-gap activities emphasized the rational of the students' previous experience and provided the students with opportunities to search for a variety of information source and to obtain techniques of information compiling. In order to provide safe environment for each student in Phase 1 of implemetation of English studies for academic purposes, the educator took into consideration her well-being (E. Holmes, 2005), appearance and body language (V. Kincāns, 2002).

The *Preparing a Good Introduction to a Presentation* information-gap activity by Buckmaster (R. A. Buckmaster, 2004, p. 1) was analyzed in details. The students' 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 specialized training in fluent and accurate starting the students' presentations for academic purposes in English with the focus on reading, writing, listening and speaking, asking and answering questions, searching for the information with use of Web 3.0 if necessary. The preparatory phase of English studies for academic purposes includes e-mailing the students the task. The *Preparing a Good Introduction to a Presentation* information-gap activity comprised 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 task because the students did similar exercises while being pupils at secondary school.

Stage 2 assumed the students to implement the task individually and/or in peers. If necessary, they searched for the translation of unknown words with use of Web 3.0 in order to complete the given sentences: the English for Academic Purposes classes were hold in a computer classroom with the

Internet connection available. The students shared the resources available on Web 3.0 with pleasure.

Stage 3 dealt with sharing the students' experience in reordering and completing the sentences with the group's participants. The students managed to complete the sentences without any difficulty. However, the sentence order was given by the students in a variety of combinations.

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

- hinting,
- reformulating and
- repeating.

Stage 5 was devoted to re-completing the task by each student in the classroom. It was carried out by the students 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 University 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 implementation of English studies for academic purposes was designed for the students' analysis of an open academic problem situation and their search for a solution. The present phase of English studies for academic purposes was oriented to the students' acts in peers. The methods, namely, role plays, simulations, dialogues, prepared talks and discussions, provided the exchange of forms and methods of the students' activity (D. Laiveniece, 2000, p. 121). The same materials were prepared for all of the group students but the materials were different whereas learning styles and opportunities were different (I. Maslo, 2006d, p. 30).

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

The prepared talk on the topic of the students' master thesis was analyzed in details because the students' ability to make presentations for academic purposes in English was one of the expected

results. The prepared talk on the topic of the students' master thesis is aimed at specialized training in fluent and accurate student making presentations for academic purposes in English with the focus on reading, writing, listening and speaking, asking and answering questions, searching for information with use of Web 3.0 if necessary. The preparatory stage included

- e-mailing the students the task to prepare a presentation in English on the topic of the students' master theses at the beginning of the second semester of the *English for Academic Purposes* course,

- clarifying whether the students are able to work with the PowerPoint programme while the placement test takes place at the beginning of the second semester of the *English for Academic Purposes* course,

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

- making the students' presentations on *Successful School Manager* with use of Web 3.0 and the PowerPoint programme.

The prepared talk on the topic of the students' master theses comprised the following procedure:

Stage 1 was aimed at a student's presentation to his/her groupmates about his/her master thesis with use of Web 3.0 and the PowerPoint programme. The students assisted each other in the technical area of presenting with use of the PowerPoint programme if there were some problems with the technical equipment, namely,

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

- transferring the presentation from the students' flash to the desktop of the computer, etc,

- opening the presentation files saved in the programmes different from the programmes available in the classroom, and

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

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

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

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

- time limit for academic presentation, namely, 10 minutes in the *English for Academic Purposes* course, whereas the students' presentations took 15-20 minutes,

- slide limit for academic presentation: there were 10 slides set as a requirement in the *English for Academic Purposes* course whereas the students prepared 12-25 slides to emphasize the significance of the content of their master theses,

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

- non-verbal aspects of communication:
  o the students' location and distance within the public zone while making a presentation whereas some of the presenting students were standing at a classroom's wall,
  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 text of the presentation 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 implementation of English studies for academic purposes emphasized the students' self-regulation with use of assessment of the process and self-evaluation of the results. Nevertheless, the lecture did not coincide with English studies for academic purposes, the students presented their self-evaluation by the end of each class. Self-evaluation comprised three questions as following:

1. What is your attitude to English studies for academic purposes today?
2. What have you learned in English studies for academic purposes?
3. How can you apply this knowledge in your academic field?

The detailed analysis of the students' self-evaluation is presented in Part 2.4.1 *Analysis of students' self-evaluation of the research results* of the present promotion thesis.

The present phase of English studies for academic purposes was organized in an individual way.

However, the students revealed their willingness to share their experience obtained in the classroom by the end of each lecture. Moreover, the students emphasized the importance of the possibility (L. Ilyinska, 2004, p. 92-93, 95)

- to see things from different perspectives,
- to produce a new organisation of familiar components and
- to consider new ideas by making connections among the olds.

Phase 3 of implementation of English studies for academic purposes identified the most successful teaching and learning methods as demonstrated Table 2.25 by the auhtor of the present research in order to improve the students' communicative competence.

Table 2.25

**Phases of English studies for academic purposes and
their most successful teaching and learning methods**

Phase	Activity's zone	The most successful teaching and learning methods
Phase 1 Teaching Phase	Scientific and academic concept and Frontal activity	communication games, information-gap activities
Phase 2 Peer-learning Phase	Quasi-concept and Peers' activity	Dialogue, role play, discussion, simulation: conference and video-conference, debate, seminar and project; prepared talk
Phase 3 Learning Phase	Spontaneous concept and Individual action	self-evaluation

The present part of the promotion thesis has described the educator's contribution to the development of the students' communicative competence in implementation of English studies for academic purposes. Furthermore, the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes* is aimed at presenting the post-survey of the development of the students' communicative competence in English studies for academic purposes.

2.3.3. Post-survey

The present part of the promotion thesis focuses on the post-survey of the present qualitative evaluation research on the development of the students' communicative competence in English studies for academic purposes.

For the description of the practice 79 respondents in two stages are involved as shown in Table 2.9 by the author of the present research.

Having implemented the *English for Academic Purposes* course as part of the *Experience of Social Interaction and Cognitive Activity* curriculum, the post-survey of the students' communicative competence was carried out to analyze the development of the students' communicative competence in English studies for academic purposes and to examine the hypothesis of the present research in order to specify the regularity of development of students' communicative competence in English studies for academic purposes within the *English for Academic Purposes* course.

The methods used to gauge the students' communicative competence for the second time by the end of the *English for Academic Purposes* course in June 2008 as shown in Appendix 10 comprised

- self-evaluation of student's social experience in General English (a student him/herself),
- self-evaluation of students' social experience in Academic Native Language (a student him/herself),
- evaluation of student social experience in English for Academic Purposes (English educators),
- self-evaluation of students' social experience in English for Academic Purposes (a student him/herself) and
- self-evaluation of student's social experience in Mother Tongue (a student him/herself).

Then, use of each method is to be described.

Students' social experience in General English being a criterion of the students' communicative competence was evaluated by the student him/herself (the evaluator's code is E3-2) in June 2008. That created one independent sample. Self-evaluation of the students' social experience in General English involved 12 constructs, namely, six constructs of experience of social interaction in General English and six constructs of experience of cognitive activity in General English. Self-evaluation of the students' social experience in General English as described in Appendix 11 in accordance with the standardized scale of evaluation as demonstrated in Table 2.12 by the author

of the present research was offered to the students. Levels of average coefficient of each student's social experience in General English and levels of the students' communicative competence as a result of their standardization are summarized in Table 2.26.

**Average coefficient of each student's social experience in General English
(Post-Survey, June 2008)**

Students' codes	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	5.5	5.6	**Level 6 - high**	6
F2	5.0	5.0	5.0	**Level 5 - optimal**	5
F3	4.3	4.0	4.2	**Level 3 - critical**	3
F4	5.3	5.0	5.1	**Level 4 - average**	4
F5	5.0	5.0	5.0	**Level 5 - optimal**	5
F6	6.0	5.3	5.7	**Level 6 - high**	6
F7	5.0	4.7	4.9	**Level 4 - average**	4
F8	4.8	5.0	4.9	**Level 4 - average**	4
M1	5.2	5.2	5.2	**Level 5 - optimal**	5
M2	5.0	5.5	5.3	**Level 5 - optimal**	5

The summary reveals that the average coefficient

- of two students' social experience in General English (5.5-6.0) refers to the high level of students' communicative competence,
- of four students' social experience in General English (5.0-5.4) refers to the optimal level of students' communicative competence,
- of three students' social experience in General English (4.5-4.9) refers to the average level of students' communicative competence,
- of one student's social experience in General English (4.0-4.4) refers to the critical level of students' communicative competence.

The average coefficient of experience of social interaction in General English of four students is of a higher level than the average coefficient of experience of cognitive activity in General English. The average coefficient of experience of social interaction in General English of two students is of a lower level than the average coefficient of experience of cognitive activity in General English.

And the average coefficient of experience of social interaction in General English of four students coincides with the average coefficient of experience of cognitive activity in General English. Appendix 17 presents the summary of average coefficient of each construct of social experience in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standardization where

- four constructs of social experience, namely, SP-5_si (Student is in the dialogue), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), are of the optimal level of students' communicative competence and

- eight constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-6_si (Student searches for problem solving tools together with others), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process) and SP-6_ca (Student continues to improve his/her own skills), are of the average level of students' communicative competence.

In order to determine the developmental dynamics of average coefficient of each student's social experience in General English, comparison of the pre-survey and post-survey results of average coefficient of the students' social experience was carried out. The comparison shown in Figure 2.28 by the author of the present research revealed that average coefficient of the students' social experience had increased to nine students.
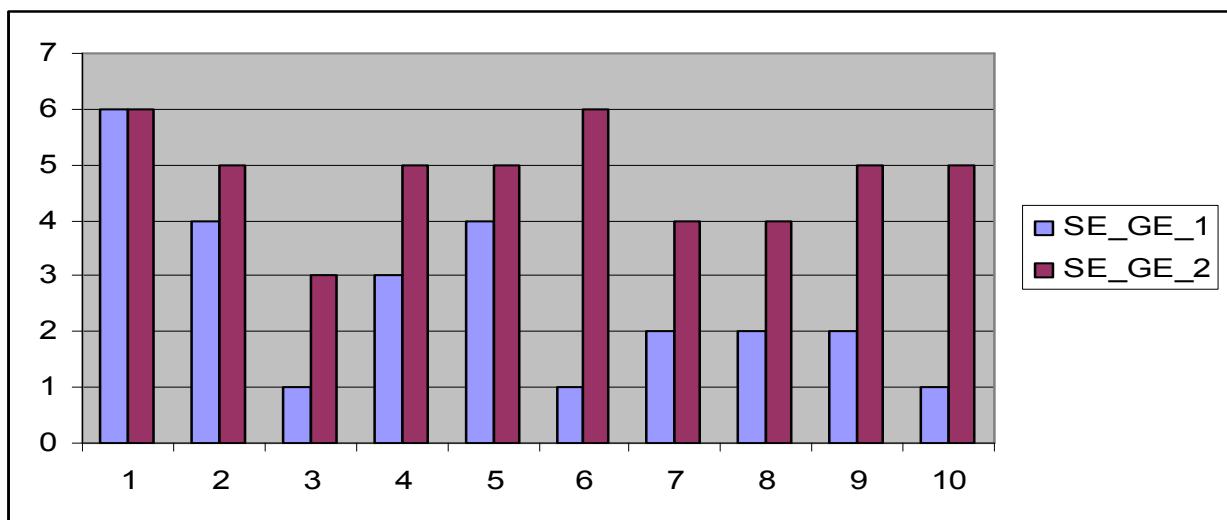
Figure 2.28: **Comparison of the pre-survey and post-survey results of average coefficient of the students' social experience in General English**

Furthermore, in order to determine the developmental dynamics of average coefficient of each construct of students' social experience in General English comparison of the pre-survey and post-survey results of average coefficient of constructs of social experience was carried out. The comparison revealed that the level of the students' communicative competence had been improved by increase of average coefficient of twelve constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process), SP-6_ca (Student continues to improve his/her own skills).

Students' social experience in Academic Native Language as a criterion of the students' communicative competence was evaluated by the student him/herself (the evaluator's code is E3-2) in June 2008. That created one independent sample. Self-evaluation of students' social experience in Academic Native Language involved 12 constructs, namely, six constructs of experience of social interaction in Academic Native Language and six constructs of experience of cognitive activity in Academic Native Language, as shown in Appendix 11 in accordance with the standardized scale of evaluation as delivered in Table 2.12. Levels of average coefficient of each student's social experience in Academic Native Language and the students' communicative competence as a result of their standardisation are summarized in Table 2.27 by the author of the present research. The summary reveals that the average coefficient

- of three students' social experience in Academic Native Language (5.5-6.0) refers to the high level of students' communicative competence,
- of three students' social experience in Academic Native Language (5.0-5.5) refers to the optimal level of students' communicative competence and
- of four students' social experience in Academic Native Language (4.5-4.9) refers to the average level of students' communicative competence.

Table 2.27

Average coefficient of each student's social experience in Academic Native Language
(Post-Survey, June 2008)

Student's code	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.8	5.5	5.6	**Level 6 – high**	6
F2	4.7	5.8	5.2	**Level 5 – optimal**	5
F3	5.2	5.0	5.1	**Level 5 – optimal**	5
F4	5.6	5.6	5.6	**Level 6 – high**	6
F5	5.3	5.0	5.1	**Level 5 – optimal**	5
F6	5.5	5.5	5.5	**Level 6 – high**	6
F7	4.3	5.3	4.8	**Level 4 - average**	4
F8	4.3	4.7	4.5	**Level 4 - average**	4
M1	5.0	4.3	4.7	**Level 4 - average**	4
M2	4.5	4.1	4.3	**Level 4 - average**	4

The average coefficient of experience of social interaction in Academic Native Language of five students is of a higher level than the average coefficient of experience of cognitive activity in Academic Native Language. The average coefficient of experience of social interaction in Academic Native Language of three students is of a lower level than the average coefficient of experience of cognitive activity in Academic Native Language. And the average coefficient of experience of social interaction in Academic Native Language of two students coincides with the average coefficient of experience of cognitive activity in Academic Native Language.

Appendix 18 presents the summary of average coefficient of each construct of social experience in Academic Native Language in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standartisation where

- 10 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning) and SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process, SP-6_ca (Student continues to improve his/her own skills), are of the optimal level of students' communicative competence and

- two constructs social experience, namely, SP-4_si (Student analyzes a problem with others) and SP-1_ca (Student regulates his/her own learning process), are of the average level of students' communicative competence.

In order to determine the developmental dynamics of average coefficient of each student's social experience in Academic Native Language, comparison of the pre-survey and post-survey results of average coefficient of the students' social experience was carried out. The comparison shown in Figure 2.29 by the author of the present reseach revealed that average coefficient of the students' social experience had increased to all 10 students.
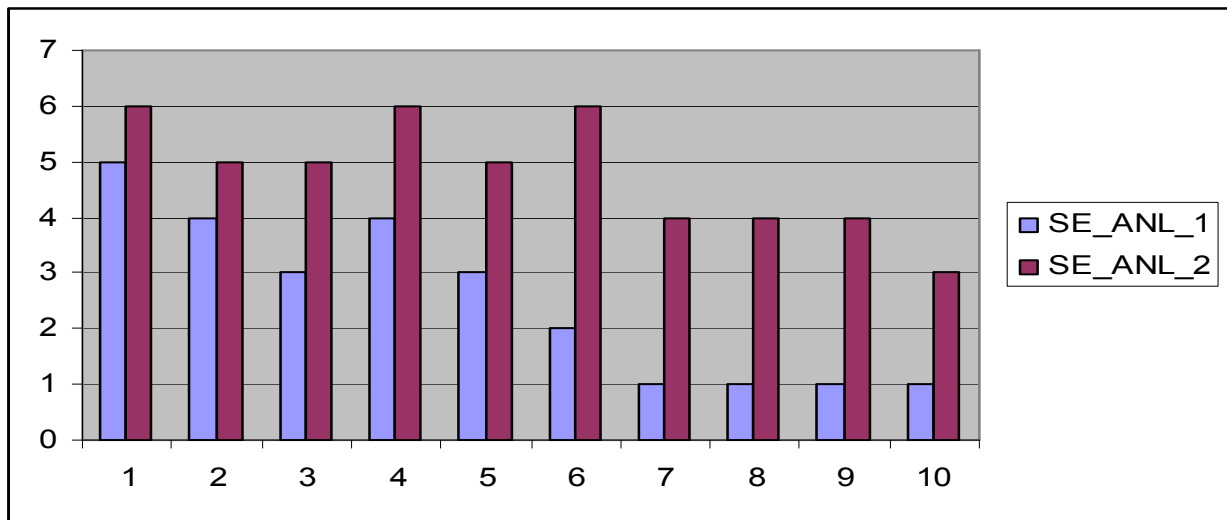
Figure 2.29: **Comparison of the pre-survey and post-survey results of average coefficient of the students' social experience in Academic Native Language**

In order to determine the developmental dynamics of average coefficient of each construct of students' social experience in Academic Native Language, comparison of the pre-survey and post-survey results of average coefficient of constructs of social experience was carried out. The comparison revealed that the level of the students' communicative competence had been improved by increase of average coefficient of 12 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-4_ca (Student works independently), SP-5_ca (Student

evaluates his/her own learning process), SP-6_ca (Student continues to improve his/her own skills).

Students' social experience in English for Academic Purposes is the key criterion of the students' communicative competence evaluated by the group's English educator (the evaluator's code is E1-2), by another English educator (the evaluator's code is E2-2), and by the student him/herself (the evaluator's code is E3-2) in June 2008. That created three independent samples.

Self-evaluation of students' social experience in English for Academic Purposes involved 12 constructs, namely, six constructs of experience of social interaction in English for Academic Purposes and six constructs of experience of cognitive activity in English for Academic Purposes, as shown in Appendix 11 in accordance with the standardized scale of evaluation as demonstrated in Table 2.12. Levels of average coefficient of each student's social experience in English for Academic Purposes and the students' communicative competence as a result of their standardisation are summarized in Table 2.28 by the author of the present research.

<div align="right"><i>Table 2.28</i></div>

**Average coefficient of each student's social experience in English for Academic Purposes
(Post-Survey, June 2008)**

Students'code	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	5.3	5.5	Level 6 - high	6
F2	5.0	5.2	5.2	Level 5 - optimal	5
F3	4.8	5.0	4.9	Level 4 - average	4
F4	5.3	5.2	5.3	Level 5 - optimal	5
F5	4.9	5.2	5.1	Level 5 - optimal	5
F6	5.5	5.5	5.5	Level 6 - high	6
F7	5.0	4.8	4.9	Level 4 - average	4
F8	4.7	4.9	4.8	Level 4 - average	4
M1	4.6	4.9	4.8	Level 4 - average	4
M2	4.5	5.0	4.7	Level 4 - average	4

The summary reveals that the average coefficient

- of two students' social experience in English for Academic Purposes (5.5-6.0) refers to the high level of students' communicative competence,

- of three students' social experience in English for Academic Purposes (5.0-5.4) refers to the optimal level of students' communicative competence and

- of five students' social experience in English for Academic Purposes (4.5-4.9) refers to the average level of students' communicative competence.

The average coefficient of experience of social interaction in English for Academic Purposes of three students is of a higher level than the average coefficient of experience of cognitive activity in English for Academic Purposes. The average coefficient of experience of social interaction in English for Academic Purposes of six students is of a lower level than the average coefficient of experience of cognitive activity in English for Academic Purposes. And the average coefficient of experience of social interaction in English for Academic Purposes of one student coincides with the average coefficient of experience of cognitive activity in English for Academic Purposes.

Appendix 19 presents the summary of average coefficient of each construct of the students' social experience in English for Academic Purposes in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standartisation where

- one construct of social experience, namely, SP-4_ca (Student works independently), is of the high level of students' communicative competence,

- 10 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-5_ca (Student evaluates his/her own learning process) and SP-6_ca (Student continues to improve his/her own skills), are of the optimal level of students' communicative competence and

- one construct of social experience, namely, SP-6_si (Student searches for problem solving tools together with others), is of the average level of students' communicative competence.

In order to determine the developmental dynamics of average coefficient of each student's social experience in English for Academic Purposes, comparison of the pre-survey and post-survey results of average coefficient of the students' social experience was carried out. The comparison revealed that average coefficient of the students' social experience had increased to all 10 students as demonstrated in Figure 2.30 by the author of the present research.
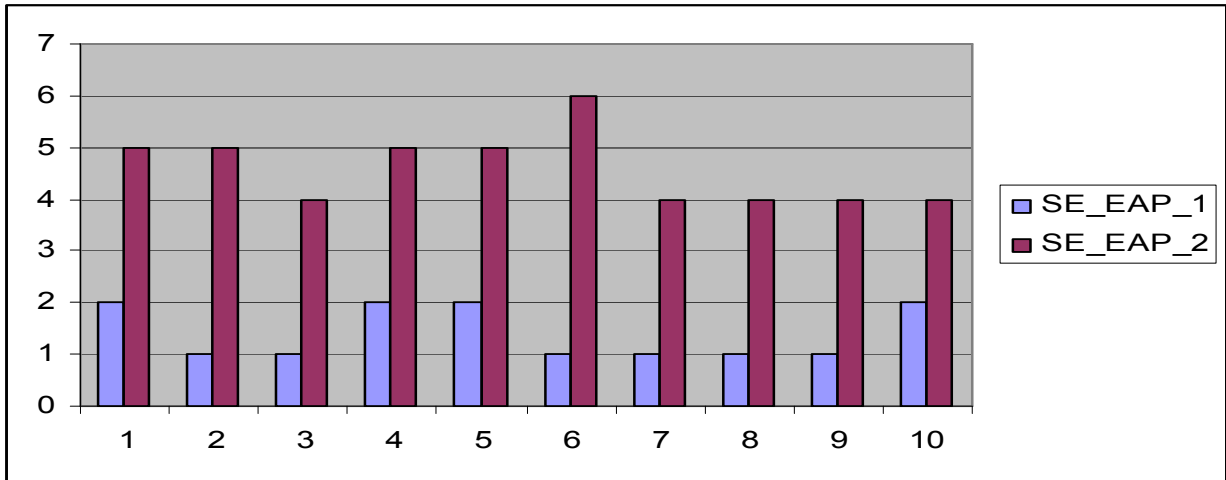
Figure 2.30: **Comparison of the pre-survey and post-survey results of average coefficient of the students' social experience in English for Academic Purposes**

Figure 2.31 prepared by the author of the present research shows inter-connections between the average coefficient of each student's social experience in English for Academic Purposes evaluated by the English educator (the evaluator's code is E1-1), by another English educator (the evaluator's code is E2-1) and by the student him/herself (the evaluator's code is E3-1). In one case the evaluation by all three evaluators coincides.
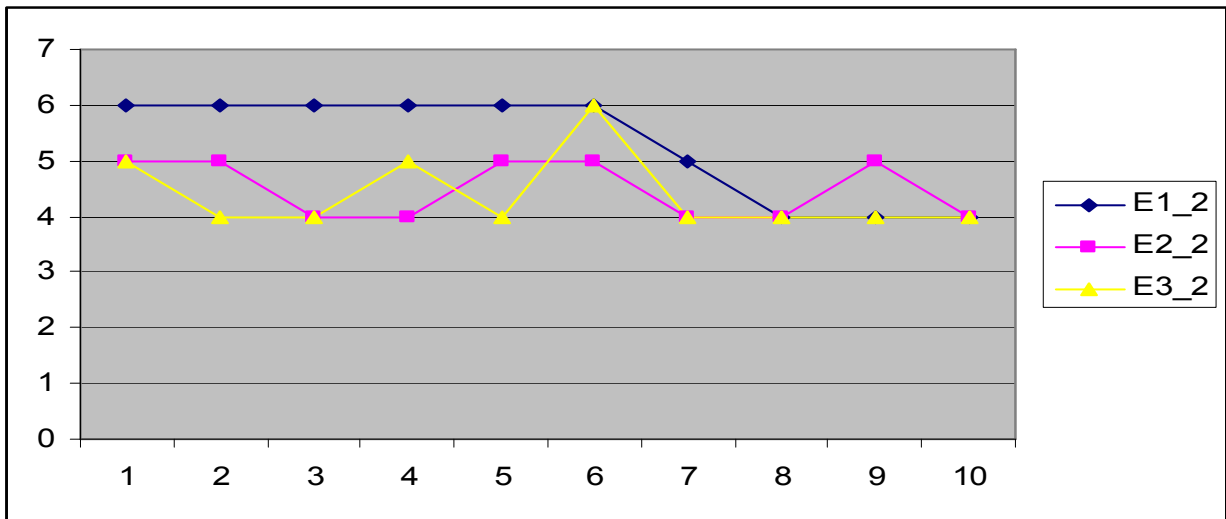
Figure 2.31: **Inter-connections between average coefficient of each student's social experience in English for Academic Purposes evaluated by the English educator (the evaluator's code is E1-2), by another English educator (the evaluator's code is E2-2) and by the student him/herself (the evaluator's code is E3-2)**

In two cases evaluation of two evaluators - the English educator (the evaluator's code is E1-2) and the student him/herself (the evaluator's code is E3-2), another English educator (the evaluator's code is E2-2) and the student him/herself (the evaluator's code is E3-2) - coincides. It should be mentioned that Student 2 under-evaluates his/her social experience in English for Academic Purposes.

Appendix 19 presents the summary of average coefficient of each construct of the students' social experience in English for Academic Purposes in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standardization. The summary delivered in Appendix 19 shows that 12 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-5_si (Student is in the dialogue), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process) and SP-6_ca (Student continues to improve his/her own skills), had been improved.

Students' social experience in Mother Tongue as a criterion of the students' communicative competence was evaluated by the student him/herself (the evaluator's code is E3-2) in June 2008. That created one independent sample. Self-evaluation of students' social experience in Mother Tongue involves 12 constructs, namely, six constructs of experience of social interaction in Mother Tongue and six constructs of experience of cognitive activity in Mother Tongue, as shown in Appendix 11 in accordance with the standardized scale of evaluation as delivered in Table 2.13.

Levels of average coefficient of each student's social experience in Mother Tongue and the students' communicative competence as a result of their standardisation are summarized in Table 2.29 by the author of the present research. The summary reveals that the average coefficient

- of three students' social experience in Mother Tongue (5.5-6.0) refers to the high level of students' communicative competence,
- of five students' social experience in Mother Tongue (5.0-5.5) refers to the optimal level of students' communicative competence and
- of two students' social experience in Mother Tongue (4.5-4.9) refers to the average level of students' communicative competence.

Table 2.29

Average coefficient of each student's social experience in Mother Tongue
(Post-Survey, June 2008)

Student's code	Average coefficient of experience of social interaction	Average coefficient of experience of cognitive activity	Average coefficient of social experience	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	5.5	5.6	**Level 6 – high**	6
F2	5.3	5.2	5.3	**Level 5 – optimal**	5
F3	5.8	6.0	5.9	**Level 6 – high**	6
F4	5.2	5.2	5.2	**Level 5 – optimal**	5
F5	6.0	5.8	5.9	**Level 6– high**	6
F6	5.3	5.2	5.3	**Level 5 – optimal**	5
F7	5.0	5.0	5.0	**Level 5 – optimal**	5
F8	5.0	5.5	5.3	**Level 5 – optimal**	5
M1	5.0	4.7	4.9	**Level 4 - average**	4
M2	4.8	4.8	4.8	**Level 4 - average**	4

The average coefficient of experience of social interaction in Mother Tongue of five students is of a higher level than the average coefficient of experience of cognitive activity in Mother Tongue. The average coefficient of experience of social interaction in Mother Tongue of two students is of a lower level than the average coefficient of experience of cognitive activity in Mother Tongue. And the average coefficient of experience of social interaction in Mother Tongue of three students coincides with the average coefficient of experience of cognitive activity in Mother Tongue.

Appendix 20 presents the summary of average coefficient of each construct of social experience in Mother Tongue in the English for Academic Purposes group and levels of the students' communicative competence as a result of their standartisation where

- three constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), and SP-4_ca (Student works independently), are of the high level of students' communicative competence,
- eight constructs social experience, namely, SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own learning), SP-5_ca (Student evaluates his/her own learning process) and

SP-6_ca (Student continues to improve his/her own skills), are of the optimal level of students' communicative competence and

- one construct social experience, namely, SP-5_si (Student is in the dialogue), is of the critical level of students' communicative competence.

In order to determine the developmental dynamics of average coefficient of each student's social experience in Mother Tongue, comparison of the pre-survey and post-survey results of average coefficient of the students' social experience was carried out. The comparison shown in Figure 2.32 by the author of the present reseach revealed that average coefficient of the students' social experience had increased to nine students. And average coefficient of social experience of one student remained steady.
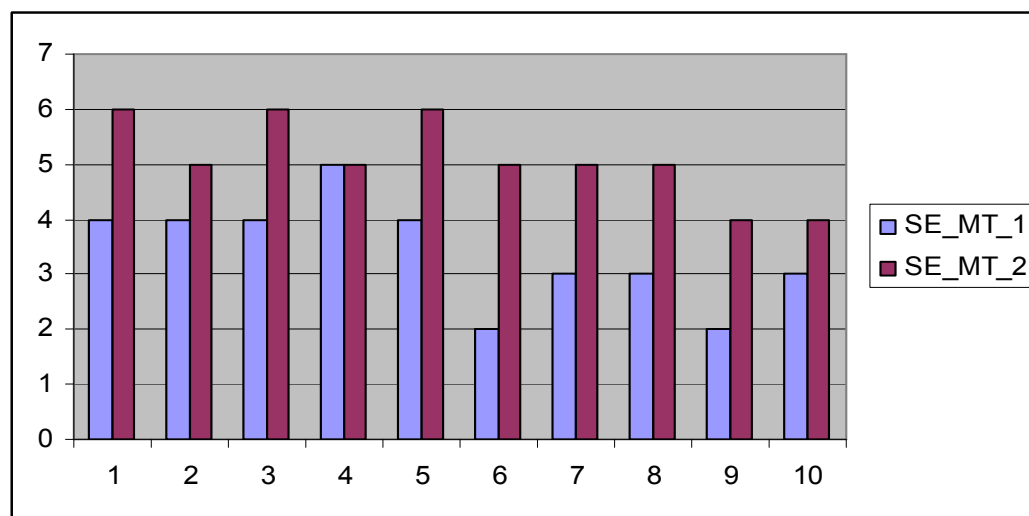
Figure 2.32: **Comparison of the pre-survey and post-survey results of average coefficient of the students' social experience in Mother Tongue**

In order to determine the developmental dynamics of average coefficient of each construct of the students' social experience in Mother Tongue, comparison of the pre-survey and post-survey results of average coefficient of constructs of the students' social experience was carried out. The comparison revealed that the level of the students' communicative competence had been improved by increase of average coefficient of 11 constructs of social experience, namely, SP-1_si (Student participates in the activity), SP-2_si (Student exchanges ideas), SP-3_si (Student co-operates with others), SP-4_si (Student analyzes a problem with others), SP-6_si (Student searches for problem solving tools together with others), SP-1_ca (Student regulates his/her own learning process), SP-2_ca (Student sets his/her own goals), SP-3_ca (Student takes responsibility for his/her own

learning), SP-4_ca (Student works independently), SP-5_ca (Student evaluates his/her own learning process), SP-6_ca (Student continues to improve his/her own skills). The level of the students' communicative competence of average coefficient of 1 construct of social experience, namely, SP-5_si (Student is in the dialogue), has been slightly decreased.

Thus, the summary of the post-survey results of the students' communicative competence in English studies for academic purposes in June 2008 as depicted in Figure 2.33 by the author of the present research allows drawing the conclusion that the optimal level of the students' communicative competence dominates in the English for Academic Purposes group.
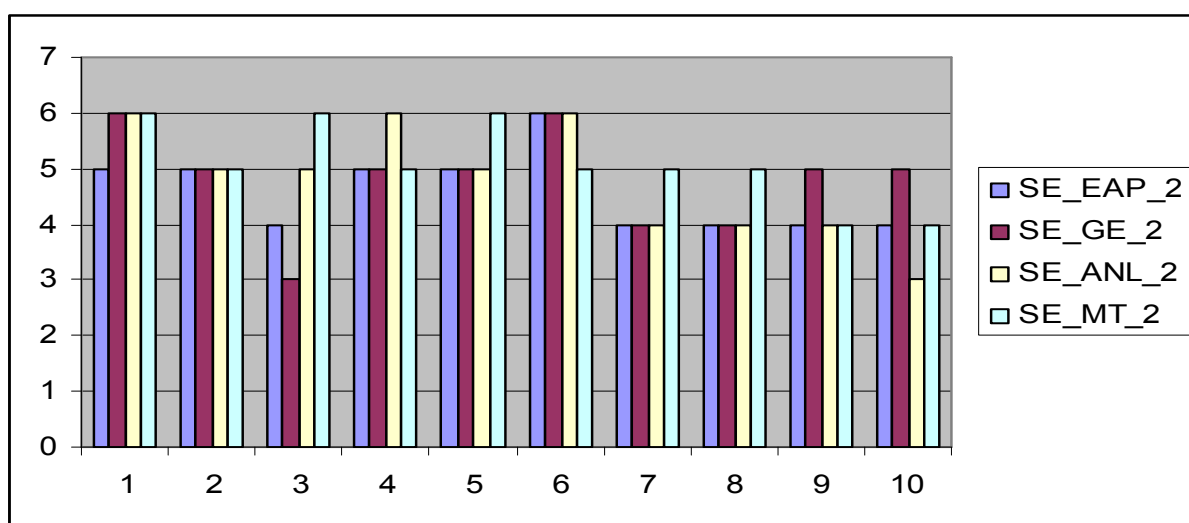
Figure 2.33: **Inter-connections of the post-survey between levels of each student's communicative competence in terms of average coefficient of each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue**

Summarizing the post-survey results of the students' communicative competence as depicted in Figure 2.34 by the author of the present research after having implemented English studies for academic purposes reveals that

- level of the communicative competence of nine students has been increased by average coefficient of each student's social experience in General English and of one student remained at the same level,
- level of the communicative competence of 10 students has been improved by average coefficient of each student's social experience in Academic Native Language,
- level of the communicative competence of 10 students has been heightened by average coefficient of each student's social experience in English for Academic Purposes and

191

- level of the communicative competence of nine students has been increased by average coefficient of each student's social experience in Mother Tongue and of one student remained at the same level.
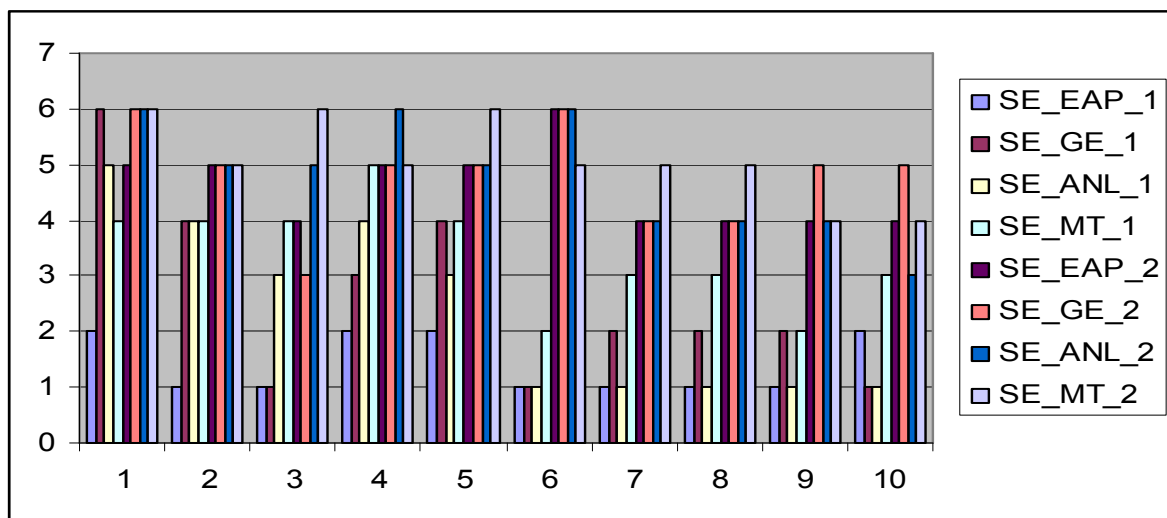
Figure 2.34: **Inter-connections of the pre-survey and post-survey between levels of each student's communicative competence in terms of average coefficient of each student's social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue**

In June 2009 after the implementation of English studies for academic purposes in the *English for Academic Purposes* course led by other language educators at Riga Teacher Training and Educational Management Academy, the post-survey of 75 students' communicative competence was carried out to analyze the development of the students' communicative competence and to examine the hypothesis of the present research in order to specify the regularity of development of students' communicative competence in English studies for academic purposes within the *English for Academic Purposes* course. The methods used to gauge the students' communicative competence for the second time by the end of the *English for Academic Purposes* course in June 2009 comprised the same methods used for evaluation of each criterion of the students' communicative competence in September 2008.

The post-survey of the students' communicative competence within the *English for Academic Purposes* course in June 2009 comprised the following methods:

- self-evaluation of student's learning achievements in General English (a student him/herself),

- self-evaluation of students' learning achievements in Academic Native Language (a student him/herself),
- evaluation of students' learning achievements in English for Academic Purposes (English educators),
- self-evaluation of students' learning achievements in English for Academic Purposes (a student him/herself) and
- self-evaluation of student's learning achievements in Mother Tongue (a student him/herself).

Evaluation and self-evaluation of the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue has already been described on Page 167 of Part 2.3.1 *Pre-Survey* of the present promotion thesis. The students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue in June 2009 as shown in Appendix 21 standardized in accordance with Latvia's ten-point system described in Table 2.20 are summarized in Table 2.30 by the author of the present research.

Table 2.30

**Students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue
(Post-Survey, June 2009)**

Criteria of students' communicative competence	Level of the students' communicative competence					
	Level 1 very low	**Level 2 low**	**Level 3 critical**	**Level 4 average**	**Level 5 optimal**	**Level 6 high**
	Number of students	Number of students	Number of students	Number of students	Number of students	Number of students
General English					11	64
Academic Native Language				6	23	46
English for Academic Purposes				13	21	41
Mother Tongue					3	72
Total				19	58	223

The summary reveals that the average coefficient

- of 223 students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (5.5-6.0) refer to the high level of students' communicative competence,

- of 58 students' learning achievements (5.0-5.5) refer to the optimal level of students' communicative competence,

- of 19 students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (4.5-4.9) refers to the average level of students' communicative competence.

Thus, the summary of the post-survey results of the students' communicative competence in the *English for Academic Purposes* course in June 2009 as highlighted in Figure 2.35 allows drawing the conclusion that the optimal level of the students' communicative competence dominates in the English for Academic Purposes groups.
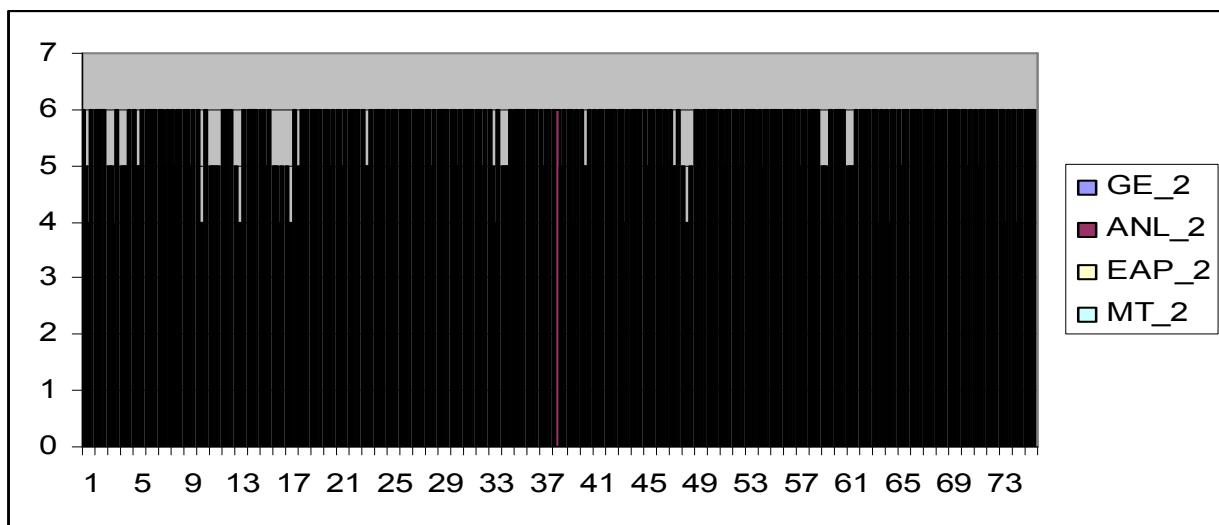
Figure 2.35: **Inter-connections of the post-survey results between levels of each student's communicative competence in terms of average coefficient of each student's learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue**

Summarizing the post-survey results of the students' communicative competence after the implementation of English studies for academic purposes reveals that

- level of the communicative competence of 75 students has been increased by the students' learning achievements in General English,

- level of the communicative competence of 75 students has been improved by the students' learning achievements in Academic Native Language,

- level of the communicative competence of 75 students has been enriched by the students' learning achievements in English for Academic Purposes and

- level of the communicative competence of 75 students has been enriched by the students' learning achievements in Mother Tongue.

Thus, the summary of the post-survey results of the students' communicative competence in the *English for Academic Purposes* course demonstrates the development of the students' communicative competence in the implementation of English studies for academic purposes.

The present part of the promotion thesis has presented the post-survey of the present qualitative evaluation research on development of students' communicative competence in English studies for academic purposes. Furthermore, the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes* reveals findings of the present research on development of students' communicative competence in English studies for academic purposes.

2.4 Findings of the research

2.4.1 Analysis of students' self-evaluation of the research results

The present part of the promotion thesis is aimed at analyzing of the student's self-evaluation of the research results in the present qualitative evaluation research on development of students' communicative competence in English studies for academic purposes.

In order to find out how each student's communicative competence changed after the implementation of English studies for academic purposes analysis of the students' self-evaluation of the communicative competence in English studies for academic purposes comprised structured interviews in the group of 10 first-year master students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy in June 2008. In order to save the information of the present research confidential, the following students' codes were used: the female students were pointed out as F followed by a number, namely, F1, F2, F3, F4, F5, F6, F7, and F8 and the male students as M followed by a number, namely, M1 and M2. The structured interviews included three questions as following:

1. What is your attitude to English studies for academic purposes?

2. What have you learned in English studies for academic purposes?

3. How can you apply this knowledge in your academic field?

The aim of the interviews was to reveal the students' view on English studies for academic purposes for development of students' communicative competence.

Analysis of the results shown by the students implied use of the adopted approach of development of the system of external and internal perspectives with the emphasis on the subjective aspect of human being's point of view. As a result all the students in the sample were selected in order to estimate *the development of the system of external and internal perspectives.* The students' expressions from the structured interviews were systematized according to the 12 constructs of the communicative competence - six constructs of experience of social interaction in English for Academic Purposes and six constructs of experience of cognitive activity in English for Academic Purposes - for the self-evaluation of each student's social experience as following:

- social interaction means that students 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 proceeds while the student (E. Maslo, 2007, p. 41) regulates his/her own learning process, sets his/her own goals, takes responsibility for his/her own learning, works independently, evaluates his/her own learning process and continues to improve his/her own skills.

The data were processed applying the AQUAD 6.0 software. The determined codes were systematized into meta-codes corresponding to a dimension of the student's social experience - experience of social interaction and experience of cognitive activity - as shown in Table 2.30 demonstrated by the author of the present research. It was discovered that not all meta-codes and codes could be traced in the students' structured interviews, for example, the time for English studies for academic purposes limited. Moreover, the students' expressions in the structured interviews could not be systematized according to the following codes:

- students are in the dialogue (meta-code *Experience of social interaction*) and

- students search for problem solving tools together with others (meta-code *Experience of social interaction*).

Most of the students' expressions are caterorized as to the meta-code *Experience of social interaction,* namely, students participate in the activity, whereas the students participated in all the offered activities.

No negative expressions were found that leads to a conclusion that the students were satisfied with their communicative competence as a criterion of learning outcome.

Table 2.31 demonstrated by the author of the present research presents frequencies of the sample's positive expressions from the structured interviews according to the constructs.

Table 2.31

Frequencies of the sample's expressions from self-evaluation according to constructs

Meta-code	code	Positive expressions									
		F1	F2	F3	F4	F5	F6	F7	F8	M1	M2
Experience of social interaction	students participate in the activity	5	5	5	5	5	5	5	5	5	5
	Students exchange ideas with others	5	5	5	5	5	5	5	5	5	5
	Students co-operate with others	1	1	1	1	2	2	1	2	2	1
	Students analyze a problem	2	3	2	2	2	2	3	2	3	3
	Students are in the dialogue	0	0	1	0	1	0	1	0	1	0
	Students search for problem solving tools together with others	3	1	1	2	1	1	2	2	1	1
Experience of cognitive activity	student regulates his/her own learning process	3	3	1	1	2	1	2	1	3	3
	student sets his/her own goals	2	3	2	2	2	2	2	1	3	3
	student takes responsibility for his/her own learning	1	2	1	2	1	1	2	1	1	1
	student works independently	1	1	2	1	1	1	1	1	2	2
	student evaluates his/her own learning process	2	2	1	2	2	1	1	1	1	1

	student continues to improve his/her own skills	1	1	2	1	1	1	2	1	1	1

Comparing the answers of those 10 students in the sample, the structured interviews reveal the students' positive experience in development of their communicative competence, thereby developing the system of external and internal perspectives. Most of the students' positive expressions are associated with the codes *students participate in the activity* and *students exchange ideas with others*. Hence, the students' learning experience and attitude are positive. That shows that the academic environment and studies influence the experience and learning outcomes.

Student *F1* emphasizes the positive experience of social interaction, thereby developing the system of external and internal perspectives in implementing English studies for academic purposes:

> "The English course was interesting, with many discussions between participants. We had attractive topics. I think communication is one of the most important and dynamic activities in an English course. It is very useful to develop this skill".

At the same time Student *F1* puts the focus on the experience of cognitive activity:

> "It was a dynamic atmosphere. This course was relaxing, we learned and had fun in the same time."

Moreover, the student's expressions are connected with the codes "*student evaluates his/her own learning process*" and "*student continues to improve his/her own skills*":

> "I made the presentation about a researcher. I've seen the presentations of other students, and I realized the need in some corrections for my work. It was too long; too much information, some information was not interesting and I didn't finish in time (5-6 min.)". "I liked the presentations of my colleagues".

The student is also able *to set his/her own goals* determined as a code of the meta-code *experience of cognitive activity*:

> "Preparing the final presentation and preparing my Master degree thesis".

As a result Student *F1* affirms that the learning outcomes, namely, the student's communicative competence, were enriched:

> "I had some improvements of my communication skills".

Student *F2* thanks for giving a chance to obtain the positive experience of social interaction and experience of cognitive activity, thereby developing the system of external and internal perspectives in implementing English studies for academic purposes:

"I learned a lot from the language course. It is very useful in our daily life. From this course I learned how to make a presentation better, and etc."

The student underlines the importance of experience of social interaction for experience of cognitive activity:

"The presentation still has some disadvantages. Because of the lack of time. I've seen the presentations of other students. I can make the next presentation more confidently. Because I learned the best way to make a presentation".

Most of the student's expressions reveal the codes connected with the meta-code *experience of cognitive activity*, namely,

- *student sets his/her own goals:* "I can use this knowledge in my Master thesis" and
- *student evaluates his/her own learning process:* "Learned how to make a presentation", "Learned the skill of communication which I did not know before", "These materials are very good, too", etc.

Student *F2* confirms that the learning outcomes- the student's communicative competence - were improved:

"I can use these skills in job interview and business negotiation. I can communicate with others more confidently."

Student *F3* reveals English studies for academic purposes as the unity of external and internal perspectives, thereby developing the system of external and internal perspectives:

"I think it is very good. Although the time for the English for Academic Purposes course is limited, we spent a certain period of time to focus on the presentation. And we gained some knowledge about other culture".

Most of the student's expressions on the positive experience in cognitive activity are associated with the codes of the meta-code *experience of cognitive activity*, namely,

- *student regulates his/her own learning process:* "I made the presentation and compared with others'", "I know the disadvantage of my presentation"; "I learnt how to communicate to people in a proper way" and *"I learned a lot of new words, presentation and communication skills"*,

- *student participates in the activity:* "Besides, the teaching materials in this course are very useful" and
- *students search for problem solving tools together with others:* "After having seen the presentation of other students I know the disadvantage of my presentation".

Student *F3* evaluates her own learning process determined as a code of the meta-code *experience of cognitive activity*:

"I can use this knowledge in my Master thesis and future work".
"I can improve my presentation skills and use it in the future work".
"I can use these skills for job interview and negotiation in business. And I will have better communication skills in other occasion".

Student *F4* emphasizes the positive experience of social interaction thereby developing the system of external and internal perspectives in implementing English studies for academic purposes:

"My attitude to the English training: I liked this training because we had many dialogues."

Most of the student's expressions reveal the codes connected with the meta-code *experience of cognitive activity*, namely,
- *student sets his/her own goals:* "I like the experience, particularly, experience of presentation in English was very useful for me" and
- *student evaluates his/her own learning process:* "Now I know a lot about foreign scientists", "I learned how to solve problems, that the problem is a contradiction", etc.

Student *F4* evaluates her own learning process determined as a code of the meta-code *experience of cognitive activity*:

"Solving problems will help me in my professional life".

Student *F5* reveals the inter-relationship between the positive experience of social interaction and experience of cognitive activity in implementing English studies for academic purposes, thereby developing the system of external and internal perspectives:

"I feel this class to be very useful to me because I am improving my English knowledge and speaking skills".

Most of the student's expressions reveal the codes connected with the meta-code *experience of cognitive activity*, namely,

- *student sets his/her own goals:* "I can use this knowledge in a paper presentation, in studies at university and paper publication" and

- *student evaluates his/her own learning process:* "I have studied how to prepare an essay about a researcher, passive voice and paper presentations", etc.

Student *F5* evaluates her own learning process determined as a code of the meta-code *experience of social interaction*:

"I think I like the English course, because I begin to speak and to understand people".

Student *F6* thanks the educator and the students for giving a positive experience of social interaction and cognitive activity, thereby developing the system of external and internal perspectives in English studies for academic purposes:

"I want to say thank you, our teacher and other participants. My attitude is positive. I really like my being here".

Student *F6* emphasizes the inter-relationship between the positive experience of social interaction and cognitive activity in implementing English studies for academic purposes, thereby developing the system of external and internal perspectives:

"I like the English lessons, because these lessons are important to improve our skills. The lecturer speaks in English very well, and I should have experience how to make a presentation".

Most of the student's expressions reveal the codes connected with the meta-code *experience of social interaction*, namely,

- *students participate in the activity:* "I like that all the time we have spoken English",

- *students analyze a problem*: "So then it was much easier to learn English, because all the time I heard only English words, not like in school - a part of words in lesson is heard in a native language and part in English".

Student *F6* evaluates her own learning process determined as a code of the meta-code *experience of cognitive activity*:

"I learned how to make a presentation in English, remember how to describe a presentation: introduction, main part and conclusion".

Student *F7* emphasizes the positive experience of social interaction, thereby developing the system of external and internal perspectives in implementing English studies for academic purposes:

"It was interesting to hear how the students present other countries (a few was really exotic, like India)".

Most of the student's expressions reveal the codes connected with the meta-code *experience of cognitive activity*, namely,

- *student regulates his/her own learning process*: "I revised my knowledge how to write verbs and sentences in the past", "I have learned how to solve problems and how describe them in English", "Learned special phrases to benefit in negotiation and how to invite people to socialize",
- *student sets his/her own goals*: "I made my first presentation in English and yet I know my mistakes",
- *student evaluates his/her own learning process*: "I know my mistakes",
- *student continues to improve his/her own skills*: "I have showed the second presentation in English. This one was more difficult to make, because the second topic was difficult to describe. I have chosen a scientist and when I was writing about him there was very many incomprehensible words, so I needed more time to understand them in a native language and after to learn how to explain them in English while presenting".

Student *F7* does not evaluate her own learning process.

Student *F8* emphasizes the positive experience of social interaction, thereby developing the system of external and internal perspectives in implementing English studies for academic purposes:

"My attitude to these lectures is positive because I feel free to speak English".

Student F*8* is able to regulate his/her own learning process:

"Every experience is good because it teaches to learn new things. I like to solve problems because any problem is to learn something new to me".

Student F8 evaluates her own learning process determined as a code of the meta-code *experience of cognitice activity*:

"I learned new words in English. I learned new definitions and several ways how to answer to different questions".

Student *M1* reveals the inter-relationship between the positive experience of social interaction and cognitive activity in implementing English studies for academic purposes, thereby developing the system of external and internal perspectives:

"My opinion is that this language course was very interesting and useful. We often worked in groups so it gave us chance to improve our communication language skills".

Most of the student's expressions on the positive experience in social interaction are associated with the meta-code *experience of social interaction*, however, further differentiation between the suggested codes, namely, *students participate in the activity, students exchange ideas with others, students co-operate with others, students analyze a problem, students are in the dialogue* and *students search for problem solving tools together with others*, is difficult:

"A lot of materials and task were given so I did not get bored",
"It is nice practice",
"I train the ability for my present work",
"I had studied business speech",
"Working atmosphere was always very friendly", etc.

Student *M1* is able to set his own goals:

"I think it is useful for the present master thesis and sometimes for job",
"Now I know some things about business speech like distance, look and glance and etc".

Student *M1* evaluates his own learning process, namely,

"I think I upgraded my English skills".

Student *M2* puts the emphasis in the self-evaluation on the code *experience of social interaction,* thereby developing the system of external and internal perspectives:

"I like the conversations between the teacher and students".
"Nice way to learn something new – vocabulary and new expressions".

Most of the student's expressions on the positive experience in social interaction are associated with the codes of the meta-code *experience of social interaction*, namely,

- *students participate in the activity:* "See how my colleagues are giving presentations, what mistakes they are making", "Good way to train ability to give a presentation" and

- *students search for problem solving tools together with others:* "how to carry on conversations" and "It can help in business, in my work, career and in science investigation".

Student *M2* evaluates his own learning process determined as a code of the meta-code *experience of cognitive activity*:

"I have learned many new things, for example, presentation skills".
"We have studied business speech".

Student *M2* continues to improve his own skills outlined as a code of the meta-code *experience of cognitive activity*:

"I think that was very useful (for me anyway) to receive more corrections of my grammar. Because I think that my grammar should be better".

Moreover, Student *M2* emphasizes the educator's activity as an external factor of English studies for academic purposes for development of students' communicative competence:

"That was a good and helpful course for me. May be it was better to have more classes, but it can be too much load jointly with other lecturers. Thank you. It was a pleasure to work with you! ☺".

Summarizing content analysis (P. Mayring, 2004, p. 269) of the structured interviews to reveal the students' view on English studies for academic purposes for development of students' communicative competence shows that the implementation of English studies for academic purposes promotes development of students' communicative competence. Moreover, the implementation of English studies for academic purposes

- contributes to safe and friendly academic environment for all the participants,
- provides opportunities of social experience in constructive social interaction and cognitive activity and
- influences the experience and learning outcomes.

The present part of the promotion thesis has presented analysis of the students' self-evaluation of the research results. However, the analysis of the sample's expressions from the structured interviews should be supplemented by internal and external evaluation in order to obtain a multi-faceted picture of the measure being monitored and to develop it further as an orientation for action with the researchers and colleagues (E. von Kardoff, 2004, p. 141).

2.4.2. Analysis of internal evaluation of the research results

The present part of the promotion thesis is aimed at the analysis of internal evaluation of the research results. In order to find out how each student's communicative competence changed after the implementation of English studies for academic purposes analysis of internal evaluation of the students' communicative competence in English studies for academic purposes included analysis of the pre-survey and post-survey results of 89 respondents and the data processing, analysis, interpretation in two stages as shown in Table 2.32 by the author of the present research.

Table 2.32

Stages of internal evaluation of the research results

Phase of the research	Stages of internal evaluation	Subjects
Generalization of the model	Stage 1	- two educators in the field of language pedagogy to create the sample of students and - the sample of 10 first year students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy in the 2007/2008 study year

	Stage 2	- four educators in the field of language pedagogy
		- 75 master students of Riga Teacher Training and Educational Management Academy in the 2008/2009 study year, namely,
		  - 30 first year students of the professional master's study programme *School Management*,
		  - 25 first year students of the professional master's study programme *Pedagogy* and
		  - 25 first year students of the professional master's study programme *Music Pedagogy*

First, analysis of the pre-survey and post-survey results of 10 first-year master students of the professional master's study programme *School Management* at Riga Teacher Training and Educational Management Academy in June 2008 and the data processing, analysis, interpretation are revealed. Data processing and analysis of the present empirical study involves

 - the preparatory stage that comprises (A. Lasmanis, 2003, p. 13-14)

- analysis of reliability coefficient,

- revealing a scale of measurement of the obtained data,

- analysis of the case number,

- determination of case dependence or independence,

- type of data distribution: empirical or normal,

- use of parametric or non-parametric methods,
- the stage of data processing and
- the stage of data analysis.

In order to save the information of the present research confidential, the following students' codes were used: the female students were pointed out as F followed by a number, namely, F1, F2, F3, F4, F5, F6, F7 and F8, and the male students as M followed by a number, namely, M1 and M2.

The gathered data of the pre-survey and post-survey of the students' communicative competence in the course of the present research on implementing English studies for academic purposes are summarized in the Statistical Package for the Social Sciences 17.0 (SPSS 17.0).

The preparatoty stage of the data processing and analysis was started with analysis of the results of reliability coefficient of **Cronbach's Alpha Reliability statistics test** in order to include reliable questions into the questionnaire. Criterion of reliability - reliability coefficient - is interpreted in a way similar to the interpretation of correlation coefficient in the research of social sciences as described in Table 2.33 by the author of the present research.

Table 2.33

Interpretation of reliability coefficient

Value of reliability coefficient	Interpretation
to $\pm0,2$	very low reliability
to $\pm0,5$	low reliability
to $\pm0,7$	average reliability
to $\pm0,9$	high reliability
greater than $\pm0,9$	very high reliability

The Cronbach's Alpha test emphasized that coefficient of reliability is 0,847 as demonstrated in Appendix 22. Hence, this coefficient of reliability determines the average level of reliability of the present questionnaire. Therein, the corrected item-total correlation greater than 0,3 includes all the question in the questionnaire as shown in Appendix 23.

In order to process the data, the codes' table was designed as described in Table 2.34 by the author of the present research, the data matrix created as depicted in Figure 2.36 and features of the variable codes were determined (A. Lasmanis, 2003).

Table 2.34

Table of codes

Name of variable		Code of variable in the SPSS	Scale of gauge
Student code		st_code	nominal
Student sex		st_sex	nominal
Student mother tongue		st_mother_lang	nominal
Level of the students' communicative competence	Coefficient of students' social experience in General English	SE-GE	ordinal
	Coefficient of students' social experience in Academic Native Language	SE_ANL	ordinal
	Coefficient of students' social experience in English for Academic Purposes	SE_EAP	ordinal
	Coefficient of students' social experience in Mother Tongue	SE_MT	ordinal

The data matrix as delivered in Figure 2.36 includes

- each student pointed out by his/her own ordinal number from 1 to 10,

- variable *student's sex* is given two values:

  o 1 means male and

  o 2 points out a female,

- variable *student's mother tongue* is determined by two values:

  o 1 means Latvian and

  o 2 points out Russian,

- variables *Coefficient of students' social experience in General English* (SE-GE), *Coefficient of students' social experience in Academic Native Language (*SE_ANL), *Coefficient of students' social experience in English for Academic Purposes* (SE_EAP) and *Coefficient of students' social experience in Mother Tongue* (SE_MT) are given six values:

  o   1 - very low,

  o   2 – low,

  o   3 – critical,

  o   4 – average,

  o   5 – optimal and

  o   6 – high.

St_c ode	St_ sex	St_moth er_lang	SE-GE_1	SE_A NL_1	SE_E AP_1	SE_ MT_ 1	SE-GE_ 2	SE_ ANL _2	SE_E AP_2	SE_ MT_2
1	2	1	6	5	2	4	6	6	5	6
2	2	1	4	4	1	4	5	5	5	5
3	2	1	1	3	1	4	3	5	4	6
4	2	2	3	4	2	5	5	6	5	5
5	2	2	4	3	2	4	5	5	5	6
6	2	2	1	2	1	2	6	6	6	5
7	2	1	2	1	1	3	4	4	4	5
8	2	1	2	1	1	3	4	4	4	5
9	1	1	2	1	1	2	5	4	4	4
10	1	1	1	1	2	3	5	3	4	4

Figure 2.36: **Data matrix in SPSS of the first stage of internal evaluation**

In order to evaluate the dynamics of the development of the students' communicative competence, two surveys were carried out, and the number following the code of the variable SE-GE, SE_ANL, SE_EAP and SE_MT refers to the survey's number as shown in Table 2.35 by the author of the present research.

Table 2.35

Codes of variables and their number relevant to survey

Communicative competence in terms of	Pre-Survey September 2007		Post-Survey June 2008
Students' social experience in General English	SE-GE_1	Implementation of English studies for academic purposes in the *English for Academic Purposes* course	SE-GE_2
Students' social experience in Academic Native Language	SE_ANL_1		SE_ANL_2
Students' social experience in English for Academic Purposes	SE_EAP_1		SE_EAP_2
Students' social experience in Mother Tongue	SE_MT_1		SE_MT_2

Then, the sampling distribution was examined (A. Lasmanis, 2003, p. 15). Kolmogorov-Smirnov test is the asymptotic version of Statistical Package for the Social Sciences Exact Tests to reach correct conclusions with small samples (Statistical Package for the Social Sciences (SPSS), 2009, p. 1) aimed at the analysis of the empirical distribution as following:

- normal empirical distribution comprises parametric methods to be used in the empirical study and

-   non-normal empirical distribution includes use of non-parametric methods.

It should be mentioned that use of normality tests does not determine automatically whether or not to use a parametric or non-parametric test: they can help make the decision (GraphPad Software, Inc., 2007, p. 1). For example, non-parametric tests have little or no power to find a significant difference if there is a tiny sample (a few subjects in the group) (GraphPad Software, Inc., 2007, p. 1): a small sample involves smaller than 30 subjects in the group (I. Arhipova, S. Bāliņa, 2003 p. 99).

Deviation of the empirical distribution is significant if Significance *p* or *Asymp. Sig. (2-tailed)* is smaller than 0.05 (A. Lasmanis, 2003, p. 18). The results of Kolmogorov-Smirnov test as demonstrated in Appendix 24 reveal that Significance *p* is greater than 0.05 in eight samples as described in Table 2.36 by the author of the present research.

Table 2.36

Results of the Kolmogorov-Smirnov test

Code of variable	Significance p or *Asymp. Sig. (2-tailed)*	Normality of the empirical distribution	Methods recommended for empirical study	Methods used in the present research
SE-GE_1	0.600	normal	parametric	parametric
SE_ANL_1	0.613	normal	parametric	parametric
SE_EAP_1	0.110	normal	parametric	parametric
SE_MT_1	0.651	normal	parametric	parametric
SE-GE_2	0.386	normal	parametric	parametric
SE_ANL_2	0.900	normal	parametric	parametric
SE_EAP_2	0.312	normal	parametric	parametric
SE_MT_2	0.539	normal	parametric	parametric

The empirical distribution is normal, and parametric methods are recommended for the present statistical analysis. Thus, paramertic methods are used in the first stage of analysis of internal evaluation of the research results as shown Table 2.36 by the author of the present research.

Table 2.37 by the author of the present research reveals use of parametric methods in the present statistical analysis (A. Lasmanis, 2003, p. 21; L. Cohen, L. Manion, and K. Morrison, 2007, p. 3) to ascertain

-   validity of the research hypothesis,
-   difference in levels of the students' communicative competence (in terms of average coefficient of *students' social experience in General English* (SE-GE), *students' social*

209

*experience in Academic Native Language (*SE_ANL), *students' social experience in English for Academic Purposes* (SE_EAP) and *students' social experience in Mother Tongue* (SE_MT) and

- significance of the changes.

Classification of objectives and parametric methods

Objective	Comparative samples and their dependence	Parametric method
Determination of differences in levels of features researched	2 dependent samples	Frequencies
Evaluation of deviation of feature values	2 dependent samples	Mean
Determination of correlation among samples	2 dependent and independent samples	Pearson's correlation analysis

First, **the results of frequencies** of the descriptive statistics are summarized in Table 2.38 by the author of the present research.

Frequencies of the students' communicative competence

Level of the students' communicative competence in terms of social experience in General English	SE-GE_1		SE-GE_2	
1 - very low	3	30%	0	0%
2 – low	3	30%	0	0%
3 – critical	1	10%	1	10%
4 – average	2	40%	2	20%
5 – optimal	0	0%	5	50%
6 - high	1	10%	2	20%
Valid	0	0%	0	0%
Total:	10	100%	10	100%
Level of the students' communicative competence in terms of social experience in Academic Native Language	SE_ANL_1		SE_ANL_2	
1 - very low	4	40%	0	0%
2 – low	1	10%	0	0%
3 – critical	2	20%	1	10%
4 – average	2	20%	3	30%
5 – optimal	1	10%	3	30%
6 - high	0	0%	3	30%
Valid	0	0%	0	0%
Total:	10	100%	10	100%

Level of the students' communicative competence in terms of social experience in English for Academic Purposes	SE_EAP_1		SE_EAP_2	
1 - very low	6	60%	0	0%
2 – low	4	40%	0	0%
3 – critical	0	0%	0	0%
4 – average	0	0%	5	50%
5 – optimal	0	0%	4	40%
6 - high	0	0%	1	10%
Valid	0	0%	0	0%
Total:	10	100%	10	100%
Level of the students' communicative competence in terms of social experience in Mother Tongue	SE_MT_1		SE_MT_2	
1 - very low	0	0%	0	0%
2 – low	2	20%	0	0%
3 – critical	3	30%	0	0%
4 – average	4	40%	2	20%
5 – optimal	1	10%	5	50%
6 - high	0	0%	3	30%
Valid	0	0%	0	0%
Total:	10	100%	10	100%

The summary of the frequency results reveals that level of the students' communicative competence has enriched in terms of four criteria, namely, social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Comparison of the level results of the pre-survey and post-survey of the students' communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue emphasizes decrease of the students' number who have obtained the low and critical levels of the communicative competence and increase of the students' number who have achieved the average, optimal and high levels of the communicative competence.

The *Mean* **results of the descriptive statistics** determine the enhancement of the students' communicative competence. Table 2.39 prepared by the author of the present research shows the *Mean* results of the present study.

Table 2.39

Mean results

The students' communicative competence in terms of social experience in General English	Mean	The students' communicative competence in terms of social experience in Academic Native Language	Mean	The students' communicative competence in terms of social experience in English for Academic Purposes	Mean	The students' communicative competence in terms of social experience in Mother Tongue	Mean
SE-GE_1	2,60	SE_ANL_1	2,50	SE_EAP_1	1,40	SE_MT_1	3,40
SE-GE_2	4,80	SE_ANL_2	4,80	SE_EAP_2	4,60	SE_MT_2	5,10

The *Mean* results demonstrate that level of the students' communicative competence in terms of social experience in General English has changed in the post-survey (4,8) in comparison with the pre-survey (2,6). Level of the students' communicative competence in terms of social experience in Academic Native Language has improved in the post-survey (4,8) in comparison with the pre-survey (2,5). Level of the students' communicative competence in terms of social experience in English for Academic Purposes has developed in the post-survey (4,6) in comparison with the pre-survey (1,4). Level of the students' communicative competence in terms of social experience in Mother Tongue has developed in the post-survey (5,1) in comparison with the pre-survey (3,4).

Pearson's correlation analysis is the asymptotic version of Statistical Package for the Social Sciences Exact Tests (Statistical Package for the Social Sciences (SPSS), 2009, p. 2) to reach correct conclusions with small samples (Statistical Package for the Social Sciences (SPSS), 2009, p. 1). The choice of the method for correlation analysis is based on the scale type of the gauge of the obtained data and the type of the relationship between the variables: if the scale of the gauge of the variable is ordinal (including the present empirical study), Pearson's correlation analysis is applied (Ļ. Raizis, 2000, p. 220). Pearson's correlation analysis is the parametric method for correlation analysis between variables (the non-parametric method is Spearman's correlation analysis). Correlation coefficient ranges from -1 to +1. A value of 1 implies that a linear equation describes the relationship between X and Y perfectly, with all data points lying on a line for which Y increases as X increases. A value of −1 implies that all data points lie on a line for which Y decreases as X increases. A value of 0 implies that there is no linear correlation between the variables. Correlation coefficient of the sample is marked by *r* (Ļ. Raizis, 2000, p. 220). Table 2.32

presents the interpretation of correlation coefficient. Table 2.40 and Appendix 25 demonstarted by the author of the present research show the results of Pearson's correlation analysis of the independent samples.

Results of the Pearson's correlation test of independent samples

Pre-Surevy	Correlation Coefficient	Post-Survey	Correlation Coefficient
SE_GE_1-SE_ANL_1	,796**	SE_GE_2-SE_ANL_2	,421
SE_GE_1-SE_EAP_1	,470	SE_GE_2-SE_EAP_2	,726*
SE_GE_1-SE_MT_1	,531	SE_GE_2-SE_MT_2	-,131
SE_ANL_1-SE_EAP_1	,464	SE_ANL_2-SE_EAP_2	,800**
SE_ANL_1-SE_MT_1	,831**	SE_ANL_2-SE_MT_2	,612
SE_EAP_1-SE_MT_1	,535	SE_EAP_2-SE_MT_2	,302

The results of Pearson's correlation analysis as shown in Appendix 25 and summarized in Table 2.40 by the author of the present research demonstrate the statistically significant interconnections between the independent samples, namely,

- average correlation between SE_GE_1- SE_ANL_1,
- average correlation between SE_GE_2- SE_EAP_2,
- high correlation between SE_ANL_1- SE_MT_1 and
- high correlation between SE_ANL_2- SE_EAP_2.

The results of Pearson's correlation analysis summarized in Table 2.41 by the author of the present research demonstrate the statistically significant interconnections between the dependent samples, namely,

- low correlation between SEGE_2 -SEGE_1,
- average correlation between SE_ANL_2-SE_ANL_1,
- very low correlation between SE_EAP_2–SE_EAP_1 and
- low correlation between SE_MT_2-SE_MT_1.

Table 2.41

Results of the Pearson's correlation test of dependent samples

level of the students' communicative competence in terms of coefficient of social experience in General English	SE_GE_2 - SE_GE_1
Correlation coefficient	,455
level of the students' communicative competence in terms of coefficient of social experience in Academic Native Language	SE_ANL_2 - SE_ANL_1
Correlation coefficient	,668[*]
level of the students' communicative competence in terms of coefficient of social experience in English For Academic Purposes	SE_EAP_2 – SE_EAP_1
Correlation coefficient	,185
level of the students' communicative competence in terms of coefficient of social experience in Mother Tongue	SE_MT_2 – SE_MT_1
Correlation coefficient	,561

Significance *p* in the Pearson's correlation analysis provides analysis of validation of assumptions of the hypothesis. *P* significance is usually marked by a star, two or three stars. Table 2.42 shown by the author of the present research demonstrates levels of statistical value of Significance *p* (A. Lasmanis, 2003, p. 29) as following:

- if $p \leq 0,05$, the interval of probable validity or level of statistical value is significant,
- if $p \leq 0,01$, the interval of probable validity or level of statistical value is very significant,
- if $p \leq 0,001$, the interval of probable validity or level of statistical value is of maximal significance.

Table 2.42

Mistake probability or *P* significance

Mistake Probability	Significance	Mark
$p > 0,05$	not significant	ne
$p \leq 0,05$	significant	*
$p \leq 0,01$	very significant	**
$p \leq 0,001$	of maximal significance	***

The *p*-value results of the Pearson's correlation analysis reveal that

- the difference between SEGE_2 -SEGE_1 is not significant [p=,186],
- the difference between SE_ANL_2 -SE_ANL_1 is not significant [p=,035],
- the difference between SE_EAP_2 –SE_EAP_1 is not significant [p=,610] and
- the difference between SE_MT_2 –SE_MT_1 is not significant [p=,091].

Thus, the first assumption [p=,186] and [p=,035], the second assumption [p=,610] and the third assumption [p=,091] of the research hypothesis have not been statistically validated because the

changes in the levels of the students' communicative competence in terms of coefficient of social experience in General English, Academic Native Langue, English for Academic Purposes and Mother Tongue are not statistically significant, and stable positive dynamics have not been observed.

The following positive changes in the students' individual results in two surveys of the students' communicative competence in English studies for academic purposes in June 2008 have been revealed:

- Student F1 has improved the level of the communicative competence in terms of social experience in Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student F2 has enriched the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student F3 has developed the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student F4 has increased the level of the communicative competence in terms of social experience in General English, Academic Native Language and English for Academic Purposes,

- Student F5 has updated the level of the communicative competence in terms of social experience in General English, Academic Native Language and English for Academic Purposes,

- Student F6 has heightened the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student F7 has enriched the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student F8 has strengthened the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- Student M1 has changed the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue and

- Student M2 has improved the level of the communicative competence in terms of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

Having implemented English studies for academic purposes, the summary of the pre-survey and post-survey results of the students' communicative competence in the *English for Academic Purposes* course in June 2008 demonstrates the positive changes in comparison with the pre-survey as following:

- the level of the communicative competence in terms of social experience in General English of nine students has been enriched,

- level of the communicative competence in terms of social experience in Academic Native Language of 10 students has been strengthened and

- level of the communicative competence in terms of social experience in English for Academic Purposes of 10 students has been improved and

- level of the communicative competence in terms of social experience in Mother Tongue of nine students has been enriched.

Hence, considering judgment to be part of the art of statistics (G. Gigenzer, 2004, p. 603), the results of the empirical research *English studies for academic purposes for development of students' communicative competence* reveal the conclusion that the content of the *English for Academic purposes* course in three phases of implementation of English studies for academic purposes influenced the development of the students' communicative competence revealed by the difference between levels of the students' communicative competence in terms of coefficient of social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. The content of the *English for Academic purposes* course promoted construction of opportunities of social experience of all 10 students involved into the empirical research.

Further on, 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). Therein, internal evaluation of the research results was analyzed in June 2009 after the implementation of English studies for academic purposes in the

English for Academic Purposes course led by other language educators of Riga Teacher Training and Educational Management Academy.

In order to find out how each student's communicative competence changed after the implementation of English studies for academic purposes analysis of internal evaluation of the communicative competence comprised analysis of the results of the pre-surevy and post-survey of 79 respondents and the data processing, analysis, interpretation.

In order to save the information of the present research confidential, the following students' codes were used: the students were pointed out as S followed by a number, namely, S1, S2, S3, S4, S5, S6, S7, S8, etc.

First, the data of the pre-survey and post-survey of 75 first-year master students in June 2009 is processed, analyzed and interpreted. Processing, analysis and interpretation of the gathered data in two surveys of the students' communicative competence in the course of the present empirical research on implementation of English studies for academic purposes led by other language educators at Riga Teacher Training and Educational Management Academy are summarized in the Statistical Package for the Social Sciences 17.0 (SPSS 17.0) in June 2009.

The preparatoty stage of the data processing and analysis was started with analysis of the results of reliability coefficient of **Cronbach's Alpha Reliability statistics test** in order to include reliable questions into the questionnaire. Criterion of reliability - reliability coefficient - is interpreted in a way similar to correlation coefficient in the research of social sciences as shown in Table 2.33. The Cronbach's Alpha test demonstrates that coefficient of reliability is 0,694 as shown in Appendix 26. The coefficient of reliability emphasizes average level of realibility of the present questionnaire. Therein, the corrected item-total correlation of the Item-Total statistics test is greater than 0,3 as outlined in Appendix 27. Thus, the results of the Item-Total statistics test include all the questions in the questionnaire.

Then, Table 2.43 shown by the author of the present research presents the codes for the data processing.

Table 2.43

Table of codes in June 2009

Name of variable	Code of variable in the SPSS	Scale of gauge
Student code	st_code	nominal
Student sex	st_sex	nominal
Student mother tongue	st_mother_lang	nominal

Level of the students' communicative competence	students' learning achievements in General English	GE	ordinal
	students' learning achievements in Academic Native Language	ANL	ordinal
	students' learning achievements in English for Academic Purposes	EAP	ordinal
	students' learning achievements in Mother Tongue	MT	ordinal

Variables *students' learning achievements in General English (GE), students' learning achievements in Academic Native Language (ANL), students' learning achievements in English for Academic Purposes (EAP)* and *students' learning achievements in Mother Tongue (MT)* are given six values: 1 - very low, 2 – low, 3 – critical, 4 – average, 5 – optimal and 6 – high.

Then, the data matrix of the second stage of internal evaluation was designed. Figure 2.37 presents the data of the first 10 students whereas Appendix 21 shows the results of the whole group.

St_code	St_sex	St_mother_lang	GE_1	ANL_1	EAP_1	MT_1	GE_2	ANL_2	EAP_2	MT_2
1	2	1	2	1	1	2	6	5	4	6
2	2	1	3	2	2	4	6	6	6	6
3	2	1	1	1	1	1	5	5	4	6
4	2	2	1	1	1	2	5	5	5	6
5	2	2	3	2	1	2	6	5	5	6
6	2	2	2	1	1	2	6	5	6	6
7	2	1	3	2	1	3	6	6	5	6
8	2	1	2	2	1	2	6	6	6	6
9	1	1	2	1	1	3	6	5	5	6
10	1	1	2	1	1	4	6	6	4	6

Figure 2.37: **Data matrix in SPSS of the second stage of internal evaluation**

In order to evaluate the dynamics of the development of the students' communicative competence the pre-survey and post-survey were carried out, and the number following the variable GE, ANL, EAP, and MT code refers to the survey's number as highlighted in Table 2.44 by the author of the present research.

Table 2.44

Codes of variable and their number relevant to survey

Communicative competence in terms of	Pre-Survey September 2008	Implementation of English studies for academic purposes in the *English for Academic Purposes* course	Post-Survey June 2009
Students' learning achievements in General English	GE_1		GE_2
Students' learning achievements in Academic Native Language	ANL_1		ANL_2
Students' learning achievements in English for Academic Purposes	EAP_1		EAP_2
Students' learning achievements in Mother Tongue	MT_1		MT_2

Then, the sampling distribution was examined (A. Lasmanis, 2003, p. 15). Kolmogorov-Smirnov test is aimed at the analysis of empirical distribution. The results of Kolmogorov-Smirnov test as shown in Appendix 28 reveal that Significance *p* is smaller than 0.05 as demonstrated in Table 2.45 by the author of the present research. Thus, the empirical distribution is not normal, and, consequently, non-parametric methods are recommended for the present statistical analysis.

Table 2.45

Results of the Kolmogorov-Smirnov test

Code of variable	Significance p or *Asymp. Sig. (2-tailed)*	Normality of the empirical distribution	Methods recommended for empirical study	Methods used in the present research
GE_1	0.000	non-normal	non-parametric	non-parametric
ANL_1	0.000	non-normal	non-parametric	non-parametric
EAP_1	0.000	non-normal	non-parametric	non-parametric
MT_1	0.000	non-normal	non-parametric	non-parametric
GE_2	0.000	non-normal	non-parametric	non-parametric
ANL_2	0.000	non-normal	non-parametric	non-parametric
EAP_2	0.000	non-normal	non-parametric	non-parametric
MT_2	0.000	non-normal	non-parametric	non-parametric

Table 2.46 prepared by the author of the present research reveals the non-parametric methods to be used in the present statistical analysis (A. Lasmanis, 2003, p. 21; L. Cohen, L. Manion, and K. Morrison, 2007) to ascertain

- validity of the research hypothesis,

- difference in levels of the students' communicative competence (in terms of average coefficient of *students' learning achievements in General English* (GE), *students' learning achievements in Academic Native Language* (ANL), *students' learning achievements in English for Academic Purposes* (EAP) and *students' learning achievements in Mother Tongue* (MT) and
- significance of the changes.

Table 2.46

Classification of objectives and non-parametric methods

Objective	Comparative samples and their dependence	Non-parametric method
Determination of differences in the level of features researched	2 independent samples	Frequencies
Evaluation of deviation of feature values	2 dependent samples	Mode
Determination of correlation among samples	2 dependent and independent samples	Pearson's correlation analysis
Comparison of three or more groups of the related sample data	3 independent samples	Friedman's test

First, **the results of frequencies** of the descriptive statistics are summarized in Table 2.47 by the author of the present research.

Table 2.47

Frequencies of the students' communicative competence

Level of the students' communicative competence in terms of students' learning achievements in General English	GE_1		GE_2	
1 - very low	10	13.3%	0	0%
2 – low	42	56%	0	0%
3 – critical	22	29.3%	0	0%
4 – average	1	1.3%	9	12%
5 – optimal	0	0%	29	38.7%
6 - high	0	0%	37	49.3%
Valid	0	0%	0	0%
Total:	75	100%	75	100%
Level of the students' communicative competence in terms of students' learning achievements in Academic Native Language	ANL_1		ANL_2	
1 - very low	10	13.3%	0	0%
2 – low	44	58.7%	0	0%
3 – critical	21	28%	0	0%
4 – average	0	0%	2	2.7%

5 – optimal	**0**	**0%**	**16**	**21.3%**
6 - high	**0**	**0%**	**57**	**76%**
Valid	**0**	**0%**	**0**	**0%**
Total:	**75**	**100%**	**75**	**100%**
Level of the students' communicative competence in terms of students' learning achievements in English for Academic Purposes	EAP_1		EAP_2	
1 - very low	**17**	**22.7%**	**0**	**0%**
2 – low	**44**	**58.7%**	**0**	**0%**
3 – critical	**14**	**18.7%**	**0**	**0%**
4 – average	**0**	**0%**	**3**	**4%**
5 – optimal	**0**	**0%**	**19**	**25.3%**
6 - high	**0**	**0%**	**53**	**70.7%**
Valid	**0**	**0%**	**0**	**0%**
Total:	**75**	**100%**	**75**	**100%**
Level of the students' communicative competence in terms of students' learning achievements in Mother Tongue	MT_1		MT_2	
1 - very low	**4**	**5.3%**	**0**	**0%**
2 – low	**43**	**57.3%**	**0**	**0%**
3 – critical	**25**	**33.3%**	**0**	**0%**
4 – average	**3**	**4%**	**0**	**0%**
5 – optimal	**0**	**0%**	**3**	**4%**
6 - high	**0**	**0%**	**72**	**96%**
Valid	**0**	**0%**	**0**	**0%**
Total:	**75**	**100%**	**75**	**100%**

The summary of the results of frequencies reveals that the level of the students' communicative competence has enriched in terms of four criteria, namely, students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue. Comparison of the level results of the pre-survey and post-survey of the students' communicative competence in terms of students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue emphasizes decrease of the students' number who have obtained the very low, low and critical level of the communicative competence and increase of the students' number who have achieved the average, optimal and high level of the communicative competence.

The *Mode* results of the descriptive statistics reveal the enhancement of the students' communicative competence. Table 2.48 prepared by the authos of the present research demonstrates the *Mode* results of the present statistical analysis.

Table 2.48

Mode results

The students' communicateve competence in terms of students' learning achievements in General English	Mode	The students' communicative competence in terms of students' learning achievements in Academic Native Language	Mode	The students' communicative competence in terms of students' learning achievements in English for Academic Purposes	Mode	The students' communicative competence in terms of students' learning achievements in Mother Tongue	Mode
GE_1	2	ANL_1	2	EAP_1	2	MT_1	2
GE_2	6	ANL_2	6	EAP_2	6	MT_2	6

The *Mode* results demonstrate that the level of the students' communicative competence in terms of students' learning achievements in General English has changed in the post-survey (6) in comparison with the pre-survey (2). The level of the students' communicative competence in terms of students' learning achievements in Academic Native Language has improved in the post-survey (6) in comparison with the pre-survey (2). The level of the students' communicative competence in terms of students' learning achievements in English for Academic Purposes has developed in the post-survey (6) in comparison with the pre-survey (2). The level of the students' communicative competence in terms of students' learning achievements in Mother Tongue has developed in the post-survey (6) in comparison with the pre-survey (2).

The results of Kolmogorov-Smirnov test determined the choice of the method for correlation analysis - the non-parametric method of **Spearman's correlation analysis**. Correlation coefficient ranges from -1 to +1. A value of 1 implies that a linear equation describes the relationship between X and Y perfectly, with all data points lying on a line for which Y increases as X increases. A value of −1 implies that all data points lie on a line for which Y decreases as X increases. A value of 0 implies that there is no linear correlation between the variables. Correlation coefficient of the sample is marked by *r* (Ļ. Raizis, 2000, p. 220). Table 2.49 shown by the author of the present research presents the interpretation of correlation coefficient.

Table 2.49

Interpretation of correlation coefficient

Value of correlation coefficient	Interpretation
r to ±0,2	very low correlation
r to ±0,5	low correlation
r to ±0,7	average correlation
r to ±0,9	high correlation
r greater than ±0,9	very high correlation

Table 2.50 shown by the author of the present research demonstrates the results of the Spearman's correlation analysis of the independent samples.

Table 2.50

Results of the Spearman's correlation test of independent samples

Pre-Surevy	Correlation Coefficient	Post-Survey	Correlation Coefficient
GE_1- ANL_1	,552[**]	GE_2- ANL_2	,452[**]
GE_1- EAP_1	,305[**]	GE_2- EAP_2	,435[**]
GE_1 – MT_1	,542[**]	GE_2 – MT_2	,492[**]
ANL_1 - EAP_1	,481[**]	ANL_2 - EAP_2	,263[*]
ANL_1 - MT_1	,433[**]	ANL_2 - MT_2	,267[*]
EAP_1 - MT_1	,207	EAP_2 - MT_2	,265[*]

The results of the Spearman's correlation analysis as presented in Appendix 29 and summarized in Table 2.50 by the author of the present research demonstrate the statistically significant interconnections between the independent samples, namely,

- low correlation between GE_1- ANL_1 significant at the 0.01 level,
- very low correlation between GE_1- EAP_1 significant at the 0.01 level,
- low correlation between GE_1- MT_1 significant at the 0.01 level,
- very low correlation between ANL_1- EAP_1 significant at the 0.01 level,
- very low correlation between ANL_1- MT_1 significant at the 0.01 level,
- very low correlation correlation between GE_2- ANL_2 significant at the 0.01 level,
- very low correlation between GE_2- EAP_2 significant at the 0.01 level,
- low correlation between GE_2- MT_2 significant at the 0.01 level,
- very low correlation between ANL_2- EAP_2 significant at the 0.05 level,
- very low correlation between ANL_2- MT_2 significant at the 0.05 level and
- very low correlation correlation between EAP_2- MT_2 significant at the 0.05 level.

Therein, the results of the Spearman's correlation analysis summarized in Table 2.51 shown by the author of the present research demonstrate the statistically significant interconnections between the dependent samples, namely,

- very low correlation between ANL_2-ANL_1 significant at the 0.05 level and
- very low correlation between EAP_2–EAP_1 significant at the 0.05 level.

Results of the Spearman's correlation test of dependent samples

level of the students' communicative competence in terms of coefficient of tudents' learning achievements in General English	GE_2 - GE_1
Correlation coefficient	,175
level of the students' communicative competence in terms of coefficient of students' learning achievements in Academic Native Language	ANL_2 - ANL_1
Correlation coefficient	,296[*]
level of the students' communicative competence in terms of coefficient of students' learning achievements in English For Academic Purposes	EAP_2 – EAP_1
Correlation coefficient	,233[*]
level of the students' communicative competence in terms of coefficient of students' learning achievements in Mother Tongue	MT_2 – MT_1
Correlation coefficient	,129

Therein, interpretation of correlation coefficient depends on the context and purposes (J. Cohen, 1988, p. 75). In order to consider the context of the correlation coefficients, **Friedman's test** was used to compare three or more groups of the related sample data, namely, evaluation of the students' communicative competence in terms of students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue by the students' educator, by another educator and by the students themselves. Friedman test is defined as the non-parametric test. In order to evaluate the relationship between the evaluation of the students' communicative competence in terms of students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue by the students' educator, by another educator and by the students themselves, the null hypothesis was formulated as following: the gauge of the students' communicative competence does not differ between the evalutors' groups of the students' educator, another educator and the students themselves. If the calculated probability is low ($p<0.05$), then, the null-hypothesis is rejected, and it can be concluded that at least two of the variables are significantly different from each other. The results of significance *p* show that there are significant differences [p=,000] between the

evalutors' groups of the students' educator, another educator and the students themselves as demonstrated in Appendix 30. Hence, level of the students' communicative competence and, consequently, correlation coefficient, depend on the evaluator.

Significance *p* of Pearson's correlation analysis provides analysis of validation of assumptions of the hypothesis. Levels of statistical value of Significance *p* marked by a star, two or three stars are described in Table 2.42. The *p*-value results of Pearson's correlation analysis as shown in Appendix 31 and summarized in Table 2.52 by the author of the present research reveal that

- the difference between ANL_2 - ANL_1 is very significant,

- the difference between EAP_2 – EAP_1 is significant.

Results of the Pearson's correlation test of dependent samples

level of the students' communicative competence in terms of coefficient of students' learning achievements in General English	GE_2 - GE_1
Correlation coefficient	,175
level of the students' communicative competence in terms of coefficient of students' learning achievements in Academic Native Language	ANL_2 - ANL_1
Correlation coefficient	,299**
level of the students' communicative competence in terms of coefficient of students' learning achievements in English For Academic Purposes	EAP_2 – EAP_1
Correlation coefficient	,239*
level of the students' communicative competence in terms of coefficient of students' learning achievements in Mother Tongue	MT_2 – MT_1
Correlation coefficient	,114

Thus, the second assumption [p=,039] of the research hypothesis has been fully validated. The first assumption [p=,134] and [p=,009] and the third assumption [p=,331] of the research hypothesis have been partly validated because the changes in levels of the students' communicative competence in terms of coefficient of students' learning achievements in General English, Academic Native Language and Mother Tongue are not statistically significant, and stable positive dynamics have not been observed.

The following positive changes in the students' individual results in two surveys - the pre-survey and post-surveys - of the students' communicative competence in the *English for Academic Purposes* course in June 2009 have been revealed: all the 75 students have improved level of the communicative competence in terms of students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

Having implemented English studies for academic purposes, the summary of results of two surveys - the pre-survey and post-surveys - of the students' communicative competence in the *English for Academic Purposes* course in June 2009 demonstrates the positive changes in comparison with the pre-survey in September 2008:

- level of the communicative competence in terms of students' learning achievements in General English of 75 students has been enriched,
- level of the communicative competence in terms of students' learning achievements in Academic Native Language of 75 students has been strengthened,
- level of the communicative competence in terms of students' learning achievements in English for Academic Purposes of 75 students has been improved and
- level of the communicative competence in terms of students' learning achievements in Mother Tongue of 75 students has been developed.

Hence, considering judgment to be part of the art of statistics (G. Gigenzer, 2004, p. 603), the results of the empirical research *English studies for academic purposes for development of students; communicative competence* reveal the conclusion that the content of the *Englsih for Academic Purposes* course in two phases of implementation of English studies for academic purposes significantly influenced the development of the students' communicative competence by the following criteria: students' learning achievements in Academic Native Language and English for Academic Purposes revealed by the significance [p=,009] and [p=,039] respectively in difference between the levels of the students' communicative competence in terms of coefficient of students' learning achievements in Academic Native Language and English for Academic Purposes at the beginning and end of the present empirical study. Thus, the content of the *Englsih for Academic Purposes* course promoted opportunities for the students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue involved into the research.

The present part of the promotion thesis has revealed analysis of internal evaluation of the research results. Furthemore, the adopted methodology of development of the system of external and internal perspectives requires analysis of the students' self-evaluation and internal evaluation to be supplemented by analysis of external evaluation in order to provide valid and reliable results of the present empirical research on development of students' communicative competence in English studies for academic purposes.

2.4.3. Analysis of external evaluation of the research results

The present part of the promotion thesis presents analysis of external evaluation of the research results. It should be mentioned that external evaluation involves external experts to evaluate the research results (R. Hahele, 2006, p. 151).

The choice of experts was based on two criteria, namely, recognized knowledge in the research topic and absence of conflict of interests (C. Lopez, J. Salmeron, 2011, p. 202) as depicted in Figure 2.38 by the author of the present research.
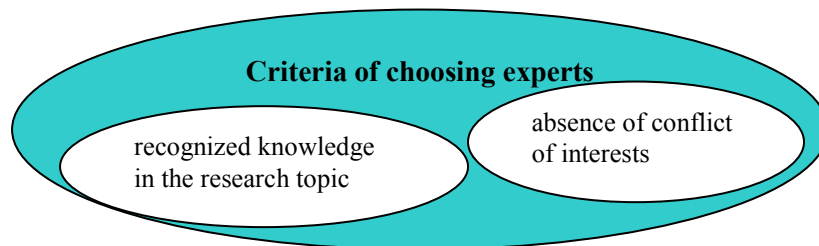
Figure 2.38: **Criteria of choosing experts for external evaluation**

The number of experts depends on the heterogeneity of the expert group: the greater the heterogeneity of the group, the fewer is the number of experts (C. Okoli, S. Pawlovski, 2004, p. 20). Thus, 10 is a good number of experts for the study (C. Lopez, J. Salmeron, 2011, p. 202).

Thus, for the external evaluation the phase of analysis of the qualitative evaluation research involves 10 researchers, namely,

- one researcher in the field of language pedagogy, Riga Teacher Training and Educational Management Academy, Latvia,
- one researcher in the field of linguistics, Ohio University, the USA,
- one researcher in the field of psycholinguistics, University of Central Missouri, the USA,
- one researcher in the field of technology and its didactics, the University of Muenster, Germany,
- one researcher in the field of educational science, Tuebingen University, Germany,
- one researcher in the field of educational research, Helsinki University, Finland.
- one researcher in the field of computer science, University of Rostock, Germany,
- one researcher in the field of linguistics and semantics, University of Niš, Serbia
- two researchers in the field of educational research, Educational Research Association, "Freie Universität" (Free University), Berlin, Germany.

It should be mentioned that all the researchers who participated in the external evaluation of the research results are professors. All ten researchers have decisively contributed to their research fields. For example, the present promotion thesis employs findings of a researcher of the present sample on the *quasi-concept*. The other investigates use of external and internal perspectives in empirical studies: the external perspective means viewing the world from the researcher's or scientist's view and the internal perspective – from the subject's view. Eight researchers have got extensive experience in teaching through English for Academic Purposes. For example, one of the researchers became professor (with tenure) when he/she was 32. Three researchers provide teaching English for Academic purposes to students of educational sciences at tertiary level.

Evaluation of the results of the present research on development of students' communicative competence in English studies for academic purposes by the external evaluators implied use of the adopted approach of development of the system of external and internal perspectives with the emphasis on the subjective aspect of human being's point of view. Moreover, the respondents represent different cultural backgrounds and diverse educational approaches that emphasize the study of individual contribution to the external evaluation (I. Lūka, S. Ludborza, I. Maslo, 2009, p. 5). As a result all the researchers in the sample were selected in order to estimate *development of the system of external and internal perspectives.*

In order to save the information of the present research confidential, the researchers' names and surnames were coded as follows:

- the researcher in the field of language pedagogy was given EER1 (external evaluation of the research results from researchers' view),

- the researcher in the field of linguistics was pointed EER2 (external evaluation of the research results from researchers' view),

- the researcher in the field of psycholinguistics was given EER3 (external evaluation of the research results from researchers' view),

- the researcher in the field of technology and its didactics was considered as EER4 (external evaluation of the research results from researchers' view),

- the researcher in the field of educational science was given EER5 (external evaluation of the research results from researchers' view),

- the researcher in the field of educational research was pointed EER6 (external evaluation of the research results from researchers' view),

- the researcher in the field of computer science was pointed EER7 (external evaluation of the research results from researchers' view),

- the researcher in the field of linguistics and semantics was given EER8 (external evaluation of the research results from researchers' view),

- the researchers in the field of educational research in Educational Research Association were named EER9 and EER10 (external evaluation of the research results from researchers' view).

Analysis of the external evaluation of the research results comprised non-structured interviews. The non-structured interviews included one question as following: What is the researcher's view on the present research on English studies for academic purposes for development of students' communicative competence? The aim of the non-structured interviews was to reveal the researchers' evaluation of English studies for academic purposes for development of students' communicative competence.

Researcher *EER1* emphasized use of the organization model of English studies for academic purposes in studies of other foreign languages. The researcher underlined that English studies for academic purposes are clearly- and well-organized. Researcher *EER1* considered that English studies for academic purposes provide development of students' communicative competence.

Researcher *EER2* revealed that English studies for academic purposes for development of students' communicative competence include a great deal of valuable discussion.

Researcher *EER3* considered the organization model of English studies for academic purposes for development of students' communicative competence to be a transformative methodology. The researcher stressed the following advantages of the present transformative methodology:

- focus of establishing a system*,*

- the fascinating idea of positioning the *quasi-concept* within the *quasi-autonomous zone*,

- viewing the overall personality of the learner,

- the fact that educators can indeed change the typical classroom environment, and that the theory (offered in the present thesis) could be highly successful in practice,

- good point to connect the external with the internal,

- Vygotsky's Law of Development selected,

- the scheme titled *Organisation of Efficient Academic Environment*, including both the external and internal factors,

- the unique approach: the basic directions of the development of the organization model of teartiary teaching and learning designed by the author of the present research are as follows: from existing concept to concept through quasi-concept that determine the essence and sequence of implementation of the organization model for tertiary teaching and learning,
- developing newer constructs that will truly help the student to internalize new material and
- the student having the "ability to create knowledge".

Researcher *EER4* emphasized that the conditions, criteria, indicators and levels of development of students' communicative competence determined by the author of the present research are important for the innovative process in education.

Researcher *EER5* found the approach used for development of students' communicative competence "promising and worthwhile".

Researcher *EER6* revealed the present research on English studies for academic purposes for development of students' communicative competence to be "argumentative in which both the methodological and theoretical underpinnigs are described".

Researcher *EER7* put the emphasis on use of English studies for academic purposes in master and PhD studies. Moreover, the researcher proposed an English for Academic Purposes educator to be a non-native speaker in order to focus the students on the content of English studies for academic purposes.

Researcher *EER8* considered the present research on the notion of communicative competence to be very interesting and thought-provoking considerations for the practice of language teaching at university level in particular.

Researcher *EER9* found the research on efficiency of English studies for academic purposes for development of students' communicative competence in language education to be "a very well conducted piece of research, which reaches some interesting conclusions. The analysis is comprehensive, and the conclusions are viable".

Researcher *EER10* thanked for submitting a very interesting proposal. The researcher was also interested in hearing more about the study.

The summarizing content analysis (P. Mayring, 2004, p. 269) of the data reveals that the respondents evaluate English studies for academic purposes for development of students' communicative competence positively.

Researcher *EER4* put the emphasis on use of the present research for the innovative process in education. Researcher *EER8* outlined use of the notion of communicative competence for the practice of language teaching at university level in particular. Six researchers, namely, *EER1, EER2, EER3, EER5, EER6* and *EER9*, emphasized that English studies for academic purposes contribute to the development of students' communicative competence. Moreover, two respondents, namely, *EER1* and *EER6*, emphasized use of English studies for academic purposes in tertiary teaching and learning other disciplines. Five respondents, namely, *EER1, EER3, EER6, EER9* and *EER10,* found the methodological and theoretical underpinnings of English studies for academic purposes to be described. Two respondents, namely, *EER1* and *EER3*, positively evaluated the organization model of English studies for academic purposes, namely,

- Respondent *EER1* emphasized English studies for academic purposes to be clearly- and well-organized whereas
- Respondent *EER3* highlighted English studies for academic purposes to be "the unique approach" that includes both the external and internal factors.

Analysis of the non-structured interviews revealed that

- the researchers' external evaluation of English studies for academic purposes for development of students' communicative competence is homogeneous and
- the researchers' external evaluation of English studies for academic purposes for development of students' communicative competence is positive.

The researchers' external evaluation validates the findings of the present research on English studies for academic purposes for the development of the students' communicative competence.

Thus, the conclusion can be drawn that implementation of English studies for academic purposes enhances students' communicative competence.

The present part of the promotion thesis has revealed the findings of the present empirical study on the development of the students' communicative competence in English studies for academic purposes by analisis of the external evaluation of the research results.

Analysis of inter-connections between the findings of the present theoretical and empirical research on development of students' communicative competence in English studies for academic purposes allows drawing conclusions described in the next part of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes.*

CONCLUSIONS

The present part of the promotion thesis *Development of students' communicative competence in English studies for academic purposes* provides conclusions on development of students' communicative competence in English studies for academic purposes based on the inter-connections between the findings of the present theoretical and empirical research. Conclusions of the present promotion thesis include

- summary of the findings of the theoretical and empirical research,
- practical recommendations,
- theoretical contribution proposed for the defence and
- directions of further research.

The theoretical and empirical findings of the present research allow drawing the conclusion on the regularity formulated in the hypothesis of the present promotion thesis as following: students' communicative competence in English studies for academic purposes within the system of external and internal perspectives develops in a certain sequence from low level to high level if

- students efficiently use opportunities of interaction and communicative competence within the system of external and internal perspectives,
- organization model of English studies for academic purposes within the system of external and internal perspectives transforms students' communicative competence from the external (social) to the internal (individual) perspective,
- the system of external and internal perspectives is implemented in phases of English studies for academic purposes in a certain sequence:
  - in the first phase (teaching) educator-student interaction is based on educator's academic knowledge and students' practical communicative experience,
  - in the second phase (peer-learning) students' communicative competence develops through students' mutual interaction based on knowledge variety provided by every student individually,
  - in the third phase (learning) development of students' communicative competence in students' autonomous cognitive activity is based on every student's individual knowledge acquired by the student and development of students' communicative competence to optimal or high level.

To generalize, the regularity formulated in the hypothesis of the present promotion thesis *Development of students' communicative competence in English studies for academic purposes* is true.

First, the theoretical findings of the present research allow drawing the conclusion that the organization model of English studies for academic purposes promotes students' communicative competence. It means that the organization model of English studies for academic purposes corresponds to the theoretical conceptions of development of students' communicative competence based on

- the methodological foundation of the present research formed by System-Constructivist Theory and Activity Theory (A. Leont'ev, 1978, p. 7),
- the methodology of development of the system of external and internal perspectives that contributes to the view of the entire personality of the learner and, consequently, student's communicative competence as well as inter-connections of the external with the internal,
- "a fundamental distinction between *competence* (the speaker-hearer's knowledge of his language) and *performance* (the actual use of language in concrete situations)" (N. Chomsky, 1965, p. 4),
- constructs of the criteria and indicators of development of students' communicative competence,
- students' communicative competence as the research object and condition of efficiency, factor and a criterion of evaluation of English studies for academic purposes,
- academic environment (А. Леонтьев, 1998; В. И. Панов, 2007) where the accent has shifted towards individually initiated actions as a background of students' development (I. Žogla, 2008, p. 29),
- language development within concept development and Law of Development or interiorization by Vygotsky (Ļ.Vigotskis, 2002) as the prerequisite for the enhancement of students' communicative competence,
- Law of Development or interiorization and Theory of the Zone of Proximal Development by Vygotsky (Ļ.Vigotskis, 2002) for positioning the *quasi-concept* within the *quasi-autonomous zone* to determine English studies for academic purposes
   - as the sub-phase between student's activity with educator's assistance and student's autonomous action and

       o   as the quasi-autonomous zone in the course of students' development,

- the principles of mutual sustainability, mutual complementarily and mutual reflectivity,
- efficient English studies for academic purposes (I. Maslo, 2006b, p. 54; R. Hahele, 2006, p. 148; Commission of the European Communities, 2006a, p. 2) with the focus on an outcome based process (D. Bluma, 2008, p. 673) and
- finally, criteria and indicators of efficient English studies for academic purposes - student's social experience in General English, Academic Native Language English for Academic Purposes and Mother Tongue - and their levels - basic, independent and proficient user.

Hence, the advantages of English studies for academic purposes for development of students' communicative competence are

- widening opportunities for each student to construct social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (experience in social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue) that is a significant aspect of the communicative competence and
- promoting opportunities for self-realization.

Second, the empirical results of the present research allow drawing the conclusion on efficiency of English studies for academic purposes applied to enhance the communicative competence of 10 first-year master students of the professional master's study programme *School Management* in the 2007/2008 study year and 75 master students of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* in the 2008/2009 study year at Riga Teacher Training and Educational Management Academy, Latvia.

Regarding quality assurance it is evident that the students' communicative competence has been enriched. The students have gained their social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue for the development of their communicative competence, and thus social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue changed into the means of gaining new opportunities and advantages. Irrespective of levels in the students' initial language capacity and different combinations of languages, English studies for academic purposes have become an effective means of acquiring social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue by the students and served as a motivating

factor to continue language learning in order to improve their communicative competence. English studies for academic purposes resulted in the improved students' communicative competence.

The results of the post-survey of the communicative competence of 10 first-year master students of the professional master's study programme *School Management* in the 2007/2008 study year at Riga Teacher Training and Educational Management Academy after implementation of English studies for academic purposes in the *English for Academic Purposes* course reveal that

- level of the communicative competence of nine students has been increased by average coefficient of each student's social experience in General English and of one student remained at the same level,
- level of the communicative competence of 10 students has been improved by average coefficient of each student's social experience in Academic Native Language,
- level of the communicative competence of 10 students has been developed by average coefficient of each student's social experience in English for Academic Purposes and
- level of the communicative competence of 10 students has been strengthened by average coefficient of each student's social experience in Mother Tongue.

The results of the post-survey of the communicative competence of 75 master students of the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* in the 2008/2009 study year at Riga Teacher Training and Educational Management Academy after implementation of English studies for academic purposes in the *English for Academic Purposes* course show that

- level of the communicative competence of 75 students has been increased by the students' learning achievements in General English,
- level of the communicative competence of 75 students has been heightened by the students' learning achievements in Academic Native Language,
- level of the communicative competence of 75 students has been enriched by the students' learning achievements in English for Academic Purposes and
- level of the communicative competence of 75 students has been enriched by the students' learning achievements in Mother Tongue.

Therein, implementation of the organization model of English studies for academic purposes has contributed to the development of the students' communicative competence.

Regarding effectiveness of the educator's contribution to the students' communicative competence it is evident that the students widened their experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, thereby developing the system of external and internal perspectives with the implementation of English studies for academic purposes in the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* at Riga Teacher Training and Educational Management Academy. During the structured interviews for the analysis of needs in English studies for academic purposes from students' view most of the students had admitted the lack of interaction with other people for individual purposes. Factor analysis demonstrated that the students' individual and organizational purposes prevail in the students' view on English studies for academic purposes, too, while English studies for academic purposes are defined as multi-purpose studies within the system of external and internal perspectives. But later, after having implemented English studies for academic purposes, most of the students' positive expressions in self-evaluation of the research results are associated with the codes *students participate in the activity* and *students exchange ideas with others*. Hence, the students' social experience and attitude are positive. That shows that academic environment and studies influence the experience and communicative competence.

Moreover, validity of the qualitative evaluation research has been provided by use of the mixed methods' approach to the data obtaining, processing and analysis. Validity and reliability of the research results have been provided by involving other researchers into several stages of the conducted research. External validity has been revealed by international co-operation as following:
- working out the present promotion thesis in co-operation with international colleagues and assessment of the present research by international colleagues on the basis of co-operation between universities,
- participation in the doctoral workshops given by the international colleagues,
- presentations of the research at international conferences and
- use of individual consultations given by the Western researchers.

Therein, the researchers' positive external evaluation of English studies for academic purposes for development of students' communicative competence validates the findings of the present research.

Thus, the conclusion can be drawn that implementation of English studies for academic purposes enhances students' communicative competence. Therein, English studies for academic purposes for development of students' communicative competence influence and determine students' success or failure for acquiring tertiary education and profession as illustrated in Figure 3.1.
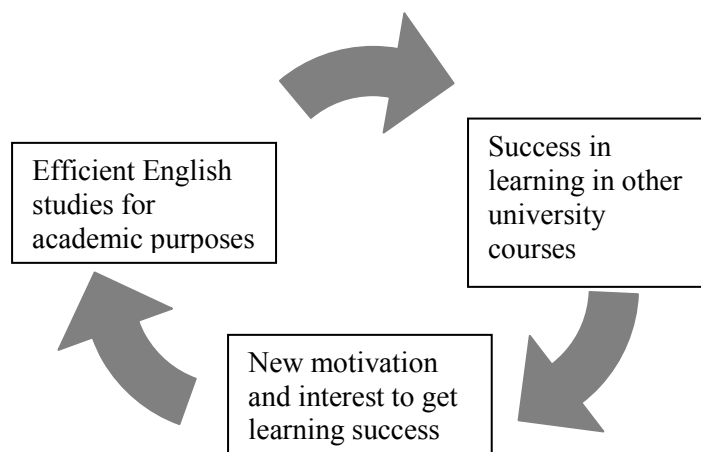
Figure 3.1: **Successful use of English studies for academic purposes for development of students' communicative competence at university**

Thus it might be stressed that English studies for academic purposes are efficient if they provide student's personal experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue as a condition for creation of new knowledge:

- if students' social experience in social interaction in General English, Academic Native Language, English for Academic Purposes and Mother Tongue is supported by English studies for academic purposes, students better attain the development of their communicative competence, and
- if students' needs are met and a support system is designed that would secure their social experience in social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, students demonstrate better results of the communicative competence.

The present research has *limitations*. The inter-connections between the students' communicative competence, social competence and concept development that form the theoretical basis of the definition of students' communicative competence, the organization model of English studies for academic purposes and the sequence of implementation of the organization model of English studies for academic purposes have been set. Another limitation is the empirical study conducted

by involving educators and students at master level of one tertiary institution. Therein, the results of the study cannot be representative for the whole country. It should be mentioned that the empirical study outlines opportunities of development of students' communicative competence. Nevertheless, the results of the research - definition of students' communicative competence, criteria, indicators and levels of development of students' communicative competence, organization model of English studies for academic purposes and organization model of the qualitative evaluation research - may be used as a basis of development of students' communicative competence at master level of other tertiary institutions and in content-based second language instruction, integrated content and language instruction as well as content and language integrated learning. If the results of other tertiary institutions had been available for analysis, different results could have been attained. There is a possibility to continue the study.

Theoretical contribution proposed for the defence:

Analysis of the research reveals the following regularity:

- essence of students' communicative competence in the system of the external and internal perspectives has been defined as an individual combination of abilities and experience based on student's social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue,

- criteria of students' communicative competence are
    o student's social experience in General English,
    o student's social experience in Academic Native Language,
    o student's social experience in English for Academic Purposes,
    o student's social experience in Mother Tongue,

- mutual development of the system of external and internal perspectives and students' communicative competence is provided in the jointly created efficient academic environment organized in a certain sequence: from educator-student interaction based on educator's academic knowledge and students' practical communicative experience through students' mutual interaction based on knowledge variety provided by every student individually to students' autonomous cognitive activity based on every student's individual knowledge and development of students' communicative competence to optimal or high level.

Recommendations

The results of the theoretical and empirical research could be particularly useful for educators who promote development of the knowledge-based economy and society based on the "knowledge triangle" of education, innovation and research (Commission of the European Communities, 2006a, p.7) enabling new specialists to act in a multicultural environment (I. Druviete, 2007, p. 12). Thus, implementation of English studies for academic purposes determines the need in promoting pre-service and in-service training for English student educators to succeed in a successful implementation of English studies for academic purposes.

The author of the present research suggests educators the following sequence of implementation of English studies for academic purposes:

- Phase 1 is aimed at determining the notion of constructive social interaction and its organisational regulation,
- Phase 2 is designed for students' analysis of an open academic problem situation and their search for its solving that provide each student with the opportunity to construct his/her own social experience in English for Academic Purposes, thereby developing the system of external and internal perspectives, and
- Phase 3 emphasizes students' self-regulation with use of evaluation of the process and self-evaluation of the result.

Moreover, the recommendation here is the role of educators as mentors for students' self-discovery and self-realization; to motivate students, to stimulate their interests, to help them to develop their own structure and style, as well as to help them to evaluate their performance and be able to apply these findings (E. Maslo, 2007, p. 45) to improve their communicative competence. The role of educators as mentors demands educators to develop continuously their experience in social interaction and cognitive activity in General English, Academic Native Language, English for Academic Purposes and Mother Tongue.

In order to provide each student with the opportunity to construct his/her own social experience in General English, Academic Native Language, English for Academic Purposes and Mother Tongue, thereby developing the system of external and internal perspectives, the results of the theoretical and empirical research for practical purposes outline communication games, information-gap activities, role plays, simulations, dialogues, prepared talks and discussions centred on peer-learning.

English studies for academic purposes and, particularly, the sequence of implementation of English studies for academic purposes developed and validated in practice during the present research could be widely used in the pedagogical process. English studies for academic purposes can be easily integrated into content-based second language instruction, integrated content and language instruction, university courses, exchange programmes, tutorials for introduction into advanced research topics, participation in a conference, tutorials and practical tasks, language training for specific purposes, leisure activities and social contacts, practical work in a company for development of communicative competence.

Proposal for further research

Further research on English studies for academic purposes for development of students' communicative competence in a constantly changing multicultural environment is intended to analyze communicative competence defined as an individual combination of abilities and experience in a different combination of languages. For example, a combination of different languages can comprise Mother Tongue, Academic Native Language, First, Second and Third Foreign Languages, etc. Hence, the definition of Academic Native Language can be developed in a further research. A different combination of languages will also lead to the investigation of newly determined criteria, indicators and levels of development of students' communicative competence. Moreover, the development of both the educator's and student's communicative competence in English studies for academic purposes can be proposed for a further work.

Another direction of further research might include development of students' communicative competence in English studies for academic purposes based on five zones of activity as depicted in Figures 1.21, 1.22 and 1.23. For example, development of knowledge can be analyzed in the following teaching and learning process:

- teaching based on educator's academic knowledge and students' practical communicative experience,
- teaching based on educator's academic knowledge and students' practical communicative experience with elements of peer-learning based on knowledge variety provided by every student individually,
- peer-learning based on knowledge variety provided by every student individually,

- peer-learning based on knowledge variety provided by every student individually with elements of leaning based on every student's individual knowledge acquired by the student,

- learning based on every student's individual knowledge acquired by the student.

Hence, further research will definitely comprise the search for factors that enhance development of students' communicative competence in English studies for academic purposes based on five zones of activity.

Use of Web 3.0 and Enterprise 3.0 within English studies for academic purposes for development of students' communicative competence is of a common research interest, too.

Further research can also be aimed at searching for relevant methods for evaluation of each criterion of development of students' communicative competence as well as data obtaining, processing, analyzing and interpretation in the qualitative evaluation research. The qualitative evaluation research is proposed to be applied to empirical studies on English studies for academic purposes for development of students' communicative competence at master level of other tertiary institutions and a comparative research of different countries.

Finally, the qualitative evaluation research can be used for examining efficiency of English studies for academic purposes for the development of students' key competences (European Commission, 2004) as following:

- mathematical competence and basic competences in science and technology,
- digital competence,
- learning to learn competence,
- social and civic competences,
- sense of initiative and entrepreneurship, and
- cultural awareness and expression.

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Acknowledgements

Appendices
List of Appendices

1. Concept of language education
2. The tree of the English Language teaching and learning
3. Classification of English for Specific Purposes categories
4. Questionnaire for analysis of needs in English studies for academic purposes
5. Results of Cronbach's Alpha test
6. Results of Item-Total Correlation of Cronbach's Alpha test
7. Frequencies of the purposes of English studies for academic purposes
8. Results of Factor Analysis
9. Results of Kolmogorov-Smirnov Z test
10. Dates of evaluation and self-evaluation of students' social experience
11. List of constructs for evaluation and self-evaluation of students' social experience
12. Results of self-evaluation of student's social experience in General English (Pre-Survey, September 2007)
13. Results of self-evaluation of student's social experience in Academic Native Language (Pre-Survey, September 2007)
14. Results of evaluation and self-evaluation of student's social experience in English for Academic Purposes (Pre-Survey, September 2007)
15. Results of self-evaluation of student's social experience in Mother Tongue (Pre-Survey, September 2007)
16. Students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (Pre-Survey, September 2008)
17. Results of self-evaluation of students' social experience in General English (Post-Survey, June 2008)
18. Results of self-evaluation of students' social experience in Academic Native Language (Post-Survey, June 2008)
19. Results of evaluation and self-evaluation of students' social experience in English for Academic Purposes (Post-Survey, June 2008)
20. Results of self-evaluation of student's social experience in Mother Tongue (Post-Survey, June 2008)
21. Students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue (Post-Survey, June 2009)
22. Results of Cronbach's Alpha test in June 2008
23. Results of Corrected Item-Total Correlation of Cronbach's Alpha test in June 2008
24. Results of one-sample Kolmogorov-Smirnov test in June 2008
25. Results of Pearson correlation test in June 2008
26. Results of Chronbahs' Alpha test in June 2009
27. Results of Item-Total Statistics of Chronbahs' Alpha test in June 2009
28. Results of one-sample Kolmogorov-Smirnov test in June 2009
29. Results of *Spearman's rho* test in June 2009
30. Results of Friedman's test in June 2009
31. Results of Pearson correlation test in June 2009

Appendix 1
Concept of language education

Language Education				
Language as a Subject	**Language across the Curriculum**	**Foreign Language**		
		General English	**English for Specific Purposes**	
		Primary	English for Occupational Purposes	English for Academic Purposes
		Secondary	English for Professional Purposes	English for (Academic) Science and Technology
		Tertiary	English for Vocational Purposes	English for (Academic) Medical purposes
		Adult		English for (Academic) Legal Purposes

(In: L. Aase 2006, p. 3)

Appendix 2
The tree of the English Language teaching and learning

59

English for Medical Studies / English for Technicians / English for Economics / English for Secretaries / English for Psychology / English for Teaching

English for Occupational Purposes (EOP)

EOP

EAP

EAP Courses often have a study skills component.

English for Academic Purposes (EAP)

English for Business and Economics (EBE)

EOP is also known as EVP (English for Vocational Purposes) and VESL (Vocational English as a Second Language).

EOP

English for Social Sciences (ESS)

English for Science and Technology (EST)

English for Specific Purposes (ESP)

Adult
Tertiary
Secondary (US: High School)
Primary

GE is usually studied for exam purposes.

General English (GE)

various branches

English as a Foreign Language (EFL)

ESL can be divided in the same way as EFL.

English as a Mother Tongue (EMT)

English as a Second Language (ESL)

English Language Teaching (ELT)

In American ELT the dominant branch is ESL.

Language Teaching

LEARNING

COMMUNICATION

(In: T. Hutchinson and A. Waters, 1994, p. 16-18)

260

Appendix 3
Classification of English for Specific Purposes categories

English for Specific Purposes

English for Academic Purposes (EAP)	English for Occupational Purposes (EOP)

English for Science and Technology (EST) (Academic)	English for Business and Economics (EBE) (Academic)	English for Medical Purposes (EMP) (Academic)	English for the Law (ELP) (Academic)	Vocational ESL (VESL)	English for Professional Purposes (EPP)

Pre-employment VESL	Occupational-specific VESL	Cluster VESL	Workplace VESL	English for Medical Purposes (EMP)	English for Business Purposes

(In: A.M. John, D. Price-Machado, 2001, p. 44)

Appendix 4
Questionnaire for analysis of needs in English studies for academic purposes

Dear participant,

We would appreciate your help to carry out our research by answering the questions below. Please, circle the answer.

● **Focus on individual purposes**

1. I <u>need</u> to interact with other people for my individual purposes.

    Disagree   Agree

1	2	3	4	5	6

2. I <u>need</u> to learn for my individual needs.

    Disagree   Agree

1	2	3	4	5	6

3. I <u>want</u> to interact with other people for my individual purposes.

    Disagree   Agree

1	2	3	4	5	6

4. I <u>want</u> to learn for my individual purposes.

    Disagree   Agree

1	2	3	4	5	6

5. I <u>lack</u> interaction with other people for my individual purposes.

Disagree   Agree

1	2	3	4	5	6

6. I <u>lack</u> learning for my individual purposes.

    Disagree   Agree

1	2	3	4	5	6

7. I <u>expect </u>myself to interact with other people for my individual purposes.

Disagree   Agree

1	2	3	4	5	6

8. I <u>expect </u>myself to learn for my individual purposes.

Disagree   Agree

1	2	3	4	5

● <u>Focus on organizational purposes</u>

9. I <u>need </u>to interact with other people for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

10. I <u>need </u>to learn for my organization's needs.

Disagree   Agree

1	2	3	4	5	6

11. I <u>want </u>to interact with other people for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

12. I <u>want</u> to learn for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

13. I <u>lack</u> interaction with other people for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

14. I <u>lack</u> learning for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

15. I <u>expect</u> myself to interact with other people for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

16. I <u>expect</u> myself to learn for my organization's purposes.

Disagree   Agree

1	2	3	4	5	6

● <u>Focus on academic purposes</u>

17. I <u>need</u> to interact with other people for my academic purposes.

Disagree   Agree

1	2	3	4	5	6

18. I <u>need</u> to learn for my academic needs.

Disagree   Agree

1	2	3	4	5	6

19. I <u>want</u> to interact with other people for my academic purposes.

Disagree   Agree

1	2	3	4	5	6

20. I <u>want</u> to learn for my academic purposes.

Disagree   Agree

1	2	3	4	5

21. I <u>lack</u> interaction with other people for my academic purposes.
    Disagree   Agree

1	2	3	4	5	6

22. I <u>lack</u> learning for my academic purposes.

    Disagree   Agree

1	2	3	4	5	6

23. I <u>expect</u> myself to interact with other people for my academic purposes.

    Disagree   Agree

1	2	3	4	5	6

24. I <u>expect</u> myself to learn for my academic purposes.

    Disagree   Agree

1	2	3	4	5	6

Thank you for your cooperation!

Appendix 5
Results of Cronbach's Alpha test

Reliability Statistics

Cronbach's Alpha	N of Items
,848	24

Appendix 6
Results of Item-Total Correlation of Cronbach's Alpha test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
IP_1	88,48	287,334	,332	,845
IP_2	88,69	275,324	,440	,841
IP_3	88,81	284,478	,365	,844
IP_4	87,76	268,752	,536	,837
IP_5	87,59	294,678	,214	,848
IP_6	88,53	279,901	,461	,840
IP_7	87,73	293,766	,163	,852
IP_8	88,40	270,432	,578	,835
OP_1	87,76	279,915	,420	,842
OP_2	87,72	321,204	-,330	,865
OP-3	88,15	298,289	,133	,851
OP_4	88,25	276,948	,501	,839
OP_5	89,17	282,443	,343	,845
OP_6	88,65	278,121	,388	,843
OP_7	89,25	277,435	,501	,839
OP_8	88,83	280,064	,515	,839
ANP_1	88,73	279,928	,495	,839
ANP_2	88,61	280,267	,534	,838
ANP_3	88,80	278,568	,557	,837
ANP_4	88,73	278,036	,557	,837
ANP_5	88,52	283,794	,473	,840
ANP_6	88,88	283,350	,501	,840
ANP_7	88,63	282,021	,540	,839
ANP_8	88,67	280,955	,498	,839

Appendix 7
Frequencies of the purposes of English studies for academic purposes

IP_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,3	5,3	5,3
	2	14	18,7	18,7	24,0
	3	12	16,0	16,0	40,0
	4	16	21,3	21,3	61,3
	5	18	24,0	24,0	85,3
	6	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

IP_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	25,3	25,3	25,3
	2	4	5,3	5,3	30,7
	3	6	8,0	8,0	38,7
	4	21	28,0	28,0	66,7
	5	7	9,3	9,3	76,0
	6	18	24,0	24,0	100,0
	Total	75	100,0	100,0	

IP_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	10,7	10,7	10,7
	2	15	20,0	20,0	30,7
	3	14	18,7	18,7	49,3
	4	19	25,3	25,3	74,7
	5	7	9,3	9,3	84,0
	6	12	16,0	16,0	100,0
	Total	75	100,0	100,0	

IP_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,3	5,3	5,3
	2	8	10,7	10,7	16,0
	3	11	14,7	14,7	30,7
	4	13	17,3	17,3	48,0
	5	11	14,7	14,7	62,7
	6	23	30,7	30,7	93,3
	8	1	1,3	1,3	94,7
	9	4	5,3	5,3	100,0
	Total	75	100,0	100,0	

IP_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,3	1,3	1,3
	2	4	5,3	5,3	6,7
	3	4	5,3	5,3	12,0
	4	27	36,0	36,0	48,0
	5	11	14,7	14,7	62,7
	6	27	36,0	36,0	98,7
	9	1	1,3	1,3	100,0
	Total	75	100,0	100,0	

IP_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	9,3	9,3	9,3
	2	11	14,7	14,7	24,0
	3	11	14,7	14,7	38,7
	4	21	28,0	28,0	66,7
	5	12	16,0	16,0	82,7
	6	13	17,3	17,3	100,0
	Total	75	100,0	100,0	

IP_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,3	1,3	1,3
	2	6	8,0	8,0	9,3
	3	5	6,7	6,7	16,0
	4	25	33,3	33,3	49,3
	5	21	28,0	28,0	77,3
	6	16	21,3	21,3	98,7
	15	1	1,3	1,3	100,0
	Total	75	100,0	100,0	

IP_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	8,0	8,0	8,0
	2	15	20,0	20,0	28,0
	3	7	9,3	9,3	37,3
	4	18	24,0	24,0	61,3
	5	12	16,0	16,0	77,3
	6	16	21,3	21,3	98,7
	9	1	1,3	1,3	100,0
	Total	75	100,0	100,0	

OP_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,3	5,3	5,3
	2	14	18,7	18,7	24,0
	3	12	16,0	16,0	40,0
	4	16	21,3	21,3	61,3
	5	18	24,0	24,0	85,3
	6	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

OP_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,3	5,3	5,3
	2	2	2,7	2,7	8,0
	3	9	12,0	12,0	20,0
	4	18	24,0	24,0	44,0
	5	14	18,7	18,7	62,7
	6	28	37,3	37,3	100,0
	Total	75	100,0	100,0	

OP-3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,7	2,7	2,7
	2	7	9,3	9,3	12,0
	3	13	17,3	17,3	29,3
	4	23	30,7	30,7	60,0
	5	14	18,7	18,7	78,7
	6	16	21,3	21,3	100,0
	Total	75	100,0	100,0	

OP_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,7	6,7	6,7
	2	11	14,7	14,7	21,3
	3	10	13,3	13,3	34,7
	4	17	22,7	22,7	57,3
	5	12	16,0	16,0	73,3
	6	20	26,7	26,7	100,0
	Total	75	100,0	100,0	

OP_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	24,0	24,0	24,0
	2	17	22,7	22,7	46,7
	3	7	9,3	9,3	56,0
	4	14	18,7	18,7	74,7
	5	7	9,3	9,3	84,0
	6	12	16,0	16,0	100,0
	Total	75	100,0	100,0	

OP_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	24,0	24,0	24,0
	2	6	8,0	8,0	32,0
	3	6	8,0	8,0	40,0
	4	16	21,3	21,3	61,3
	5	11	14,7	14,7	76,0
	6	18	24,0	24,0	100,0
	Total	75	100,0	100,0	

OP_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	22,7	22,7	22,7
	2	12	16,0	16,0	38,7
	3	15	20,0	20,0	58,7
	4	18	24,0	24,0	82,7
	5	6	8,0	8,0	90,7
	6	7	9,3	9,3	100,0
	Total	75	100,0	100,0	

OP_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,7	6,7	6,7
	2	12	16,0	16,0	22,7
	3	25	33,3	33,3	56,0
	4	18	24,0	24,0	80,0
	5	4	5,3	5,3	85,3
	6	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

AP_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	8,0	8,0	8,0
	2	11	14,7	14,7	22,7
	3	21	28,0	28,0	50,7
	4	18	24,0	24,0	74,7
	5	8	10,7	10,7	85,3
	6	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

AP_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,7	2,7	2,7
	2	14	18,7	18,7	21,3
	3	17	22,7	22,7	44,0
	4	24	32,0	32,0	76,0
	5	7	9,3	9,3	85,3
	6	11	14,7	14,7	100,0
	Total	75	100,0	100,0	

AP_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,7	6,7	6,7
	2	14	18,7	18,7	25,3
	3	17	22,7	22,7	48,0
	4	24	32,0	32,0	80,0
	5	6	8,0	8,0	88,0
	6	9	12,0	12,0	100,0
	Total	75	100,0	100,0	

AP_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	4	5,3	5,3	5,3
	2	16	21,3	21,3	26,7
	3	15	20,0	20,0	46,7
	4	21	28,0	28,0	74,7
	5	10	13,3	13,3	88,0
	6	9	12,0	12,0	100,0
	Total	75	100,0	100,0	

AP_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,7	2,7	2,7
	2	11	14,7	14,7	17,3
	3	17	22,7	22,7	40,0
	4	25	33,3	33,3	73,3
	5	10	13,3	13,3	86,7
	6	10	13,3	13,3	100,0
	Total	75	100,0	100,0	

AP_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	6,7	6,7	6,7
	2	10	13,3	13,3	20,0
	3	26	34,7	34,7	54,7
	4	21	28,0	28,0	82,7
	5	7	9,3	9,3	92,0
	6	6	8,0	8,0	100,0
	Total	75	100,0	100,0	

AP_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1,3	1,3	1,3
	2	12	16,0	16,0	17,3
	3	22	29,3	29,3	46,7
	4	23	30,7	30,7	77,3
	5	8	10,7	10,7	88,0
	6	9	12,0	12,0	100,0
	Total	75	100,0	100,0	

AP_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	2,7	2,7	2,7
	2	16	21,3	21,3	24,0
	3	17	22,7	22,7	46,7
	4	23	30,7	30,7	77,3
	5	6	8,0	8,0	85,3
	6	10	13,3	13,3	98,7
	7	1	1,3	1,3	100,0
	Total	75	100,0	100,0	

Appendix 8
Results of Factor Analysis

Correlation Matrix[a]

		IP_1	IP_2	IP_3	IP_4	IP_5	IP_6	IP_7	IP_8
Correlation	IP_1	1,000	,109	,503	,352	,561	,569	,423	,362
	IP_2	,109	1,000	,600	,223	-,105	,278	,077	,552
	IP_3	,503	,600	1,000	,177	,283	,421	,389	,418
	IP_4	,352	,223	,177	1,000	,363	,501	,157	,468
	IP_5	,561	-,105	,283	,363	1,000	,375	,345	,317
	IP_6	,569	,278	,421	,501	,375	1,000	,225	,471
	IP_7	,423	,077	,389	,157	,345	,225	1,000	,084
	IP_8	,362	,552	,418	,468	,317	,471	,084	1,000
Sig. (1-tailed)	IP_1		,177	,000	,001	,000	,000	,000	,001
	IP_2	,177		,000	,027	,186	,008	,255	,000
	IP_3	,000	,000		,064	,007	,000	,000	,000
	IP_4	,001	,027	,064		,001	,000	,090	,000
	IP_5	,000	,186	,007	,001		,000	,001	,003
	IP_6	,000	,008	,000	,000	,000		,026	,000
	IP_7	,000	,255	,000	,090	,001	,026		,236
	IP_8	,001	,000	,000	,000	,003	,000	,236	

a. Determinant = ,040

Correlation Matrix[a]

		OP_1	OP_2	OP-3	OP_4	OP_5	OP_6	OP_7	OP_8
Correlation	OP_1	1,000	-,198	-,055	,317	,179	,339	,388	,070
	OP_2	-,198	1,000	-,278	-,094	-,277	-,194	-,257	-,209
	OP-3	-,055	-,278	1,000	,088	-,190	-,167	-,107	,118
	OP_4	,317	-,094	,088	1,000	,391	,491	,515	,248
	OP_5	,179	-,277	-,190	,391	1,000	,726	,808	,266
	OP_6	,339	-,194	-,167	,491	,726	1,000	,787	,057
	OP_7	,388	-,257	-,107	,515	,808	,787	1,000	,283
	OP_8	,070	-,209	,118	,248	,266	,057	,283	1,000
Sig. (1-tailed)	OP_1		,045	,319	,003	,062	,001	,000	,275
	OP_2	,045		,008	,211	,008	,048	,013	,036
	OP-3	,319	,008		,226	,052	,076	,181	,157
	OP_4	,003	,211	,226		,000	,000	,000	,016
	OP_5	,062	,008	,052	,000		,000	,000	,011
	OP_6	,001	,048	,076	,000	,000		,000	,313
	OP_7	,000	,013	,181	,000	,000	,000		,007
	OP_8	,275	,036	,157	,016	,011	,313	,007	

a. Determinant = ,037

Correlation Matrix[a]

		AP_1	AP_2	AP_3	AP_4	AP_5	AP_6	AP_7	AP_8
Correlation	AP_1	1,000	,614	,593	,471	,317	,450	,484	,517
	AP_2	,614	1,000	,772	,648	,571	,416	,712	,716
	AP_3	,593	,772	1,000	,695	,625	,576	,660	,650
	AP_4	,471	,648	,695	1,000	,774	,609	,660	,636
	AP_5	,317	,571	,625	,774	1,000	,545	,632	,576
	AP_6	,450	,416	,576	,609	,545	1,000	,470	,446
	AP_7	,484	,712	,660	,660	,632	,470	1,000	,764
	AP_8	,517	,716	,650	,636	,576	,446	,764	1,000
Sig. (1-tailed)	AP_1		,000	,000	,000	,003	,000	,000	,000
	AP_2	,000		,000	,000	,000	,000	,000	,000
	AP_3	,000	,000		,000	,000	,000	,000	,000
	AP_4	,000	,000	,000		,000	,000	,000	,000
	AP_5	,003	,000	,000	,000		,000	,000	,000
	AP_6	,000	,000	,000	,000	,000		,000	,000
	AP_7	,000	,000	,000	,000	,000	,000		,000
	AP_8	,000	,000	,000	,000	,000	,000	,000	

a. Determinant = ,003

One-Sample Kolmogorov-Smirnov Test

		IP_1	IP_2	IP_3	IP_4	IP_5	IP_6	IP_7	IP_8	OP_1	OP_2	OP-3	OP_4	OP_5	OP_6	OP_7	OP_8	AP_1	AP_2	AP_3	AP_4	AP_5	AP_6	AP_7	AP_8
N		75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75	75
Normal Parameters[a,b]	Mean	3,84	3,63	3,51	4,56	4,73	3,79	4,59	3,92	4,56	4,60	4,17	4,07	3,15	3,67	3,07	3,49	3,59	3,71	3,52	3,59	3,80	3,44	3,69	3,65
	Std. Deviation	1,489	1,880	1,571	1,926	1,339	1,553	1,717	1,730	1,678	1,433	1,349	1,605	1,791	1,898	1,580	1,408	1,462	1,353	1,389	1,415	1,305	1,265	1,252	1,400
Most Extreme Differences	Absolute	,169	,192	,138	,161	,201	,168	,206	,146	,217	,209	,156	,152	,206	,170	,137	,197	,164	,175	,168	,145	,178	,182	,177	,176
	Positive	,132	,172	,138	,161	,188	,115	,192	,146	,182	,164	,151	,114	,206	,160	,137	,197	,163	,174	,165	,136	,172	,183	,177	,176
	Negative	-,169	-,192	-,130	-,146	-,201	-,168	-,206	-,145	-,217	-,209	-,156	-,152	-,123	-,170	-,136	-,136	-,117	-,146	-,155	-,148	-,161	-,164	-,130	-,131
Kolmogorov-Smirnov Z		1,461	1,663	1,194	1,391	1,743	1,454	1,787	1,268	1,877	1,810	1,347	1,320	1,781	1,470	1,186	1,770	1,406	1,508	1,409	1,227	1,484	1,593	1,582	1,520
Asymp. Sig. (2-tailed)		,028	,008	,116	,042	,005	,029	,003	,080	,002	,003	,053	,061	,004	,027	,120	,006	,038	,021	,034	,074	,023	,013	,018	,020

a. Test distribution is Normal.

b. Calculated from data.

Appendix 10
Dates of evaluation and self-evaluation of students' social experience

Pre-Survey of
- 10 students of the first year within the professional master's study programme *School Management* of Riga Teacher Training and Educational Management Academy in September 2007 and
- 75 master students of the first year within the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy in September 2008

Post-Survey of
- 10 students of the first year within the professional master's study programme *School Management* of Riga Teacher Training and Educational Management Academy in June 2008 and
- 75 master students of the first year within the professional masters' study programmes *School Management, Pedagogy* and *Music Pedagogy* of Riga Teacher Training and Educational Management Academy in June 2009

Appendix 11
List of constructs for evaluation and self-evaluation of students' social experience

☐ student ☐ educator

Evaluation Scale:

        1 - very low
        2 – low
        3 – critical
        4 – average
        5 – optimal
        6 – high

Code	Constructs of Social Experience	Points		
		General English	Academic Native Language	English for Academic Purposes
SP-1_si	Student participates in the activity			
SP-2_si	Student exchanges ideas			
SP-3_si	Student co-operates with others			
SP-4_si	Student analyzes a problem with others			
SP-5_si	Student is in the dialogue			
SP-6_si	Student searches for problem solving tools together with others			
SP-1_ca	Student regulates his/her own learning process			
SP-2_ca	Student sets his/her own goals			
SP-3_ca	Student takes responsibility for his/her own learning			
SP-4_ca	Student works independently			
SP-5_ca	Student evaluates his/her own learning process			
SP-6_ca	Student continues to improve his/her own skills			

Appendix 12
Results of self-evaluation of students' social experience in General English
(Pre-Survey, September 2007)

Average coefficient of each construct of the social experience in General English
(Pre-Survey, September 2007)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	3.4	**Level 2 - low**	**2**
SP-2_si	3.2	**Level 2 - low**	**2**
SP-3_si	4.1	**Level 3 - critical**	**3**
SP-4_si	3.9	**Level 2 - low**	**2**
SP-5_si	3.7	**Level 2 - low**	**2**
SP-6_si	3.1	**Level 2 - low**	**2**
SP-1_ca	3.2	**Level 2 - low**	**2**
SP-2_ca	3.1	**Level 2 - low**	**2**
SP-3_ca	2.8	**Level 2 - low**	**2**
SP-4_ca	3.3	**Level 2 - low**	**2**
SP-5_ca	3.1	**Level 2 – low**	**2**
SP-6_ca	4.7	**Level 4 - average**	**4**

Average coefficient of each student's social experience in General English
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.6	**Level 6 - high**	6
F2	4.6	**Level 4 - average**	4
F3	2.3	**Level 1 – very low**	1
F4	4.1	**Level 3 - critical**	3
F5	4.6	**Level 4 - average**	4
F6	2.4	**Level 1 – very low**	1
F7	2.9	**Level 2 - low**	2
F8	3.1	**Level 2 - low**	2
M1	2.9	**Level 2 - low**	2
M2	1.9	**Level 1 – very low**	1

Average coefficient of each student's experience in social interaction
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	Level 6 - high	6
F2	4.7	Level 4 - average	4
F3	2.3	Level 1 – very low	1
F4	4.0	Level 3 - critical	3
F5	4.7	Level 4 - average	4
F6	2.2	Level 1 – very low	1
F7	3.5	Level 2 - low	2
F8	3.7	Level 2 - low	2
M1	3.2	Level 2 - low	2
M2	1.8	Level 1 – very low	1

Average coefficient of each student's experience in cognitive activity
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.5	Level 6 - high	6
F2	4.5	Level 4 - average	4
F3	2.3	Level 1 – very low	1
F4	4.2	Level 3 - critical	3
F5	4.5	Level 4 - average	4
F6	2.5	Level 2 – low	2
F7	2.2	Level 1 – very low	1
F8	2.5	Level 2 - low	2
M1	2.5	Level 2 - low	2
M2	2.0	Level 1 – very low	1

Appendix 13
Results of self-evaluation of student's social experience in Academic Native Language
(Pre-Survey, September 2007)

Average coefficient of each construct of the social experience in Academic Native Language
(Pre-Survey, September 2007)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	3.7	**Level 2 – low**	**2**
SP-2_si	4.0	**Level 3 - critical**	**3**
SP-3_si	3.3	**Level 2 – low**	**2**
SP-4_si	3.4	**Level 2 – low**	**2**
SP-5_si	3.6	**Level 2 – low**	**2**
SP-6_si	3.8	**Level 2 – low**	**2**
SP-1_ca	3.0	**Level 2 – low**	**2**
SP-2_ca	2.9	**Level 2 – low**	**2**
SP-3_ca	3.1	**Level 2 – low**	**2**
SP-4_ca	3.8	**Level 2 – low**	**2**
SP-5_ca	3.1	**Level 2 – low**	**2**
SP-6_ca	3.1	**Level 2 – low**	**2**

Average coefficient of each student's social experience in Academic Native Language
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.1	**Level 5 - optimal**	5
F2	4.5	**Level 4 - average**	4
F3	4.4	**Level 3 - critical**	3
F4	4.5	**Level 4 - average**	4
F5	4.3	**Level 3 - critical**	3
F6	2.1	**Level 1 – very low**	1
F7	2.4	**Level 1 – very low**	1
F8	2.0	**Level 1 – very low**	1
M1	2.1	**Level 1 – very low**	1
M2	2.3	**Level 1 – very low**	1

Average coefficient of each student's experience in social interaction in Academic Native
Language
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	Level 6 - high	6
F2	4.8	Level 4 - average	4
F3	4.5	Level 4 - average	4
F4	4.7	Level 4 - average	4
F5	4.3	Level 3 - critical	3
F6	2.1	Level 1 – very low	1
F7	3.0	Level 2 - low	2
F8	2.0	Level 1 – very low	1
M1	2.3	Level 1 – very low	1
M2	2.8	Level 2 – low	2

Average coefficient of each student's experience in cognitive activity in Academic Native
Language
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	4.5	Level 4 - average	4
F2	4.2	Level 3 - critical	3
F3	4.2	Level 3 - critical	3
F4	4.2	Level 3 - critical	3
F5	4.2	Level 3 - critical	3
F6	2.0	Level 1 – very low	1
F7	1.8	Level 1 – very low	1
F8	2.0	Level 1 – very low	1
M1	1.8	Level 1 – very low	1
M2	1.8	Level 1 – very low	1

Appendix 14
Results of evaluation and self-evaluation of students' social experience
in English for Academic Purposes
(Pre-Survey, September 2007)

Average coefficient of each construct of the social experience in English for Academic Purposes
(Pre-Survey, September 2007)

Code of constructs of social experience	E1-1	E2-1	E3-1	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	2.1	2.4	2.7	7.2	**Level 1 – very low**	**1**
SP-2_si	2.4	2.1	2.3	6.8	**Level 1 – very low**	**1**
SP-3_si	2.3	2.5	2.5	7.3	**Level 1 – very low**	**1**
SP-4_si	2.2	2.0	2.9	7.1	**Level 1 – very low**	**1**
SP-5_si	2.0	2.0	2.3	6.3	**Level 1 – very low**	**1**
SP-6_si	2.7	2.7	2.5	7.9	**Level 2 - low**	**2**
SP-1_ca	2.6	2.5	2.2	7.3	**Level 1 – very low**	**1**
SP-2_ca	2.4	2.0	2.5	7.2	**Level 1 – very low**	**1**
SP-3_ca	2.4	2.5	2.3	7.2	**Level 1 – very low**	**1**
SP-4_ca	3.4	3.0	3.7	10.1	**Level 2 - low**	**2**
SP-5_ca	2.7	2.3	2.6	7.6	**Level 2 - low**	**2**
SP-6_ca	3.3	3.2	3.6	10.1	**Level 2 - low**	**2**

Average coefficient of each student's social experience in English for Academic Purposes
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	3.3	**Level 2 – low**	2
F2	2.3	**Level 1 – very low**	1
F3	2.5	**Level 2 – low**	2
F4	3.0	**Level 2 – low**	2
F5	2.4	**Level 1 – very low**	1
F6	2.3	**Level 1 – very low**	1
F7	2.4	**Level 1 – very low**	1
F8	2.4	**Level 1 – very low**	1
M1	2.4	**Level 1 – very low**	1
M2	2.5	**Level 2 – low**	2

Average coefficient of each student's experience in social interaction in
English for Academic Purposes
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	3.1	Level 2 – low	2
F2	1.8	Level 1 – very low	1
F3	2.2	Level 1 – very low	1
F4	2.7	Level 2 – low	2
F5	2.8	Level 2 – low	2
F6	2.0	Level 2 – low	2
F7	2.3	Level 1 – very low	1
F8	2.5	Level 2 – low	2
M1	2.3	Level 1 – very low	1
M2	2.6	Level 2 – low	2

Average coefficient of each student's experience in cognitive activity
in English for Academic Purposes
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	3.5	Level 2 – low	2
F2	2.7	Level 2 – low	2
F3	2.7	Level 2 – low	2
F4	3.3	Level 2 – low	2
F5	2.7	Level 2 – low	2
F6	2.6	Level 2 – low	2
F7	2.5	Level 2 - low	2
F8	2.2	Level 1 – very low	1
M1	2.4	Level 1 – very low	1
M2	2.5	Level 2 – low	2

Appendix 15
Results of self-evaluation of students' social experience in Mother Tongue
(Pre-Survey, September 2007)

Average coefficient of each construct of the social experience in Mother Tongue
(Pre-Survey, September 2007)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	4.1	**Level 3 – critical**	**3**
SP-2_si	3.8	**Level 2 - low**	**2**
SP-3_si	3.7	**Level 2 – low**	**2**
SP-4_si	4.3	**Level 3 – critical**	**3**
SP-5_si	4.4	**Level 3 – critical**	**3**
SP-6_si	4.5	**Level 4 – average**	**4**
SP-1_ca	4.0	**Level 3 – critical**	**3**
SP-2_ca	3.8	**Level 2 – low**	**2**
SP-3_ca	4.0	**Level 3 – critical**	**3**
SP-4_ca	4.5	**Level 4 – average**	**4**
SP-5_ca	4.1	**Level 3 – critical**	**3**
SP-6_ca	4.2	**Level 3 – critical**	**3**

Average coefficient of each student's social experience in Mother Tongue
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	4.5	**Level 4 - average**	4
F2	4.5	**Level 4 - average**	4
F3	4.9	**Level 4 - average**	4
F4	5.3	**Level 5 - optimal**	5
F5	4.6	**Level 4 - average**	4
F6	2.6	**Level 2 – low**	2
F7	4.3	**Level 3 – critical**	3
F8	4.3	**Level 3 – critical**	3
M1	2.8	**Level 2 – low**	2
M2	3.7	**Level 2 – low**	2

Average coefficient of each student's experience in social interaction in Mother Tongue
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	4.8	**Level 4 - average**	4
F2	4.7	**Level 4 - average**	4
F3	5.0	**Level 5 - optimal**	5
F4	5.3	**Level 5 - optimal**	5
F5	4.7	**Level 4 - average**	4
F6	2.1	**Level 1 – very low**	1
F7	4.3	**Level 3 - critical**	3
F8	4.3	**Level 3 – critical**	3
M1	2.6	**Level 2 – low**	2
M2	3.8	**Level 2 – low**	2

Average coefficient of each student's experience in cognitive activity in Mother Tongue
(Pre-Survey, September 2007)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	4.2	**Level 3 - critical**	3
F2	4.2	**Level 3 - critical**	3
F3	4.7	**Level 4 - average**	4
F4	5.3	**Level 5 - optimal**	5
F5	4.5	**Level 4 - average**	4
F6	3.1	**Level 2 – low**	2
F7	4.2	**Level 3 – critical**	3
F8	4.2	**Level 3 – critical**	3
M1	3.1	**Level 2 – low**	2
M2	3.5	**Level 2 – low**	2

Appendix 16
Students' learning achievements in General English, Academic Native Language, English for Academic Purposes and Mother Tongue
(Pre-Survey, September 2008)

St_code	Student's learning achievements in				Average coefficient	Level of the student's communicative competence
	General English	Academic Native Language	English for Academic Purposes	Mother Tongue		
1	2	1	1	2	1.5	1
2	3	2	2	4	2.75	2
3	1	1	1	1	1	1
4	1	1	1	2	1.25	1
5	3	2	1	2	2	1
6	2	1	1	2	1.25	1
7	3	2	1	3	2.25	1
8	2	2	1	2	1.75	1
9	2	1	1	3	1.75	1
10	2	1	1	4	2	1
11	2	2	1	2	1.75	1
12	4	3	2	4	3.25	2
13	2	1	1	2	1.5	1
14	3	2	1	2	2	1
15	1	1	1	2	1.25	1
16	1	1	1	2	1.25	1
17	2	1	1	3	1.75	1
18	3	2	2	3	2.5	2
19	2	1	1	2	1.5	1
20	2	2	1	3	2	1
21	2	1	1	2	1.5	1
22	3	2	1	3	2.25	1
23	2	1	1	2	1.5	1
24	3	3	3	3	3	2
25	2	2	2	2	2	1
26	2	2	1	2	1.75	1
27	1	1	1	1	1	1
28	2	2	1	3	2	1
29	4	2	2	3	2.75	2
30	2	2	1	1	1.75	1
31	2	1	1	3	1.75	1
32	2	2	2	2	2	1
33	2	1	1	2	1.5	1
34	2	2	2	3	2.25	1
35	2	2	2	2	2	1
36	2	1	1	2	1.5	1
37	2	1	1	3	1.75	1
38	3	1	1	1	1.5	1
39	1	1	1	2	1.25	1

40	2	1	1	2	1.5	**1**
41	1	1	1	2	1.25	**1**
42	3	2	1	2	2	**1**
43	2	2	1	3	2	**1**
44	3	2	1	3	2.25	**1**
45	3	3	2	3	2.75	**2**
46	2	2	1	2	1.75	**1**
47	2	1	1	2	1.5	**1**
48	2	1	1	2	1.5	**1**
49	2	2	1	3	2	**1**
50	3	2	1	3	2.25	**1**
51	2	1	1	2	1.5	**1**
52	2	2	2	2	2	**1**
53	3	2	1	3	2.25	**1**
54	2	1	1	2	1.5	**1**
55	1	1	1	2	1.25	**1**
56	2	2	2	2	2	**1**
57	3	2	1	3	2.25	**1**
58	2	1	1	2	1.5	**1**
59	2	2	1	3	2	**1**
60	2	2	1	3	2	**1**
61	2	2	1	2	1.75	**1**
62	2	1	1	2	1.5	**1**
63	2	2	1	2	1.75	**1**
64	2	1	1	2	1.5	**1**
65	3	1	1	3	2	**1**
66	2	1	1	2	1.5	**1**
67	1	1	1	2	1.25	**1**
68	2	1	1	2	1.5	**1**
69	1	1	1	2	1.25	**1**
70	2	1	1	3	1.75	**1**
71	2	1	2	2	1.75	**1**
72	1	1	1	1	1	**1**
73	2	2	1	3	2	**1**
74	3	1	1	3	2	**1**
75	1	1	1	2	1.25	**1**

Appendix 17
Results of self-evaluation of students' social experience in General English
(Post-Survey, June 2008)

Average coefficient of each construct of the social experience in General English
(Post-Survey, June 2008)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	5.3	**Level 5 - optimal**	5
SP-2_si	5.5	**Level 5 - optimal**	5
SP-3_si	5.1	**Level 5 - optimal**	5
SP-4_si	5.2	**Level 5 - optimal**	5
SP-5_si	4.6	**Level 4 - average**	4
SP-6_si	5.1	**Level 5 - optimal**	5
SP-1_ca	4.8	**Level 4 - average**	4
SP-2_ca	4.8	**Level 4 - average**	4
SP-3_ca	4.9	**Level 4 - average**	4
SP-4_ca	5.4	**Level 5 - optimal**	5
SP-5_ca	5.2	**Level 5 - optimal**	5
SP-6_ca	5.0	**Level 5 - optimal**	5

Average coefficient of each student's social experience in General English
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.6	**Level 6 - high**	6
F2	5.0	**Level 5 - optimal**	5
F3	4.2	**Level 3 - critical**	3
F4	5.1	**Level 5 - optimal**	5
F5	5.0	**Level 5 - optimal**	5
F6	5.7	**Level 6 - high**	6
F7	4.9	**Level 4 - average**	4
F8	4.9	**Level 4 - average**	4
M1	5.2	**Level 5 - optimal**	5
M2	5.3	**Level 5 - optimal**	5

Average coefficient of each student's experience in social interaction in General English
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	Level 6 - high	6
F2	5.0	Level 5 - optimal	5
F3	4.3	Level 3 – critical	3
F4	5.3	Level 5 - optimal	5
F5	5.0	Level 5 - optimal	5
F6	6.0	Level 6 - high	6
F7	5.0	Level 5 - optimal	5
F8	4.8	Level 4 – average	4
M1	5.2	Level 5 - optimal	5
M2	5.0	Level 5 - optimal	5

Average coefficient of each student's experience in cognitive activity in General English
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.5	Level 6 - high	6
F2	5.0	Level 5 - optimal	5
F3	4.0	Level 3 – critical	3
F4	5.0	Level 5 - optimal	5
F5	5.0	Level 5 - optimal	5
F6	5.3	Level 5 - optimal	5
F7	4.7	Level 4 - average	4
F8	5.0	Level 5 - optimal	5
M1	5.2	Level 5 - optimal	5
M2	5.5	Level 6 - high	6

Appendix 18
Results of self-evaluation of student's social experience in Academic Native Language
(Post-Survey, June 2008)

Average coefficient of each construct of the social experience in Academic Native Language
(Post-Survey, June 2008)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	5.0	**Level 5 - optimal**	5
SP-2_si	5.2	**Level 5 - optimal**	5
SP-3_si	5.0	**Level 5 - optimal**	5
SP-4_si	4.9	**Level 4 - average**	4
SP-5_si	5.3	**Level 5 - optimal**	5
SP-6_si	5.4	**Level 5 - optimal**	5
SP-1_ca	4.8	**Level 4 - average**	4
SP-2_ca	5.2	**Level 5 - optimal**	5
SP-3_ca	5.0	**Level 5 - optimal**	5
SP-4_ca	5.3	**Level 5 - optimal**	5
SP-5_ca	5.4	**Level 5 - optimal**	5
SP-6_ca	5.2	**Level 5 - optimal**	5

Average coefficient of each student's social experience in Academic Native Language
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.6	**Level 6 – high**	6
F2	5.2	**Level 5 - optimal**	5
F3	5.1	**Level 5 - optimal**	5
F4	5.6	**Level 6 – high**	6
F5	5.1	**Level 5 - optimal**	5
F6	5.5	**Level 6 – high**	6
F7	4.8	**Level 4 - average**	4
F8	4.5	**Level 4 - average**	4
M1	4.7	**Level 4 - average**	4
M2	4.3	**Level 3 - critical**	3

Average coefficient of each student's experience in social interaction in
Academic Native Language
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.8	Level 6 – high	6
F2	4.7	Level 4 - average	4
F3	5.2	Level 5 - optimal	5
F4	5.6	Level 6 – high	6
F5	5.3	Level 5 - optimal	5
F6	5.5	Level 6 – high	6
F7	4.3	Level 3 - critical	3
F8	4.3	Level 3 - critical	3
M1	5.0	Level 5 - optimal	5
M2	4.5	Level 4 - average	4

Average coefficient of each student's experience in cognitive activity
in Academic Native Language
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.5	Level 6 – high	6
F2	5.8	Level 6 – high	6
F3	5.0	Level 5 - optimal	5
F4	5.6	Level 6 – high	6
F5	5.0	Level 5 - optimal	5
F6	5.5	Level 6 – high	6
F7	5.3	Level 5 - optimal	5
F8	4.7	Level 4 - average	4
M1	4.3	Level 3 - critical	3
M2	4.1	Level 3 - critical	3

Appendix 19
Results of evaluation and self-evaluation of students' social experience
in English for Academic Purposes
(Post-Survey, June 2008)

Average coefficient of each construct of the social experience in English for Academic Purposes
(Post-Survey, June 2008)

Code of constructs of social experience	E1-1	E2-1	E3-1	Total	Level of the student's communicative competence	Standardized evaluation scale
SP-1_si	5.6	4.9	5.0	15.5	**Level 5 - optimal**	5
SP-2_si	5.4	5.0	4.7	15.1	**Level 5 - optimal**	5
SP-3_si	5.6	5.2	4.7	15.1	**Level 5 - optimal**	5
SP-4_si	5.3	5.1	4.8	15.2	**Level 5 - optimal**	5
SP-5_si	5.2	4.9	4.9	15.0	**Level 5 - optimal**	5
SP-6_si	4.9	4.7	4.5	14.1	**Level 4 - average**	4
SP-1_ca	5.4	4.7	5.0	15.1	**Level 5 - optimal**	5
SP-2_ca	5.6	4.7	5.0	15.3	**Level 5 - optimal**	5
SP-3_ca	5.6	4.7	4.9	15.2	**Level 5 - optimal**	5
SP-4_ca	5.7	5.1	5.8	16.6	**Level 6 - high**	6
SP-5_ca	5.3	5.3	4.9	15.5	**Level 5 - optimal**	5
SP-6_ca	5.3	5.1	5.1	15.5	**Level 5 - optimal**	5

Average coefficient of each student's social experience in English for Academic Purposes
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.5	**Level 6 - high**	6
F2	5.2	**Level 5 - optimal**	5
F3	4.9	**Level 4 - average**	4
F4	5.3	**Level 5 - optimal**	5
F5	5.1	**Level 5 - optimal**	5
F6	5.5	**Level 6 - high**	6
F7	4.9	**Level 4 - average**	4
F8	4.8	**Level 4 - average**	4
M1	4.8	**Level 4 - average**	4
M2	4.7	**Level 4 - average**	4

Average coefficient of each student's experience in social interaction
in English for Academic Purposes
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	Level 6 - high	6
F2	5.0	Level 5 - optimal	5
F3	4.8	Level 4 - average	4
F4	5.3	Level 5 - optimal	5
F5	4.9	Level 4 - average	4
F6	5.5	Level 6 - high	6
F7	5.0	Level 5 - optimal	5
F8	4.7	Level 4 - average	4
M1	4.6	Level 4 - average	4
M2	4.5	Level 4 - average	4

Average coefficient of each student's experience in cognitive activity
in English for Academic Purposes
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.3	Level 5 - optimal	5
F2	5.2	Level 5 - optimal	5
F3	5.0	Level 5 - optimal	5
F4	5.2	Level 5 - optimal	5
F5	5.2	Level 5 - optimal	5
F6	5.5	Level 6 - high	6
F7	4.8	Level 4 - average	4
F8	4.9	Level 4 - average	4
M1	4.9	Level 4 - average	4
M2	5.0	Level 5 - optimal	5

Appendix 20
Results of self-evaluation of students' social experience in Mother Tongue
(Post-Survey, June 2008)

Average coefficient of each construct of the social experience in Mother Tongue
(Post-Survey, June 2008)

Code of constructs of social experience	Total	Level of the students' communicative competence	Standardized evaluation scale
SP-1_si	5.5	**Level 6 – high**	**6**
SP-2_si	5.5	**Level 6 - high**	**6**
SP-3_si	5.3	**Level 5 – optimal**	**5**
SP-4_si	5.4	**Level 5 – optimal**	**5**
SP-5_si	4.2	**Level 3 – critical**	**3**
SP-6_si	5.3	**Level 5 – optimal**	**5**
SP-1_ca	5.4	**Level 5 – optimal**	**5**
SP-2_ca	5.1	**Level 5 – optimal**	**5**
SP-3_ca	5.1	**Level 5 – optimal**	**5**
SP-4_ca	5.5	**Level 6 – high**	**6**
SP-5_ca	5.3	**Level 5 – optimal**	**5**
SP-6_ca	5.3	**Level 5 – optimal**	**5**

Average coefficient of each student's social experience in Mother Tongue
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.6	**Level 6 - high**	6
F2	5.3	**Level 5 – optimal**	5
F3	5.9	**Level 6 - high**	6
F4	5.2	**Level 5 - optimal**	5
F5	5.9	**Level 6 - high**	6
F6	5.3	**Level 5 – optimal**	5
F7	5.0	**Level 5 – optimal**	5
F8	5.3	**Level 5 – optimal**	5
M1	4.9	**Level 4 – average**	4
M2	4.8	**Level 4 – average**	4

Average coefficient of each student's experience in social interaction in Mother Tongue
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.7	Level 6 - high	6
F2	5.3	Level 5 – optimal	5
F3	5.8	Level 6 - high	6
F4	5.2	Level 5 - optimal	5
F5	6.0	Level 6 - high	6
F6	5.3	Level 5 – optimal	5
F7	5.0	Level 5 – optimal	5
F8	5.0	Level 5 – optimal	5
M1	5.0	Level 5 – optimal	5
M2	4.8	Level 4 – average	4

Average coefficient of each student's experience in cognitive activity in Mother Tongue
(Post-Survey, June 2008)

Student code	Total	Level of the student's communicative competence	Standardized evaluation scale
F1	5.5	Level 6 - high	6
F2	5.2	Level 5 - optimal	5
F3	6.0	Level 6 - high	6
F4	5.2	Level 5 - optimal	5
F5	5.8	Level 6 - high	6
F6	5.2	Level 5 – optimal	5
F7	5.0	Level 5 – optimal	5
F8	5.5	Level 6 – high	6
M1	4.7	Level 4 – average	4
M2	4.8	Level 4 – average	4

Appendix 21
Students' learning achievements in General English, Academic Native Language,
English for Academic Purposes and Mother Tongue
(Post-Survey, June 2009)

St_code	Student's learning achievements in				Average coefficient	Level of the student's communicative competence
	General English	Academic Native Language	English for Academic Purposes	Mother Tongue		
1	6	5	4	6	5.25	5
2	6	6	6	6	6	6
3	5	5	4	6	5	5
4	5	5	5	6	5.25	5
5	6	5	5	6	5.5	6
6	6	6	6	6	6	6
7	6	6	5	6	5.75	6
8	6	5	6	6	5.75	6
9	6	6	5	6	5.75	6
10	6	4	4	6	5	5
11	5	5	5	5	5	5
12	6	6	6	6	6	6
13	5	4	4	6	4.75	4
14	6	6	6	6	6	6
15	6	6	5	6	5.75	6
16	5	5	4	5	4.75	4
17	5	4	4	6	4.75	4
18	5	6	6	6	5.75	6
19	6	6	6	6	6	6
20	6	6	5	6	5.75	6
21	6	6	5	6	5.75	6
22	6	6	6	6	6	6
23	6	5	5	6	5.5	6
24	6	6	6	6	6	6
25	6	5	6	6	5.75	6
26	6	6	6	6	6	6
27	6	6	6	6	6	6
28	6	6	5	6	5.75	6
29	6	6	6	6	6	6
30	6	6	5	6	5.75	6
31	6	6	6	6	6	6
32	6	6	5	6	5.75	6
33	6	5	4	6	5.25	5
34	5	5	5	6	5.25	5
35	6	6	6	6	6	6
36	6	6	6	6	6	6
37	6	5	6	6	5.75	6
38	6	6	5	6	5.75	6
39	6	6	4	6	5.5	6

40	6	5	5	6	5.5	6
41	6	5	6	6	5.75	6
42	6	6	6	6	6	6
43	6	6	4	6	5.5	6
44	6	6	6	6	6	6
45	6	6	5	6	5.75	6
46	6	5	5	6	5.5	6
47	5	4	4	5	4.5	4
48	6	6	5	6	5.25	5
49	6	6	6	6	6	6
50	6	5	6	6	5.75	6
51	6	6	5	6	5.75	6
52	6	6	6	6	6	6
53	6	5	6	6	5.75	6
54	6	6	6	6	6	6
55	6	6	6	6	6	6
56	6	6	6	6	6	6
57	6	5	6	6	5.75	6
58	6	6	6	6	6	6
59	5	5	4	6	5	5
60	6	6	6	6	6	6
61	5	5	5	6	5.25	5
62	6	6	6	6	6	6
63	6	6	4	6	5.5	6
64	6	4	6	6	5.5	6
65	6	5	6	6	5.75	6
66	6	6	6	6	6	6
67	6	6	6	6	6	6
68	6	5	6	6	5.75	6
69	6	6	6	6	6	6
70	6	6	5	6	5.75	6
71	6	5	6	6	5.75	6
72	6	6	6	6	6	6
73	6	6	4	6	5.5	6
74	6	4	6	6	5.5	6
75	6	6	6	6	6	6

Appendix 22
Results of Cronbach's Alpha test in June 2008

Reliability Statistics

Cronbach's Alpha	N of Items
,847	8

Appendix 23
Results of Corrected Item-Total Correlation of Cronbach's Alpha test in June 2008

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SE_EAP_1	27,70	32,900	,495	,845
SE_GE_1	26,50	21,833	,751	,812
SE_ANL_1	26,70	21,122	,861	,788
SE_MT_1	25,70	28,900	,603	,827
SE_EAP_2	24,50	31,389	,539	,838
SE_GE_2	24,30	31,567	,357	,853
SE_ANL_2	24,30	27,344	,712	,813
SE_MT_2	24,00	30,889	,569	,834

Appendix 24
Results of one-sample Kolmogorov-Smirnov test in June 2008

One-Sample Kolmogorov-Smirnov Test

		SE_MT_1	SE_MT_2	SE_EAP_1	SE_GE_1	SE_AN L_1	SE_EAP_2	SE_GE_2	SE_AN L_2
N		10	10	10	10	10	10	10	10
Normal Parameters[a,,b]	Mean	3,40	5,10	1,40	2,60	2,40	4,60	4,80	4,80
	Std. Deviation	,966	,738	,516	1,647	1,578	,699	,919	1,033
Most Extreme Differences	Absolute	,233	,254	,381	,242	,313	,305	,286	,181
	Positive	,167	,254	,381	,242	,313	,305	,214	,181
	Negative	-,233	-,246	-,277	-,166	-,187	-,216	-,286	-,177
Kolmogorov-Smirnov Z		,736	,803	1,204	,766	,988	,963	,905	,571
Asymp. Sig. (2-tailed)		,651	,539	,110	,600	,283	,312	,386	,900

a. Test distribution is Normal.

b. Calculated from data.

Appendix 25
Results of Pearson correlation test in June 2008

Correlations

		SE_EAP_1	SE_GE_1	SE_ANL_1	SE_MT_1	SE_EAP_2	SE_GE_2	SE_ANL_2	SE_MT_2
SE_EAP_1	Pearson Correlation	1	,470	,464	,535	,185	,421	,167	,175
	Sig. (2-tailed)		,170	,177	,111	,610	,225	,645	,629
	N	10	10	10	10	10	10	10	10
SE_GE_1	Pearson Correlation	,470	1	,796[**]	,531	,328	,455	,470	,494
	Sig. (2-tailed)	,170		,006	,114	,355	,186	,170	,147
	N	10	10	10	10	10	10	10	10
SE_ANL_1	Pearson Correlation	,464	,796[**]	1	,831[**]	,363	,215	,668[*]	,630
	Sig. (2-tailed)	,177	,006		,003	,303	,552	,035	,051
	N	10	10	10	10	10	10	10	10
SE_MT_1	Pearson Correlation	,535	,531	,831[**]	1	,099	-,150	,423	,561
	Sig. (2-tailed)	,111	,114	,003		,786	,679	,223	,091
	N	10	10	10	10	10	10	10	10
SE_EAP_2	Pearson Correlation	,185	,328	,363	,099	1	,726[*]	,800[**]	,302
	Sig. (2-tailed)	,610	,355	,303	,786		,017	,005	,397
	N	10	10	10	10	10	10	10	10
SE_GE_2	Pearson Correlation	,421	,455	,215	-,150	,726[*]	1	,421	-,131
	Sig. (2-tailed)	,225	,186	,552	,679	,017		,225	,718
	N	10	10	10	10	10	10	10	10
SE_ANL_2	Pearson Correlation	,167	,470	,668[*]	,423	,800[**]	,421	1	,612
	Sig. (2-tailed)	,645	,170	,035	,223	,005	,225		,060
	N	10	10	10	10	10	10	10	10
SE_MT_2	Pearson Correlation	,175	,494	,630	,561	,302	-,131	,612	1
	Sig. (2-tailed)	,629	,147	,051	,091	,397	,718	,060	
	N	10	10	10	10	10	10	10	10

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 26
Results of Chronbahs' Alpha test in June 2009

Reliability Statistics

Cronbach's Alpha	N of Items
,694	8

Appendix 27
Results of Item-Total Statistics of Chronbahs' Alpha test
in June 2009

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
GE_2	24,01	5,797	,381	,672
ANL_2	24,35	5,230	,316	,683
EAP_2	24,49	4,794	,356	,681
MT_2	23,91	6,221	,322	,690
GE_1	27,76	4,509	,544	,621
ANL_1	28,36	4,828	,556	,623
EAP_1	28,68	5,545	,425	,661
MT_1	27,51	5,118	,352	,674

Appendix 28
Results of one-sample Kolmogorov-Smirnov test in June 2009

One-Sample Kolmogorov-Smirnov Test

		GE_2	ANL_2	EAP_2	MT_2	GE_1	ANL_1	EAP_1	MT_1
N		75	75	75	75	75	75	75	75
Normal Parameters[a,,b]	Mean	5,85	5,52	5,37	5,96	2,11	1,51	1,19	2,36
	Std. Deviation	,356	,644	,767	,197	,689	,578	,425	,650
Most Extreme Differences	Absolute	,513	,372	,340	,540	,322	,343	,496	,337
	Positive	,340	,228	,207	,420	,322	,343	,496	,337
	Negative	-,513	-,372	-,340	-,540	-,278	-,270	-,330	-,237
Kolmogorov-Smirnov Z		4,444	3,220	2,942	4,679	2,784	2,969	4,298	2,917
Asymp. Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000	,000

a. Test distribution is Normal.

b. Calculated from data.

Appendix 29
Results of *Spearman's rho* test in June 2009

Correlations

			GE_2	ANL_2	EAP_2	MT_2	GE_1	ANL_1	EAP_1	MT_1
Spearman's rho	GE_2	Correlation Coefficient	1,000	,452**	,435**	,492**	,175	,025	-,007	,039
		Sig. (2-tailed)	.	,000	,000	,000	,134	,833	,955	,742
		N	75	75	75	75	75	75	75	75
	ANL_2	Correlation Coefficient	,452**	1,000	,263*	,267*	,059	,296*	,110	,057
		Sig. (2-tailed)	,000	.	,022	,021	,612	,010	,346	,626
		N	75	75	75	75	75	75	75	75
	EAP_2	Correlation Coefficient	,435**	,263*	1,000	,265*	,247*	,072	,233*	,034
		Sig. (2-tailed)	,000	,022	.	,021	,033	,537	,044	,772
		N	75	75	75	75	75	75	75	75
	MT_2	Correlation Coefficient	,492**	,267*	,265*	1,000	,134	,059	,093	,129
		Sig. (2-tailed)	,000	,021	,021	.	,251	,615	,426	,272
		N	75	75	75	75	75	75	75	75
	GE_1	Correlation Coefficient	,175	,059	,247*	,134	1,000	,552**	,305**	,542**
		Sig. (2-tailed)	,134	,612	,033	,251	.	,000	,008	,000
		N	75	75	75	75	75	75	75	75
	ANL_1	Correlation Coefficient	,025	,296*	,072	,059	,552**	1,000	,481**	,433**
		Sig. (2-tailed)	,833	,010	,537	,615	,000	.	,000	,000
		N	75	75	75	75	75	75	75	75
	EAP_1	Correlation Coefficient	-,007	,110	,233*	,093	,305**	,481**	1,000	,207
		Sig. (2-tailed)	,955	,346	,044	,426	,008	,000	.	,074
		N	75	75	75	75	75	75	75	75
	MT_1	Correlation Coefficient	,039	,057	,034	,129	,542**	,433**	,207	1,000
		Sig. (2-tailed)	,742	,626	,772	,272	,000	,000	,074	.
		N	75	75	75	75	75	75	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 30
Results of Friedman's test in June 2009

Test Statistics[a]

N	75
Chi-Square	332,754
df	5
Asymp. Sig.	,000

a. Friedman Test

Appendix 31
Results of Pearson correlation test in June 2009

Correlations

		GE_2	ANL_2	EAP_2	MT_2	GE_1	ANL_1	EAP_1	MT_1
GE_2	Pearson Correlation	1	,455**	,450**	,492**	,175	,038	,005	,056
	Sig. (2-tailed)		,000	,000	,000	,134	,749	,968	,633
	N	75	75	75	75	75	75	75	75
ANL_2	Pearson Correlation	,455**	1	,313**	,272*	,056	,299**	,134	-,001
	Sig. (2-tailed)	,000		,006	,018	,633	,009	,251	,991
	N	75	75	75	75	75	75	75	75
EAP_2	Pearson Correlation	,450**	,313**	1	,279*	,256*	,116	,239*	,025
	Sig. (2-tailed)	,000	,006		,016	,027	,321	,039	,832
	N	75	75	75	75	75	75	75	75
MT_2	Pearson Correlation	,492**	,272*	,279*	1	,131	,062	,090	,114
	Sig. (2-tailed)	,000	,018	,016		,262	,600	,442	,331
	N	75	75	75	75	75	75	75	75
GE_1	Pearson Correlation	,175	,056	,256*	,131	1	,575**	,346**	,546**
	Sig. (2-tailed)	,134	,633	,027	,262		,000	,002	,000
	N	75	75	75	75	75	75	75	75
ANL_1	Pearson Correlation	,038	,299**	,116	,062	,575**	1	,544**	,443**
	Sig. (2-tailed)	,749	,009	,321	,600	,000		,000	,000
	N	75	75	75	75	75	75	75	75
EAP_1	Pearson Correlation	,005	,134	,239*	,090	,346**	,544**	1	,242*
	Sig. (2-tailed)	,968	,251	,039	,442	,002	,000		,036
	N	75	75	75	75	75	75	75	75
MT_1	Pearson Correlation	,056	-,001	,025	,114	,546**	,443**	,242*	1
	Sig. (2-tailed)	,633	,991	,832	,331	,000	,000	,036	
	N	75	75	75	75	75	75	75	75

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).