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**STUDENTU KOLABORATĪVĀS KOMPETENCES VEIDOŠANĀS
SVEŠVALODU STUDIJĀS AUGSTSKOLĀ**

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**THE DEVELOPMENT OF STUDENTS' COLLABORATIVE COMPETENCE
IN FOREIGN LANGUAGE STUDIES AT TERTIARY LEVEL**

The Pedagogy of Tertiary Education

Dissertation

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INTRODUCTION

During the last decade great and rapid changes in today's society occurred causing a transformation in education, in general, and in foreign language study in particular. The European Union's policy in life-long learning expressed in "Teaching and Learning - Towards a Learning Society" (European Commission. 1995) set the aims for the development of education in Europe which include – to encourage the acquisition of new knowledge and bring schools and the business sector close together.

Latvia as a part of the European Union experiences the democratization, the development of communication and technologies which impact the education and enhance the importance of foreign languages in a changing society. The main idea in a conception on education in Europe is a transformation of an educated person into the product of culture, a part of the whole civilization, which means that a paradigm in education is shifted from the teacher's input to the student's outcome and the assessment of the quality of students' knowledge, from mere collection of information into its acquisition and immediate implementation in life; the formation of a personality occurs by developing necessary competences.

Young generation's needs are determined by these changes and demands of today's society: to participate with others in making decisions, to resolve conflicts, to participate in the development of democratic institutions; to understand diversity, ability to live with people of different cultures, languages and religions, to be competent in oral and written communication, which is vital for work and social life; to understand and use new technologies, to analyse mass media information. (Council of Europe. 1996)

As human ability to social interaction is expressed in personal competence in collaboration, collaborative competence has become a key- notion in a present research. When explaining its meaning the author used the principle of integration as its all components are connected and inter-dependend, and the level of each component influences personal tendency to language acquisition, communication, and collaboration.

The topicality of the theme was determined by the contradictions that occur in today's situation in Latvia, the contradictions between:

- demands in competent specialists who are able to become collaborative researchers in their professional area and an inadequate level of the development of students' collaborative skills;

- the need in competent researchers and a low level of the development of students' skills in conducting independent academic research;
- the need of today's society in mobile students capable for creating rapport and a low level of their competence in productive collaboration;
- the necessity in living in multicultural world and the absence of the competence of an intercultural mediator;
- the necessity to work out a conception in pedagogy on the development of students' collaborative competence within foreign language study, and putting this conception into practice.

The problem of the research – the necessity of the development of students' collaborative competence within the framework of collaborative foreign language study in which academic subjects are regarded to be the topics of research, consequently, collaborative foreign language study is considered to be a means of achievement of educational goals and progress: students are active participants of their own study evaluating this process and the final outcome.

In spite of the fact that an emotional component influences greatly on both student-student and student-teacher relationships and impacts on the formation of students' knowledge, during a long period of time it was not taken into consideration in foreign language learning. Investigations were focused on the organization of students' groups in their study, but in Latvia there have not been researches dedicated to the analysis of interdependence between a level of development of students' collaborative competence and their progress in foreign language study. Students are not aware of factors influencing their progress or failure, their goals and results of their study, the level of their development automatically doing tasks offered by the lecturer.

Object of investigation – Foreign Language Studies

Subject of investigation – Students' Collaborative Competence.

Aim of the investigation: to investigate and develop students' collaborative competence on the basis of a theoretically substantiated linguo-didactic model, to organize and explore students' foreign language study grounded on a created methodological model that functions as a means of the development of students' collaborative competence.

Hypothesis: students' collaborative competence will develop effectively in foreign language studies if

- the principle of integration is the basis of the structure and content of collaborative competence;
- the organization of research-based collaborative foreign language study is relevant to the structure and content of students' collaborative competence promoting their motivation;
- research-based foreign language study is organized in collaborative groups, which facilitates the use of collaborative means of study and meets students' cognitive, language, social, and cultural needs.

Objectives of investigation:

1. to analyse pedagogical, psychological, linguistic material and to work out a theoretical conception of the development of students' collaborative competence and their foreign language study;
2. to investigate the essence of students' collaborative competence, its structure and content;
3. to create a linguo-didactic model of students' collaborative competence and approbate it in collaborative foreign language study;
4. to work out the criteria and parameters of the development of students' collaborative competence and single out the levels of its development;
5. to investigate the level of students' collaborative competence in foreign language study, their motivation and needs;
6. to create a model of research-based collaborative foreign language study, to design its structure and content, and probate it in students' research activity.

Theoretical Background:

The rationale of the research is based on theories addressing the aspects of this work:

1. **Theories on competence:** the psychological understanding of competence as an inborn orientation for mastery including cognitive, and emotional components (R. White, S. Rubinstein, R. Lazarus, C. Saarni), the linguistic understanding of competence as a speaker's intuitive knowledge of the rules of the language (N. Chomsky), learners are aware of their linguistic, interpersonal and intrapersonal intelligences (H. Gardner), the communicative understanding of competence according to which language occurs in a social context and reflects social purposes (D. Hymes, J. Oller, H. Grice).

2. **Theories on communication:** communication is a process of transmitting and processing information from the source to destination (cognitive theory: R. Atkinson and R. Shiffrin); communication as a social action involving not only a construction of a new knowledge, but a creation of a social context with goals, motives, attitudes, impressions. (social psychological theory: E. T. Higgins);
3. **Theories on cooperation:** cooperation as a context in which cognitive revision and re-structuring of information occurs (cognitive theory: M. Wittrock), cooperation as a synthesis in which opposite sides can agree: the expressing opposite ideas in groups leads to uncertainty or conceptual conflict, which stimulates an investigation and re-conceptualization of knowledge (“controversy theory”: D. Johnson and R. Johnson), cooperation as “a collective agency” in which individuals have to work together to secure what they cannot accomplish on their own, students’ cooperation in groups (theory on cooperation in learning: A. Bandura, A. Leontjev, A. Špona, I. Zogla, E. Maslo);
4. **Theories on learning:** learning as information processing vital for students’ knowledge building, (cognitive theory: R. Klatzky, D. Ausubel); learning as a discovery and promotes students’ structuring their own manner of study in a meaningful way (constructivist theory: J. Piaget, J. Bruner); learning as self-initiated process which involves both emotions and cognition the subject –matter of which is personally significant. (humanistic theory: C. Rogers, A. Maslow); language learning takes place in a social context with a help of experienced persons: the lecturer, more advanced group-mates, who are mediators. (social-interactionist theory: L.Vygotsky); students’ are motivated subjects of their activity setting goals and achieving them (A. Leontjev’s activity theory); the importance of a social context in foreign language study (social-constructivist theory: M. Williams and R. Burden).

Methods of Investigation:

- Theoretical methods: theoretical analysis of pedagogical, psychological, methodological literature, the analysis of documents.
- Empirical methods:
 - data collection methods: pedagogical observation of students’ activity, questionnaires, discussions;
 - the analysis of the results of diagnostic tasks;
 - qualitative: ethnographic method,
 - statistical/data processing methods.

Stages of the Investigation:

1. The first stage:
 - 1998/1999-2000/2001 study years: theoretical literature (psychological, pedagogic, managerial, linguistic, linguo-didactic, cultural) was investigated. The author's theoretical conception was worked out. On its basis two models were created: a model of students' collaborative competence and a functional model of collaborative foreign language study.
 - September 1999- July 2002 -the control experiment was conducted: the methods of diagnostics were worked out, students' motivation to foreign language study at tertiary level including the aims of their foreign language study was investigated, needs analysis was conducted, the criteria of evaluation of the collaborative competence of each student were worked out, the initial level of students' collaborative competence in a real pedagogical process was researched the results were evaluated and the preparations for the formative experiment were done.
2. The second stage:
 - September 2002 - September 2003- the formative experiment was conducted. It consisted of three phases: 1). September-October 2002; 2). October-December; 3) February-May 2003. A conception of the research as well as ways of developing students' collaborative competence were worked out on the basis of the linguo-didactic model of collaborative competence within the framework of collaborative foreign language study, the dynamics of the development of each student's collaborative competence was explored in a real study process.
3. The third stage:
 - September 2003 - July 2004- the evaluation of the results of the experiment. The efficiency of students' collaborative foreign language study based on the developed collaborative competence was probated, a statistical analysis of the results as well as summative evaluation of the results were conducted.
 - 2004/2005 study year: the research design was made.

The Experimental Basis of the Investigation:

The experiment was conducted at the Faculty of Foreign Languages (today it is the Faculty of Modern Language), the University of Latvia. First and second year students participated in the experiment. (Sixty students).

Scientific Novelty and Theoretical Significance of the Investigation:

- A theoretical basis of collaborative competence as an integrative formation of students-philologists' abilities, skills, knowledge, and experience necessary for conducting intra- and inter-group foreign language research has been worked out for the first time in Latvia. These abilities, skills, knowledge, and experience exist and function in multi-dimensional interconnected system-organizing components that constitute the structure of collaborative competence and interact with each other; these are four dominant components: communicative, intercultural, transactional, and cooperative.
- The content of collaborative competence has been investigated.
- A linguo-didactic model of collaborative competence has been created, it can be adapted to any language material and any level of students' development.
- A theoretical basis of research-based collaborative foreign language study as a continuous process of an academic investigation of the language system, enabling the researchers to acquire and develop collaborative competence in inner and outer environments and to use the acquired competence in the classroom and beyond it has been worked out for the first time in Latvia.
- A functional model of research-based collaborative foreign language study as a means of the development of students' collaborative competence has been created.
- Research-based collaborative foreign language study has been analysed..
- The inter-relationships among the components of the linguo-didactic model of collaborative competence and the functional model of research-based collaborative foreign language study have been discovered and investigated.
- The criteria of the development of students' collaborative competence have been singled out and investigated, which permitted the author to evaluate students' collaborative competence.

Practical Significance of the Research:

- The levels of the development of students' collaborative competence have been identified and characterized.
- On the basis of the principle of integration collaborative foreign language study was organized as an authentic academic research that can be applied to teaching any other subjects on the process level.

- Activities relevant to the level of students' collaborative competence have been worked out; they can be used in teaching any other subjects on the process level.

The Structure of the Research Paper includes an introduction, two chapters: Chapter 1: Pedagogical Basis of the Development of Students' Collaborative Competence; Chapter 2: Research-Based Collaborative Foreign Language Study as a Means of the Development of Students' Collaborative Competence, conclusions, bibliography (343 authors), 59 tables, 14 figures, 10 questionnaires, 2 pie-charts, 12 bar-charts, 11 diagrams, 6 Appendices.

The Reliability is stipulated by methodological substantiation of the results of the initial theoretical ideas, the use of a relevant system of methods of research, qualitative and quantitative analyses of the data resulted from the empirical research.

The Validity

The research methods were chosen according to the aim and the subject of the research, the criteria of the interrelation between a level of the development of students' collaborative competence and their progress in foreign language study; the dynamics of the development of students' collaborative competence was tested at each phase of the experiment.

1. PEDAGOGICAL BASIS OF THE DEVELOPMENT OF STUDENTS' COLLABORATIVE COMPETENCE

The aim of this chapter is to provide a theoretical justification for the notion "collaborative competence".

In order to achieve this aim the author is going

- 1) To analyse theoretical views on the term "competence" which is the core of the notion "collaborative competence";
- 2) To investigate different types of competences actual in modern didactics and related to the topic under discussion;
- 3) to analyse the inter-relationships among such notions as "communication", "cooperation", and "collaboration" and distinguish their characteristic features.
- 4) To research the essence of the notion "collaborative competence";
- 5) To describe a model of students' collaborative competence, which was created by the author and to investigate the relationships among its components.

1.1. Competence as a Factor Students' Personal Development in their Foreign Language Study

The purpose of the present part of the work is to analyse the notion "competence" as an inevitable students' characteristics in foreign language study. To do this etymological investigation will be conducted as well as theoretical research on the notion will be carried out in the light of professional (management), psychological academic, and educational domains.

A distinguishing feature of contemporary society is the growth of interest towards personal potential of people, which is the basis of all important components of human resources. To investigate them needs to use new notions that reflect changing reality, which means answering the demands of ecological approach to personal and pedagogical research of a person; and one of these terms is the term "competence".

One of the main reasons of the popularity of the notion "competence" is the shift in education from the teacher's input to the student's outcome and the assessment of the quality of students' knowledge. (Matthews. 1998; Holmes. 2001)

The emerging of the notion stems from changes in contemporary society penetrating into the area of education in which a new understanding of aims in secondary education which

is the basis of higher education has been worked out: two level secondary education: one level, academic, permitting to receive university education, and the second one, professional, technical leading to business.

On the one hand, multidimensional and multidisciplinary character of the notion permits us to use it in different contexts; on the other hand, this character adds the ambiguity to it.

So, it is evident that the confusion in explaining the meaning of the notion roots in its use in various contexts. As there is no universal definition revealing the meaning of this notion only the context in which it is used is of vital importance.

Such contexts may be of different nature: educational, psychological, professional (management) context in which employees' training and development are carried out as well as academic areas in which theoretical and experimental research are conducted.

For a better understanding of the notion "competence" the author of the paper considers it to be necessary to investigate it from the point of view of the above-mentioned contexts.

The basic tendency occurring in the educational domain roots in its growing connection with management, the result of which is a change in terminology which is coming from business, such terms as "skills", "quality", "standards", "competence": professional, individual competence; (The Business Roundtable. 1999), "key competence" (Weinert. 1998), "professional competence" (in management- (Hyland. 1995; Tennant. 1991), competence within the job performance- (Williams. R. S. 1998; Spencer, I. M. and Spencer S. M. 1997, War P. and Conner M. 1996, Wood R. and Payne T. 1998, Prahalad and Hamel (1990), Sparrow. (1997); from educational area (teacher education) - "professional competence" (Jessup. 1991, Marshall. 1991, McElvogue and Salters. 1992, Elliot. 1990, Walker. 1992, Klemp. 1980) "transferable employment skills" - (Smith at al. 1989, Allen. 1993, and Harvey and Green. 1994).

The popularity of the notion lies in its multifunctional and multidisciplinary character (Weinert. 1998), which is valuable in achieving various vital goals, fulfilling different tasks, taking actions in unknown situations.

Management, professional domains which greatly influence the educational one define the notion "competence" as complex systems of knowledge, beliefs, and action tendencies based on well-organized expertise, basic skills, generalized attitudes, and cognitive styles". (Weinert. 1998). Besides these components this notion includes a specialized system of abilities, and skills, which is applied for individual, group or institutional goals and which can be viewed as the product of learning process. (BMBF. 1998).

This multidimensional meaning of the notion leads us to its etymological investigation of the notion, which shows its Latin origin possessing the meaning “cognizance” or “responsibility”, the term has been used in natural sciences, jurisprudence as a very specific one.

The adjective “competent” started to be used much earlier (1398) than the noun “competence” (1594). Competent means *suitable, sufficient*, and was borrowed from Old French “competent”, which, in its turn had been obtained from Latin *competentem* (nominative *competens*), present participle *competere*, which means *coincide, agree, be fit to*. The sense of being legally qualified appeared in 1483 (in Caxton’s writings), and the general sense of *able, fit for* – in 1647.

Competence as a noun meaning *rivalry* came into life in 1594; later *adequate supply* (1597 in Shakespeare’s Henry IV), and *legal power, admissibility* (1708-15 in a printing of Kersey’s Dictionary) borrowed from French *competence* *aptness, fitness, learned* borrowed from Latin *competentia* with the meaning *agreement, meeting* from *competens*, present participle of *competere* which means *coincide, agree*.

The sense of *ability, capacity to deal with a subject*, appeared in 1790. Competency is known from 1594, which means rivalry, as a variant of competence. (Chambers Dictionary of Etymology. 2000).

Not only professional and business domains influence the use of the notion “competence”, but the **psychological** one as well. Regarding the development of psychological potential of students to be the ground of their enhancing knowledge in foreign language the author of the research pays a special attention to the understanding of this notion from psychological point of view. Psychologically competence is based on a strong, personal desire to master one’s environment, which is one of the most fundamental human motives and possesses deep biological roots, it was called competence motivation. “Competence is the capacity or ability to engage with a variable and challenging social-physical environment, resulting in growth and mastery for the individual.” (White. 1959).

The psychological nature of competence involves initiative, personal values (interests), which means that people will engage into activity if it is valuable or significant to them. (Raven. 1999).

According to Raven there are the following basic components of competence:

- cognitive: speculations on what is possible to achieve and how to do this, these speculations are open for new experience;
- affective: emotional preparation to fulfil a task;

- volitional: the mobilizing of energy, will and persistence;
 - habits and experience: confidence based on previous experience and permitting to begin new activity, a set of habitual means adapted and flexibly used in new situations, sometimes neither a person nor other people are not aware of them.
- (ibid:77).

Thus, competence is regarded to be not only experience accumulation in a certain specific professional domain, competence is always connected with acquiring something new on the basis of acquired. As we can see according to psychologists competence is connected with motivation (White. 1959) and includes cognitive, affective and volitional components. (Raven. 1999). For White competence being a process possesses an orientation towards positive interaction with the surrounding environment. It is necessary to point out that this orientation for mastery is inborn and is a basic form of motivation itself.

In our opinion, the difficulty in defining the notion “competence” stems out of

- complex action systems consisting of cognitive, motivational, social, and behavioural components, rather than basic cognitive abilities or simple skills;
- their psychological structure often remains unclear as it is difficult to investigate the possibilities, which influence the combination of components of competences.

Academic tradition deals with intellectual disciplines and emphasizes high standards of thinking, arguing, speculating, enquiring, experimenting and working out theories.

Academic competence is understood as the ability “to acquire new skills, assimilate new information, and construct new concepts” (Tukinoff. 1983). This type of thinking is conducted in academic societies and associations and needs a great deal of time.

Thus, it is possible to state that academic disciplines are developing in two dimensions: logical and social, however, logical dimension prevails over the social one. Academic disciplines identify and investigate problems which are criticized and give rise to new problems developing and stating new standards, new criteria for new high level performance. Pring (1995:192) believes that a characteristic feature of academic disciplines is a lack of clarity of standards and, thus, high standard level of work is acknowledged by recognized authoritative academics who with the help of examples can demonstrate to students what the standard means.

So, it is possible to conclude that tradition dominates in academic area, this tradition helps us understand the quality of intellectual efforts, implicit standards of good /bad

written/oral performance and academic investigation. At the same time the use of the term “standard” in academic domain shows the influence of professional domain on academic one.

Educational domain views competence as “a general ability based on knowledge, experience, values, inclinations acquired and learned during learning process. Competence can be regarded as a possibility to make connection between knowledge and situation, as an ability to find and use a procedure (knowledge and action) suitable for problem solving”. (Shishov and Kalnej .Шишов и Кальней. 1999: 79).

Besides this definition competence can be understood as “the sum of knowledge, skills and characteristics, which allow a person to perform actions”. (Council of Europe. 2001: 9)

Educational domain possesses standards which guarantee functioning higher education programme and provide students with a higher educational qualification. (Izglītības likums. 2001.Latvijas Republikas Saeima 06.10.2001.)

Educational domain takes into consideration key-competence and general competence.

The example of key-competences are illustrated by Europe Union Project on “Secondary Education for Europe” that is very important to first year students at higher educational establishments who were former pupils at secondary school:

1. Political and social competences: the ability to take responsibility, to participate with others in making decisions, to resolve conflicts, to participate in the development of democratic institutions.
2. Competences connected with a life in a multicultural society: understanding diversity, ability to live with people of different cultures, languages and religions.
3. Competences connected with oral and written communication, which is vital for work and social life.
4. Competences connected with functioning in a society of technology: the ability to understand and use new technologies, to analyse mass media information and advertisements.
5. Competences helping to realize the necessity to learn through life as the base for permanent professional preparation.

(Council of Europe. 1996)

The author of the paper claims that within the context of the present research key competences reflect their instrumental character: in order to receive higher education or to be successful in life and career students have to acquire and use them.

The main outcome of key competences is the creation of key competences in particular contexts which, in its turn, can become the basis of the development of concrete competences in a particular context.

Besides the term “key competence” another notion “general competence” is paid much attention to in educational domain. General competences are not specific, they are called upon for actions of all kinds, including language activities. General competences which are actual for students’ personal development in their foreign study contain such components as

- knowledge: declarative, socio-cultural;
- awareness: intercultural;
- skills: social, vocational, intercultural;
- competence: existential; and
- ability to learn.

(Council of Europe. 2001: 9).

General competences embrace all spheres of human life, while key competences are more specific as they focus on certain aspects of life and professional activity.

In Latvia the notion “competence” has been investigated from the point of view of Leontjev’s activity theory. According to Špona the essence of competence is person’s readiness to the activity in life. (Špona. 2001). Competence as a unity of learning skills and personal characteristics within management was a topic of investigation in Pauna’s research (2001). Competence is viewed twofold, within the process: as an ability potential for productive activity and as a result: activity quality and experience. (Tiļļa. 2003). Competence development from the point of view of socio-cultural relationships during which a person acquires social experience is subject of investigation of I. Maslo (2001). Other researchers have investigated the essence of competence as a person’s integrative formation pointing out its multilevel structure. (Ignatjeva. 1999, Jurgena. 2000, Kramiņš. 2005). According to Garleja and E. Maslo’s opinion competence is a person’s social ability that should be analysed from social science point of view (Garleja. 2003, Maslo E. 2003).

The notion “competence” was investigated in linguistics and foreign language teaching theory as well.

Being introduced in linguistics the notion “competence” is understood as the “capacity of the individual to abstract from acts of performance and to develop system and order.” (Chomsky N. 1965:4). Chomsky claimed that the language users themselves had to possess intuitively and unconsciously this capacity to abstract from the concrete

manifestations of language. According to Chomsky, the task of linguists is to study competence, the knowledge of the language, or “the system of the rules that has been mastered by the speaker-hearer”. (Chomsky N. 1965:4).

According to Chomsky performance refers to various infinite individual acts of verbal behaviour with their irregularities, inconsistencies, and errors. In the light of Chomsky’s view on competence the question “to what extent can language ‘knowledge’ be separated from language use?” has been put forward as language teaching theory is concerned with the use of appropriate teaching methods: formal treatment of the language as an abstract system or communicative treatment of it.

In Western-European foreign language teaching theory there are different interpretations of the term “competence”. Whitty and Willmott (1995:209) define competence as “an ability to perform a task satisfactorily, the task being clearly defined and the criteria of success being set out alongside this; as wider than this, encompassing intellectual, cognitive and attitudinal dimensions as well as performance; in this model, neither competencies nor criteria of achievement are so readily susceptible to sharp and discrete identification”.

In mid-sixties new approaches started to develop trying to relate the study of language to the external reality and to the language user’s psychological situation. Linguists argued that language could not be studied in isolation from the user and the context. This social orientation created new sub-fields of the language investigation including linguistics, anthropology and sociology.

Starting from 1970 more semantic (notional), more communicative and social view upon language became predominating. Wilkins (1976); Candlin, Bruton and Leather (1976) investigated language from the point of view of the tripartite theory of meaning: semantico-grammatical categories, categories of modal meaning, and categories of communicative functions (Wilkins. 1976); and from the point of view of sociolinguistic research. (Candlin, Bruton and Leather.1976).

Contrast/comparative analysis of the components of the notion “competence” from the point of view of different domains in the research allows the author to define **“competence” as an integrative formation that includes abilities, skills, knowledge, and experience. All of them function in a real-life intercultural context and include foreign language use. On the basis of acquired competence a person performs successful actions in a concrete situation.**

The author created the model which reflects the essence of the notion:

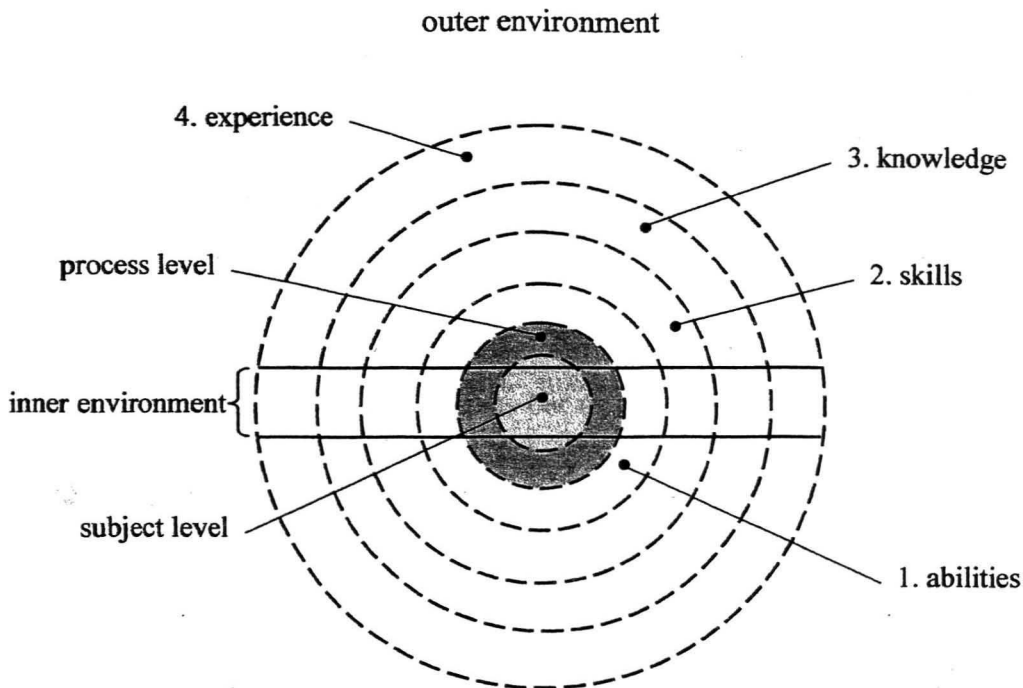


Fig. 1 The Essence of the Notion “Competence”

Overlapping components of the model influence each other creating a dynamic process of the self-organizing system. Taking this into consideration the author claims that knowledge is formed by the relation or interaction between a person and a concrete context in which they are functioning.

The numbered fields correspond to the components of competence, the size of these components is changeable as they are always in the process of development. The circle and lines are dashed, which means that the components are not isolated from each other. The integration of all components of the model allows students to accommodate into professional domain to become competent specialists.

Summary:

Summing up the investigation on the notion “competence” it is possible to conclude that

1. competence being an integrative formation includes such components as abilities, skills, knowledge, and experience that function in a real-life intercultural context and include foreign language use. On the basis of acquired competence a person performs successful actions in a concrete situation;
2. its essence is revealed in a concrete context it is applied;
3. when using this notion in foreign language study one should take into consideration the views which stem from educational, academic, professional, and psychological domain as well as linguistic theories and foreign language teaching;

4. from the point of view of foreign language study the author claims that the following aspects of the notion “competence” should be singled out:

- social activity, which emerges mainly from professional (management) domain;
- intellectual activity, logical thinking, which stem out of academic domain;
- emotional aspect, which comes from psychological domain.

As to the educational domain the notion “competence” possesses more general character and embraces all specialized areas because its goal is a professional who is able to socialize due to highly developed collaborative, intercultural skills as well as the ability to learn.

In this part of the research the author has considered the meaning of the notion “competence”, its etymology; general characteristics and components from the point of view of academic, educational, professional, psychological domains, theories of language and language teaching. The author of the paper will investigate students’ social interaction and the relationships among communication, cooperation, and collaboration.

1.2. The Essence of Collaboration, Cooperation, and Communication: Comparative Aspect

In this part of the chapter a theory of social interaction is investigated to reach the following aims: to define and analyse the notion “communication”, “cooperation”, and “collaboration”, to present their characteristic features and reveal main differences of their use.

Students’ formation and development of collaborative competence occurs during social interaction both in and outside a class. To investigate this process, three synonymous notions are used: communication, cooperation, and collaboration.

The two of them, namely, communication and cooperation are investigated most, while collaboration is less researched.

The latest edition of Chambers Dictionary of Etymology (2000) shows the development of the meaning of the notion “communication” in the long run of the history.

Communication. (noun). About 1384 *communicacioun* an imparting or transmitting of something, in the Wycliffe Bible; borrowed from Old French *communicacion*, learned: borrowing from Latin *communicationem* (nominative *communicatio*) from *communicare*

make common to many, share, impart (com- together + a lost adjective *moinicos* carrying an obligation, from *munia*, Old Latin *moenia* duties). The specific sense of the imparting or transmitting of ideas, knowledge, information, etc. is first found in English in Locke's "Essay Concerning Human Understanding" (1690).

Communicate. verb. 1526, partake in common, share.

1. a back formation from English *communication* or
2. borrowed from Latin *communicatus*, past participle of *communicare* make common, share, impart.

Communicable (adj.). Before 1398, borrowed probably through Old French *communicative* (feminine *communicative*) or directly from stem of late Latin *communicativus*, from *communicatus*, past participle of *communicare*.

The main idea of the word, i.e. transmission, sharing retained. This is depicted in Shorter Oxford English Dictionary. (2002) which defines communication as

1. the action of communicating, feeling emotion: the transmission or exchange of information, news.
2. conference, a conversation.
3. social contact, personal intercourse.
4. shared possession, common participation; a similarity, a sharing.
5. something communicated (a piece of information, a written paper of information, observation, comments).

The notion "communication" has been defined from different views in different ways. There are two main approaches towards the investigation of this notion, namely, cognitive and social. The following understanding of it reveals the meaning from two perspectives: communication is the process by which information is exchanged between individuals through the activities of encoding and decoding of verbal and nonverbal symbols, signs, (cognitive) or behavior (social).

Cognitive approach views communication only as a process of transmitting and processing information from the source to destination. Social approach treats communication as an interpersonal interaction with interaction rules and social motives.

Having emerged in the middle of the twentieth century and, thus, being relatively new, the study of psychology of language paid more attention to understanding the psychology of grammar than to understanding language use or communication reflecting mostly a cognitive rather than a social perspective.

The cognitive perspective within the framework of language study explains communication as the transmission of information from some source to some recipient by identifying a set of procedures, mechanisms, and operations. (Atkinson and Shiffrin. 1968).

The social psychology of communication emphasizes the fact that communication also involves social motives and has interpersonal consequences beyond information reception. Thus, in our opinion, social psychological approach to communication complements pure cognitive perspective (Cherry. 1957, Shannon and Weaver. 1949) and from this perspective communication is regarded to be action, and action is “social” in so far as its subjective meaning and orientation take other people into consideration. By the communicator and the partner or audience who are involved, communication both creates new knowledge and constructs a shared reality. (Searle. 1969, Higgins. 1992).

Thus, the nature and functions of communication – what it is and what it does- reflect the fact that it is a social action.

The social psychology of communication is also concerned with the social consequences of communication, including how communication influences communicators’ attitudes, impressions, attributions, and memory about the message topic. Since the 50s social psychological researchers have discovered several phenomena that reveal the different ways in which communication as a significant social action shapes the world in which we live.

Communication from the point of social psychology can be represented in the form of a model consisting of several components in the following way. The model of communication includes the sender, a person who wants to communicate with someone else (a partner or the audience). The second component of the model is the message which should be sent through a message channel, namely, using a telephone or touch, or gestures. The person to whom the message is aimed at is called the receiver. All they are the components of communication model functioning within the environment which is often social.

The above-written components work in reality in the following way. As communication among people is purposeful the communicator takes into consideration characteristics of the audience or the partner (receiver) to whom he/she sends a message paying attention how to formulate this message knowing that different people encode information differently depending on what the audience or the partner knows about the topic under discussion or a sender.

Communicators will even convey different information at the same time to more than one audience when they have a different relationship with each audience, such as using expressions that will have a different meaning to an in-group member than to an out-group

member (Fleming. 1994.) Communicators also take the audience's context into consideration, such as describing a target person differently depending on the context of other people from whom the audience must distinguish the target. (Manis, Armstrong. 1971; Krauss and Fussell. 1966.)

Thus, the representation of the communicators' message being audience-shaped has effects beyond the original information to be transmitted. It can change communicators' own knowledge and attitudes, including their own attitude toward themselves (i.e. their self-esteem) and others. This exemplifies how communication as a social action can shape people's world. (Higgins. 1992.)

For successful communication not only the characteristics of the partner or audience are taken into consideration but the quality of the message which can be defined as intentional acts performed by communicators. The information contributed by participants should be relevant to the goal of the conversation. (Grice. 1975).

In order to understand the full meaning of a message, the partner or audience should understand not only transmitted information, but also infer the meaning of the message conveyed by a particular communicator and particular context. It means that participants of the conversation should not break the rules of relevance to the task of communication. (Schwarz. 1994.).

The communicator's (sender's) characteristics influence the meaning of a message because the audience or the partner uses these characteristics to draw inferences about the essence of a word or phrase expressed by the communicator. The context of communication is also of vital importance and should be taken into consideration as the partner or audience makes different assumptions about the communicator's intentions in producing a message, which changes the meaning of the message (Hilton. 1995).

Messages being intentional acts provide not only information about the message topic, but about the communicator as well. Information about the communicator, in turn, can influence the illocutionary force of a message – its perceived purpose and effectiveness as an action (Searle.1969).

The effectiveness of a persuasive message, for example, depends not only on the informativeness of its content, such as, the quality of its arguments, but on the characteristics of the communicator (i.g. perceived expertise, attractiveness) and the nature of the relationship between the communicator and the audience. At the same time messages possessing symbolic meaning can be regarded as social actions for signaling relationships. So, being meaningful they are socially important.

Thus, both the meaning and the impact of a message are influenced by audience's understanding of the communicator's characteristics and the context of communication.

Summing up the investigation on the notion "communication" the author of the paper concludes that communication exists within two domains, namely, cognitive and social. A social-cognitive approach to communication permits to see this process together with motives and goals brought by communicators into the communication situation. The cognitive domain views communication as information processing which involves memory and attention while the social perspective points out the influence of social rules and social context in which communication occurs, and both what the communicator intends the message to do to the partner or audience infers about the communicator's.

For the present investigation the following understanding of the notion "communication" is important: communication is

- the transmission of information, ideas;
- personal intercourse,
- shared possession.

Thus, within the framework of the present research the author formulates the following definition of the notion: **communication is the personal intercourse by which communicators transmitting information share ideas with each other or audience in order to create mutual understanding.** This is the basis for cooperation and collaboration.

The notions "cooperation" and "collaboration" are used as synonyms by many specialists, however, they are not substituted.

The notion "**cooperation**" has been used for a long run of the history. According to Chambers Dictionary of Etymology (2000) the notion cooperation dates back to 1495, when it was mentioned in a version of Trevisa's translation of Bartholomew's *De Proprietatibus Rerum*; borrowed possibly through Middle French *cooperation*, or directly from Late Latin *cooperationem* (nominative *cooperatio*) working together (Latin *co-together*); variant of *com+operationem*, operation). The adjective "cooperative" appeared much later, in 1603, in Holland's translation of Plutarch's *Moralia*, borrowed possibly through French *cooperatif* (feminine cooperative), or directly from Late Latin *cooperatives* collaborating from past participle of *cooperari*, cooperate. The noun cooperative started to be used in 1829, it means a member of a cooperative society, in Southey's letters, from the adjective.

This small etymological investigation shows a long history of the notion "cooperation" during which it was analysed from different view points.

Vygotskian (1978) “**zone of proximal development**” shows that human mental functions and accomplishments have their origin in social relationships and students cannot develop effectively unless they study cooperatively.

Cognitive view on cooperation includes cognitive revision and re-structuring of information “to retain it in memory and incorporate into existing cognitive structures”. (Kelley and Thibaut. 1978, Wittrock. 1990). This can be done with a help of explaining the material which has been learned.

According to the “**controversy theory**” cooperation may be viewed as a synthesis to which opposite sides can agree. (Johnson and Johnson. 1995). It can be explained in the following way: expressing opposing ideas in groups leads to uncertainty or conceptual conflict, which stimulates an investigation and re-conceptualization of knowledge. This, in its turn, helps group-members construct a new, more developed conclusion.

From the **behavioural learning theory** cooperation is understood as a group-work achieving a common goal. A characteristic feature of this view is the dependence of work from a reward and punishment (Bandura. 1977, Skinner 1968). This simplistic opinion has been overcome by Bandura (2000) who has conceptualized cooperation as a collective agency. In a “collective agency” individuals have to work together to secure what they cannot accomplish on their own. Within the behaviour theory cooperation is contrasted with competition and connected with rewards and costs. Cooperation is understood as behaving in ways perceived to maximize joint rewards (positive interaction experiences that promote well being, self-esteem, or personal growth) and minimize joint costs (negative interaction experiences that bring physical or emotional pain or failure).

The understanding of the notion cooperation is based on the opinion that groups are dynamic wholes in which the interdependence among group-members occurs. We can speak about “social interdependence” when individuals “share common goals and each individual’s outcomes are affected by the actions of the others”. (Deutsch. 1949, 1962, Johnson and Johnson. 1989). **Social interdependence theory** explains cooperation as the work of individuals who work together to accomplish shared goals. It means that when the situation is cooperatively structured, individuals’ goal achievements are positively correlated, individuals understand that they are able to reach their goals if their group-mates reach their goals, too. So, the individuals pursue beneficial outcomes not only for themselves, but for other group-members as well. Within the framework of social interdependence theory in order to achieve a common goal group-members try to establish promoting interaction, which leads to positive interdependence. “Promoting interaction” occurs when group-members

- assist each other,
 - exchange resources,
 - give and receive feedback;
 - they are interested on maximizing their own success as well as their group-mates.
- (Deutsch. 1949, 1962).

The notion “cooperation” is significant and popular, that is seen from a lot of investigations (about 520) on cooperation and competition which have been conducted in America from 1898 up to 1989. (Johnson and Johnson. 1989).

In Latvia the notion “cooperation” is actual and is investigated in different domains: a significant research has been performed in different fields-

- agriculture- Briede,
- music-Andersons, Directorenko,
- pedagogy- Meisters, Mirka, Spona, Zogla;
- philosophy and social science- Biedris, Bruvere, Palma, Rubenis,
- psychology-Cernova, Meirena,

which is seen from the materials of the international scientific conference “Cooperation and Competence in Education” held in Jelgava in May, 2000.

Nowadays it is important to clarify the content of the notion in a new up-today situation. Another understanding of the notion “cooperation” is based on moral values: “cooperation is two or more peoples’ work towards a shared goal when using corresponding means, evaluation and self-evaluation. Cooperation is a form of experience, a possibility of copying a model, the development of skills and enhancing knowledge. Cooperation occurs only in case when a person has initiative and is able to express and defend their opinion and attitude”. (Špona. 2001). Cooperation possesses several forms, namely, full cooperation, associative cooperation and formal cooperation. (Žogla. 2000: 129).

Cooperation in **foreign language study** occurs only when a unity of triad is observed: two partners and cooperation subject. Taking the definition of this notion into consideration (see Oxford Advanced Learner’s Dictionary of Current English. 2000) the author of the paper can state that **cooperation denotes the process of study of foreign language when students having created learning community work in pairs or groups to master a language as well as to develop their study and social skills willing to help each other in this process.**

The author depicts this in the following figure:

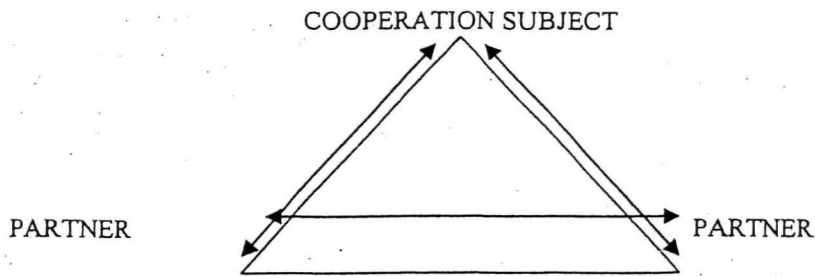


Fig. 2. Cooperation

The notion “**collaboration**” came into life much later than cooperation, in 1887. According to Etymological Dictionary *to collaborate* means to work together and is borrowed from Latin *collaboratum*, past participle of *collaborare* work with (*col* form *com* + *laborare* to work, from labor, genitive *laboris*, work, labor).

Collaboration as a noun started to be used in 1860 in writing of Charles Reade, borrowed from French *collaboration* from *collaborate*, from Latin *collaborare*.

The contrast/comparative analysis of the notions “to cooperate” and “to collaborate” shows the following. Prefixes *com-* as well as *co-* possess the same meaning- together. The root – operation means action, process, functioning, so it is functioning together, cooperation means not only working together, but “to assist someone or to comply with their request”. (Concise Oxford Dictionary. The Foremost Authority on Current English. 1999). This meaning of the term reveals its ecclesiastic character.

The main meaning of the notion “collaboration” denotes to work with another or others on a joint project (The Times English Dictionary. 2000), to work jointly on an activity or project (Concise Oxford Dictionary. The Foremost Authority on Current English. 1999).

The term collaboration can be analysed in small and larger scales: in small-scale collaboration is viewed as “the attitude and capacity to create productive peer relationships, group formation. Large-scale collaboration involves the ability to participate in cross-institutional partnerships as well as relationships among representatives of other cultures”. (Fullan. 2000: 17-18).

The philosophy of interaction is expressed in Schrage’s definition of collaboration: “collaboration is two or more individuals with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own.” (Schrage. 1990: 40).

The same idea which points out a degree of people’s interaction has been put forward by Palloff and Pratt (1999): collaboration is working together to generate deep levels of

understanding and critical evaluation of the material under study when students in their study are ready to share the resources with other members of the group.

Summary:

Summing up the comparative/contrast analysis of the notions “cooperation” and “collaboration” the author of the work claims that both collaboration and cooperation being social in their nature depict interactive process among people. However, they differ in the following ways:

- Collaboration possesses more general meaning (see above -written definitions by Schrage, Pallof, Pratt, Fullan) while cooperation is more focused on the goal or end product (Bandura, Skinner, Wittrock, Johnson and Johnson). In collaboration a student is more independent and autonomous than in cooperation when making contacts with other group-mates by rapport-building or searching needed material outside the classroom.
- Cooperation pre-supposes interdependence (Johnson and Johnson) because in order to achieve the goal or to create any collective product it is necessary to obey rules or regulations.

The author of the paper shares Panitz’s (1996) opinion who states that collaboration can be regarded as a philosophy of interaction and personal lifestyle whereas cooperation is a structure of interaction designed to facilitate the accomplishment of an end product or goal.

The author of the paper presents the differences between the two notions which spring from their definitions in the following table:

Table. 1. The differences between the “cooperation” and collaboration”

Collaboration	Cooperation
1. to work together on a joint research or activity	1. to work together in a group for a shared purpose
2. to function outside a group	2. to function in a group
3. to focus on process and product	3. to focus on product
4. the aim is personal/organizational change/transformation	4. the aim is gaining knowledge

The analysis of the two notions allowed the author to put forward the following definitions:

Cooperation is a process of working together in a group for a shared purpose with a focus on an end product to gain common knowledge.

Collaboration is a process of working together on an activity or a joint research with the focus on both on the process and the product during which students function not only in groups but outside them, which results in group transformation and students' personal growth.

For our model the following hierarchy of the notions "communication", "cooperation" and "collaboration" is important:

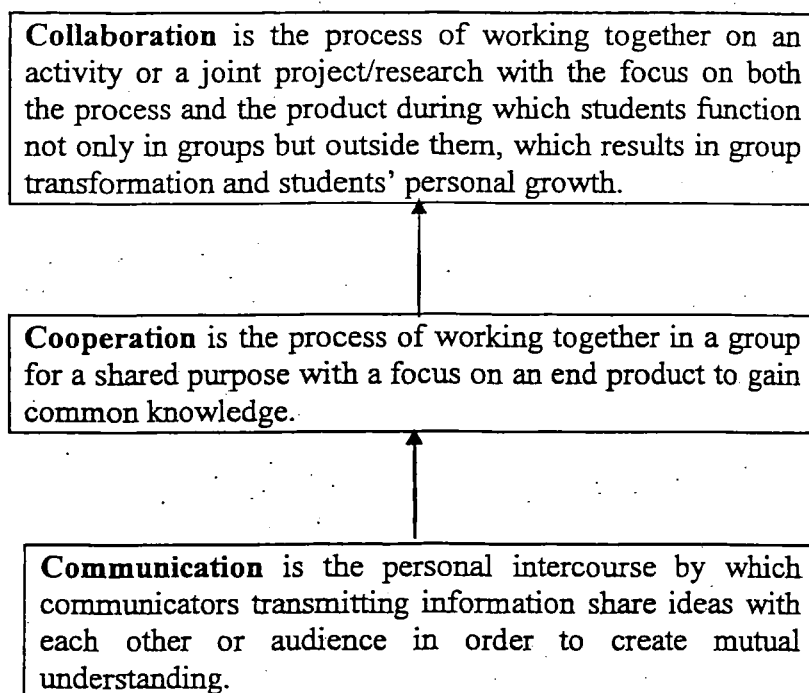


Fig. 3. The hierarchy of the meanings of notions "communication", "cooperation", "collaboration"

This hierarchy shows that the inter-relationships among the notions "communication", "cooperation", "collaboration" are the following:

First, students become competent in communication on the basis of a good command of foreign language acquiring competence in sharing ideas during the transmission of information when they lay the basis for understanding each other.

Second, having acquired mutual understanding students are ready to study cooperatively in groups for reaching shared aims and gaining knowledge.

Third, the competence in communication and cooperation permits students to work on an activity or a research being interdependent and independent in a group and outside it, successfully transforming groups, thus, developing collaborative competence which, in its turn, facilitates their personal growth.

Summary:

Summing up this theoretical investigation it is possible to conclude that

1. The notions “communication”, “cooperation”, “collaboration” reflect human interpersonal inter-relationships which occur in a social context.
2. Communication is the personal intercourse by which communicators transmitting information share ideas with each other or audience in order to create mutual understanding.
3. Cooperation is a process of working together in a group for a shared purpose with a focus on an end product to gain common knowledge.
4. Collaboration is a process of students’ working together on an activity or a joint research with the focus on both on the process and the product during which students function not only in groups but outside them, which results in group transformation and students’ personal growth.
5. From the point of view of foreign language study these notions possess the following characteristics:
 - communication involving cognitive aspect demands language knowledge and competence in its use in a certain social context;
 - cooperation possessing practical strategies focuses on functioning in a group, i.e. in inner environment;
 - collaboration embracing the competence and skills in communication and cooperation stimulates students’ activity inside and outside a group, i.e. in outer environment.

In this part of the investigation the author has conducted etymological and contrast/comparative analyses of the key-notions “communication”, “cooperation”, and “collaboration”, which will allow to reveal the essence of the notion “collaborative competence”.

Having investigated the meaning of “communication”, “cooperation” and “collaboration”, which are the key notions of the present research, the author of the paper is going to analyse students’ collaborative competence in the following chapter.

1.3. The Essence and Structure of Students’ Collaborative Competence

This part of the research deals with the analysis of the structure of students’ collaborative competence. To conduct this analysis the author will

1. set up the main principle of forming and developing collaborative competence - the principle of integration.
2. create the model of student's collaborative competence.
3. investigate the structure of the model "collaborative competence".
4. establish the criteria of the development of students' collaborative competence.

The structural approach to pedagogical phenomena requires using models.

The author has created the model and represents it in the following figure:

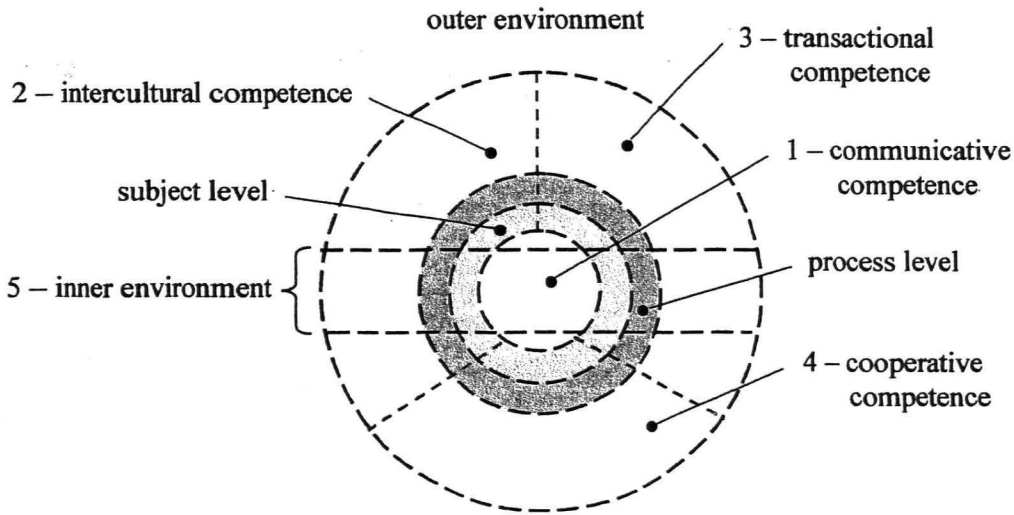


Fig. 4. The Model of Collaborative Competence
(subject and process levels)

The essence of the model of collaborative competence is reflected in the structure of its components and in its definition- collaborative competence within the present research is

Collaborative competence within the present research is an integrative formation of students-philologists' abilities, skills, knowledge, and experience necessary for conducting intra- and inter-group foreign language research. These abilities, skills, knowledge, and experience exist and function in multi-dimensional interconnected system-organizing components that constitute the structure of collaborative competence and interact with each other; these are four dominant components: communicative, intercultural, transactional, and cooperative.

The model of collaborative competence created by the author consists of four dominant components, namely:

- communicative competence (field 1)-in the centre,
- intercultural competence (field 2)- between blue and orange dashed lines,
- transactional competence(field 3)- between blue and pink lines, and

- cooperative competence (field 4)- between orange and pink lines, which, in their turn, comprises components constituting their structure.

All these components integrate with each other not only within the inner environment (5), but within the outer environment as well. Inner environment of the model can have several levels which correspond to one class, two or more classes, or institution. Outer environment involves students' activity outside the group, institution. Light blue and light green circles denote that the development of the collaborative competence occurs within the subject and process level, which means that students form and develop collaborative competence investigating academic subjects by taking necessary academic courses (subject level), but investigate these academic subjects within the framework of research-based collaborative foreign language study (process level). At the same time students continue developing their collaborative competence outside the class in real-life situations (in the outer environment). The circles are dashed because they denote the integrative character of the components which are not isolated from each other.

The form of the model demonstrates that the development of collaborative competence is not a linear process which has its end, but a process of constant improvement of both students' knowledge in a foreign language and students' personality on the subject and process level in the inner and outer environments.

The numbers of fields are presented according to the order of the development of the components of the model in the present research paper.

Each component of the model possesses its own characteristic features; at the same time all of them are interconnected and independent. Their integration allows students to adapt to changing inner and outer environment promoting active collaboration.

The model embraces the relationships among communicative, intercultural, transactional, and cooperative competences. In the course of foreign language studies students acquire, form and develop communicative competence including language knowledge and its use in communicative setting. As students learn a foreign language of the target country, they develop intercultural competence investigating its culture, which is vital for positive intercultural relationships both in their studies and in real life.

The two competences can serve the basis for forming and developing cooperative and transactional competences. The author of the paper has chosen the above-mentioned sequence of competences to show the main pathway of their development. It does not mean, however, that such a complicated integrative unity is formed in this rigid order because the mechanism of the integration of the model's components is the process which creates the dynamics of its

development. New components enter into the structure assimilating within the model, they are changed as well as they change the other components of the model (the re-structuring of the model takes place).

The evaluation influences the choice of the content of the components. At the same time values are also assimilated, they can influence the criteria of evaluation. This process of inter-relationships among the components is not symmetrical, for example, if students perfectly know the subject matter of a certain course, they might be incompetent in intercultural communication or in transaction and vice versa, this reveals that the development of the components is not mechanical.

The formation and development of the model's components is based on the principle of integration. This principle points out that the presenting academic knowledge on foreign language and the culture of the target country occurs according to the logics of students' immersion into the area of the target language and culture. This principle reveals the integration between language and culture acquisition, and students' cognition; between the institutional (outer) programme and students' inner programme ("inner syllabus") of acquiring knowledge. (Stevick. 1990).

The author of the research claims that the aim of cognition is not only the history of the language, its rules, the history of the culture of the target country, but the development of the personality. Foreign language study involves a general overview of a (language, cultural) certain phenomenon, later it is analysed for a better understanding of its deep inner qualities. Integration being the final step of the investigation of language and cultural phenomena reflects the emerging of a new cognitive understanding which integrates into the existing one and changes it.

1.3.1. The Analysis of Communicative Competence

The first dominant component of collaborative competence to be analysed is students' communicative competence.

The concept "communicative competence" that was widely used in linguistics, which reflects the social view on language means a competence "when to speak, when not, and as to what to talk about whom, when, where, in what manner". Hymes (1972:277). This term focuses on the understanding of social and cultural rules and meaning that are carried by any utterance, which shows that language is learned within social, interpersonal and cultural domains.

Having received a lot of attention in applied linguistics during the last twenty years the term 'communicative competence' has undergone an increasing level of elaboration (Bachman 1990; Canale 1983; Canale and Swain 1980). Today communicative competence is defined as "a speaker's underlying knowledge of the linguistic system and the norms for the

appropriate socio-cultural use of language in particular speech situations.” (O’Grady, Dobrovolsky, Katamba. 1998:708). Since the publication of a book by Bachman (1990) a new notion *communicative language ability* has started to be used instead of communicative competence. It consists of three components: language competence, strategic competence, psycho-physiological mechanisms (Bachman.1990; Hedge. 2000)

In recent time Celce-Murcia, Dornyei, and Thurrell (1995) have posited five constituent competences creating communicative language ability: linguistic competence, discourse competence, actional competence, sociocultural competence, strategic competence.

Communicative competence according to the Council of Europe. (2001: 13) includes the following components: linguistic competence, socio-linguistic competence, pragmatic competence.

As we can see the “traditional” model was rejected by most professional linguists. However, none of the many proposals for alternative models has been accepted as it is impossible to create a universal model of description.

The author proposes four- component structure of communicative competence:

- linguistic competence(field 1)- in the centre,
- socio-linguistic competence (field 2)- between blue and orange lines,
- pragmatic competence (fields 3)- between blue and pink lines,
- strategic-compensatory competence (field 4) between orange and pink lines,
- light blue and green denotes subject and process levels.

which is depicted in this figure:

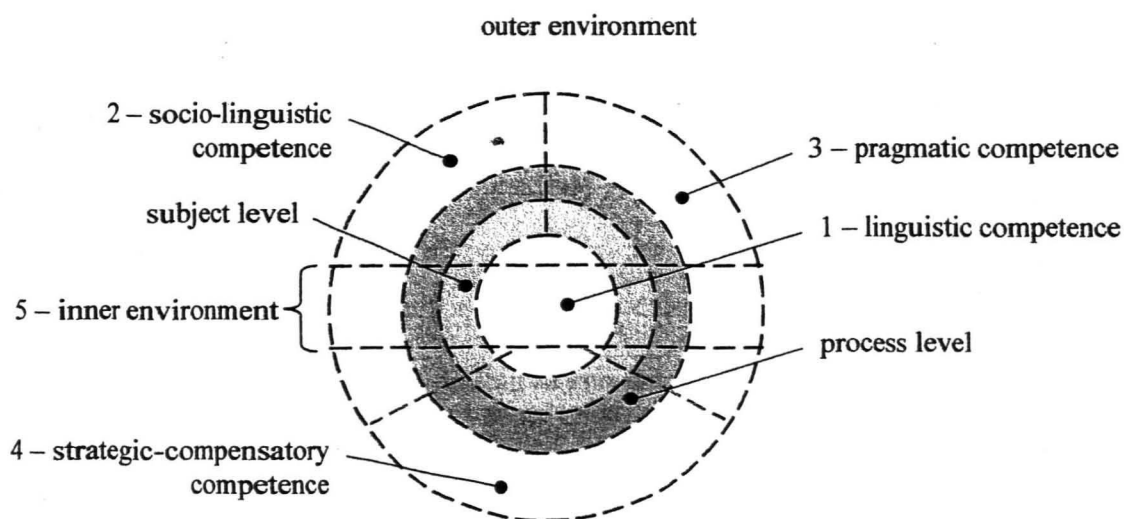


Fig. 5. The Model of Communicative Competence (process and subject levels)

The linguistic component (field 1) which is the core of communicative competence can be defined as knowledge of, ability to use the formal and semantic features of a language and create correct, meaningful messages. (Council of Europe. (2001: 13); Stern. 1996; Hedge. 2000:410).

It embraces:

A lexical component: the knowledge of the vocabulary of a language. (Council of Europe. 2001: 110).

A grammatical component is the “ability to be aware of and express meaning by recognizing and creating correct phrases and sentence according to the principles governing the composing of elements into meaningful sentences”. (Council of Europe. 2001: 112 ; Widdowson. 1978, Bachman. 1995, Johnson 2001: 21).

A semantic component which deals with the learner's awareness and control of the organization of meaning (Council of Europe. 2001: 115; Stern. 1996: 356).

A phonological component involves students' knowledge, and skill in the perception and production of sounds. (Johnson. 2001:16; Council of Europe. 2001: 116; Caroll. 1968).

An orthographic component which involves a knowledge and skills in the perception and production of the symbols used for a creation of texts. (Council of Europe. 2001: 117).

A socio-linguistic component (field 2) is concerned with the knowledge of the foreign language and skills in its use necessary in the social domain. (subject and process levels). (Council of Europe. 2001: 118).

Students having acquired socio-linguistic component will be able to express themselves clearly in a register (formal, informal) appropriate to the situation. Students will be able to understand socio-linguistic implications of a native speaker's use of the language and behave according to the situation. They will be able to have a good command of idiomatic and colloquial expressions.

Although the linguistic component is the core of communicative competence in foreign language study because it creates the basic systems for constructing meaning in the target language it is not yet communicative competence – a lot of learners develop receptive skills and cannot be competent communicators without acquiring and generating productive ones reflected in pragmatics.

The idea of **pragmatics** leads to the essence of the concept of communicative competence which has become predominating since the 70s.

As we investigate competence in terms of communication it is vital to include such a component as pragmatic competence into the model. The term pragmatics with its focus on the use of language in real situations was introduced by Oller (1970) who doubted the usefulness of such a concept as “competence”. The notion “pragmatics” indicates that instead of drilling abstract elements designed within a paradigm of absolutely unrelated sentences used for illustrating a problem of syntax the student should be using the language within a paradigm of real situations. According to Oller (1970) pragmatics states the goal of teaching a language as sending and receiving messages in the language, that fully corresponds to the process of communication.

The pragmatic component (field 3) involves the ability:

- To arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization (discourse competence). (van Dijk. 1977:190, Schiffrin. 1995, Johnson. 2001: 32, Kramina. 2000)
- To follow a “cooperative principle”: “make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged, by observing the following maxims:
 - quality (try to make your contribution one that is true);
 - quantity (make your contribution as informative as necessary, but not more);
 - relevance (do not say what is not relevant);
 - manner (be brief and orderly, avoid obscurity and ambiguity)(Grice. 1975)

In order to achieve true communicative competence it is vital to understand the pragmatic context that implies an ability to read and comprehend the interlocutor’s intentions. This includes a knowledge and “an ability to use successfully para-linguistic and extra-linguistic components” that belong to the same field. (Chamberland. 2003).

Para-linguistic components that are connected with speech, involve tone, volume, pitch, speed of the voice; affective aspects, such as sighing, laughing. Chamberland points out that one should keep in mind that these components are different in different culture contexts as they are not universal.

Extra-linguistic components (Chamberland. 2003) that are independent from speech, embrace gestures (kinesics), rules governing eye contact (oculesics), touch (haptics), physical closeness (proximics), the general use of time (chronemics), and the tolerance / appropriateness of odors (olfactics). The knowledge of all these components, and the

appropriate use of them especially in intercultural context will create successful cross-cultural communication.

The strategic – compensatory component (field 4) is defined as “how to cope with an authentic communicative situation and how to keep the communicative channel open” (Canale and Swain. 1980:25). It involves communicative strategies used by foreign language learners to understand the meaning of what has been said because of their imperfect command of the language. It includes paraphrasing, avoidance of difficulties, simplifications, coping techniques, finding synonyms or descriptions in order to describe a situation; reformulating statements/or utterances using simple sentences and structuring them logically; applying to mimics and gestures in expressing emotions (Canale and Swain. 1980); “asking an interlocutor to repeat or explain unclear phrases/or utterances”. (Вим. БИМ. 2001:15). Its peculiarity is revealed in the following fact: when students possess a good command of the target language, they do not need this competence.

Having analysed the structure of **communicative competence** the author defines it as **a unity of abilities, skills, knowledge, and experience in foreign language use based on a good command of lexis, grammar, semantics, phonology, and orthography for successful interpersonal communication.**

The next dominant component of the model to be investigated, intercultural competence, is an inevitable part of collaborative competence.

1.3.2. The Analysis of Intercultural Competence

The second dominant component of students' collaborative competence is intercultural competence. The author of the paper has chosen this particular term to highlight the collaboration among different cultures. An “intercultural speaker is someone who has an ability to interact with ‘others’, to accept other perspectives and perceptions of the world, to mediate between different perspectives, to be conscious of their evaluations of difference”. (Byram and Zarate. 1997, Kramsch. 1998)

Knowledge about other cultures and cultural awareness were often regarded to be subordinate to the general aim of intercultural communication. Consequently, educators paid attention to such type of communication which was not culturally specific, but occurred in all types of cross-cultural interaction. It is evident that for that kind of communicative skills knowledge about a certain culture is not essential.

The author of the paper attempts to put forward the idea of the importance of culture-dependent nature of communicative styles and behaviours. Foreign language study should

mean achieving deeper understanding of other cultures by developing inter-cultural competence in the area of attitude, knowledge and skills involving students' native culture, which will help them express themselves in a foreign language. The author of the paper shares Phipps's view that "inter-cultural competence" is knowledge about and sensitivity to "people of other cultures and countries". (Phipps. 2001:back cover). In developing students' intercultural competence foreign language should be treated to be a part of the culture as it "embodies the values and meanings of a culture and refers to cultural artifacts". (Byram. 1989). We believe that the investigation of language phenomena and the analysis of their meaning involves the analysis and understanding of this culture.

The understanding of culture within the framework of the present research embraces not only a "set of values, beliefs, norms, customs, rules, and codes that socially define groups of people, giving them a sense of commonality" (Trenholm and Jensen. 2000: 163), but the meaning of the actions and the artifacts of the target country because the latter are the products and symbols for meaningful actions.

The author of the research agrees with Saraceni (2003) that students expressing themselves will be able to use the target language as they do it in their native one, which allows them to discover similarities and differences in languages and cultures, not only focusing on stereotypes and prejudices.

Foreign language study when students fulfil bilingual educational programmes denotes that education is becoming poly-linguistic. As the study of any foreign language is closely connected with the investigation of the culture of the target country it is possible to state that students receive poly-cultural education. The author of the work agrees with Malkova (Малькова. 1997) who defines poly-cultural education possessing a multi-dimensional character as a goal-oriented pedagogical process of students' up-bringing, the developing of their global world-outlook, forming a positive attitude towards the culture of other nations as well as motivating the development of skills necessary for living in a multinational environment. The author of the paper claims that a foreign language becomes a means of communication as well as a means of study of the culture of the target country on the basis of understanding the lexical meaning of the language.

More than one hundred years ago Fietor (in: Raushenbakh.-Раушенбах. 1971) claimed that it was necessary for learners to acquire the culture, customs and traditions of the target country; he regarded a teacher to be an interpreter of life of a foreign country. The author of the paper believes that inter-cultural competence is achieved when communicative competence is gained as well as basic information about a learned country is acquired, and

that it is impossible to communicate inter-culturally in an effective way without going beyond linguistic competence.

Foreign language study entails acquiring a new identity and a new set beliefs and values as languages are “unlike any other subject taught in a classroom in that they involve the acquisition of skills and behaviour patterns which are characteristic of another community” (Gardner. 1985). However, this does not require the abandonment of first culture/language values and norms. (Kramersch. 1998).

Today we can observe a shift in education from mere transmitting facts and behaviours about English speaking countries to acquiring social and historical contexts that reveal the meaning of cultural phenomena within larger cross-cultural networks: when authentic texts are used in relation to visual, musical and other texts of various kinds. (Kramersch. 1993, Kramersch and Lam. 1998).

An inter-cultural component of collaborative competence created by the author of the research aims at answering the demands of the society in developing students' skills in successful intercultural collaboration. The intercultural competence within the framework of the present research embraces socio-cultural and pluricultural components. (see fig.5)

Socio-cultural component (field 1, see fig. 5).

According to the author's opinion socio-cultural component is acquired on two levels: the subject level and the process level. The subject level corresponds to the general knowledge about the culture of a learned country (Vereschagin, Kostomarov. Верещагин, Костомаров. 1980); its geographical position, nature, places of interest; its government, main parties, mass media, educational institutions; its prominent representatives of culture, international contacts, social trends. (Вім. Бям. 2001). The process level corresponds to the knowledge of everyday-life situations, interpersonal relationships, values, beliefs, attitudes, social conventions, ritual behaviours. (Spitzberg and Cupach. 1984; Vorobjov. Воробьев. 1997). Knowledge of the shared values and beliefs held by social groups in other countries and regions, such as religious beliefs, taboos, assumed common history are essential to intercultural communication. These multiple areas of knowledge vary from individual to individual.

Foreign language study helps students access cultural values and manifestations of a target culture.

Pluricultural component (field 2, see fig. 5) refers to the ability to take part in intercultural interaction, where “a person, as a social agent possesses an experience of several cultures”. (Council of Europe. 2001: 168). This experience is not stable because it is based on

the dynamic process of composite relationships among these competences proving that this model is open.

Pluricultural component embraces intercultural awareness, which is reflected in knowledge and understanding the similarities and differences between the native culture and the culture of the target country (Adler, Rosenfeld, Proctor. 2001). The author claims that students will be able to develop their intercultural competence observing the process when members of two or more cultures exchange messages in a manner that is influenced by their different cultural perceptions and symbol systems in order to be able to find and maintain similarities for successful collaboration.

A typical feature of pluricultural component is its changeable character which manifests itself in revealing more complex experience of the plurality of cultures enhancing students' educational growth and professional maturity. Students acquiring various cultures (national, regional, social) compare, contrast them and interact actively to produce integrated pluricultural competence (Council of Europe. 2001).

Field 3 (see fig.5) presents inner environment in which socio-cultural and pluricultural components form, develop and co-exist.

The author of the paper believes that to possess knowledge about the culture of a learned community is not enough since students should acquire and perform skills of intercultural communication (process level). It means

- To have a desire for intercultural communication and to be able to increase positive motivation of communicators of a foreign culture (Morreale, Spitzbergand Barge. 2001);
- To possess cultural sensitivity and the ability to identify and use a variety of strategies for successful cultural contact (Berger 1979, Gudykunst. 1992);
- To be able to perform a role of a mediator between native culture and the target one;

According to the author's opinion a mediator is a member of a society who is interested in and is tolerant to other cultures, who successfully

- enters into cultural relations with others and new cultural situations;
- constructs one's cultural identity by integrating into a diversified experience of otherness;
- develops one's ability to learn through this diversified experience of relating to several cultures;

Thus, it is possible to state that possessing the knowledge of all above-mentioned skills students will perform effective intercultural communication, i.e. they will become effective intercultural **mediators** who will be able to

- achieve personal outcomes controlling and handling their intercultural environment to obtain their goals,
- assess the resources necessary to achieve these goals,
- predict foreigner's responses,
- choose best communicative strategies and, finally,
- reflect upon the results of the intercultural interaction. i.e. intercultural competence.

The model of intercultural competence created by the author represents the co-existence of socio-cultural (field 1) and pluricultural components and (field 2) that interact with each other within the inner (field 3) and outer environments; the development of the inter-cultural competence occurs on the subject and process levels (light blue and light green fields).

The structure of the model of intercultural competence is presented in the following figure:

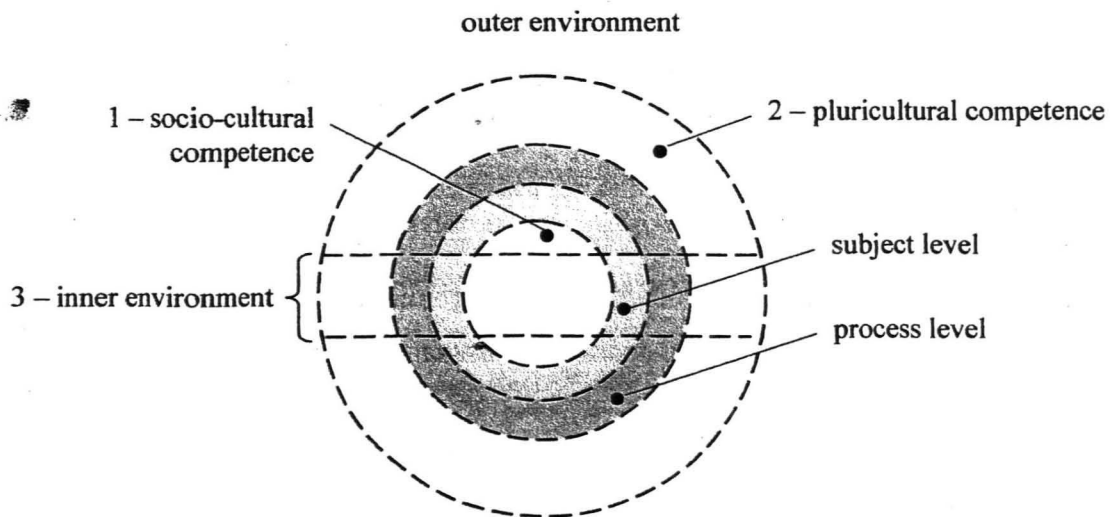


Fig. 6. The Model of Inter-Cultural Competence
(process and subject levels)

In the present research inter-cultural competence can be defined as **a unity of knowledge about the history and culture of the native and foreign countries and abilities, skills, and experience in its use for successful intercultural communication; the ability to be a skilful mediator among cultures.**

1.3.3. The Analysis of Transactional Competence

Collaborative competence being interpersonal in its nature involves social acts necessary for successful communication and the creation of positive atmosphere in inner and outer environments. Taking into consideration characteristic features of collaboration and cooperation we understand a difficulty in finding a notion which would correspond to collaborative interaction. The author of the paper believes that “**transactional**” competence (Meyers.1991) could be a relevant notion within the framework of the investigation of collaborative competence as collaboration means transactions in foreign language study.

Within the framework of the present research paper transactional competence possesses two peculiarities:

1. the first, which is the main- students are able to organize transaction, contacts in outer environment outside the group/learning community;
2. the second, students are able to re-structure and reorganize classroom groups/ sub-groups inside learning community.

The transactional competence as a dominant one involves emotional and social components.

Emotions are vital in collaboration as no one can create positive environment without having acquired necessary level of emotional competence.

Contemporary education deals with cognition and appeals to intellect not paying attention to affective domain, and students’ emotions. This can be explained by the following reasons.

First, the idea of constant presence of emotions in people’s consciousness and its influence on perception and behavior is not taken into consideration by many specialists because the results of first physiologists’ investigations were based on episodes of strong negative emotions. However, we know that emotions influence people’s behaviour not only in extreme situations, for example, the emotion of interest stimulates students to study.

Second, some specialists believe that if emotions exists and function constantly in our consciousness, a person is able to identify them. Nevertheless, we know Freud’s works (1940) proved that people very often are not aware of some of their motives and emotions.

Third, the emotions lasting for a very short period of time, some fractions of seconds are not noticed by people, especially, when these emotions are not intensive.

Fourth, people possessing several emotions at a time with one dominating very often are not aware of those emotions which are not intensive.

Fifth, specialists differentiate between emotions and emotional background, emotions and mood that influence differently upon people's behaviour.

Owing to these difficulties we cannot find a theory on emotions that would fully explain this notion and reveal its nature. Each of "theories" on emotion singles out one aspect of it or its components. (Vilunas. – Вилюнас. 1989). Another problem is the absence of succession of the theories on emotions. The author believes that today it is impossible to create a full unified theory on closely connected emotional phenomena, which at the same time are different and include emotional background, emotions, feelings, and mood.

Since the time philosophers and naturalists began investigating the nature and essence of emotion, two main tendencies in the investigation have emerged: one is intellectual represented by Herbart (1834) stating that emotion is a link which is set between conceptions. Emotion is a psychic disturbance caused by a conflict between conceptions. This affective state leads to changes in vegetative nervous system.

The second, sensual, tendency in the investigation of emotion claimed that reactions in our organism are influenced by psychic phenomena. (Dufour. 1883).

It is necessary to take into consideration a very important role of emotion in cognitive and communicative processes. Those who separate cognition and emotional domains cannot explain the causes of cognition itself. (Vygotsky. 1956). Rubinstein (1973) claimed that cognition itself as a real psychic process is a unity of cognitive and emotional, and emotion is a unity of cognitive and emotional.

Specialists dealing with cognition not only acknowledge a great influence of emotion on cognitive processes, but view emotion as a component of these processes, moreover, Tihomirov claims that emotion is a catalyst of cognitive processes: it helps to organize or destroy thinking. (Simonov. 1975; Tihomirov. 1969; Vinogradov. 1975, Vilunas. 1976).

Explicit aspect of emotion is manifested by expression (outer manifestation) with a help of which a person communicates to other people about likes and dislikes, positive or negative mood. This establishes understanding between people in their interaction and leads to the discernment of their needs and states.

American psychologists' ideas on emotion are expressed in their models represented in Appendix. (see Appendix I. Tables 1, 2, 3, 4).

From the point of view of **relational model** on emotion each category of it is associated with a core relational theme, and according to this relational theme an emotion, which is appraised within the relationship between the individual and the environment, can be regarded to be harmful or beneficial. The relational model (Lazarus. 1991) presenting fifteen

emotions reveals the relationships with the environment for goal-achievement pointing out that these relationships are dynamic: appraisal processes are not merely positive or negative, but include goal relevance, ego involvement, and future expectations. A special attention is paid to the role of self or ego identity as an integral part of emotional process.

Another opinion on emotion is expressed from a **functionalist point of view** according to which emotion is “ the person’s attempt to establish, maintain, change, or terminate the relation between the person and the environment on matters of significance to the person.”(Campos J., Kermoian, and Campos R. 1994:225). What is important for us in this model is a crucial role of social influences on emotion formation.

A similar opinion on emotion closely connected with a social context belongs to a representative of **social-constructivist theory**, Gordon (1989), who states that emotional experience stems out of relationships and emphasizes the social aspects of emotion. A constructivist element of this model roots in people’s own creation of emotional experience, they construct their emotional competence in relationships with others in a particular social context.

Emotion is the basis of **emotional intelligence** which, in its turn, is the ground of **emotional competence**. (Goleman. 1999). Goleman who created his model of emotional competence defines it as a “learned capability based on intelligence that results in outstanding performance at work”. (Goleman. 1999: 24). His model of emotional competence contains five components, namely, self-awareness, self-regulation, motivation, empathy, social skills, which makes the structure of the model heterogeneous.

These models with overlapping components (self-awareness and awareness of others) demonstrate practical approach to emotional competence, this is very important for acquiring effective social relationships: the core component, empathy, is also included into these models.

Such “personal intelligences” as awareness of one’s inner world as well as outer one were paid special attention to by Gardner, who in 1983 proposed seven kinds of intelligences, which shows that emotions were the topic of his investigation.

Emotional intelligence in terms of being able to monitor and regulate one’s own and others’ feelings, and to use feelings to guide thought and action has been investigated by psychologists, Salovey and Mayer in 1990. According to them emotional intelligence combines the ability to perceive accurately, value, and express emotion; the ability to access feelings when they facilitate thought; the ability to understand and control emotions to promote emotional development.

A positive role of emotions on human activity was pointed out by Saarni who having explored such skills as awareness of self and others, sensitivity to masked as well as expressed emotions, the ability to put feeling into words gave the characteristics to emotional competence “emotional competence entails resilience and self-efficacy (and self-efficacy includes acting in accord with one’s sense of moral character)”. (Saarni. 1999: 2)

The value of Saarni’s approach towards emotional competence is in its practical character, which means that the understanding of the components of emotional competence is pragmatic: these are “skills needed to be self-efficacious... in social transactions”. Saarni. 1999:4).

Emotion is the basis of emotional intelligence, “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. (Goleman. 1999: 317). The inter-relationship among emotional competence, emotional intelligence and emotion is seen from the point of view of the author in the hierarchy:

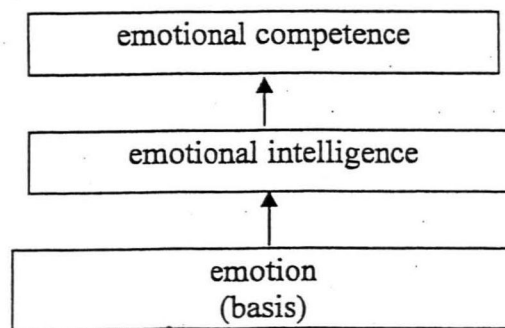


Fig. 7. Hierarchy of emotional competence

Theoretical investigation on emotional competence gives the author an opportunity *to define this notion as the ability, knowledge of understanding the context of a current situation; being careful about others’ emotional state as well as skilful use of this knowledge in foreign language study.*

The analysis on emotions shows that it is necessary to point out that being the basis of emotional intelligence and, thus, emotional competence they influence upon the development of empathy which is the core of emotional competence.

The notion “empathy” was introduced in psychology by Titchener (1909) to define a feeling as a perception act.

In psychological literature empathy is understood in various ways. Many theorists and researchers define it as an emotional reaction to another's person emotional state or condition.

"Empathy as 1. mental act of looking inward as a method of understanding the emotions of another person, or 2. the communication of that emotional understanding back to the other person". (Encyclopedia of Human Behaviour.1994)

Today most researchers agree that empathic arousal is important in such kind of social behaviour which is beneficial to others: helping, sharing, comforting, donating, volunteering, mutually beneficial, and belongs to "prosocial behaviour". (Piliavin et al. 1981).

Empathy is partially synonymous to sympathy, but they are not substituted as the latter "means vicarious emotional reaction based on the apprehension of another's emotional state or condition involving help and assistance to the distressed" (Encyclopedia of Human Behaviour. 1994. vol.3).

Within the framework of the present research the author *defines empathy as feeling and understanding others, ability to help others taking into consideration their needs and mood in understanding academic subjects, to respect and associate well with all group-mates being tolerant.*

This is expressed in the model offered by the author:

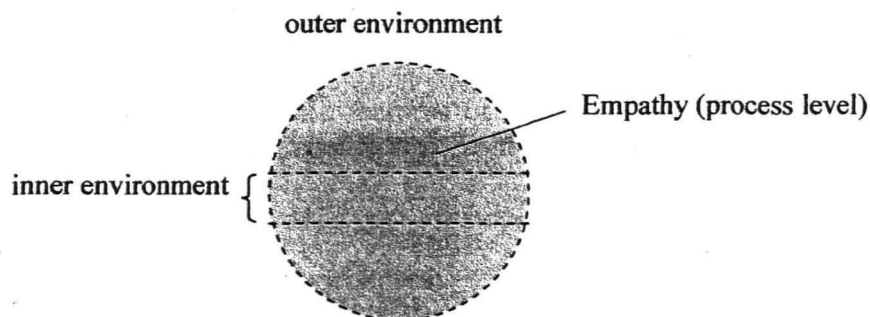


Fig. 8. The Model of Emotional Competence (Empathy)
(process level)

The model consists of empathy (field 1) which functions in both inner (within two parallel horizontal lines) and outer environments. The circle and lines are dashed, which indicates that the model is open to the influences from inner as well as outer environment.

In terms of emotional competence, when we empathically respond to someone else, we promote social bonds. These social bonds can take the form of social responsibility. "In short, experiencing empathy help us to develop relationships with others that anchor us not just in self-serving reciprocal support systems but in greater endeavors of caring and collective well-being". (Saarni. 1999:185).

Being at the core of emotional competence, empathy has been taken as a component of our model because

- possessing empathic skills students are able to handle positively their relationships with each other creating rapport and harmonious relationships in a group as well as to read feelings of their group-mates;
- although sympathy belongs to emotional domain, empathy better suits for developing collaborative competence during which students help each other not as suffering people but active competent members of the group;
- empathy being a very significant component of emotional competence generates successful collaboration.

Being emotionally developed and “feeling with others” (Saarni 1999: 162) students will be able:

- to listen to others with interest,
- to be careful about others’ emotional state,
- to be ready to help others taking into consideration their needs and mood,
- to reward others’ achievement,
- to help in overcoming difficulties in understanding academic subjects,
- to respect and associate well with all group-mates being tolerant,
- to understand the context of a current situation.

The above written characteristic features of empathy within the framework of the present research can be the ground for the following strategies necessary for enhancing emotional competence:

- assessing their strength and weakness;
- understanding that mistakes and lapses are inevitable in creating positive emotional atmosphere;
- helping each other to overcome them;
- exhibiting new emotional competent elements of behaviour;
- change flexibly.
- affirming the sense of belonging: the sense of belonging must be based on a person’s capabilities for the work or study. (Steele. 1997)
- building self-confidence through Socratic feedback: to minimize judgemental responses to performance, which strengthens the mentor relationship and allows self-efficacy to build along with successes. (Steele. 1997).

Being a personal trait of an individual, empathy is expressed explicitly in people's social interaction influencing greatly the development of their social competence.

Developed emotional competence plays a crucial role in handling social relationships. Therefore, the next aim of this part of investigation is to reveal the essence of social competence as a vital component in students' collaborative competence.

Social component of the model which includes *rapport-building and reflection* concerns people's effective activity in dyadic relationship as well as in groups. In general, it can be explained as capacities of a person necessary for effective interaction with surrounding environment. As individuals interact in a particular context in order to be socially competent they should know the context in which they are functioning, which is vital for students as future specialists.

A socially competent person is regarded not only to possess a number of certain abilities and skills, but to be able to participate in activities necessary for achieving goals or outcomes.

The following definitions of social competence stem out of the understanding it from the point of view the influence upon the environment, goal-achieving, and goal orienting.

Social component as perception of the influence of environment is "the effectiveness or adequacy with which an individual is capable of responding to various problematic situations which confront him". (Goldfried and D'Zurilla. 1969 :161).

Manipulating accent can be found in the following definition: social competence is "the ability to engage effectively in complex interaction and to use and understand people effectively". (Oppenheimer.1989:45).

Goal achieving approach on social competence is revealed in understanding of social competence as "attainment of relevant social goals in specified social context, using appropriate means and resulting in positive developmental outcomes". (Ford. 1982: 324).

Goal-oriented understanding of social competence is reflected in up-to-date definitions: social competence is "the ability to achieve personal goals in social interaction while simultaneously maintaining positive relationships with others over time and across the situations." (Rubin and Rose- Krasnor. 1986, 1992).

The most general understanding of social competence is presented in the following definition: social skill is "the ability to act accordance with the types of convention set out in everyday life and to perform the expected routines, in so far as it is considered appropriate for outsiders and particularly foreigners to do so". (Council of Europe. 2001: 104).

These definitions reveal the notion as a complex phenomenon existing in a concrete context; at the same time they need clarification:

What kinds of goals should be achieved because the goals might be negative and selfish people can satisfy their needs manipulating others?

What does it mean “to use other people and understand them”? In what way can other people be used?

What does “positive relationship” mean? For whom is it positive?

In our opinion, social competence is individual’s ability to interact effectively with surrounding people on interpersonal basis. We claim that the formation of social competence is carried out within the framework of his/her activity, in which subject-subject relationships are revealed, which shows the unity of interaction and activity. Mentioning time and place is significant as this shows the dynamic and contextual character of the notion.

We know that subject–object relationships also occur in social interaction, they show the dominant position of one of the individuals and reveal reproductive relationships (based on imitation); as we are investigating the relationships in the context of foreign language study based on humanistic approach, we have taken subject-subject type of interaction, which generates creative relationships grounded on personal (deep) interrelation.

Most scholars investigate the development of social competence of children and their models reflect the stages of this development. (Rubin and Rose-Krasnor. 1992, Crick and Dodge. 1994, Schrank and Abelson. 1977). We cannot accept these models as the topic of our research concerns students of higher educational institutions who possess certain experience in social relationships.

However, it is necessary to state that the development of social competence in interaction among young adults possesses dualistic character: first, it involves the acquisition of new knowledge, skills on the basis of experience; second, it includes changes, improvement of acquired knowledge.

We understand social competence as a multilevel ability, existing within individual, dyad and group level.

Individual (personal) level is indicated by

- internal models created by a person in his/her planning interactions and relationships,
- person’s understanding and interpretation of experience.

These implicit elements can be regarded to be a prerequisite for social competence. Harre (1974) states that knowing how other people will behave and understanding other people’s motives will allow the person to possess the basis on which he/ she creates their way of behaviour. Besides creating internal models a person needs to be aware of the surrounding environment, therefore the understanding of social environment is an inevitable for creating social competence. (Crick and Dodge. 1994, Rubin and Rose- Krasnor. 1986, Goleman. 1998).

The basic level of interaction between two individuals is manifested in the dyad, in which these individuals are interdependent, which means that their behaviour is mutually open to each other. (Hinde. 1979).

Group level relationships is connected with the experience among individuals, in our case these are groups of students.

The relationship in student's groups is based on student-student interaction within the framework of transaction and collaboration.

Interacting in groups students not only improve their own qualities, but develop each other "maintaining" and changing other students' abilities in a positive way. (Goleman.1998).

Socially competent students have the ability to **create rapport** which involves influence and persuasion of others. Influence and persuasion depend on arousing emotions in the other person (here we see obvious connection with emotional competence) – it might be enthusiasm for a research, positive attitude toward problem- solving tasks, genuine interest to collaboration. Competent in persuasion students feel the audience's reaction during presentation and are able to overcome difficulties, they can notice contradictions in logical arguments. This competence is important for students in their preparation for Bachelor's Papers defense, in discussions, in writing essays and term-papers.

The aim of rapport-building is creating and maintaining purposeful relationships with group-mates, which means that these relationships are mutually beneficial. To do this it is necessary to build rapport with others and maintain personal friendship with them. If students having a strong motive in learning English try to create a friendly atmosphere in a group, are ready to share their knowledge and materials, they develop their social competence.

Rapport includes strategies: *mirroring, matching, pacing and leading*. (O'Connor and Seymour. 1990)

For effective development of interaction skills it is necessary for students to meet other people in *their* model of the world, which means entering their world without judgement (this is Socratic way of interaction), putting them into the center of the interaction.

The category "rapport" is explained by Neuro-Linguistic Programming (NLP) as a state in which two (or more) people develop a channel of attention to each other through which information can flow. To achieve rapport it is necessary to create in the other person (persons) a belief and trust that you possess interest, understanding, and desire to listen to, and engage with them.

Rapport does not necessarily mean you have to like another person, or agree with his/her. It means being open to other people so that information can flow more easily, and you are more attentive to how information is received by others.

Rapport building is central to developing strong, useful relationships. Rapport is the heart of successful communication with other people.

Interacting with each other in a natural way people mirror each other, their gestures, facial expressions are in synchrony; people do this naturally and unconsciously. *Mirroring* means maximizing similarities and minimising differences between people at a non-conscious level. Communication can fail and conflict can arise without it. "Mirroring helps to create positive relationships when everyone is able to achieve their outcomes". (Revel and Norman. 1997:16).

Socially competent communicators, use such a skill as matching deliberately to develop and enhance rapport with people they have just met.

The next strategy called *pacing* means getting in step with the other person. At the beginning of an interaction, for example, in the process of teaching we are starting where the person or group are by constructing a "bridge" into their model of the world.

Once we have established rapport through pacing, we can begin *to lead* a person or a group in the direction we need to take them. Competent students can do all three steps unconsciously. Those who do not possess necessary abilities for this can learn from their group-mates.

This process can be reflected in the following figure

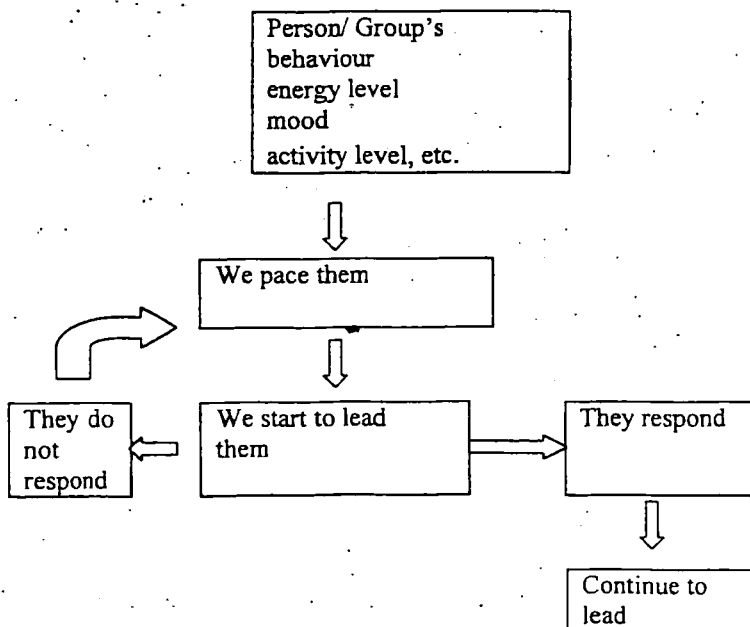


Fig. 9. Matching, Pacing and Leading
(Revel and Norman. 1997)

True influence is socialized and harmonious with the task to gain collective goal instead of selfish one. These steps are useful in creating positive atmosphere in the collaborative classroom before beginning the preparation for research-based activities.

Using this Pacer model we should take into consideration outcome, awareness, and behaviour flexibility.

Outcomes should be well formed as they show what we want, in what way we are going, that our behaviour is ecological, not harmful for others and appropriate to a concrete situation. At the same time it is important to know what other people want and then transform the outcome.

Awareness means to be alert, to notice, and understand what is going on in inner and outer environments, how people respond to our behaviour and how we respond in various situations.

We should pay attention to our internal state and notice what happens when we change our behaviour. A socially competent person changes behaviour flexibly knowing that there is always a choice of action.

Influence is closely connected with leadership, it means inspiring and guiding group-members, which is important when some students meet difficulties and are ready to withdraw.

Leaders of the group are able to arouse interest for achieving a shared goal stepping forward when it is necessary, they can lead by example. Leading does not mean to be authoritative, but being sensitive to feelings of the group, which are often unspoken and expressing them to the group. So, it is possible to state that a leader functions as a mirror reflecting back group's own experience. Being a key source of students' emotions the leader helps the lecturer to create positive atmosphere and directs their energy for achieving goals in the process of collaboration.

Competent leaders generate a high level of positive energy influencing other group-members. And the more positive the mood of a group leader, the more positive, helpful, and collaborative students are in the group.

Thus, we can state that leadership component of social competence plays an organizing role in group – work, which is manifested in forming groups: it involves initiating and coordinating efforts of members of a group. (Goleman. 1996.)

The author of the paper agrees with Kaplan (1991) who says that the competent leaders have an ability to articulate their agenda for the group memorably, meaning that leadership inspires group – members to move in a desired direction; it makes more than power and energy to motivate and lead. In this way other students watching positive leadership

patterns of behaviour and imitating create and develop their own leadership qualities, which is indispensable developing collaborative competence.

The ability to change, which is a part of rapport, means initiating or managing change, which is important in students' group – work. Those students who are aware of it understand the need and necessity in change and removing barriers. This ability is important in persuading, decision-making, problem-solving, and conducting students' research on a chosen theme. Students who possess this ability as future specialists are needed in a changing society, they will be able to investigate problems from a lot of different angles and view points. The more flexible they are the more information they will gather, possessing more choice to take an effective action.

Successful social interaction pre-supposes **reflection**, which is revealed in the model of collaborative competence as its component. In general, reflection is “an idea or statement resulting from deep and careful thought”. (Longman Dictionary of Contemporary English. 1992).

From psychological point of view this is a process of the individual's self-cognition of inner acts and states where “feelings and thoughts are reworded back to assist in understanding them”. (Psychological Dictionary.2004)

Reflection within social interaction is understood as “an action oriented, historically-embedded, social and political frame, to locate oneself in the history of a situation, to participate in a social activity, and to take sides on issues..., through reflection and the action which it informs, we may transform the social relations which characterize our work and our working situation.” (Kemmis. 1986:5).

Reflection in foreign language study means a “self-conscious awareness of the effects that the participants-as-practitioners-and-researchers are having on the research process, how their values, attitudes, perceptions, opinions, actions, feeling, etc. are feeding into the situation being studied.” (Cohen. 2003: 239). The aim of reflection is to develop students' habits in positive critical thinking on their interaction and study.

Reflection, sometimes critical reflection, denotes activity or process in which an experience is recalled, thought over, and evaluated in order to put forward a certain aim and to work out strategies to achieve it. Being a response to previous experience reflection is a “basis for evaluation and decision-making, a source for planning and action”. (Bartlett. 1990).

The concept “reflection” introduced by Dewey (1910) is based on distinction between routine action which is almost thought-less and reflective action which is problem-solving in

its essence. Reflective action embraces “the active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it “ (1910:6).

The principles of reflection stemming out of Dewey’s ideas (1933) on students’ inquiry on their own social interaction can be adapted to foreign language study in the following way:

- the event upon which the student reflects should occur in a social context in which foreign language study takes place. (in the present work this is inner and outer environment);
- the student should be motivated in the event to be resolved;
- this event should be stemmed from the student’s experience in social interaction or study;
- reflection should be systematic;
- tested ideas on the event should be put into practice;
- the action which is based upon the reflection brings new understanding;
- this new understanding influences the student’s further activity.

In the present research *reflection in foreign language study can be defined as a process of gaining perspective of how students understand themselves as learners, knowers, co-researchers, and collaborators. Reflection can provide an opportunity for students to reflect upon personal needs in relation to collaborative competence that should be developed if they are to be successful learners.*

Reflective students will be able:

1. to know how foreign language is learned and acquired,
2. to understand the integration between language knowledge and language use,
3. to observe fellow students’ experience,
4. to discuss the problems of their study and collaboration.
5. to evaluate their own and their group-mates’ study and collaboration.
6. to acquire the competence in collaboration.

The role of reflection in students’ development of collaborative competence is vital as it involves observation and discussion, and the evaluation of various possible ways of action, enables students to inquiry their own practice and explore new possible ways of their experience.

To be a reflective foreign language learner means systematic practicing of self-inquiry in both: students’ interaction and foreign language study.

The integration of the above-analysed components constitute a **social component**, which in the present research the author defines as **a unity of such abilities necessary for effective social transactions as rapport-building for creating and maintaining purposeful relationships, and reflection on social activity and foreign language study, both, in classroom and outside it.**

To illustrate this the author has created the following model:

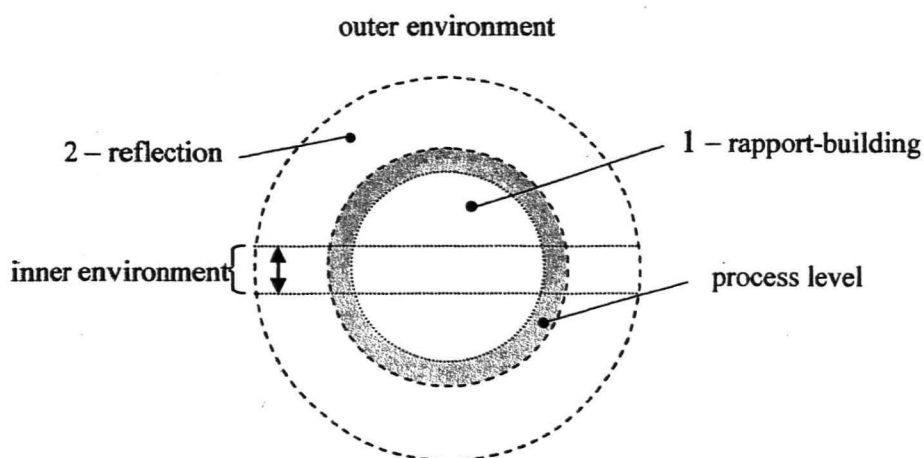


Fig. 10. The Structure of the Social Component (process level)

The core of the model is represented by the ability to create a rapport (field 1, see fig.9): having acquired and developed rapport-building students are able to use it in creating and maintaining purposeful relationships with their group-mates. Having carried out social interaction students reflect on it and evaluate it to work out successful strategies for further effective activity (field 2, see fig.9). Arrows indicate inner environment within which these components are functioning. The lines are dashed, which means that the components are not isolated from each other and from inner and outer environments.

Socially competent students are able

- to be aware of a concrete situation;
- to be able to understand other students' characteristic features, peculiarities and emotional state as well; (here we see a close link with emotional competence);
- to use appropriate way of interaction in a concrete context,
- to be flexible,
- to be able to change.

Concluding the investigation on transactional competence the author of the paper presents its model in the form of dashed circles, which means that the components interact with each other within the inner and outer environments.

Schematically we can represent transactional competence in the following way:

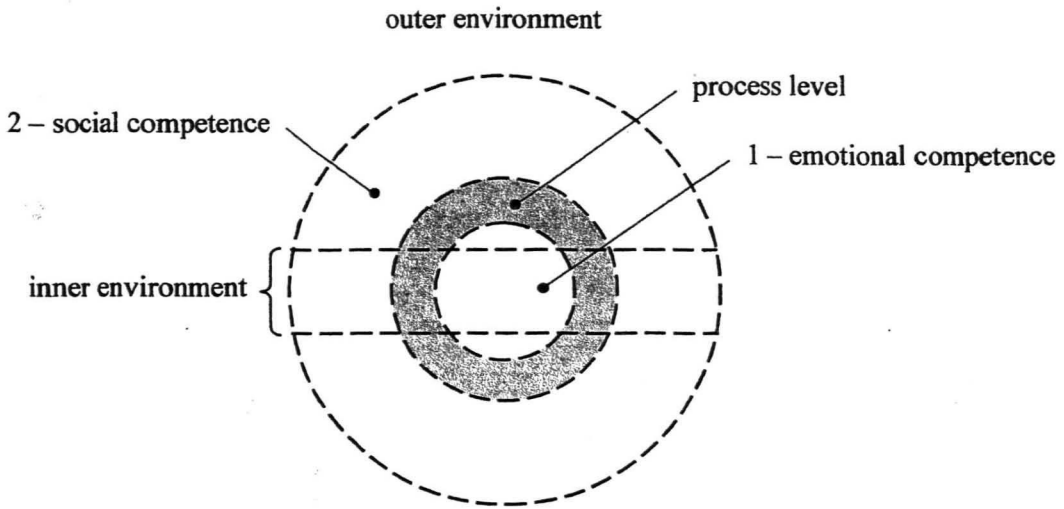


Fig. 11. The Model of Transactional Competence

Emotional competence (field 1, see fig.11) is the core of the model within the first small cycle. The acquisition of emotional competence permits students to form and successfully develop social competence (field 2, see fig 11). Transactional competence develops positively when students are emotionally mature and socially competent. The formation and development of transactional competence occurs within the inner environment (field 3, see fig.11) as well as in outer one. Light green denotes process level.

Having investigated the main components of *transactional competence*, the author of the paper defines it as a **unity of abilities, skills, knowledge, and experience in reflective use of rapport-building on the basis of empathic relationships for successful social transactions.**

Transactional competence permits students to perform actions successfully: to begin relationships with group-mates being aware of one's own and other people's emotions; possessing empathy build solid social partnership and reflection on these relationships, and to form and improve their collaborative competence.

1.3.4. The Analysis of Cooperative Competence

The fourth dominant component to be analysed in the research is students' cooperative competence.

From a sociological aspect cooperative competence helps to form learning community, from the point of view of behaviour theory and "zone of proximal development" cooperative competence allows to create synergy within learning community, from cognitive view cooperative competence helps to construct knowledge on social interaction as well as on the subject under investigation which takes place during this social interaction. Cooperative competence in the framework of the present research possesses such components as **organizing learning community, mentoring, and the product creating.**

The main pre-requisite of successful development of students' cooperative competence is the creation of **learning community** that is the first component of cooperative competence. (see fig. 12)

First year student groups in higher educational institutions consist of people who do not know each other, so the groups of this level are "diffuse". (Pidkasiťij. Пидкасиťий: 1994). The next level of group development is represented by the "nominal group" because the student group has received its name. (ibid.). Students begin their study in a group participating in common activities, fulfilling tasks collectively; the learning community (a collective) has began its development; thus, we can state that on this level the group can be called group-association. The following level of student group-formation is characterized by its stable structure, fairly high level of students' cooperation, and relationship based on their study. The next step can be called an autonomy as the group possesses inner unity. Students of this type of group identify themselves as its members, they possess a sense of belonging. The following level of interpersonal relationships is characterized by common goals and tasks of learning activity, personal interest in study. The group can be called a community in which inter-group activity begins to develop-influencing its own group-members as well as other students groups. If the group has become a community, it means that it is referential to its members who take into consideration its opinion.

The author represents these kinds of groups in a hierarchical order:

1. diffuse
 2. nominal
 3. group-association
 4. group-cooperation
 5. referent group
 6. community
- } the formation
of the
learning community

Learning community being the topic of investigation, the author is going to investigate its characteristic features.

“Learning community” is a specific term for a curricular intervention that enhances collaboration and expands learning. Learning community purposefully restructures the curriculum to link together courses or coursework so that students find greater coherence in what they are learning as well as increased intellectual interaction with faculty and fellow students.”(Gabelnick et al. 1990: 5).

The author of the paper believes that a student group can be called a learning community when it acquires the following characteristic features:

- integrity- when all its members are united in one whole;
- friendly, empathic atmosphere- when each member feels comfortable in it, is satisfied being its member;
- norm and standard acceptance- when the group becomes referential to each member and they accept a set of rules to follow;
- leadership-when some of its members positively influence others to achieve goals;
- intragroup activity-the level of students’ activity within the group;
- intergroup activity- the level or degree of its influence upon other groups;
- group values- the importance of the group’s goals, motives, values and norms;
- organization structure- the ability of the group to self-organization;
- intellectual communication- interpersonal understanding;
- emotional communication- emotional interaction, empathy, emotional atmosphere in the group;
- will communication- the ability of the group to overcome difficulties and obstacles, its stability in stressful situations.

Such principles as openness and coalescence are the basis of the existence of student learning community.

The learning community will function successfully when it is open. **Openness** relates more to the environment created within the group and is the product of the ability to be honest with and have respect for each other. In an atmosphere of openness, students can feel free to share their thoughts and feelings without fear of retribution. In an open classroom students should not be afraid that their grade will be affected by the nature of their opinions. Again, this represents the ability of all participants to give and receive feedback with respect and the confidence that it will be received with the emotion with which it was sent. If an atmosphere of safety and trust has been successfully created, members can feel confident that, if they are open with one another, only positive outcomes will result.

In order to coalesce as a learning community, members need to feel as though they are being respected as people. This begins with an initial welcome to the group and continues through the respectful receipt of their posts and the receipt of constructive and expansive feedback on the material they present. Students need to feel as if they are equal participants in the study. The lecturer holds no more power in the learning process than they do. Even the assessment, evaluation, and grading process can be shared with the group. This demonstrates that the lecturer understands that students are learners who will, given the opportunity, pursue knowledge and meaning with only gentle guidance. If we demonstrate this type of respect for our students, they will respond in kind.

Students becoming learning community members bring implicit and explicit components to inner environment. According to Breen (1985) implicit contributions as those moments which are actively used in any organized language – learning situation and which make for the variety and uniqueness of any given group of learners.

What do tertiary level students bring to the learning community? Taking into consideration that they possess a certain experience in foreign language study the author thinks that they bring knowledge and experience about the world, language and culture knowledge of the target country, their own social, cultural and ethnic background, values and beliefs, their attitude towards the course, their motivation to study and collaboration.

These implicit components determine explicit ones expressed in students' actions within students' collaboration. Students' actions in inner environment caused by the implicit components are aimed at

- revealing all students' investments into the learning community,
- facilitating collaborative study,
- informing the lecturer about students' needs

The explicit components are revealed in the following domains:

- cognitive: when students study foreign language, investigate information from books or the Internet,
- intrapersonal: when students work out their decisions, values,
- inter-personal: when students interact with each other and the lecturer
- collaborative: when students create rapport, plan, organize and reflect upon their interaction and study.

The role of the lecturer in learning community is multifunctional, the lecturer's explicit activity is expressed guiding and coordinating student study, being students' co-

researcher and at the same time investigating student's study itself. These explicit actions are based on implicit contributions, such as: professional competence, the lecturer's beliefs and values, attitude to methods which is expressed in their choice.

The creation of learning community supports and encourages knowledge acquisition. It creates a sense of excitement about studying together and renews the passion involved with exploring new realms in education. The collaboration involved in studying together in this way truly creates a sense of synergy, as Stephen Covey (1989) describes it, or a chemistry between people that creates an atmosphere of excitement and passion for study and working together. The term "synergy" stemming from Ancient Greek, "working together", "sunergena"- "participation, "cooperation", is the general term for the various scientific areas joined by one object of research. The object of research is "collective working of elements within the system (system of evolution, self-organization, various dynamic processes inside the biological, social, pedagogical systems. (Lasmanis: 2002) Learning community allows collaboration as a pedagogical means to be implemented within the integrated approach to students' study.

Learning community involving the lives of all its members which cannot be investigated in isolation represents inner environment, which means that it should be referred in "ecological" perspective. (Holliday and Cooke. 1982). This denotes that *ecological learning environment* is "a complex adaptive system, of the mind as the totality of relationships between a developing person and the surrounding world, and of learning as a result of meaningful activity in an accessible environment." Van Lier (1997:789)

This inner environment represents a small ecosystem with its own regulations and laws of functioning based on understanding each other's feelings, needs and wants. At the same time inner environment being a part of a socio-cultural reality (as we call it outer environment) is influenced by the latter. Different cultural background of both students and the lecturer give rise the dynamism in the learning community. (Hayes. 1996; Cortazzi and Jin. 1996).

The second component of cooperative competence is the outcome, i.e. the product of students' activity. (see fig. 12, Appendix I, table 7).

Outcomes include artifacts of students' study: texts, summaries, tables, and such results as improved competences, awareness, insights, strategies, experience in decision-making and negotiation. (Council of Europe. 2001)

Any kind of activity always arrives at a certain result, possessing the product which is evaluated. There is a dialectical inter-connection between a product of activity and students'

subjective attitude towards it. Students compare the results of their study with the aim and objectives to be achieved, which later transforms into self-evaluation and self-control.

The learner's involvement in the task, as well as knowledge about it, is necessary for effective study. An input which is not worked out by the learner has not much subjective meaning for him or her. It does not turn into a real output. Materials and tasks do not as such guarantee anything; the essential question is "what the learner does with them?" It is important that the learner should do something to the input so that the output has a personal meaning.

The product or outcome shows whether the aim has been achieved or not. The author of the work refers **students' outcome** to what they arrive at when they have completed the task. Students feel self-esteem and satisfaction when their work is well done, their interest to study becomes sustained, they are motivated to take risks, to be responsible for their study, their performance becomes better, and they anticipate future success. When sometimes they perform failure, they attribute their difficulties to bad luck or a lack of effort. Students' motivation to foreign language study acquires intrinsic character. The aim and objectives of study become personally significant for them. A certain attitude (positive, indifferent, negative) arises as a result of motivation.

When students are satisfied with the outcome, they become high achievers and they possess a high locus of control. (Wang, 1983). They show strong tendencies to search for information and use it appropriately in problem-solving tasks of their research, to be active and assertive and to exhibit a high degree of exploratory behaviour and excitement about their study.

Students who are in control of their foreign language studies have a solid effect on their motivation and are continually involved in this process. Motivated students can be in a state of "flow" (Csikszentmihalyi and Nakamura, 1989), which means that there are situations in which people "perceive themselves as having a high level of skill and are posed with challenges that stretch those skills". (ibid.) These students are fully involved in their subject, in the process of study, they are deeply concentrated on their topic under investigation, they are able to evaluate their outcomes. These situations of "flow" do not last for a long period of time, there are moments when students lose their interest therefore it is important for lecturers to maintain students' efforts in being in this state.

Those students who perform more poorly than their group-mates attribute their successes to good luck or high effort and their failures to poor ability. They do not possess the control over what happens to them, lose all motivation to try to succeed and choose some

other activity. The lecturer can help students to achieve the outcome by forming and improving self-management skills:

- ways of searching for, ordering and organizing information to be learned and remembered, i.e. becoming a skillful reader in a library and a user of the computer;
- breaking complex tasks into meaningful and manageable sub-parts and successfully synthesize them after they have been fulfilled;
- setting realistic personal goals and putting the effort in their accomplishing;
- estimating the amount of time and effort that will be required to complete a task.

(Adapted from Wang. 1983).

It is important that the outcome should be created in students' learning community because the total outcome of knowledge acquired and shared is far greater than what would be generated through individual engagement with the material.

According to Williams and Sternberg (1988) who have carried out a study of group IQ interpersonal skills and compatibility of the group members are the key to group-members' performance. They came to the conclusion that those who were out of tune with others' feelings and were socially unskilled partners, were an obstacle in work – especially if they didn't have the ability to communicate effectively.

Outstanding team performance raises the "group IQ" – the sum total of the best talents of each member on a team, contributed to their fullest. Williams and Sternberg. (1988) define group intelligence as "the functional intelligence of a group of people working as a unit". Groups perform better when they foster a state of internal harmony. Such groups generate the full talent of their members.

The third component of cooperative competence **mentoring** is a process which occurs in inner environment. Modern meaning of mentoring roots in the ideas on teacher education and teacher training. To be a mentor means to be competent and to be ready to share one's knowledge and experience with others. The role of the mentor has been investigated in Great Britain by Jacques (1992), Wilkin (1992b), Hagger et al. (1993), McIntyre et al. (1993), Shaw (1992), Watkins and Whalley (1993), Furlong et al. (1994a), Wilkin and Sankey (1994), Yeomans and Sampson (1994). The author shares Špona's idea that the aim of mentoring is the growth of personality on the basis of freedom, a unity of personal independence and responsibility that are formed and developed within human activity. (Špona. 2001:51)

What does it mean to be a "mentor" and what are the mentor's duties?

- a mentor is an influential person who helps the other person in reaching a certain goal. (Phillips-Jones. 1982);
- a mentor is a person who teaches, counsels, guides an inexperienced person in profession (Alleman. 1986);
- a mentor is “a teacher, adviser, or sponsor”. (Levinson et al. 1978:97);
- a mentor is a teacher, counselor, psychological supporter, protector, and sponsor. (Zey. 1984);
- a mentor is a competent person who serves as a teacher, advisor, counselor. (Klopf and Harrison. 1981).

The author of the present paper proposes the following definition of the “mentor” in the framework of developing students’ collaborative competence: **the mentor is a more competent member of learning community who possessing empathic attitude towards other members helps them by sharing his/her knowledge and experience. Not only students can function as mentors in learning community, but the lecturer as well.**

Summing up the a short investigation of the notion “mentor” it is possible to define the concept “mentoring” as “a nurturing process in which a more competent person, being a model, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter’s – professional and/ or personal development.” Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. (Anderson. 1987).

In learning community within student-student relationships nurturing process possesses partial character as students can function as helpers, second year students can be nurturers for first year ones. More experienced students can act as models for less competent ones stimulating the growth and development in the areas in which the latter are weak.

Taking place within empathic relationship mentoring involves peer-teaching (sharing knowledge), encouraging, counseling and creating instrumental friendship.

Sharing knowledge may include informing, confirming, prescribing, and questioning, i.e. peer teaching. This way of teaching reveals the essence of receiving education by adults.

Encouraging embraces affirming, challenging, and inspiring on the basis of emotional competence and a certain extent of leadership, this can be done by involving all students into collaboration in a learning community.

Counseling as a problem-solving process involves listening, advising, and helping. This process presupposes emotional and social competences.

Mentoring cannot function without creation instrumental friendly relationships: instrumental friendship is helpful for both competent and less competent students as they can develop deep understanding and reflection on their interaction and study.

Instrumental relationship is mutually beneficial, and having created a friendly atmosphere in a group students are ready to share their knowledge and materials, developing their collaborative competence, making progress in their studies.

Mentoring functions within the academic context including the explanation of presenting material techniques, observing other students' activities, providing feedback.

Thus, summing up above-mentioned the author of the investigation defines **cooperative competence as a unity of abilities, skills, knowledge, and experience that allow students to organize a learning community and function effectively in it providing mentoring and creating a common end product, the outcome:**

It is represented in the author's model:

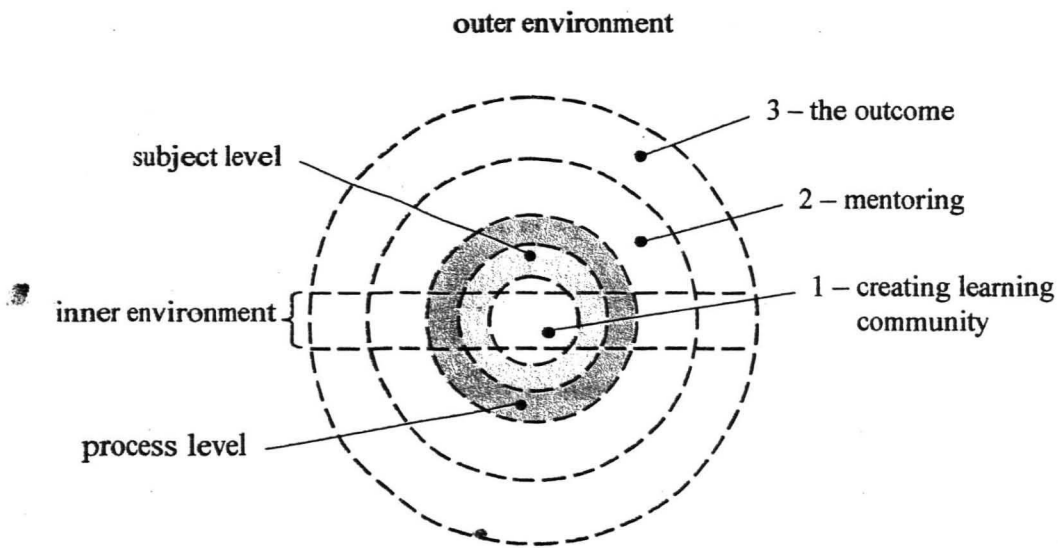


Fig. 12 The Model of Cooperative Competence
(subject and process levels)

Field 1 corresponds to the organization of students' learning community, field 2 denotes mentoring which occurs in this learning community, and field 3 corresponds to students' outcome, i.e. their end product; arrows indicate inner environment in which students study. The author would like to point out that cooperative competence functions within the inner environment helping to organize a learning community.

In this part of the research the author has analysed the components of collaborative competence and has shown that this is the integration of dominant competences, namely, communicative, intercultural, transactional, and cooperative which, in their turn, possess their own complex structure; these components interact with each other in inner and outer environments.

The author of the research represents the model of collaborative competence in relation to outer environment in the following figure:

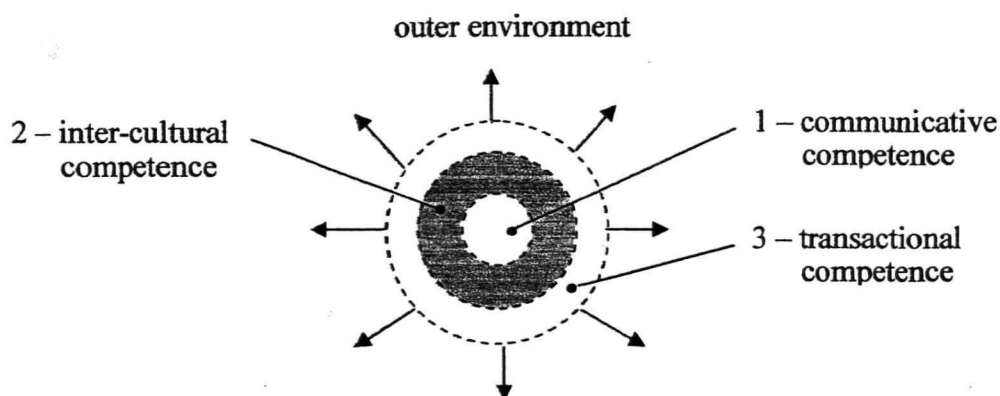


Fig. 13. The Model of Collaborative Competence in Relation to Outer Environment

The arrows show that the model is open and its components: interact with outer environment, which is reflected by dashed circles: 1. communicative competence (white field), 2. inter-cultural competence (tan field), 3. transactional competence (yellow field). As cooperative competence denotes the ability to function in a learning community, it means that the model of cooperative competence is not open for a necessary period of time, and it indicates students' activity within inner environment.

The ability to collaborate becomes one of the most important necessities of postmodern society. Personal competence can be open-minded and research-based if it is connected with collaboration. Personal competence as well as group competence depend on each other in the study in higher educational institutions.

On the basis of psychological, linguistic, pedagogical, cultural theories as well as theories on emotions, social interaction, and foreign language teaching/learning in the dissertational investigation the criteria and parameters of the dominant components of collaborative competence have been worked out. They were being clarified, verified and proved in the course of all stages of the experimental work.

Table. 2. The criteria, parameters and levels of students' collaborative competence

criteria	parametres	Levels		
		high level	average level	low level
1. communicative competence	oral communication	Students can discuss	Students partially can discuss	Students cannot discuss
	written communication	Students can write academic logically coherent texts	Students partially can write academic logically coherent texts	Students cannot write academic logically coherent texts
2. intercultural competence	being able a mediator among cultures	Students are able to be mediators among cultures	Students are partially able to be mediators among cultures	Students are not able to be mediators among cultures
3. transactional competence	empathy	Students can feel/understand others	Students can partially feel/understand others	Students cannot feel/understand others
	rapport-building	Students can create rapport	Students can partially create rapport	Students cannot create rapport
	self-evaluation	Students can self-evaluate	Students can partially self-evaluate	Students cannot self-evaluate
	evaluation	Students can evaluate group-work	Students can partially evaluate group-work	Students cannot evaluate group-work
4. cooperative competence	group/learning community organization	Students can organize group/learning community	Students can partially organize group/learning community	Students cannot group/learning community
	mentoring	Students can be mentors	Students can partially be mentors	Students cannot be mentors
	creation of an end product (outcome)	Students can create an end product	Students can partially create an end product	Students cannot create an end product

The explanation of the parameters:

Oral communication: to be able to discuss (in academic discussions):

- to be able to understand the interlocutor;
- to put forward arguments and defend them;
- to use various linguistic forms according to a situation;

- to intervene appropriately in discussion using **relevant** level of formality;
- to begin, maintain and finish discourse with **effective** turn-taking;
- to be able to produce clear, well-structured speech using correctly organizational patterns, connectors, and cohesive devices.

Written communication: to be able to write academic logically coherent texts:

- to understand how information in texts is structured, how written texts (formal letters, essays, research papers) are organized;
- to arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization;
- to present precise texts, integrating sub-themes, expanding and supporting the body of texts with necessary examples and details, and finishing them with appropriate conclusion;
- to produce intelligible continuous writing which follows standard layout and paragraphing conventions free of errors.

The ability to function as a mediator among cultures:

- to be able to understand cultural diversity through texts;
- to construct one's cultural identity by integrating into a diversified experience of otherness;
- to develop one's ability to learn through this diversified experience of relating to several cultures.

To be empathic:

- to understand the context of the current situation;
- to be careful about others' emotional state;
- to be able to help others taking into consideration their needs and mood;
- to help others in overcoming difficulties in understanding academic subjects;
- to respect and associate well with all group-mates.

Rapport-building:

- to maximize similarities and minimize differences between people;
- to pace a person;
- to lead a person.

To evaluate/self-evaluate:

- to understand the integration between language knowledge and language use;
- to observe fellow- students' experience;

- to discuss the problems of their study and collaboration;
- to evaluate one's own and group-mates' study and collaboration.

Learning community/group organization:

- to accept a set of rules in a group to follow,
- to take the responsibility;
- to be united with all group-mates.

To be a mentor:

- to share knowledge: to inform, to teach;
- to encourage: to affirm, to inspire;
- to counsel: to give advice, to help.

To create an end product:

- to search for, order and organize information to be learned and remembered;
- to break complex tasks into meaningful and manageable sub-parts and successfully synthesize them after they have been fulfilled;
- to set realistic personal goals and put the effort in their accomplishing;
- to manage time and effort that will be required to complete a task.

Summary:

The theoretical investigation of the notions "competence" and the essence of collaborative competence has revealed the following:

1. The principle of integration is the basis of forming, developing and functioning the components of the model of collaborative competence. This principle allows them to interact with each other composing multidimensional interconnected system-organizing unity.
2. Collaborative competence has been analysed. Collaborative competence within the present research is an integrative formation of students-philologists' abilities, skills, knowledge, and experience necessary for conducting intra- and inter-group foreign language research. These abilities, skills, knowledge, and experience exist and function in multi-dimensional interconnected system-organizing components that constitute the structure of collaborative competence and interact with each other; these are four dominant components: communicative, intercultural, transactional, and cooperative.
3. The development of students' collaborative competence occurs in inner and outer environments. Inner environment represents a class, two classes, or institution. Outer

environment involves real world in which students continue developing their collaborative competence independently. The development of students' collaborative competence occurs on subject and process levels. It means that students form and develop their collaborative competence when learning subjects by taking academic courses. Process level denotes taking academic courses within the framework of collaborative study on the basis of academic research.

4. The criteria and parameters have been worked out for defining the level of the development of students' collaborative competence.

Having revealed the meaning of students' collaborative competence and defined the essence of its components the author intends to clarify the conditions of its successful developing and functioning, i.e. collaborative foreign language study based on research-approach.

2. RESEARCH-BASED COLLABORATIVE FOREIGN LANGUAGE STUDY AS A MEANS OF THE DEVELOPMENT OF STUDENTS' COLLABORATIVE COMPETENCE

The aim of this part of the research is to investigate students' collaborative foreign language study. In order to achieve this aim the following objectives have to be gained:

1. to provide a theoretical discussion on collaborative study;
2. to clarify innovative characteristics of this notion which suit the demands of up-to-day foreign language study;
3. to create a functional model of collaborative study;
4. to investigate the functioning of the components of the model;
5. to research a means of study facilitating the development of students' collaborative competence in collaborative study.

2.1. The Essence of Collaborative Foreign Language Study

This sub-chapter of the present research deals with theoretical views on the notion of collaborative study.

New stimulating tendencies in foreign language study are considered to be a helpful pedagogical means in the growth of the competent and creative personality.

A very important factor of the development of study is the use of new tendencies in language pedagogy: content, forms, methods of study on the basis of which new theoretical pedagogical conceptions emerge and become useful. For this reason the author applies to

fundamental theoretical ideas which are vital for the development of students' collaborative competence and fit within the collaborative study.

It is necessary to clarify the use of the notions "to study" and "to learn", "learning".

The notion "to study" is used to convey the idea of students' activity in higher educational institutions while the notion "to learn" is implemented to students' activity on secondary level.

Stemming from the goal of the present research the author is going to discuss the basic conceptions of cognitivism, constructivism, social-constructivism, humanism, and social-interactionism on students' study.

The following conceptions of prominent scholars taken by the author as the theoretical basis of students' collaborative study are important to solve urgent problems of pedagogy today in making foreign language study more active, dynamic, favourable for creating conditions for students' self-development and self-actualization.

The first conception is the understanding of study as information processing involving attention, perception and memory. (Klatzky. 1980, Best. 1986). Within the process of information processing it is necessary to build a meaning: the lecturer, more competent students help learners to make a bridge between what the learners know and what they need to know. (Ausubel. 1968). When introducing new concepts, a new topic of investigation it is helpful to speak about positive outcomes which will result from these ideas and only after that to investigate the ideas themselves. The concept on intelligence stems from the cognitive theory, it was developed by Gardner (1983) who suggested seven kinds of intelligences including a linguistic one instead of understanding intelligence as a unitary faculty.

At the same time a set of questions arises: to what extent intelligence can be considered born or acquired? What methods are best suited for their development? So, the author of the research shares Sternberg' ideas (1985) on intelligence suggesting its multi-component structure: it contains meta-components implemented in planning and decision making; performance components for solving tasks by encoding information, conducting comparative analysis; and knowledge acquisition components needed for selecting relevant information, organizing new knowledge in a meaningful way, relate it to information which is known. This conception is important for the present research as it highlights the idea that intelligence is not something static, but it demonstrates that learners can become more intelligent. This idea supports our opinion that students can form their strategies in language study, thus, developing their collaborative competence.

The second conception within a theory of constructivism understands study as a process in which learners using new information personally create new understanding, which can be added to or reconstructed in a manner meaningful only to the learner. Study is understood as a creation of new constructs of knowledge or understanding, and this process can last long periods of life during one's life. (Piaget. 1974, Bruner. 1966, Pope and Keen. 1981, Thomas and Harri-Augtein. 1985, Salmon 1988). The author would like to single out Bruner's idea of "learning how to learn" which he considered to be a central one and which is actual today in foreign language learning. It leads to the opinion that learning is a discovery and coincides with a previous concept of intelligence which is developing during foreign language study. That's why these views are vital for the present investigation.

The third conception roots in social constructivism (Williams and Burden. 1997) which pays much attention to the context of learning and learners within this context which can include whether the classroom or educational system and society in which knowledge is created through students' interaction with each other. This concept is close to our understanding of inner environment which includes the lecturer, students, tasks, the material, and means of study and in which students' collaborative competence is developing.

The fourth conception expresses humanistic view on students' study which is rooted in Roger's opinion on today's learning paradigm: "We had found a way of being with students that was sharply different from conventional education. It did not involve teaching so much as it involved us in a process that we came to think of as the facilitation of learning." (Rogers. 1969: Back cover). Humanistic theory understands learning as self-initiated process which involves both feelings and cognition the subject –matter of which is personally significant and, thus, involves students as subjects of study to active participation and makes learning experiential. (Rogers. 1969, Maslow. 1968). This conception is closely connected with Bruner's (1966) and Claxson's (2001) views to learn how to learn. In the author's opinion, this kind of learning being social is able to prepare students to the demands and changes of the modern world giving students an opportunity to learn about the process of learning..

The fifth conception on learning springs from social-interactionist views stressing that study has got social character because of a social nature of language. (Vygotsky. 1982). It is by means of language that culture is transmitted, thinking develops and learning occurs. Language study takes place in a social context with a help of experienced persons: the lecturer, more advanced group-mates, who are *mediators*. Mediation is a process during which a mediator assists learners to acquire knowledge and develop needed skills.

Vygotsky's concept of zone of proximal development reveals learning process as achieving new more advanced levels.

Vygotsky's views were ascertained in Aljaafreh and Lantolf's (1994), Appel and Lantolf's (1994), De Guerrero and Vilamíl's (1994), Donato and McCormick's (1994), Nassaji and Swan's (2000) investigations who continued researching the zone of proximal development and examined the role of the teacher as a mediator in correction of students' errors: during a course of students' study the teacher's role diminished because students take the control over their own study. Further development of the ideas of this theory is expressed in the emergence of a new term "**collaborative dialogue**" (Swain, 2000). Collaborative dialogue is defined as a dialogue in which partners try to solve problems and build knowledge. Knowledge building results in what partners say using the target language when solving a problem and in what they answer to "what was said". The author of the work claims that *collaborative dialogue* is of obvious importance because when students apply to it, opportunities for them to develop collaborative competence can be expected to arise.

Having investigated and analyzed the main ideas of such theories as cognitivism, constructivism, social constructivism, humanism, social interactionism the author of the research puts forward the conception, which can be regarded as a theoretical basis for the development of students' collaborative competence in their collaborative study. This conception, which is indispensable for enhancing students' collaborative competence, is expressed in the following ideas:

1. students process, analyse, and synthesize needed information, organize knowledge in a meaningful way, and relate it to acquired competence (building meaning, developing intelligence-cognitivism);
2. students construct their knowledge by using necessary activities, foreign language study is a discovery for students (constructing knowledge – constructivism);
3. students' foreign language study occurs in inner environment which includes the lecturer, students, tasks, the material, and means of study (knowledge construction in a social context- social-constructivism);
4. students' self-actualization is facilitated as well as personal growth is stimulated; students' study is personalized by taking into consideration their needs and aims as well as their involving in the process through democratic inclusion; human feelings are recognized to be primary, and personal values and perceptions are used as integral factors in students' study (humanization-humanism);

5. students' foreign language study is their own research of the unknown which begins under the lecturer's control and then becomes self-controlled; in inner environment the lecturer is a mediator when students do not possess appropriate level of competence, later more advanced students become mediators for less competent ones; acquisition of basic skills vital for living and working in a multicultural society, including academic, personal, interpersonal, collaborative is promoted (socialization- social-interactionism).

This conception is the basis of students' collaborative study that is relevant to innovative ways of foreign language study which revived in the late 1980s and focused on students as well as the idea of learning as doing. The ideas of collaborative study and learning communities were put into practice: "this kind of challenging, integrated learning, offered in these communities, when combined with the experience of cooperating with a diverse group of fellow students and teachers, helps prepare students for the real world beyond the classroom and beyond the college." (Matthews. 1994: 199)

Collaborative foreign language study pre-supposes that

- Students are provided with a variety of inputs.
- Different students learn in different ways according to their learning styles;
- Students self-organize their study: they design curriculum, activities, assessment together with their lecturer;
- Academic subjects are integrated.
- Students' and lecturers' roles are flexible.
- Different materials and methods of study are used according to students' interests, needs, and learning styles.
- Students learn collaboratively in a learning community

The author of the research agrees with Perelman (1992) in the following terms: "There may be no more common and erroneous stereotype than the image of instruction as injecting knowledge into an empty head. Whether in a typical classroom, or a congressional hearing, or a corporate training session, the same one-way process is acted out. In each, the teacher or expert faces the learners, taking on the critical role of "fountain of knowledge". The learner plays the "receiver of wisdom", passively accepting the intelligence being dispensed, like an empty bowl into which water is poured".

The important moment in students' collaborative study is the creation of a friendly atmosphere based on mutual respect, empathy, support and responsibility of all participants.

The investigation of foreign language study from theoretical point of view as well as its analysis allows the author to highlight and explore the characteristic features of collaborative learning.

Educators reveal the essence of collaborative learning (CL) as a powerful pedagogic means of developing students' collaborative competence defining it as "an umbrella term" for a variety of educational approaches involving joint mental and emotional efforts by students, students and teachers together". (Smith and MacGregor: 1992), it is also understood as a "more general instructional approach" the part of which is Cooperative Language Learning (CLL). (Richards and Rodgers: 2001).

According to Romney (1997) collaborative learning is a *special group-work approach*, which offers a variety of teaching techniques which differs from traditional ones; those techniques which are used at schools are called cooperative.

These definitions present a general overview on collaborative learning. They are similar in stating that this is an educational approach, however, Richards and Rodgers claim that this is an instructional approach, which makes its essence more limited.

The author thinks that the novelty and actuality of the use of this notion is highlighting an emotional domain. Another point, which is stressed upon, is a joined study of the lecturer and students who work together. Although students' group-work is pointed out, there is no clarification of the notion "collaborative learning".

During a recent decade specialists went on investigating the notion "collaborative learning" revealing its meaning. In order to clarify its essence the author has conducted a contrastive analysis of educators' views on collaborative and cooperative learning represented in the tables 3, 4, 5:

Table 3. Cooperative and Collaborative Learning according to Myers (1991)

Collaborative Learning is	Cooperative Learning is
student talk as a means for working things out, for forming friendship and interest groups.	teacher-centred (when forming groups, structuring positive inter-dependence)
discovery and contextual approaches used for teaching interpersonal skills.	-----
transformation position: personal and social change,	transmission of knowledge to students from facts, skills, and values.
interrelation with the environment.	control over the environment.
the aim of Coll. L. is self-actualization, personal /organizational change	the aim of Coop. L. is transmission of knowledge.

Table 4. Cooperative and Collaborative Learning according to Rockwood (1995)

Collaborative Learning	Cooperative Learning
fits within social constructivist movement	fits within traditional (canonical) acquisition of knowledge
is non-foundational understanding of knowledge (knowledge is a social construct and learning is a social process)	is foundational (cognitive) understanding of knowledge
not only the product acquired, but the process employed in the acquisition of foundational knowledge.	end product is more important.
the instructor transfers the authority to the group. In the ideal, the group's task is open ended.	authority remains with the instructor: the ownership of the task, the instructor knows or predicts the answer of the problem.
empowers students (to produce a solution in conflict with the instructor's)	does not empower students, produces the "right" or acceptable answer.
when students become conversant, they are ready to collaborate, to discuss and assess.	is a means to approach mastery of foundational knowledge.

Table 5. Cooperative and Collaborative Learning according to Panitz (1996)

Collaborative Learning is	Cooperative Learning is
a personal philosophy.	a set of processes which help people interact together to accomplish a specific goal or develop an end product which is usually content specific.
dealing with people.	
a sharing of authority for the group actions.	more controlled by the teacher
acceptance of responsibility among group-members for the group actions.	-----
consensus building through cooperation by group-members.	-----
more students-centred.	more teacher-centred.

Summary:

Summing up the above-analysed views on collaborative learning the author of the research singles out those features which are considered to be of vital importance for the development of students' collaborative competence and puts forward her understanding of this notion within the framework of the present research. Taking into consideration that

students' foreign language learning takes place in a higher educational establishment the author of the research suggests using "collaborative study":

- collaborative study which aim is self-actualization, personal organizational change becomes students' philosophy, a means of dealing with people in academic setting;
- collaborative study as a discovery and contextual approach facilitates personal and social change;
- collaborative study is a social process during which knowledge is socially constructed.

Thus, regarding collaborative study to be the basis of formation and development of students' collaborative competence the author concludes that *collaborative foreign language study is more than instruction: the personality is involved into this process during which interpersonal skills are developed on the basis of discovery, the inter-relation with the environment occurs, knowledge is constructed in a social process and becomes social, students' activity is focused on forming friendship, group-members become responsible for their actions and study – all this results in the creation of personal philosophy of successful dealing with people, personal growth and social change, self-actualization, i.e. transformation which occurs within inner and outer environments.*

2.2. The Characteristic Features of Collaborative Foreign Language Study

The main features which characterize foreign language study at tertiary level are aimed at the development of students' collaborative competence.

The author of the paper singles out five features of foreign language study: collaborative foreign language study is experiential which involves the process and the product, it occurs in a learning community, collaborative study is a collaboration of cultures, it pre-supposes students' autonomy and reflection.

The first characteristic feature: collaborative study is **experiential** in its essence as it is a process during which an outcome, i.e. final product is created through discovery and experiment.

The views on experiential learning stem out of the ideas of

- the importance of the learners' subjective experience, attitudes and feelings about their own learning. As learners undertake learning tasks, they compare their task performance with the projected outcome. (Dewey. 1938).
- students' making sense of their study with the help of constructs which they have developed for themselves over a long period of time. (Kelly's. 1955).

- the importance of personal experience (i.e. tolerance, a basic trust in others, and an ability to listen to them empathically and perceive their feelings) as a result of students' interaction with the environment. (Rogers. 1975).
- the importance of subjective emotional experience of students in acquiring theoretical concepts. (Kolb D. 1984).

Responding to learner needs and practical pedagogical considerations this characteristic feature

- helps students adapt to social change
- facilitates self-direct study
- enhances the understanding of differences in learning ability
- facilitates personal growth.

The second characteristic feature of collaborative study is that it occurs in the **learning community**, which means the organization of the community of students. The basic level of forming a learning community is the student group- a small, organized, official group. These groups create the inner environment in which foreign language study takes place. The inner environment is of dynamic nature because in it dynamic tension is created by students with different perspectives on study and goals. (Prabhu. 1992).

Effective foreign language study depends on students' and the lecturer's ability to negotiate a shared understanding of language study. As a participant of the study the lecturer shares with the learners the role of the lecturer.

The role of lecturers in a learning community is to

- create personal learning plans and help students to design their ones;
- assess students' competence, values, needs, goals, resources, environmental limitations;
- design a set of methods to manage activities, help students to organize activities by themselves;
- help students synthesize, update expanding knowledge;
- establish and define competence and skill level, goals, and outcomes;
- help students who need individual assistance;
- arrange new goals for new needs;
- help students in acquiring know-how competence (finding necessary information, analyze it, implement it), in meeting experts. They as well should be facilitators of

students' research helping them overcome difficulties in their investigation. Students in a learning community are not simply learners as they acquire the skills in

- independent study;
- in self-diagnosing own needs;
- in singling out needed areas of study actual for them;
- in creating positive atmosphere;
- in looking for various methods of study most suited for a particular context;
- in reflecting;
- in self-assessing;
- in working out recommendations on their foreign language study.

Being active partners in foreign language study students and lecturers share responsibility and respect experimenting together revealing an emotional aspect in collaborative study. Everyone is truly open to sharing with each other, learning from each other, and understanding each other.

The author of the paper agrees with the opinion expressed by Brown (1998), a cognitive theorist, who says, "Many theorists think of learning from a purely cognitive viewpoint, but if you ask successful people to reflect on how they learned what they currently know, they'll tell you: "We learned most all we know from and with each other". That involves not only cognitive ability, but social competence as well. Social competence is a powerful means in the process of collaborative study, and this is true because ideas don't come from one head, but from collaboration in a deep sense".

The research on group IQ has shown that those who were out of tune with others' feelings and were socially unskilled partners, were an obstacle in work – especially if they didn't have the ability to communicate effectively. (Williams and Sternberg. 1988).

So, it is possible to state that one of the goals of study is not only transmitting information, but developing empathic personal relationships which are enriched by moral values, and the process of cognition itself becomes significant for students. Students' interaction is based on the moral and ethic principles of the society.

The benefit is the newly developing sense of self and sense of empowerment that accompanies the process. The power of community is great. The power of a learning community is even greater, as it supports the intellectual as well as personal growth and the development of its members.

An emotional aspect of collaborative study in a learning community stems out of the students' dynamic collaboration, which means that they interact not only as students but personalities as well. This interaction reveals human relationships among students, between the lecturer and students. (Brumfit. 1982; Appel. 1989; Atkinson. 1989). "Personal emotions, esthetic appreciation" play a crucial role in foreign language study when language is viewed as self-expression within the humanistic approach. (Stevick. 1990:23-24; Lewis. 1993; Arnold. 1999). Emotion is connected with motivation through its reinforcement function, in contemporary psychology this process is called motivational (or emotional) conditioning.

Experimental investigations have showed that students' monotony occurs at lectures (Fetiskin. 1993, Shurigina.1984), real students' emotions do not coincide with those they would like to experience. (Chebikin. 1989). Therefore, the author thinks that the lecturers' task is to help students use collaborative study to overcome these obstacles by the application of collaborative approach. Emotionally competent students demonstrate their self-efficacy in transactions which are emotionally elicited and, thus, are social in nature. Their emotional response is contextual not only socially but culturally as well because any interaction is culturally determined.

The third characteristic feature of collaborative study is the collaboration of cultures, namely, students' native country culture and the culture of the target language. Foreign language study means not only the investigation of the world from different perspectives, from a different culture. (Stevick. 1989), but achieving deeper understanding of other cultures by developing inter-cultural competence in the area of attitude, knowledge and skills involving students' native culture- all this will help students express themselves in a foreign language. This cultural collaboration can be understood as the dialogue of two cultures (native culture and the culture of the target country) revealed in comparative/contrast investigation of moral, aesthetic values, genres, ideas, themes and problems of people's artistic creation as well as peoples' ways, ways of living in the target country (Mamontov. Мамонтов. 2000).

Foreign language study today is based on two principles: *first, outward, "panoramic"*: learners investigate the literature, music, art, etc. of the target country chronologically conducting contrast/comparative analysis. Although this approach has lost its dominant position, it is applied in students' cultural studies, and it corresponds to the subject level of our model of collaborative competence. *The second, anthropological principle* means students' study of everyday-life of people of the target language and culture, and it corresponds to the process level of the model of collaborative competence.

Within the framework of collaborative study students form and develop “the third culture” (Hunfeld. 1998). Accepting and learning foreign culture students better understand their own one and acquire a new understanding of self.

Students’ intercultural development in foreign language study is reflected in the formula “culture through language and language through culture” (Passov. Пассов. 1999). This formula denotes understanding and accepting cultural phenomena by using language as a means of communication, and acquiring language as a means of communication by understanding and accepting cultural phenomena.

Latest investigations on culture studies claim that intercultural competence is formed and developed not only as a dialogue of cultures, but as a “**polilogue of cultures**”, which means that this developing takes place as the dialogue between native and foreign cultures within the context of the existence of other cultures and languages in the world, and the person is open to many cultures. (Surigin. Сурьгин. 2000; Berdichevsky, Kollarova; Бердичевский, Колларова; 2003).

The cultural aspect of language study includes the way in which a language reveals time relations, which is seen in tense system. It embraces lexis, for instance, the organization of lexical phenomena is different in the native and the target languages, the entities are not equivalent in the languages (Вим-Бэм. 2001). There are subtle factors which relate to interaction and are not connected with the forms of the language (Richards and Sukwiat. 1985, Byram and Phipps. 2001).

• *The fourth characteristic feature* of collaborative study is **students’ autonomy**. The promotion of autonomy in foreign language study is nourished by the lecturer who helps students conduct their self-directed learning: (Dickinson. 1992, Esch. 1994, Gardner and Miller. 1994.).

Collaboration pre-supposes individual, pair or group preparation for a given task while cooperation requires active interaction within a group. Students’ autonomy develops their independent, self-directed foreign language study. This characteristic feature roots in humanistic approach to language study and regards learners to be human beings who bring their previous knowledge, experience, and beliefs into their inner environment, which allows them to be active learners (Pennycook. 1997).

At the same time students’ activity enriches language study helping them develop independent learning skills which they later transfer to their future study and effective use in real life. (Benson. 1997; Sinclair. 1997).

The author of the work **defines autonomy in collaborative study as study on one's own in which students are able to control over their study determining the objectives, selecting methods and techniques to be used, evaluating (reflecting) their own study; it does not mean individualism and neglect of a social context.**

Autonomous study occurs both inside and outside of the classroom where students independently prepare tasks, work over them, and solve problems.

Autonomous foreign language study which takes place outside the classroom is based on personal strategies which are the means of independent development and improvement of foreign language skills and habits outside the classroom. The implementation of the term "personal" denotes that foreign language study stems from students' cognitive needs, who initiate this activity which is desired and interesting. The peculiar features of these strategies are the following:

- they are optional,
- they are not under the lecturer's control,
- they are initiated by students,
- they are dependent upon students' needs, psychological peculiarities, interest.

Students' activity out of the classroom influences positively their language competence and results in their study.

Thus, it is possible to state that students' personal strategies in language study out of the classroom **are independent real-life activities the aim of which is students' development of foreign language knowledge and skills as well as satisfaction of their cognitive needs.** A wide range of the strategies reveals students' high level motivation and their readiness in foreign language implementation in real-life including their profession.

Students competent in autonomous study are able to reflect on this process, make decisions. Having done their part of work, they join other students to continue collaboration not only with their sub-group members but with students of other sub-groups.

The fifth characteristic feature of collaborative study is **reflection** which is a process of the analysis of how students study and create relationships. It roots in Dewey's ideas (1933) on reflection within experiential learning:

- study is considered to be a "genuine situation of experience";
- "a genuine problem develops with this situation as a stimulus to thought",
- the information at students' disposal helps them deal with it,
- students are responsible for problem-solving,
- students are able to put their ideas into practice and "discover its meaning".

As reflection is a process, the author of the paper believes that it embraces the following stages:

1. The action or case. The beginning of the reflection is a real episode of study. It can be observed by a student himself/herself or by group-mates.
2. The recollection of the event. This is the production of a sequence of actions/events of what happened, which can be done in the form of notes, descriptions, tables, audio or video recording.
3. Review and reaction to the case. The aim of this part is to think over it more deeply, make solutions, and work out recommendations for future actions.

Using reflection in the study students will be aware of their collaborative competence and will be able to control its development as well as the whole process of language study.

Summary:

In this sub-chapter the author provided the analysis of theoretical conceptions of *cognitivism, constructivism, social-constructivism, humanism, and social-interactionalism* in their relation to students' collaborative foreign language study. The author considered the differences between collaborative and cooperative study, put forward the definition of collaborative study which fits within the framework of the present investigation. The author drew the concept of collaborative foreign language study. Finally, the author discussed the main characteristic features of collaborative foreign language study.

In the next sub-chapter the author will investigate a functional model of research-based collaborative foreign language study.

2.3. The Analysis of the Functional Model of Research-Based Collaborative Foreign Language Study

This sub-chapter offers the author's functional model of students' research-based collaborative foreign language study and provides the investigation of its components which are reflected in stages.

A pedagogical significance of the model lies in the fact that it reveals students' study as a complex process with a variety of relationships among its components represented in stages, which determines its operating within the place and time. The elaboration of these relationships permits lecturers to facilitate students' activity, contribute to successful use of methodological means.

A methodological basis of the functional model of students' collaborative study is Dewey's experimental learning "experience and thinking" (Dewey. 1916:146), Kolb's ideas on study as "experience + reflection", Merizow's (1991) transformational learning according to which it is based on reflection and on the interpretation of the experience, ideas and assumptions obtained.

The following methodological conceptions being the basis of the model of collaborative model, enable the lecturer and students to develop needed skills, strategies, and means of study.

- Collaborative study is understood as inside and outside group/learning community study organized in such a way that students' study is dependent on socially and empathically structured sharing of knowledge, researching, exchange of information, and in which each student is motivated to increase others' potential. (Olsen and Kagan. 1992, Mc Groarty. 1989, Kagan. 1992, Panitz. 1996. (Collaborative Approach.)
- Students' foreign language study is goal-oriented which means that the goal is to develop communicative competence on the basis of forming four language skills. Students achieve the goal using the target language and participating actively in the study. Goal-achievement creates motives which drive students to develop their competence in a concrete context. (Skehan. 1998, Nunan. 1989, Leontjev's active theory. Communicative Approach, Competence-Based Approach, Content- Based Approach.).
- Special attention is paid to the outcomes of study. This conception gets students focus on the development of their competencies according to their interests and needs; directing and controlling their own study students master and evaluate their competencies. The assessment of competencies consists of a description of main components of students' competence required for effective performance of a task or activity. (Schenk. 1978, Docking. 1994). –Competence-Based Approach.
- Foreign language study as a dialogue/polilogue of cultures. This conception shows that to have a good command of a foreign language as a national-cultural phenomenon can be regarded as a component of a personal growth and cultural level, which allows students to be connected with the world culture, which helps them form skills for living in multinational context. (Byram, 2001, Vereschagin- Верецагин, Kostomarov - Костомаров. 1980; Council of Europe. 2001). – (Socio-Cultural Approach).

- “Systematic attention to functional as well as structural aspects of language.” (Littlewood. 1981:1)- This concept points out the importance of integration of teaching methods for developing four language skills. - (Communicative Approach, (Brinton. 1989), Content-Based Approach.)
- The subject of study is content-depicting real-life situations. (Widdowson. 1978). - This conception stresses the importance of the use of authentic materials. Authentic materials reflecting present day real-life context motivate students for further study: authentic materials for reading require students’ understanding texts, analysing and evaluating them orally and in written form when synthesizing material and ideas, which demands a variety of corresponding procedures. (Content-Based Approach.)

The integration of these approaches fits within the collaborative study in which students seriously investigate subjects and in a detail learn new facts, scientific laws, to test ideas, i.e. conducting research. (Longman Dictionary of Contemporary English. 1992).

The author of the paper applied to Marzano (1992) ideas upon authentic research adapted them to the context of collaborative study. Any research demands thorough investigation, planning, organizing and reflecting. This leads to the creation groups/learning community in which decision-making, discussions, searching for material, evaluation take place. Academic research helps students obtain new knowledge and skills, develop acquired competence (Wallace 1999).

The causes of the choice of the **authentic academic research** as a methodological basis are the following:

1. to answer the demands of academic higher educational institutions: the actuality in the development of competence in reaching consensus academic discussion; the importance for students to be competent in using methods of investigation: searching for necessary information, facts and events, processing information, formulating hypotheses, making conclusions;
2. to be competent in the future professional domain: to be competent in working in groups as a leader, a mediator, a secretary, etc.; to develop their competence in foreign language study to use their knowledge in solving problems in their future study and life;
3. to be successful in multicultural society: the actuality in intercultural integration and the competence in intercultural collaboration.

The author agrees with Kramšna that academic activities at tertiary level “bear a research character” and, the use of a foreign language (in our dissertation this is English) “for

academic purposes cannot be strictly separated from the use of English for research purposes". (Kramiņa. 2000: 40).

Within the framework of the present work the author defines *authentic academic research as an investigation which involves students into active and thorough study of an open-ended problem or question of a personal interest within academic programme*. Students use real-world information and data to share results with those who might benefit from the findings. It helps them know that their problems are important and to acquire skills and knowledge of academic investigation: searching for the meaning of notions and categories, reading about historical/cultural development of various phenomena, conducting surveys, writing reports, abstracts, references, summaries, essays, research papers, presenting the results of investigation in written and oral forms, discussing problems, ideas and defending their view points.

Academic research involves clarifying important features and meaning of concepts, events, phenomena; how notions are depicted in textbooks or the media. Students investigate materials in order to examine information and data. A special attention is paid to clarifying contradictions and confusions. Authentic academic research is problem-solving in its essence as it contains a problem to be solved; students need the integrative knowledge from different areas for problem-solving. The outcome of students' research is of theoretical, cognitive, pragmatic value: students' competence in searching for materials, collaboration, foreign language expressed in their reports, report presentation, research papers. Students are becoming flexible who are able to continue their research skills in changing situations. (Koķe.1999). Therefore, the author will use the term **"research-based collaborative foreign language study"** to point out that students conduct their investigation with the help of the lecturer. **Research-based collaborative foreign language study is defined as a continuous process of an academic investigation of the language system, enabling the researchers to acquire and develop collaborative competence in inner and outer environments and to use the acquired competence in the classroom and beyond it.**

Being research-based, students and the lecturer's activity is grounded on subject-subject relationships. The author suggests a cycle for a functional model of collaborative study. This cycle represents an act of the lecturer's and students' behaviour within their activity, the cycle can be considered as a functional unity of study, and, consequently, it can be regarded as a unity of pedagogical investigation. A methodological basis of this functional model is interdependence between the aim and the motive.

The whole act of the activity involves objective and subjective components. According to Leontjev's activity theory objective components are the subject-matter, the goal and the content; the subjective components are motives, means and outcomes. The formation and flow of students' activity are conducted on the basis of the resolve of contradictions existing within the relationships among the components.

The aim of the functional model is to be a means of successful organization of students' activity for the development of their collaborative competence. The model contains a minimum of dialectically inter-connected components and permits to plan actions within collaborative study.

The cycle of students' study is a universal unity of human inter-relationships with surrounding environment therefore it can be a unity of pedagogical investigation of students' foreign language study and personal growth.

The cycle of activity has been taken as a unity of students' study because it meets the following demands:

- Subject-subject relationships are represented in the cycle of students' activity; they reflect real relationships existing in foreign language study;
- The cycle is a whole act of students' study- from the beginning, *the aim*, till the end, which is *the use of an acquired competence in a new context/situation*.
- The cycle is a combination of objective and subjective components, which facilitates students' study and personal growth.
- The cycle is open to the influence of outer environment.
- The cycle is a model of pedagogical real-life situation as it reflects real students' study.

The above- written considerations lead to the conclusion that the cycle represents a multidimensional, multilevel system within which it is possible to investigate pedagogical phenomena by analysis and synthesis, to determine a variety of links among components and their relationships, which is vital for organizing students' study.

So, the author of the work defines the cycle as a whole act of behaviour that includes the goals/motives, students' participation in a concrete study activity, the outcomes, reflection on study (subject, process levels), the use of acquired competence in a new context/situation. Thus, the cycle is a complex, multidimensional, multilevel, hierarchical systemic formation with its own structure; it consists of the components represented in stages that are interconnected with each other.

In the beginning of the cycle students possess a **certain** level of competence, at the end of it they acquire more advanced level competence.

The analysis of each stage permits the author to investigate students' study and **promote** their personal growth from the point of view of the organization of their activity.

Taking into consideration that an action is a unity of an act in the cycle the author of **the paper** claims that the cycle can be regarded as a goal-oriented, motivational sequence of **actions and changes** which occur at the stages where final acts of behaviour differ from those **in the beginning**. At the first stages students are ready to carry out cognitive and collaborative **tasks**, later they acquire competences and transfer them in a new situation, which leads to the **development** of their collaborative competence facilitating successful activity in the next cycle.

The end of the cycle becomes the beginning of a new one, in which the inter-relationships among the components continue developing and becoming more complicated. Each cycle becomes a basis of a new one, which forms a spiral.

As students' activity is based on subject-subject relationships, a pre-requisite of their successful foreign language study is their being the subject of the activity. Their striving to gain the outcome using necessary means transfers their activity into a goal-oriented process. When planning and organizing their activity, students are aware of their actions because they predict the result in the beginning of the action.

To illustrate the process the author presents the model in the following way:

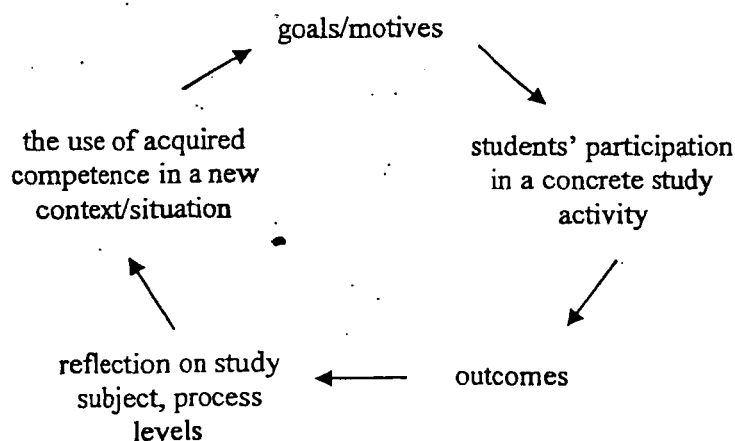


Fig. 14. The Functional Model of Research-Based Collaborative Foreign Language Study

One of the tasks of this sub-chapter is to **reveal the interconnections** among the components of the model representing the stages of the study.

This analysis is conducted from the point of view of formation and development of **students' world outlook and personal growth based on their self-control, self-evaluation. According to the author students' personal growth is understood as a widening range of human experiences, tolerance, a basic trust in others, and an ability to listen to them empathically and perceive their feelings.**

The process of students' activity occurs in the form of a triad: **the stage of the circle, pre-dominant competences** as the components of collaborative competence, and a means of collaborative study. This sub-chapter investigates each stage and the competence to be developed, the next sub-chapter will investigate necessary activities to be implemented for competence development. (Appendix I. Tables 5, 6, 7,8, 9).

The author is going to analyse the inter-relationships between **the goals and motives in the first stage.** According to the author the purpose of this stage is **to foster students' ability in setting close and distant goals of their study and work out a means of achieving them.**

To gain this purpose the following s competences and their component should be developed:

- **transactional competence-** (emotional component: empathy; social component: rapport-building). The empathic component is of vital importance in the beginning of any collaborative activity as it creates friendly harmonious atmosphere in which students with different emotional, cultural background build rapport and, thus, begin their mutual relationships within collaborative study. Having created empathic atmosphere students build rapport for successful group organization.
- **cooperative competence-** (group/learning community organization) which drives students to organize group/ learning community and function successfully in it.

In order to understand how the model works it is necessary to analyse the inter-relationships of the components at each stage which facilitate the development of above-mentioned competences.

Goal-achievement and the drive of motives are inter-connected with each other and students' and the lecturer's activity. (Leontjev A. Леонтьев А. Н. 1983, Пјин. Ильин. 2000).

According to epistemological view the aim is always subjective. However, in human activity the aim being connected with motives is an objective component. In a functional system the aim can be a subjective component if we take into consideration the content of activity because the content is the manifestation of the subject. The aim, as a subjective component, is connected with the content, which is an objective component.

It has to be recognized that goal- achievement is of vital importance for students' **personal** development as it determines their self-control in their studies. Being concrete, not **abstract**, the aim has got an incentive character, that is the basis for the creation of motives **which** become personal for students and drive them to achieve it. The author defines **the aim of the study as an expected result which both the student and the lecturer try to achieve.**

Aim- setting occurs at all stages of the cycle, and the aim is always concrete making **students'** study process on-going but the author would like to single out aim-setting as a **separate** component at a separate stage to investigate what is going on within this stage.

The author of the paper points out that first, students are aware of the aims set by the **lecturer**, later they are able to set aims themselves by self-controlling and self-regulating their **study**. Foreign language as a subject attracts students' interest, drives them to study it, **especially** when they understand its importance for their successful professional career. This drive transforms subject study into subject- cognition. Students are aware of the necessity of foreign language investigation. Their motivation creates **cognitive motives**, these are **motives which drive students to acquire and enhance new knowledge, to form, develop skills helping them build up knowledge and meta-cognitive skills facilitating self-direct study.**

Alongside with cognitive motives students develop social motives: motives to empathy, motives to collaboration in a reference group. Foreign language study becomes really goal-oriented process when students are aware of their motives and aims.

Motives of study can be caused by internal and external factors. From a cognitive view point internal factors include

- inner interest to activity: curiosity and challenge;
- the ability to set necessary goals;
- feelings of competence,
- self- efficacy,
- the awareness of developing skills in a chosen area;
- self- concept: self-judgment of success and failure based on the awareness of personal strength and weakness in knowledge and skills;
- personal attitude to study in general, to the target language, as well as to the study of the target language and target culture.

(Ames and Ames. 1992)

Internal factors are interrelated with external ones in a dynamic way. As language study is always conducted in a social context it is vital to take into consideration situational factors which are understood by every student differently and have a strong influence upon personal arousal and sustaining effort to pursue goals.

Such important external factors are:

- the learning environment: group-mates, class, lecturers;
- the way of relationship with lecturers, group-mates, rewards, feedback.

These factors are important in the formation of motives of study, and they influence students' decision to act.

According to social –constructivism factors which influence students exist in a social context which has a great impact on choices: “reasons for doing something influence persistence, sustaining effort can cause further action. The reasons to do something combine influences which are internal and external. These influences are personal for each student who makes his/her own understanding from the surrounding environment: sometimes a person may have strong reasons for doing something, but, eventually, decides not to do it.” (Williams and Burden. 1997). Students need to sustain the effort which is necessary to finish the activity or fulfil a task.

The stage aim-motive is a leading one because it determines both the structure of other stages and the dynamics of their development. The motives endorse the aim, they drive students to the activity. Resolving a contradiction between the aim and motives determines the study as a self-organizing process during which students form personal attitude to it.

Students become active when the motives are intrinsic and personally significant for them. Students' cognitive motives reflect their attitude to a subject while social motives reveal their relationships in a group.

The second stage is **students' participation in a concrete study activity.**

The purpose of this stage is to form language knowledge, i.e. to have a good command of the target language as a subject matter and to use it as a means of communication, intercultural as well. For this purpose the following competences are supposed to be developed:

Subject level:

- **communicative competence** (a linguistic and socio-linguistic components). A knowledge of vocabulary, sentence structure, meaning, production of correct sounds and symbols of the target language and implementation in any situation will make

students effective users of foreign language. Clear self-expression, rich word-stock, appropriate choice of words according to a concrete situation help students develop personal thinking and professional competence in real life.

- **intercultural competence** (a socio-cultural component). Students contrast and compare various aspects of culture: national, regional, social, which helps them access cultural values and manifestations of the target culture.

Process level:

- **communicative competence** (pragmatic and strategic-compensatory components). When students begin actively use the target language, they often produce erroneous statements. In order to overcome the breakdown in communication they work out strategies necessary to handle difficulties in their communication.
- **inter-cultural competence** (a pluricultural component). This component let students become social agents who possess an experience of several cultures.
- **cooperative competence** (a mentoring component). This component stimulates students' motivation to study and share knowledge and experience with other group-mates.

These competences develop within the students' activity in the cycle in the following way: during the activity the inter-relationships among its components become more complex and their structure changes, which causes a reorganization of the activity, personal psychological change takes place as well. Control and evaluation start to be forming actively in the beginning of the activity. First, students need outer-control, later they learn how to self-control and self-evaluate. When they are motivated, they learn to use necessary skills, and the connection between motivation and the development of skills is strengthened.

When favourable conditions for students' active study are created the structure of the cycle becomes stable, students develop their competence. It is necessary to point out that the stability of the structure is not absolute, but relative. In self-developing systems the structure always changes. This change occurs due to activity which never stops becoming more complicated embracing new components, which influence the existing ones. The process occurs on a new level forming a spiral.

Being motivated students feel involved into the process of cognition, they are interested in receiving new knowledge on the subject, they choose suitable means of activity which are relevant to the aim and the content of activity. Students' study acquires new higher level quality as it develops from low level, i.e. reproductive, to high level, i.e. creative. The

connection among the components becomes not only **balanced**, but harmonious: motives and **means** change, students become aware of social significance of their study, they feel **responsible** for their study and relationships with their group-mates, they are able to transfer **their competence** - all this proves the fact that the level of their activity becomes of higher **level**.

The development of students' study from receptive to creative demonstrates the main **tendency** toward the increasing of students' personal growth.

Students' participation into a concrete study activity is fostered by *a means of study* which is regarded to be a way of students' behaviour based on their the main objective and **motives** in each concrete situation within the framework of collaborative study.

Developing means of study stimulates students' cognition and enhances their competence, which, in its turn, gets them be interested in foreign language study. A means of students' study involves their skills, strategies, styles and tasks and activities. The author defines a **skill** as an integrated formation, which is characterized by its complicated multilevel structure and which includes habitual actions, it is based on students' knowledge and experience. A **strategy** is any organized, purposeful and regulated sequence of actions used by students to maximize effectiveness, to carry out a task or to achieve a goal which they set for themselves. Students' activity is determined by the level of the development of their skills and strategies. A means also embraces a **style**, which is a way of conducting activity in foreign language study. It belongs to implicit students' characteristics. Students' styles are manifested in **students' strategies**.

Alongside students' skills, strategies and styles a means embraces tasks and activities, which are introduced by the lecturer, but it is students who use them according to their learning style.

Being driven by motives, trying to achieve the goal in a concrete study activity, using relevant means of study students acquire necessary competence on the subject (i.e. a subject of study) and process level (relationships among students in collaboration). This competence causes changes in the structural connections among the stages, thus, facilitating students' further effective study.

The **third stage** of the circle contains the **outcome**. The purpose of this stage is to **reveal students' acquired collaborative competence** on the basis of developed **cooperative competence (the creation of an end product)**.

Collaborative learning theory suggests that **effective foreign language study** should involve comprehensible output, emphasizing the importance of the students' productive use of

the target language in interactive communication and collaboration, in an attempt to be increasingly comprehensible by taking communicative risks and thereby stretching their skills. (Nunan. 1992).

Collaborative study based on authentic (academic) research results in its outcome (product). Whereas, in conventional teaching, the outcome means a change in knowledge and in cognitive skills to be assessed, collaborative study possesses a broader view: students enhance their knowledge of the language, they become more competent in interaction and collaboration. The product stems from students' views of themselves and the world around them; it is the object and the base of further investigation and negotiation. The product in collaborative study represents the interactive nature of learning involving cognition, emotions, and hands.

This is because the outcome is not only the goal, but the task to be fulfilled: students have to participate in collaborative dimension as well as in linguistic one. Thus, it is possible to state that one aspect /type of product lies within the collaborative process, and the other- in linguistics. The latter point concerns the notion text as the product of the language classroom. Students create texts in response to any input, the text can be written and oral, i.e. notes, letters, advertisements, descriptions, essays, summaries, reports, texts for discussions. This type of product possesses a different functional status as it is fulfilled by students not for lecturer, but for themselves for their own benefit. This is the result of valid contribution to a mutual process of creating and making sense of the world.

The author thinks that texts appear from a complex background of previous experience and knowledge, acquired language skills, and strategies. At the same time students' texts are the manifestation of the "I" and "We" dimension of an interaction. A student can recognize who he/she is from what he/she produces. This process is dialectical and characteristic of collaboration in the research classroom.

From the experience it is possible to state that students' texts are of higher level than in conventional classroom because students are trying to gain higher standards. At the same time, concerning to accuracy, groups are more critical than lecturers, and they develop more strict standards of quality. This shows that students respond to the way in which their output is valued. Students' texts possesses contributory character to be displayed in the classroom, they are the result of collective discussion as they have been created in students' learning community.

The end product, i.e. summary of language studied, an increase in topic knowledge, a growth of an individual's interpersonal skills, thus, the product extends from the concrete to the behavioural. The author regards two types of products. The first one concerns the

relationship between the process of foreign language as a subject (cognition) and its product. The relationship is a dialectical one as there is a strong interaction between the two. The lecturer influences the whole process using motivational strategies to increase students' interest and helping to define a product for students or to let students discuss and define it by themselves.

Concern with the product creates and maintains the interest in the process of its production, and positive attitude to the process enhances the quality of the product. There is a tendency indicating students' preoccupation with the final product which is oral and written, and the lecturer's interest to the process which brings this about.

Thus, it is possible to summarize that students' outcome is a form of experimentation: students are eager to conduct an investigation, which requires a certain risk-taking and an appropriate level of cognitive awareness in their behaviour.

The fourth stage, reflection, means analyzing the results in a concrete study activity, reflecting it back, making conclusions and creating new hypothesis that becomes the basis of a new experimentation stemming out of the experience in a previous activity.

The purpose of this stage is **to develop students' evaluation/self-evaluation in foreign language study.** At this stage students develop **transactional competence** (reflective component) to be able to self-control and self-evaluate their own foreign language study.

Reflection can be based on reflective writing or meeting where students evaluate the work done. It helps students understand that they take responsibility on their foreign language study.

Reflection being an integral part of collaborative study is of vital importance as it guarantees a research-based foreign language study. It helps students overview their own study, participating in task organization and planning future stages of their activity.

Students express their feelings, ideas and, thus, bring their desires to the process of planning. It is important because it lays the basis for the development of collaborative competence in future group-work.

Evaluation provides feedback for the lecturer on what has been carried out, on the design of the whole learning process being an integral part of a collaborative way of study. Students use acquired competence which is transformed in a new situation denoting that they become more competent obtaining new levels of cognition and experience.

The mechanism of reflection is useful for students in self-control as it can indicate positive and negative changes in students' study, reveal new and different directions in students' development. For this purpose students' diaries and questionnaires are helpful. In

order the reflection to be adequate the corresponding criteria should be worked out on the basis of the general outline of collaborative competence. Students' reflection helps them not only evaluate the results of their study but to develop strategies in their study.

Having acquired new knowledge, formed and developed necessary competences students are interested in the process of cognition itself, look for and choose needed means, which are relevant to the aim and content of their activity. Their activity acquires new features transforming from reproductive to creative. Students are ready to experiment with acquired competence using it inside and outside the classroom.

The purpose of the fifth stage, the use of acquired competence in a new context/ situation, is to help students to apply to **all acquired competences** (communicative, intercultural, transactional, and cooperative competences) for successful functioning inside and outside inner environment of any social and cultural background and for their further development on a high level. The focus is made on students' independent study.

At this stage students discover new, unknown aspects of the subject, put forward hypotheses, make choice of necessary means of study, self-control, self-evaluate, use a variety of ways of interaction with group-mates- this activity reflects students' traits of the character, peculiarities of their personality. At the same time students self-controlling foreign language study express their attitude to the outcomes of cognitive and social activity revealing their independent thinking and decision-making.

Students' competence is not a simple collecting of experience: new experience causes a transformation of existing knowledge and skills, and the organization of activity. So, students' experience becomes a means of their further successful foreign language study.

Summing up the investigation of the functional model representing a cycle as a unity of pedagogical research it is necessary to point out that its role is important as it

- can be used as a means of the analysis of the relationships and connections among cognitive and social activity. These connections are based on the integration of all components of study activity which possesses collaborative character.
- helps determine an effective way of structuring students' activity in a concrete context, which is indispensable of forming and developing their collaborative competence.

Summary:

In this sub-chapter the author

- laid the methodological basis of the functional model of research-based collaborative foreign language study;

- defined research-based collaborative foreign language study as a continuous process of an academic investigation of the language system, enabling the researchers to acquire and develop collaborative competence in inner and outer environments and to use the acquired competence in the classroom and beyond it.
- described the functional model of research-based collaborative foreign language study aimed at the development of their collaborative competence and singled out a circle as a unity of pedagogical investigation;
- set the aim of a functional model of research-based collaborative study which is to be a means of successful organization of students' activity for the development of their collaborative competence;
- put forward a definition of a cycle as a unity of students' activity: the cycle as a whole act of behaviour that includes the goals/motives, students' participation in a concrete study activity, the outcomes, reflection on study (subject, process levels), the use of acquired competence in a new context/situation. Thus, the cycle is a complex, multidimensional, multilevel, hierarchical systemic formation with its own structure; it consists of the components represented in stages that are interconnected with each other.
- singled out the stages in the cycle with their goals: goals/motives, students' participation in a concrete study activity, outcomes, reflection on study (subject, process level), the use of acquired competence in a new context/situation;
- provided the analysis of inter-relations within each stage of the cycle:

In the next sub-chapter the author is going to research those means which promote the development of students' collaborative competence.

2.4. A Means of the Development of Students' Collaborative Competence in Foreign Language Study

In this sub-chapter the author takes each stage of the circle in turn and discusses the development of competences within the stages.

The functional model of collaborative study determines the organization of students' foreign language study. So, this part of the research deals with those means which facilitate students' developing collaborative competence. They are analyzed according to the purposes of the stages of the functional model of collaborative foreign language study.

Although all competences can be involved at **each stage** of collaborative study, the author takes only those competences which components **are dominating** at the stage.

To develop necessary competencies **relevant tasks** should be implemented. For this aim the author considers to be important to identify and define the notions “activity” and “task” because they are used as synonyms. In language pedagogy there is no complete agreement on the notions “task” and “activity”, which makes their understanding and usage problematic. Some educators define “task” as “activity” (Ridchards, Platt, and Weber. 1985, Prabhu. 1987, Skehan. 1996, Lee. 2000, Bygate, Skehan, and Swain. 2001) singling out such characteristic features as meaning, not form; completion, the outcome. Others consider it to be a work-plan or a piece of work (at class) to achieve a certain objective. (Breen. 1989, Crookes. 1986, Nunan. 1989).

Thus, it is possible to conclude that tasks possess communicative objectives and outcomes, they are goal/intention-oriented, attention is paid to the content, not to linguistic form. Contrary to tasks “activity” points out procedural action which does not possess assessment connotation.

At the first stage of the cycle of collaborative study collaborative activities are used as they involve communication, transaction, and cooperation showing that students’ study is carried out at the process level. At the second stage of the cycle cognitive tasks are used at the subject level as they develop the cognition of the target language; at the process level communicative, collaborative (scaffolding, collaborative talk) tasks are implemented as they include students’ mentoring communication on the basis of the studied material. The fourth and the fifth stages contain collaborative tasks because they involve the evaluation/assessment of the result and the use of acquired competence.

As the purpose of the first stage **goals/motives** of the model is to pursue close and distant goals in foreign language study the following competences and their dominant components should be formed and developed:

- **transactional competence** (empathy, a rapport-building, organization of a group/learning community);

Students should be aware of the following:

- What do we know about the problems, the theme? (problem-solving, subject level)
- What is my attitude toward the theme, and the texts? (motivation)
- What items are more interesting for us/me? (motivation, subject level)
- How do we manage the process of this stage? (process level)
- What is the aim of this task/activity? (motivation,)

- How does it help us? What do we feel fulfilling the task? (motivation)
- How do we manage the process of this stage? (process level)
- What problems in collaboration do we have? (subject level)
- How much time is necessary for conducting investigation? (time-management)
- How to collect more information necessary for the research? How to do it better?
- How can you arrange the material for other students?
- What should we present orally and in written texts?
- What kind of help is necessary for other students to understand your material?
- Is it necessary for them to use media, OHP, tape, film, extra material?

Aim-setting is carried out in groups as “social interaction activities” (Littlewood, 1981), which correspond to the process level of the collaborative model competence as they include collaborative activities: **the elements of authentic (academic) research: controlled group /whole-class-discussion: one-to-one discussion, buzz groups, brainstorm, problem-solving, role-play (see Appendix I. Table 5)**

Controlled group-/whole-class discussion, discussion can be used when students are not fluent in foreign language. It is predictable and is based on the concrete topic, so, this type of discussion is topic-based. It identifies students’ background knowledge and motivates them to begin the investigation of a new theme at the same time helping them overcome linguistic difficulties.

One-to-one discussion is useful when the group meets for the first time or faces a problem or a theme for the first time. It is helpful for developing listening skills when students discuss controversial opinions: they listen to their partners’ views and then express them to the whole class. To make this more challenging a non-stop opinion expression is advisable.

Buzz group discussion involves maximum students in expressing their opinions. A question, goal, problem is clearly set for participants to be discussed, then groups report their decisions to other group-mates.

Brainstorm at this stage facilitates students’ speech-cognitive task and preparation to speech. Students of different language level are able to be helpful in working out the plan, activity organization. (White and Arndt, 1994; Ur, 1996).

Problem solving contains a contradiction to be solved or investigated. Problem solving stimulates students’ logical thinking, using the target language as a tool in their speech activity and, consequently, facilitates students’ personal growth and creative study.

They appeal to students' real-life experience, allow students to work in their own speed according to their own learning style basing on their level of competence.

Role-play is important in developing interpersonal communication in collaborative study especially with high emotional content, thus, it is helpful in developing empathy. Role-play is useful to be organized before visiting libraries, preparing interviews with experts. Role-play "being a rehearsal for future real-life transactions" prepare students not only for classroom activities, but for "correct and appropriate use" of their competence in "a variety of contexts outside the class". (Kramina. 2000:79).

The goal of these activities is authentic and meaningful communication which integrates speaking, listening, writing. Students ask questions to each other within the groups, between the groups and the lecturer interacting with each other. This means not only the exchange of information (communication) but carrying out activities cooperatively (interaction) by means of speech as well as personal acceptance of partners not only as interlocutors, but friends, opponents, i.e. persons who help or create difficulties in conducting activities (perception). This way of communication fits within the framework of collaborative foreign language study.

Students' skill of setting aims in foreign language study is developed when they themselves set aims to study certain aspects of foreign language, determine the outcome, evaluate necessary materials, choose appropriate means of study. In self-directed study students should determine their own needs in general and at a concrete stage of their activity. Students should be competent in language functioning in a concrete collaborative situation as well as in the mechanism of language implementation. In other words, students should understand how the target language is used in different situations including inter-cultural interaction.

In order to be successful in aim-setting students should be aware of the level of their own language knowledge, collaborative skills and their application.

At the same time it is vital for them to be partially responsible in setting aims, be independent in making choice.

So, students acquire the following skills to be successful at the stage goal-motives:

- conducting needs analysis in foreign language study;
- understanding difficulties in foreign language study;
- setting aims and study tasks;
- choosing means of foreign language study;

- being able to search for necessary material in libraries making use of library reference, indexing and classification systems, consulting the catalogues (the author or the name catalogue. the subject catalogue) and selecting necessary information;

To make aim-setting effective the procedure should be carried out in a way most suitable for students: those who prefer individual work are able to set aims independently, later they can join other students to compare opinions and work out a common strategy. Other students can join groups to set aims cooperatively. This group-work is beneficial as it

- stimulates the students' experience of various types of interaction and, therefore, encourages communicative skills required for each;
- helps generate a more relaxed and co-operative atmosphere;
- more students have an opportunity to speak;
- students are more likely to feel free of the pressure of being listened to and more ready to speak;
- students are more encouraged to take responsibility for the improvement of their performance.

The second stage of the circle students' participation in a concrete activity aims at developing students' **collaborative competence on both subject and process levels**. Correspondingly, the tasks of this stage are grouped by the author according to this aim (see **Appendix I. Table 6**).

Subject level tasks, cognitive-conceptual group of tasks, facilitate the development of the following competences:

- **communicative competence** (linguistic component and socio-linguistic components);
- **intercultural competence** (a socio-cultural component).

Process level activities (**scaffolding, collaborative dialogue, metatalk, negotiation of meaning**) are aimed at the development of the following competences:

- **communicative competence** (pragmatic and strategic-compensatory components);
- **inter-cultural competence** (a pluricultural component);
- **cooperative competence** (a mentoring component).

One of the main aims of foreign language study in higher educational institutions is the study of a certain linguistic code and skill and habit formation of its use in socio-cultural context. It is possible to ask a question: is it enough for effective communication in a foreign language?

To answer this question we should keep in mind that the period of first and second years at a higher educational institution is very important for students as during this time they form and develop skills of every day communication in a foreign language as well as prepare

for their own academic research. Therefore, the lecturers should pay much attention to students' study of lexical and grammatical material organized according to students' competences (competence-based approach), take into consideration thematic principle (content-based approach) on the basis of collaborative study.

Students' activity in language study is not born: they form and develop it in cognitive activities doing necessary tasks. Students' effective involvement in foreign language study is influenced by their cognitive motivation, mental work, and their will-power. Students' collaborative study occurs at three levels:

- the first level: reproductive activity during which students try to understand new phenomena, to reproduce acquired and learned knowledge, to put knowledge into practice by imitation.
- the second level: interpretative activity which combines reproduction with the elements of production: students are eager to understand the essence of phenomena, connections among them, solve problems independently when face difficulties.
- the third level of activity: creative or transformative (Merizow J. 1991), at this productive level students try to use their knowledge and skills in a new situation. The characteristic feature of this level is students' strong will-power, high level of achievement motivation and cognitive interests.

In most cases productive activity is creative as students use their knowledge in new situations, it stems from the discrepancy between students' actual knowledge, acquired skills and new information, new experience, new phenomena. At the same time this is independent activity because it implies students' free choice which is sometimes flexibly directed by the lecturer.

Students' cognitive activity involving knowledge building and processing information is based on the use of authentic materials. It is necessary that the materials should be relevant to the programme of the course, motivate students' collaborative skills, appeal to students' cognitive and emotional spheres.

The author of the paper suggests that the choice of material for foreign language study should be based on the following criteria:

- authenticity, which means that the materials provide authentic, realistic English which reflects up-to-date real-life situations;
- cultural sensitivity: whether the material is appropriate to students' beliefs and values; and whether it reflects adequately real cultural life of the target country; what aspects of culture it focuses on;

- content: whether it facilitates students' academic, personal development, and collaborative skills;
- methodology (flexibility): whether there is a balance between analytical and experiential way of foreign language study; whether the materials develop students' competence on subject and process level, whether the material permits the use of a rich variety of tasks;
- adequacy: whether the material is adequate to students' personal, language, and collaborative level.

The criteria can be graded on a scale (0-5 or 0-10) according to the lecturer's attention to each category.

Tasks as a form of communication promote students' language experience. Students' language accumulation is carried out unconsciously as language units are repeated constantly in various contexts. Due to this repetition students get acquainted and clarify the regulations of the use of lexical units (coherence, the content of grammatical structures, appropriateness in various communicative situations). So, intensive reading facilitates fluent and accurate language use.

In foreign language study competent students use a variety of texts as a source of philological information. The tasks on philological reading make it possible to achieve above-mentioned aims (p. 95) as they stem out of the understanding of philological reading and its purpose.

• The author defines **philological reading** as *the interpreting of all language means of the text which convey its linguo-cultural meaning: items of national culture, every-day life, socio-cultural patterns of behaviour, idioms, conversational formulae, non-equivalent lexis, phraseological units.*

The aim of philological reading is to process philological information of the text and understand the culture of the target country by means of language. The notion "philological reading" combines various aspects of the investigation of the target culture and language by means of texts. This understanding of philological reading permits us to view two aspects of it: **linguo-cultural and linguistic**. These sub-types of philological reading are focused on different aspects of the analysis and processing the text.

The object of the analysis of linguo-cultural kind of texts is the information about the target culture as well as the information about the country of the target language (socio-cultural patterns of people's behaviour, conversational formulae, etc.).

The text can be regarded *as a product of communication* and the use of language means for fulfilling communicative tasks, the expression of communicative intentions and ideas of the author. It should be pointed out that philological reading involves pragmatic and academic aspects of language and culture acquisition, which allows students to use language knowledge in real-life situations, compare acquired knowledge about the target culture with a native one. Thus, philological reading becomes a means of formation and development of students' intercultural competence.

As lexis is the basis of cultural information, the material about the target culture and country is conveyed on lexical level. Thus, when reading the text from philological point of view, students

1. analyse specific lexical means;
2. have to understand the text as a whole:

The information on the target culture is conveyed by means of phraseological units, proverbs, sayings, conversational formulae, slang, words denoting the reality of the target country, proper names which have become a part of the culture.

The other aspect of philological reading, **linguistic**, provides linguistic analysis of the text.

The author of the research defines **linguistic reading** *as a type of reading which provides linguistic analysis of the text. It is a means of enlarging students' vocabulary and aimed at searching for and collecting language means necessary for fulfilling tasks, the analysis of means used by the author and those of that which will be implemented by students for expressing their own ideas in different situations, making their speech lexically rich and idiomatic, thus, permitting them to achieve a communicative goal.*

Linguistic reading aimed at deep analytical study of texts is carried out on two levels: lexical and stylistic. The object of the text analysis of the lexical level is unknown lexis, lexical units, lexical peculiarities of the author's style. Competent students using dictionary skills investigate contextual lexis, analyse familiar lexical units in a new context, paying attention to the peculiarities of their use, collocation, and the goal of communication. Thus, it is possible to state that competent students in the process of linguistic reading connect language means with a means of the author's intentions.

The object of text analysis on stylistic level is stylistic devices used in it. The aim of the analysis is understanding relationships, mood, the author's idea. **The outcome** of the analysis is both the interpretation of significance and meaning of the text from the point of view of the main idea, relationships and commentary of the use of corresponding stylistic devices.

Linguistic reading regards the text as a product of speech interaction and the peculiarities of the use of speaking means for understanding communicative intentions and the author's idea.

On the whole, tasks on processing philological information of texts facilitate language acquisition, developing speaking skills, acquiring background knowledge connected with the target language and culture and, thus, being an effective means of developing collaborative competence.

To be successful in philological reading cognitive- conceptual (linguo-cultural) tasks should be used within the framework of collaborative study aimed at **developing dictionary, index and survey skills** (see Appendix I Table 6). Using dictionaries and reference materials on liguo-cultural, historical and socio-cultural facts and every-day life, reading for academic purposes, study listening, academic writing enable students to find, select and process the materials most suitable for them.

The author thinks that the development of above –written skills will promote successful students'

- understanding abbreviations, manner of construction and usage of alphabetical order, usage of parts of speech;
- locating material needed within a book, journal, reference materials by use contents list and index; particular skill in the association of words with similar concepts or a number of terms with a single subject.
- over-viewing books to judge their relevance and ease of use in relation to a specific purpose, e. g. assessment of the construction of the book, the arrangement of the content and its level of treatment of the subject matter.
- consulting encyclopedias and a specialized bibliography and find a necessary topic.

Activities at this stage on the process level involve **scaffolding, collaborative dialogue, metatalk, and negotiation of meaning.**

Scaffolding is based on Vygotsky's zone of proximal development and stems out of the work by Wood, Bruner and Ross (1976). Wood points out that "the process can potentially achieve much more for the learner than an assisted completion of the task. It may result in development of task competence by the learner at a pace that could far outstrip his unassisted efforts" (ibid: 90). According to Wood, Bruner and Ross there are the following characteristic features of scaffolding:

1. recruitment- enlisting the learner's interest in the task;

2. reduction in degrees of freedom-simplifying the task;
3. direction maintenance- keeping the learner motivated and in pursuit of the goal;
4. marking critical features;-highlighting certain relevant features and pointing out discrepancies between what has been produced and the ideal solution;
5. frustration control-reducing stress and frustration during problem-solving;
6. demonstration-modeling an idealized form of the act to be performed by completing the act or by explicating the learner's partial solution. (ibid: 98).

These characteristic features might suit foreign language study at secondary school. The author thinks that scaffolding being used in at tertiary level obtains different features. It

1. enhances students' motivation in doing difficult tasks;
2. the discrepancies between students' actual competence and needed one will sustain their motivation;
3. instead of simplifying the task it is possible to divide it into parts conducting thorough investigation of each.

The author of the work defines **scaffolding** as a dialogue during which a more competent student helps the other one to carry out a certain aspect of a task in this way conducting mentoring. So, it is possible to note that scaffolding involves not only a cognitive domain when students do tasks, but an emotional one helping to emphatic collaboration.

Although specialists prefer to use the term **collaborative dialogue** than scaffolding, the author of the work claims that scaffolding can reflect the collaboration between students of different level of competence while the collaborative dialogue occurs between students of the same level. Swain (2000:102) defines the collaborative dialogue as "a dialogue in which speakers are engaged in problem solving and knowledge building". During the collaborative talk students use the target language when solving a problem speaking on the subject matter, i.e. content, and reacting to what has been said using a necessary language form.

Metatalk is a special kind of talk during which students speak about linguistic form as an object. (Wells. 2000; Swain and Lapkin. 2001: 3). Vygotskian theory being taken into consideration, the metatalk influences students' thinking and, thus, facilitates the formation of new knowledge. For tertiary level students the metatalk is vital in their preparation toward academic research enhancing their competence in the use of the target language.

Negotiation of meaning is useful in developing of strategic- compensatory component of collaborative competence. The term is identified by different researchers differently: Long (1983) calls it "tactics, or strategies", Pica (1994) uses the term "specific

type of interaction”, Ellis calls it “discourse strategy” (2003:72). The main idea of negotiation of meaning is that it helps to solve a problem of a breakdown in communication. When less competent students make an error, then, they make an attempt to convey an idea by gestures, finding synonyms while the more competent interlocutor tries to clarify the meaning by repeating words or phrases, changing constructions, asking questions.

The **third stage students’ outcomes** includes their product on subject and process levels (see Appendix I. Table 7). At this stage a special attention is paid to the development of **cooperative competence** (component-the creation of an end product).

Subject level outcomes include:

- small glossaries in which lexical units are systematized according to various features;
- text commentaries including language and linguo-cultural units;
- notes of lexical units (expressions: jokes, historical expressions, expressions used in a certain genre (journalistic, essay), borrowings, language units used in a certain social group (youth slang), conversational formulas typical for a concrete situation).
- short references –what is what and who is who;
- panoramic commentary –the information about a wide social context including background knowledge;
- conceptual commentary which means modeling the background knowledge that is the basis of a given text, i.e. relationships and the idea of the author.
- reference about an item or a fact from the point of view cultural-or contrastive study;
- reference-commentary of a wide social context;
- analysis-commentary of the author’s attitude to this concrete linguo-country or linguo-cultural item,
- commentaries and facts from the point of view of the whole idea of the text.

Process level outcomes include:

- students’ integrity in a group,
- students’ activity in a group,
- leadership,
- group-organization,
- rapport-building,
- handling relationships,
- being a mediator,
- being flexible and ready for a change,
- participation in group/learning community activities,
- persuasion and influence,
- counseling.

This type of search and the reporting back to the group on the results can be an effective assignment leading to the expected learning outcomes of the course.

Collaborative study develops not only intellectual, informative skills (meta-cognitive skills); special study skills connected with foreign language and culture study, in setting aims but also skills in reflection (meta-strategic skills).

At the **fourth** stage of the circle **reflection on study** the author taking into consideration the understanding of this notion and the aim of reflection offers **transactional competence** (a reflective component) to be developed (see Appendix I. Table 8).

Students should be aware of the following:

- How did we manage tasks?
- What tasks, activities were more effective/ineffective?
- What should be improved?
- What was good/bad?
- How did group-members collaborate with each other, the teacher?
- Were there any difficulties?

The stage “reflection” involves the means of study corresponding to a concrete context according to students’ level, stage of study process, study material, and theme.

The means of reflective evaluation on subject level are **questionnaires, evaluation scales, graphs, tables, focus reflection, reflective essays, notes**. All these types of evaluation contain parameters or questions addressed to students as it has been written before.

Questionnaires contain questions which allow to evaluate students’ abilities to foreign language study, main difficulties in study process, situations in which students beneficially implemented their knowledge and skills, and the evaluation of their own study style. Questionnaires are oriented on students’ personality because they include questions directed to them, formulated in terms of their skills, and addressed to them: “I can...”, “I need...”, “My difficulties...”.

Questions can be discussed in groups with or without the lecturer. These questions help determine students’ level in the use of a foreign language, the level of formation and development of collaborative competence.

Evaluation tables or graphs contain the criteria parameters of students’ competence on subject and process level. The parameters are offered to students for self-evaluation and assessment according to scales reflecting a level of these characteristics. The above-

mentioned tools (means) of reflective evaluation can be used for students' self-control in their foreign language study.

In focused reflection students are asked to write three-five minute reflection at the end of the class on a certain topic. The topic can relate to students' participation in groups when fulfilling tasks, or to the essence of academic coursework.

Reflective essays are considered to be students' written analysis on what they have done: the analysis of presentations, essays.

Notes can contain student's reflection on the quality of fulfilled work, the process of study, course materials, recurring problems; examine emerging interests and needs.

The mechanism of evaluation is useful for students in becoming competent researchers. It can be conducted as **the dialogue** and **discussions** including summarizing questions. At the end of the class or activity students prepare a dialogue not more than two pages in order to reveal how well they are learning. Summarizing questions help them understand their responsibility in making conclusions on what and how they study. They are aimed at reflection on the whole course, semester, or a year. Students' discussions upon the problem help create learning community in which personal opinions are valued.

Students' reflection embraces the evaluation of their successful language study, i.e. results and means of study. When reflecting upon oneself the student evaluates ones own language personality as the subject of study. Thus, students' self-reflection is orientated towards the development of such skills as:

- the evaluation of foreign language and culture needs and aims ;
- collaborative competence evaluation;
- the evaluation of the effectiveness of implied means of language study and experience;
- personal qualities evaluation (competence, individual style of language study, autonomy).

Reflection plays an important role in this process by proving a bridge between the outcome and students' further activity based on developed competences as it permits them understand their weak and strong points and work out strategies in their further effective foreign language study.

Having acquired skills in text analysis, in using dictionaries and reference materials, become competent in doing productive tasks students apply acquired competence in **their autonomous study**.

At the fifth stage – the use of acquired competence in a new context/situation students develop on the subject level **communicative and intercultural competences** (see

Appendix I. Table 9). Autonomous study gives them possibility to use acquired competence in unknown context promoting self-directed study.

On subject level the tasks including the Dalton plan are aimed at

- the analysis of language means used by the author; and
- the collection of language means for their further use.

On process level students develop **transactional and cooperative competences**. For this purpose **case-study, academic research, the Dalton-plan** are used.

To achieve these aims Dalton-plan is especially helpful in promoting students' autonomy study.

The Dalton-plan is a method which is theoretically based on Dewey's views and which synthesizes different goals. Its proponent, Parkhurst, organized a school in New York City in 1919. The main components of Dalton-plan are students, environment, and aims. The educational institution is a place where these components meet. The aim of Dalton-plan is the promote students' independent study with the help of well-structured tasks on the topic under investigation. Its basic principles are

- collaboration: emphatic attitude to each other, making common decisions, to organize and study in groups;
- freedom: a choice restricted by regulations and time obligatory for everybody. Students choose their strategies. Students' responsibility;
- independence: students plan their study, develop time-management skills.

The Dalton-plan can be implemented for developing students' language skills (see Appendix I.).

Students' autonomous foreign language study occurs both inside and outside the classroom; the difference lies in the following: students conduct their classroom work under the control (full, partial) of the lecturer while outside the classroom they carry out given tasks independently with their mates or without.

Students' foreign language study which takes place out of the classroom is based on personal strategies which are the means of independent development and improvement of foreign language skills. The implementation of the term "personal" denotes that foreign language study stems from students' cognitive needs, it is students who initiate this activity which is desired and interesting.

The peculiar features of these strategies are the following:

- they are optional,

- they are not under the lecturer's control,
- they are initiated by students,
- they are dependent upon students' needs, psychological peculiarities, interest.

Students master language skills and habits in:

- reading: books, newspapers, magazines, formal and informal letters;
- listening: to the radio, tape recorder,
- watching TV, performances;
- speaking: with native speakers; translation activity;
- writing: formal/informal letters, e-mail, faxes, essays, reports.

In most cases this activity is creative as students use their knowledge in new situations. At the same time this is independent activity because it implies students' free choice which is sometimes flexibly directed by the lecturer.

Students' independent activity influences positively their language competence and results in their study.

Thus, it is possible to state that students' personal strategies in language acquisition out of the classroom are independent real-life activities the aim of which is students' development of foreign language knowledge and skills as well as satisfaction of their cognitive needs. A wide range of the strategies reveals students' high level motivation and their readiness in foreign language implementation in real-life including their profession.

A case study is a useful method enhancing meaning in foreign language study for tertiary level students. Robbins (1993) **defines case study as "an in-depth analysis of one setting"** and writes about their advantages: "they are open to the perceptual bias and subjective interpretations of the observer. The reader is captive to what the case writer chooses to include and exclude. Cases also trade off generalizability for depth of information and richness of detail. Since it's always dangerous to generalize from a sample of one, case studies make it difficult to prove or reject a hypothesis. On the other hand, you can't ignore the in-depth analysis that cases often provide. They are excellent device for initial exploratory research and for evaluating real-life problems". (Robbins. 1993: 38-39).

Within the framework of this paper the author defines the case-study as **a narrative of real life which contains a problem to be solved, thus, being a problem-solving activity it develops students' decision-making skills.** The cases might reflect a wide range of issues: cultural differences, students' empathy, students' perceptions of their roles, etc. According to the author the criteria of the choice of these incidents are the following:

- their relevance,
- authenticity,
- narrative strength,
- complexity.

Before the discussion, in order to help students understand the case better, the lecturer asks them to speak with partners on key ideas, to summarize the case, to remark about any element they consider to be important.

During the discussion students ask questions which challenge an idea, mediate between conflicting views, and generate principles and concepts:

- what's going on in the case?
- what's cause of the situation?
- how do people behave in it?
- how can it be solved?
- what consequences do you see from any possible actions?
- what is your attitude towards characters, their behaviour?
- what are your suggestions on solving the problem?

For better understanding of characters of the case role-play may be effective. When it is necessary students can record main information on a chart.

During closing discussion students reflect on what has been learned, synthesizes and identify new understanding. Since the case study deals mostly with people's relationships it is a nice means for developing empathy, a group spirit and inter-cultural awareness which, in their turn, facilitate enhancing students' personal growth.

Academic research: The understanding of the notion "academic research" is presented in Chapter 2.3 The Analysis of the Model of Students' Collaborative Foreign Language Study. Here the author analyses a methodological significance of academic research.

The class may be divided into research groups who investigate historical/cultural facts, examine contemporary material, coordinate the activities. After analyzing and discussing the results of their research students present findings in the form of reports or written work. Finding the right solutions or actions based on students' investigation becomes a source of motivation in their study and helps them develop library skills and know-how competence.

In their investigation students examine and evaluate events in order to understand them with the purpose of clarifying present or future. They try to find the answer to such

questions: why or how something happened therefore the results of this type of research can be a very interesting context for dialectical thinking; whose interests are depicted by certain interpretations of historical/cultural events lead to critical thinking.

The communication in foreign language study permits students to play different roles, such as, the organizer, the leader, the secretary, etc., which enables them to be competent in social interaction of real life.

Students' research pre-supposes their collaboration in pairs, groups at the same time allowing them to be autonomous researchers and conduct a certain amount of independent work.

During the research students'

- set a problem and objectives of the investigation;
- put forward the hypothesis;
- the discussion of methods of investigation, such as statistical, observational, experimental;
- look for necessary information in the Information Centre, libraries, meet experts;
- make decisions on the ways of outcome presentation oral or written presentation, defense, conference, etc.;
- evaluate the material;
- make conclusions, present the results;
- discuss final results and put forward new problems for investigation.

The choice of themes of the research is pre-supposed by the curriculum, but anyway, they are discussed by students and their lecturer. The theme can be devoted to the enhancing knowledge in theory or the theme might be connected with a problem which is actual today; such themes are connected with the integration of knowledge in different areas.

The above-written forms of students' foreign language study foster not only full understanding and using the target language but also lay the basis for the development of their collaborative competence.

Summary:

In sub-chapter 2.4 the author considered those tasks and activities of collaborative foreign language study which are relevant to the aims of each stage of the functional model of collaborative study and the demands of the subject and process levels of students' collaborative competence:

- the first stage: *goals/motives*: the implementation of collaborative activities for the development of *transactional competence* (empathy, rapport-building, group/learning community organization components): **the elements of authentic (academic) research: controlled group /whole-class-discussion: one-to-one discussion, buzz groups, brainstorm, problem-solving, role-play;**
- the second stage: *students' participation in a concrete activity*: the use of cognitive language-focused tasks on the subject level for the development of *communicative competence* (a linguistic component and socio-linguistic components), *intercultural competence* (a socio-cultural component);
- on the process level for the development of *communicative competence* (pragmatic and strategic-compensatory components), *inter-cultural competence* (a pluricultural component), *cooperative competence* (a mentoring component); the use of **scaffolding, collaborative dialogue, metatalk, negotiation of meaning.**
- the third stage: *the outcomes*: students' product on the subject as well as process level stems out of a creative process which is partly self-directed for the development of *cooperative competence* (the creation of an end product). All students are participating in its creation for themselves, not for the teacher. Students' personality is expressed in the product as they reveal their understanding and interpretation of the environment.
- the fourth stage: *reflection*: for the development of *transactional competence* (a reflective component), application to **questionnaires, evaluation scales, graphs, tables, focus reflection, reflection essays, notes** within the framework of the **dialogue, discussions.**
- the fifth stage: *the use of acquired competence in a new context/situation*: the use of **authentic academic research, Dalton-plan, case-study** for the application and further development of all acquired competences, namely, *communicative, cooperative, transactional, and intercultural.*

Summary to sub-chapters 2.1- 2.4:

In sub-chapters 2.1-2.4 the author has discussed collaborative study in the light of different theories: cognitivism, constructionism, social constructionism, humanism, social-interactionism. Having clarified innovative characteristics of this notion, the author described the functional model of research-based collaborative foreign language study and investigated its components expressed in stages, these are: goals-motives, students' participation in a concrete study activity, outcomes, reflection, the use of acquired competence in a new

context/situation. A means facilitating the development of collaborative study were analysed **at each stage** of students' activity.

The next part of the research will provide a practical application of theoretical ideas **in the experiment** and its statistical validation.

2.5. The Development of Students' Collaborative Competence in Foreign Language Study

The theoretical conception of students' collaborative competence in foreign language study at a tertiary level that has been worked out by the author permits to investigate this linguo- didactic model of students' collaborative competence in a real study process.

The author of the paper created a programme for the experiment which consisted of three stages.

The first stage of the experiment (a control experiment) lasted from September 1998- July 2002. **The aim of the first stage was to investigate** the initial level of students' collaborative competence in real study process.

To achieve this aim the following objectives were established:

- to investigate students' motivation to foreign language study at tertiary level including the aims of their foreign language study;
- to conduct needs analysis;
- to work out the criteria of evaluation of the collaborative competence of each student;
- to identify students' level of their collaborative competence, which is determined by the level of the development of each dominant component;
- to help the students be aware of the level of their competence, to stimulate for developing it;
- to analyse the results of this stage of the experiment,
- to prepare for the next stage.

The methods of research used at this stage were:

- a survey by means of questionnaires;
- the ethnographic method;
- pedagogical observation of students' foreign language study;
- diagnostic tasks.

The second stage of the experiment (formative experiment) was conducted from September 2002 till September 2003. **The aim of the second stage of the experiment was to**

develop students' collaborative competence on the basis of the linguo-didactic model within **the framework** of collaborative foreign language study. To achieve the aim the following **objectives** were set:

- **single** out the content of each phase of the formative experiment;
- **to connect** the contents of each phase of the formative experiment with the model of collaborative foreign language study on the one hand, and the content of the study course, on the other hand;
- **to investigate** the dynamics of the development of each student's collaborative competence in each phase;
- **to implement** two models, the linguo-didactic model of collaborative competence and a functional model of collaborative foreign language study, in a real study process;
- **to observe** the process of the development of students' collaborative competence and **to create** necessary promoting atmosphere for its effective development.

The research methods implemented at this stage of the investigation were

- a survey by means of questionnaires for investigating students' methodological preferences, their transaction in groups, their social preferences;
- observation of students' collaborative foreign language study.

The third (final) stage of the experiment was conducted from **September 2003 till July 2004**. **The aim of this stage was to evaluate the results of the experiment.**

To achieve the aim the following objectives were set:

- **to probate** the efficiency of students' collaborative foreign language study based on the developed collaborative competence;
- **to conduct** a statistical analysis of the results;
- **to conduct** summative evaluation of the results.

The first stage of the experiment lasted from September 2002 till September 2003 during which 60 first year students participated in the experiment: 30 students from the control group and 30 students from the experimental group.

2.5.1. The Identification of the Initial Level of Students' Collaborative Competence (the Control Experiment)

As the most important factor of successful development of students' collaborative competence was their personal collaborative activity, so, during the diagnostic experiment the author was interested in the character of their motivation to foreign language study at tertiary level. So, the author sought to reveal the answers to the following questions: why students

needed higher education; whether they themselves made a choice of entering to higher educational institution or surrounding people influenced them; whether they were attracted by high salaries after their graduation or they wanted to receive profound knowledge. A questionnaire included 21 statements which students were to agree or disagree with (Appendix II. Questionnaire1). The students' answers from both groups did not differ much. Questions No. 2, 5, 7, 10, 12, 15,18,19 were focused on extrinsic motivation, while the other ones related to intrinsic one. All students from both groups (100%) agreed upon the necessity of a diploma of higher education in their future career. Their choice in a higher institution was influenced by their friends (84.3% -experimental group, 79.4%-control group), the choice of the profession- by the fact that it does not belong to hard labour (98.3% -the experimental group, 100%-the control group). Concerning the study itself the students believed that one should put minimum effort in acquiring knowledge as they thought their study to be fun (98.2%- the experimental group, 79.8%- the control group). All students (100%) expected to get a very high salary after their graduation, which indicates the tendency towards extrinsic motivation. When the questions were connected with the subjects to be studied, most of the students (76.3% - the experimental group, 68.7%-the control group) were not sure whether it was necessary to study them; it can be explained by the fact that they were the beginners at the University.

The analysis of the questionnaire allowed the author to state that students' motivation was characterized as extrinsic motivation as their answers demonstrated that they needed a diploma without making efforts in their study. So, the author's task in the formative experiment was to create necessary conditions for developing students' motivation towards the receiving knowledge and study process itself, forming and developing collaborative competence by introducing research-based collaborative study.

The orientation on students' needs was very important as it allowed to identify the areas of their future professional activity. All students needed foreign language both as a means of communication and the basis for their future career, which showed that their needs were determined by today' changing reality. Most areas of their future career were connected with the competence in communication, cooperation and collaboration in such areas as business (56%), education (73%), and law (35%) as well as studying and working abroad (43%) (Appendix II. Questionnaire 2.). To satisfy these needs it is necessary to be competent in official communication in oral and written forms, in academic research, in cooperative work in small and big groups, in collaboration outside groups, in empathic and cultural understanding of other people.

The author went on investigating the students' needs. A list of dominant competences was proposed to the students who were to express their opinion. (Appendix II. 3 questionnaire, tables 1, 2, 3). Before conducting this needs analysis the author had explained the essence of the competences to the students.

The choice of communicative competence to be developed from the point of view of theories was based on interconnection between speaking and writing on the one hand and listening and reading on the other illustrating two kinds of communication: receptive and productive ones within oral and written communication.

The choice of such competence as "being a mediator among cultures" was based on the understanding of foreign language not only as a part of culture of the target country, but a sphere in which people act as social agents acquiring new culture and representing their own one. The component "empathy" was chosen as a main pre-condition of successful rapport-building, which, in its turn, was the basis of positive cooperation and collaboration. Evaluation/self-evaluation was taken as a component because successful research-based foreign language study pre-supposes students' competence in this area. Successful process of the investigation of a foreign language can occur and positive results can be obtained in cooperative efforts of students who empathically help each other (that is why such important component as mentoring is here) for the creation of the final product, i.e. the outcome.

The results of this analysis revealed the following.

All students agreed that they could not do without oral communication in their future career (100%). The students from both groups considered written communication to be important for them with a small difference between the two groups: the experimental group – 64.5%, the control group-62.5%.

The difficulty in understanding foreign language as a part of the culture of the target country was reflected in the figures concerning the competence "to be a mediator between/among cultures": the experimental group- need-22.5%, do not know- 61.5%, do not need-16%. In the control group 33.5% of students need it, 37% do not know, and 29% reject it.

The lowest level of students' interest was connected with empathy. It should be pointed out that most students did not know the meaning of this notion, and, this notion being explained, they tried to imagine and recall situations in which it could be applied to. They were not aware of its necessity: in the experimental group only 5.3% needed it and 14.5% - in the control group, 51% of students in both groups did not know, 44% in the experimental group, and 34.5% in the control group thought that they did not need it.

The next competence was connected with rapport-building. After necessary explanation the students showed their interest towards it, which was revealed in the following

figures: the experimental group considered it to be important –31.5%, almost the same percentage (35%) was in the control group; 35.5% in the experimental group did not know, 37.5%, in the control group did not know, the students who did not need it: the experimental group- 32% and the control group- 27.5%.

The students from both groups believed evaluation/self-evaluation to be important demonstrating this by the following figures: the experimental group- 71.5% and the control group 61.5% needed this competence, students who did not know in the experimental group – 16% and in the control group –25.5%; those who did not need it in the experimental group- 12.5% and in the control group- 13%.

Concerning the competence “organizing learning community/group” students’ opinions from the two group were different: the experimental group- only 41% thought that they needed it while 29% of the students of the control group considered it to be necessary; 22.5% of the students from the experimental group did not know whether they needed it or not, 44.5% of the students of the control group showed their indifference; 36.5% of the experimental group believed that they did not need it all, 26.5% of students from the control group shared the same opinion.

Students’ individualistic tendencies continued revealing in their attitude towards the need of such competence as mentoring. Only 16.6% of the experimental group and 11% of the control group showed that they needed it; 17.1% of the experimental group and 47.5% from the control group were indifferent to this competence, and 66.3% of the students of the experimental group and 41.5% of the students from the control group did not need it.

According to the students the competence “creating an end product” was important which was reflected in their answers: 76.5% from the experimental and 72.5% of the control groups demonstrated that they needed it, 8% from the experimental and 12% from the control groups did not know, and 15.5% of the experimental and 15% of the control groups thought that they did not need it.

Having investigated students’ motivation and their needs the author was to achieve **the aim – to identify the students’ initial level of their collaborative competence** on the basis of students’ outcomes. The basic element of the linguistic research was a text for the linguistic analysis, the basic element of the analysis of the students’ sociality became an act of communication. Students’ reproductive skills were revealed when conducting linguistic research of the text which was connected with the text analysis. Students’ productive skills were revealed when they composed texts for report-presentations and discussion-session for evaluation and a test-commentary on the acquired material.

To encourage students to apply the language correctly the author used activities practicing reading, gathering information as well as presentation and negotiation skills.

The diagnostic part of the experiment was conducted within the course on "Hermeneutics" based on the book Ozola S. 1998. "Reading Comprehension" (texts and exercises Part I. Units I, II, III. Riga. SIA "Elpa-2". It was to be conducted on the basis of Unit I. "The United Kingdom of Great Britain and Northern Ireland" within the framework of traditional study process. The students' outcome (the final product) was done in the form of a written test consisting of exercises, oral presentation and **commentary on the theme under investigation** in written form. (Appendix III Test) The author is going to present the results of linguo-didactic experiment according to the dominant competences composing students' collaborative competence. To achieve the aim the author was to evaluate the initial level of the students'

- communicative competence – to analyse and discuss the text, to do exercises;
- intercultural competence - to explore cultural context of the text focusing on cultural similarities and differences
- transactional competence - to build a positive learning climate, to create a positive group dynamics, to conduct needs analysis, to evaluate the process and the outcome;
- cooperative competence – to organize groups and distribute the duties for searching for information, preparing for presentations;

The author created a table of the criteria of evaluation of the components of students' collaborative competence. In order to characterize the students' collaborative competence according to each criterion the author worked out a three-point scale of evaluation considering the relevance between a point and a level of development of a corresponding competence (Appendix III .Tables 1, 2, 3):

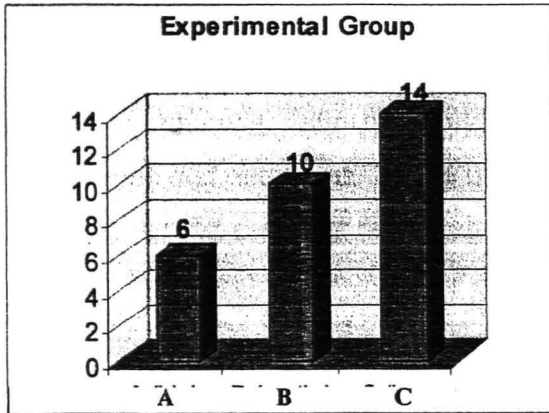
- A level (high) which corresponds to 5 points;
- B level (average) which corresponds to 3 points;
- C level (low) which corresponds to 1 point.

According to this scale six students from the experimental and four students from the control groups belong to A high level, ten students from the experimental and nine students from the control groups are of B average level, and fourteen students from the experimental and seventeen students from the control groups possess C low level, which is illustrated in table 7 and the bar-charts 1 and 2 below:

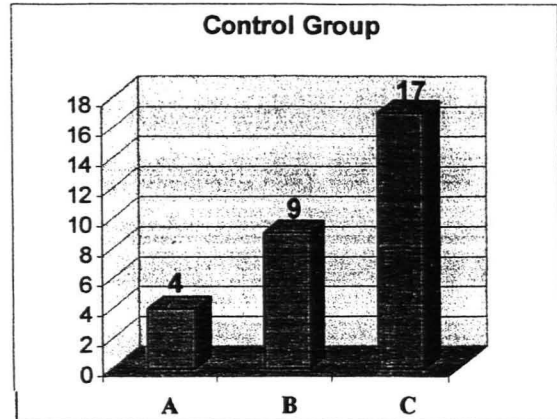
Table 6. The author's evaluation of students from the experimental and control groups

level	experiment. group	control group
A high level (5points)	6	4
B average level(3points)	10	9
C low level (1point)	14	17

These data are represented in bar -charts 1, 2.

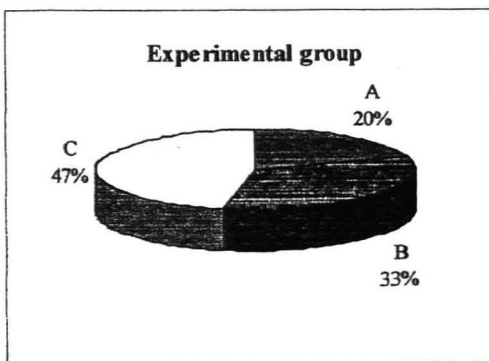


Bar-chart 1. The level of development of students' collaborative competence in the experimental group

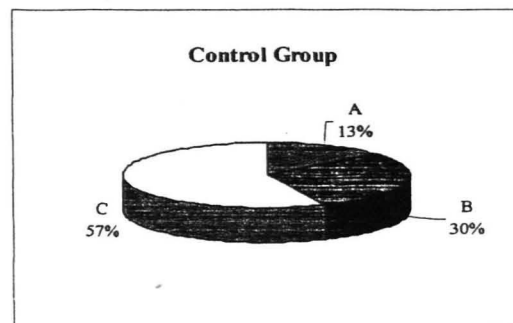


Bar chart 2. The level of development of students' collaborative competence in the control group

The results of students' work show that 20 % of students from the experimental and 13% from the control groups belong to A level, 33 % from the experimental and 30% from the control groups possess B partial level, and 47% from the experimental and 57% are of C low level, which can be seen in pie-chart 1 and pie-chart 2.



Pie chart 1. The level of the development students' collaborative competence in the experimental group(%)



Pie chart 2. The level of the development of students' collaborative competence in the control group(%)

On the basis of the data obtained the author evaluated the initial level of the collaborative competence of the students from both groups – the experimental and the control ones. The evaluation is presented according to its dominant components:

Communicative competence.

The results of the students' records showed the following: 21.6% of them could successfully participate in students' discussions logically defending their opinions and understanding their interlocutors. Their speech was rich with various connectors and newly learned vocabulary. They managed to achieve the goal of communication. Many more students (43.2%) could understand their interlocutors from time to time, they used their notes before expressing their opinions, their speech was poorer without relevant expressions, synonyms and antonyms. 35.2% often failed in communication, they did not use connectors and formal and semantic features of a language for creating correct, meaningful messages.

In general, if we compare students' oral and written communication, it is obvious that the level of their written communication was lower. Only 16.6% wrote the commentary on a proper level with cohesive devices, logically structured sentences, with minimum errors. 31.3% met more difficulties in writing, especially, in spelling and derivation. 53.1% had the lowest level in expressing ideas in written form: their texts were not logically structured, they repeated the same ideas in different paragraphs because the sentences were not arranged in a proper order. The greatest difficulty for them was to write the introductory paragraph and the conclusion.

Intercultural competence.

Only 27% of students knew about the cultural diversity of the U.K. They did not know Wales and Scotland being are the parts of Great Britain with their own language as well as Ireland thinking that English was lingua franca in the U.K. 31.1% met difficulties in understanding national symbols and facts about the country. 41.5% could not identify people's names from different parts of the U.K. On the whole, the author can state that the students did not have deep knowledge about the target country, and the development of the intercultural competence can be regarded to be of vital importance.

Transactional competence

During the classes 70% of students showed their partial level of empathy. Being focused on their own problems they were not careful about others' emotional state, therefore it was difficult for them to take into consideration their fellows' needs and mood, and 16.6 % was not empathic at all. Only a very small part of the students –13.4% not only tried but successfully helped their group-mates.

To create rapport was problematic for 54% of the students, only 15.3% were successful rapport-builders using appropriate ways of interaction in a concrete context and being flexible; other students (30%) managed to begin successful communication from time to time with a certain effort, but it was difficult for them to maintain purposeful relationships with their group-mates.

Evaluation/self evaluation was problematic to 45.7% of the students. Almost the same number of the students (46%) could evaluate their own and the group-mates' experience from time to time, they did not understand the integration between language knowledge and language use, they seldom were able to notice their group-mates errors. Only 8.3% of students were able to evaluate and self-evaluate relevantly.

The cooperative competence

Only 8.4% could take the responsibility and organize small groups, the other students (28.3%) preferred to study in pairs, and 36.7% sometimes worked in pairs and sometimes individually without accepting a set of rules of behaviour in a group to follow. As individualistic tendencies were strong, only 15.3% of the students inclined to mentoring, 30.7% were ready to help their group-mates in understanding the material. Most students avoided sharing their knowledge – some due to their shyness, some – because they did not know how to do this.

When creating the final product (the outcome), 15% could set the goal and reach it by dividing difficult tasks into small meaningful sub-tasks as well as search for, order and organize information to be learned and remembered. Most students (46%) realized only parts of a big task because they seldom could synthesize all sub-tasks into a big one. They were able to find necessary information, but they had problems in organizing it. 38% had a problem to complete a task as they were not strong in time management.

The investigation of the initial level of students' collaborative competence allowed the author to calculate its average level according to the formula

$$L_{SCC} = \frac{A(5)N_a + B(3)N_b + C(1)N_c}{N}$$

L-level

SCC- students' collaborative competence

N- number of students

A (high) level=5 points;

B (average) level=3 points;

C (low) level=1 point.

The author has taken 3 because it is an average number between high and low levels which corresponds to our three-point scale evaluation. The author states that if L_{sc} is less than 3 (L_{SCC}<3), the students' low level of their collaborative competence is dominant. If L_{SCC} is more than 3 (L_{SCC}>3), students' high level of the collaborative competence is dominant. In case L_{SCC} is equal to 3 (L_{SCC} = 3), both levels, low and high, are of equal value.

Thus, according to the formula it is possible to see the mean coefficient.

The mean coefficient of the students' collaborative competence in the experimental group is

$$L_{SCC}(\text{exp}) = \frac{A(5)6 + B(3)10 + C(1)14}{30} = \frac{74}{30} = 2.46 (< 3)$$

The mean coefficient of the students' collaborative competence in the control group is

$$L_{SCC}(\text{contr}) = \frac{A(5)4 + B(3)9 + C(1)17}{30} = \frac{64}{30} = 2.13 (< 3)$$

Alongside with the calculation of the mean coefficient of the whole groups' level of collaborative competence the author calculated a coefficient of each students' level of their collaborative competence, which is reflected in Appendix II tables 4, 5, 6, 7, 8, 9. The indices of the coefficient are the following:

A level from 3.1. to 4.3

B level- 2.2.-2.8;

C level – 1.2- 2.1.

After students had done the tasks, they were asked to express their opinion on the level of the development of their collaborative competence. The students were to evaluate their competences according to three-point scale by filling in the table (Appendix III table 10). The result of their evaluation shows that ten students from the experimental group and eight students from the control one related themselves to A high level. The equal number of students - fourteen – from both groups, experimental and control, considered themselves to belong to B partial level. Six students from the experimental and eight ones from the control groups thought that they are of C low level.

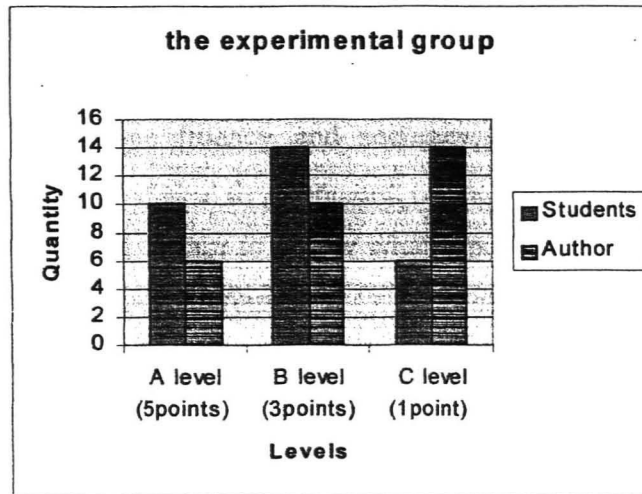
The comparison between the author's and the students' evaluation is reflected in the tables below and is illustrated by two graphs.

Table 8. The comparison of the author's and the students' evaluation of collaborative competence in the experimental group

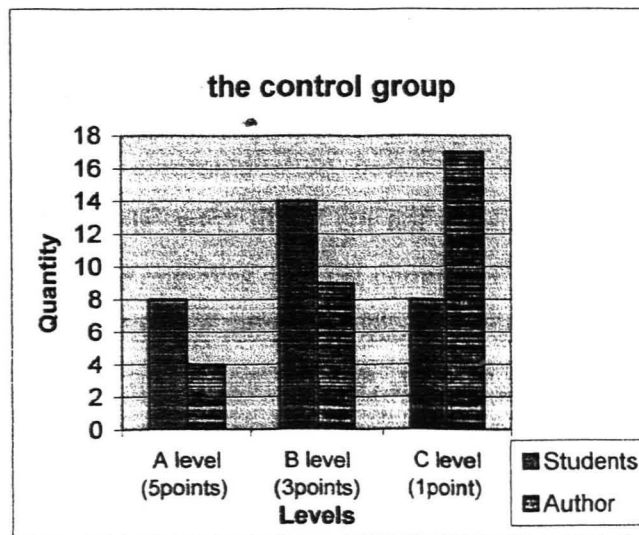
level	author's evaluation	students' evaluation
A high level (5points)	6	10
B average level(3points)	10	14
C low level (1point)	14	6

Table 9. The comparison of the author's and the students' evaluation of collaborative competence in the control group

level	author's evaluation	students' evaluation
A high level (5points)	4	8
B average level(3points)	9	14
C low level (1point)	17	8



Bar-chart 3. The comparison of the author's and the students' evaluation of collaborative competence in the experimental group



Bar-chart 4. The comparison of the author's and the students' evaluation of collaborative competence in the control group

The comparison between the author's and the students' evaluation of the students' level of collaborative competence demonstrates that the students believe their collaborative competence to be high. According to their opinion 33.4% from the experimental group and 27% from the control one belong to A high level; 46.6% from the experimental and 46% from the control groups belong to B average level; and 20% from the experimental and 27% from the control groups were of C low level. As it is possible to see there is no dramatic difference between the author's evaluation and those students' who belong to level A and B, which demonstrates the students' ability to evaluate themselves adequately. As to the students of C low level, they considered themselves to belong to B level, which indicated that they did not see their errors, and possessed high level of self-esteem.

At the end of the control experiment the students were interviewed. The aim of this interview was to investigate students' reflection on their foreign language study during the 1 stage of the experiment. The interview helped the author to examine such aspects of the student experience as language fluency and accuracy, student-students interaction, self-evaluation, problem-solving, and skill development. (Appendix III. questionnaire1)

It was important for the author to clarify what aspects of language use were preferred by the students - fluency or accuracy (question 1). Most of the students (65%) chose fluency, 25% decided both fluency and accuracy were of equal importance, and 10% preferred accuracy. Here there is an example of an answer of theirs: "In my opinion both aspects are important, but in the beginning of learning language accuracy is more important. Overall, after some time your language will become fluent, because you will be confident about accuracy of your speech."(N. I)

The author was interested in student-student interaction, whether there were problems in communication, and how they were solved (questions 2,3,4,). Almost all students (95%) faced difficulties in communication due to lack of knowledge in English: "Of course, sometimes I have problems in communication, because English is not my mother language. Sometimes I cannot find suitable word; also I am not always confident at times usage. But I am trying not to be afraid of the mistakes and just communicate."(S.K)

One of the main issues of the interview was the students' reflection, and questions 5 and 6 highlighted it. The students' answers (85%) showed their self-confidence because they were sure that their performance was good, and what they needed was hard study: "As for my performance, it is not so bad, I am not afraid of the audience and it is very important. The only problem is that is that I have not got much experience". (G. T.)

Attitude and interpersonal relationships were seen as very important, which stems from the students' answers to question 7 which was focused on the students' feelings during their communication. All of the students (100%) confirmed the influence of different emotions in the course of their study: "I listened to everybody very attentively and my feelings were very different. It depended on the situation. If, for instance, the person had the bad attitude to me, of course, I would have the anger to him". (P.K).

Concerning the aspects of the theme studied (question 8) all the students stated that although the theme was familiar to them, they met new facts about the origin of the English language and the relationships between the English and the Irish. They indicated that the lecturer was the only help for them (question 9).

The students' skill development (question 10) was one of the most important issues of the interview. Almost all students (96%) agreed upon urgent necessity of developing their writing skills as they met difficulties in the creation of the commentary and made a lot mistakes.

The results of the analysis of the initial level of the components of students' collaborative competence permitted the author to make the conclusions which later determined the basic strategy of the organization of the experimental foreign language study:

1. The level of students' oral communicative competence prevails over the written one, which reflects the use of Communicative Method of teaching foreign language at secondary school with a focus on the development on speaking skills;
2. Most students cannot write academic texts using relevant linguistic means and logically structure paragraphs, they cannot transfer their skill in text analysis to the creation of their own text;
3. Most students meet difficulty in comparing/contrasting characteristic features of the main parts of the target country, understand the origin of these differences. A part of the students were not able to give logical characteristics of the typical features of the native culture with the comparison of the target one.
4. Being egocentric and focusing on their own problems the students paid little attention to their group-mates' needs. So, the author had to remind them to help each other.
5. Almost all students are ready to work together, but they needed encouraging to study in pairs and groups;
6. The students were familiar with pair and group-work, but stemming from the previous conclusion it is possible to state that they faced difficulties in mentoring, which was the obstacle in their collaboration.

Having conducted a diagnostic experiment, investigated motivation, students' needs and the initial level of the students' collaborative competence, worked out the criteria of evaluation of the students' collaborative competence, the author has fulfilled the objectives of this part of the research. The next part of the present investigation will deal with the formative experiment which examined how theoretical ideas were put into practice.

2.5.2. The Development of Students' Collaborative Competence (the Formative Experiment)

This part of the chapter deals with the formative experiment aiming at the development of students' collaborative competence on the basis of a linguo-didactic model focusing on enhancing students' motivation to acquire collaborative competence by means of study within the framework of collaborative foreign language study.

The design of the experiment was based on the transition from simple dialogues, presentations (speaking skills) to real communication, creative activity grounded on successful transactions, self-directed study, collaboration not only within inner environment, but students' activity outside the class.

The author's observation showed that that main form of interaction in class was a dialogue: student-student, student- lecturer; and students' presentations during which they delivered speeches in turn. However, the author claims that the lecturer should help the students create empathic humanistic atmosphere based on common creative research revealing their own cognitive and social skills.

It should be pointed out that the students who participated in the experiment had not studied foreign language basing on the model of collaborative competence within the framework of collaborative foreign language study.

The second stage of the experiment (formative experiment) was conducted from September 2002 till September 2003.

The inner logic of the second stage of the experiment was determined by the existence of the students' zone of proximal development (Vygotsky.1978). During their study first/second year students develop cognitive skills that meet research-based academic demands; it means that students are becoming researchers. Alongside with the cognitive skills the students' creativity becomes leading in this period of time. Thus, to help students in developing their personality, it is necessary to create humanistic environment for their successful study.

The implementation of two models, the models of collaborative competence and collaborative foreign language study, occurred within the period from September 2002 till June 2003; it was divided into 3 phases: 2002: 1 part- September- October, 2 part- October- December, 2003: 3 part- February-May. So, it is possible to state that the second stage of the experiment (formative) contained three phases:

Table 9. The Calendar of the Formative Experiment

year	month	weeks	classes
2002	1 phase: September - October	7	14
	2. phase: October - December	8	16
2003	3 phase: February, March, April, May	8	16
		7	14

The interconnection among the phases of the formative experiment was pre-conditioned by the demands and needs of a successive phase: the demands of the second phase were rooted in the results of the first one, and the needs of the third phase of the experiment stemmed out of the outcome of the second phase.

Although the aims of these phases coincide with the aim of the whole stage, each phase possesses its own peculiarities. **The first phase introduces** research-based foreign language study, **the second phase** focuses on the students' creation of learning community, and **the third phase** highlights the students' autonomous foreign language study based on collaboration in inner and outer environments.

Phase 1 of the formative experiment

In order to investigate the character of the students' motivation a questionnaire was distributed among the students of the experimental and control groups. The questionnaire contained twelve motives of their foreign language study which were to be evaluated by the students (Appendix IV. Table 1.).

The coefficient of students' motivation is presented in Appendix IV, tables 2, 3, 4, 5. The most important motive for the students from both groups was to receive a diploma. The students showed the interest to getting profound knowledge and becoming a highly qualified specialist at the same time thinking about their future profession. Less actual became those motives connected with the process of study itself: to get good marks at the examinations, to continue successful study in the next courses, to be constantly ready for classes; not to be behind the group-mates. The least important motives were - not to neglect a study course, to earn lecturer's respect, to be the model for the group-mates; to win parents and surrounding

people's approval; to avoid blame and punishment for bad study result. The students from both groups, the experimental and control ones, demonstrated the same tendency- to receive a diploma paying little attention to acquiring knowledge by attending the course and studying hard showing that extrinsic motivation in both groups prevailed; this is seen from the total coefficient of the students' motivation - 87.96 in the experimental and 89.13 in the control groups.

The result of the investigation of students' motivation led to the following conclusions:

1. During the second part of the formative experiment the author will have to focus on maintaining students' motivation on a high level so that the development of collaborative competence within the framework of collaborative foreign language study would become personally significant for them;
2. The leading motives should be connected with the development of cultural awareness;
3. The author's task was to maintain students' cognitive motives on the basis of forming and developing their social motives;
4. The development of such competence as empathy should be paid a special attention to as it is connected with successful functioning within inner and outer environments on the basis of cooperation and collaboration.
5. The students should be provided with an innovative way of study which will be more effective than a traditional one for a range of their competences to be developed.

The idea that students' motivation is stimulated by their awareness of goals and objectives of study needs the experimental probation of the dominant components of students' collaborative competence.

At the very beginning the author began to integrate research-based study to help the students acquire academic skills. (Fried-Booth. 1986; Haines. 1989).

First of all, the author helped the students understand the main notions, namely: collaboration, empathy, mentoring, learning community, etc., related to the investigation (see the theoretical part) so that the students could understand the idea of the experiment. Second, the author explained that their foreign language study would be undertaken as a research.

The principle of integration which was the basis of the model of collaborative competence was applied at this stage of the experiment by joining two courses –functional communication and academic writing in English. The content-based approach permitted the author to use these models within the themes according to the academic programme.

The author began the formative experiment with the theme "Art". (Appendix IV. course plan). In order to introduce the research approach successfully the author explained the students its main parts: setting a problem, putting forward a hypothesis, the object, the subject, the structure of the investigation (the introduction, theory, students' research activity, conclusions). Then a questionnaire on Fine Arts was distributed among the students to find out their knowledge about art in general and about the British art in particular. (Appendix IV. 2 questionnaire). Most of students knew such artists as: Leonardo da Vinci, Raphael, Michelangelo, Purvitis, Rosentals, Tabaka; such famous museums: Louvre, the British Museum, the Tretyakov Art Gallery, the Hermitage, the museums in Latvia: the State Museum of Fine Arts, the Museum of Foreign Arts. Less number of students knew about architects, only some of them mentioned Rastrelli, Graff; one student mentioned K. Wren. There were students who did not know anything about sculptors, several students mentioned K. Zāle. 65% of the students visited museums once in six months, others –only once a year.

The answers showed that those students who studied art at school had general knowledge about it, and, they were interested in further investigation of the theme. 85% stated that they were interested in art, a part of these students confirmed that they were really interested in art, enjoyed it; 15% expressed their indifference. In this situation the author was to organize the students' study so that those students who were motivated to study art deeper, enjoyed their investigation, and those who were motivated less were able to choose a topic of their research close to their interests.

At the beginning of the students' research the author had a leading role in its organization demonstrating them how to conduct the investigation. The author showed the students how to design their personal study plans, to arrange new goals for new needs, helped them in finding necessary information, analyzing and implementing it, thus, preparing them for independent (autonomous) study. Later, when the students became more competent, they began organizing the process themselves under the author's supervision who provided them with recommendations from time to time.

It is necessary to point out that all students' dominant competences are developing at all stages of the functional model of collaborative study. Any modeling is not perfect and cannot reflect all details of a real process, therefore in order to reflect adequately students' collaborative foreign language study the author singled out the development of those competences which were most important at a particular stage of the functional model of collaborative study (Appendix I. Tables 5, 6, 7, 8, 9) . . .

Stage 1. Procedure

According to the functional model of students' collaborative study the first stage of was goal-motives. Its aim was to develop students' transactional competence- (emotional component: empathy, social component: rapport-building) and cooperative competence (group/learning community organization). To achieve this aim, the students established rapport, developed a positive group atmosphere, trust-building, group dynamics, awareness, set goals: cognitive and procedural, close and distant goals divided them into smaller ones according to the stages of their research and worked out a means of their achievement. Their study took place on the subject and process levels (see the model of collaborative competence).

The students' involvement in goal-setting and planning was carried out by brainstorming, group formation and group discussions (process level). In buzz-groups (process level) the students defined an area of investigation, theme and problems (subject level), put forward various ideas on the organization of their research; later, in a class – discussion (process level) they expressed their opinions, focused on the theme (subject level);

In a one-to-one discussion (process level) the students set a period of time during which they should accomplish their task individually, in pairs or groups; expressed their attitude toward the theme (motivation); discovered a novelty of tasks, themes (needs analysis); discussed possible difficulties and clarified the areas in which necessary skills and competence were needed (subject level), distributed topics (subject level). Planning included distributing responsibilities and setting sub-goals in sub-groups (process level), communicating over the telephone and personal visiting. The lecturer here fulfilled the role of a manager helping students according to their understanding and undertaking. The author helped the students understand the theme by presenting the material on art and instructed the students how to study independently outside the class.

It was decided to use the Internet and visit the libraries (the National library, the University library, the library of foreign languages) for gathering necessary information as well as visiting the museums of Riga: the Latvian Museum of Foreign Arts and the State Museum of Fine Arts. The students organized small groups to get the information about the work of these museums and the libraries for finding materials from books, magazines, etc. Role-play (process level) was organized before visiting libraries and museums when the students prepared questions for experts.

They were to read material before visiting the museums so that to understand and know what they were going to see in the museums, yet it was not deep investigation of the

material that was conducted later when preparing for reports and group-discussion. To develop their library skills the students made use of library reference, indexing and classification systems, consulted catalogues (the author or the name of the catalogue, the subject catalogue), and selected necessary information. To develop their survey skills they overviewed books to judge their relevance to their purpose. To find necessary topics they consulted encyclopedias and a specialized bibliography. The process itself was motivating as students discovered something new, helpful for their study.

After having collected the material on art in the libraries, the students distributed it (process level) among themselves according to countries, epochs and schools according to their preferences, thus, the students became experts on a certain topic under discussion for further sharing their knowledge (subject level).

During visits to the museums the author provided the students with general information about artists and their works, and the students put down the information about the exhibits. After the visits the students selected the collected material for the analysis it. The material was distributed among the students: some students decided to prepare it individually, others – in pairs and small groups. There were such topics as painting according to schools of different countries:

Renaissance-

S. Botticelli

Leonardo da Vinci,

Michelangelo,

Raphael,

Titian,

British painting:

T. Gainsborough,

J. Constable,

Sir J. Reynolds,

W. Hogarth,

W. Turner.

D. G. Rosetti,

Optional topics:

D. Levitskij,

Vincent van Gogh,

Pablo Picasso,

C. Monet

Latvian Art:

V Purvitis,

R. Pinnis,

Maija Tabaka,

K. Zāle

Latvian Artist Society,

Galleries-

The Tate Gallery

Architecture:

Gothic style – Westminster Abbey,

St. Paul's Cathedral

Cambridge

St. Peter's Church of Riga,

Notre- Dame de Paris,

Cologne Cathedral.

Concerning the written English classes the students learned about types of essays and their structure. Their task was to begin writing texts for reports on art.

Commentary

From a point of view of social interaction this stage revealed the students' empathy to each other, responsive attitude to their study. Having created empathic atmosphere students built rapport for successful group organization. Collaborative and Communicative Approaches were revealed in the students' communication, group-organization and what was more important working in groups outside the class that was characteristic for collaborative study because the students focused on how to manage the process of this stage. The students began investigating research approach in their study participating in setting goals, problem-solving (what do we know about the problems, the theme?) and decision-making. They themselves set aims to investigate aspects of the theme, determined the outcome, evaluated necessary materials.

So, the students' motivation was expressed in their attitude to the theme, the material, which reflected the subject level of the process (what is my attitude toward the theme, and the texts? what items are more interesting for us/me?)

The problems connected with the unknown material and the theme were also solved on the subject level. The process level was represented by managing students' study, arranging the material, forming students' groups, and managing time.

Goal setting and working out a common strategy were conducting in cooperative atmosphere in groups, which stimulated the students' experience in collaboration. The whole process of the first stage corresponded to such characteristic features of collaborative study as discovering the unknown, creating the learning community, and autonomous study outside the class.

Stage II. Procedure

The second stage of the functional model was students' participation in a certain activity, its aim was to develop communicative competence (linguistic and socio-linguistic components), intercultural competence (a socio-cultural component) on the subject level and communicative competence (pragmatic, strategic-compensatory components), inter-cultural competence (pluricultural component), cooperative competence (mentoring component) on the process level. To achieve this aim the students were to form and develop knowledge on the language as a system and use it as a means of oral and written communication (intercultural as well). (see a list of vocabulary on art, an example task, course-plans on oral and written communication in Appendix IV). The students' foreign language study occurred

on two levels as it was at the first stage- the subject and the process levels. The tasks for mastering language as a linguistic system and developing students' receptive skills were devoted to analytical study of the text, which corresponded to the subject level. These tasks of the investigation language as a system were oriented to distant goals. The activities which corresponded to the process level were the oriented to the development of students' competence in communication and were targeted towards the close aims of the immediate language use.

The students were given a text on art to be read and prepared for a discussion. (the source: Weelen G. 1981. Turner. London: Tiger Books International. p.p.5-6). The text characterizes artistic and literary trends of European countries and can be regarded a sample-essay for students.

The students collected language units and created chains of synonymous, selecting language means for communication, emotional/qualitative characteristics, created logical-notional chain of the text. Students developed linguo-didactic skills (subject level) by searching/selecting language means in a text according to semantic qualities. The students were to match, select, add, exclude language means; select/ search language equivalent (equivalent change) according to semantic features for text modeling. In order to be ready to communication students chose language means: to express emotional attitude, contrast/comparison, explanation; did linguistic tasks based on polysemy, collocation, synonymy, antonymy. Another group of tasks was linguo-systematizing: the students grouped language means according to different features- collocation, lexico-semantic group, synonyms, antonyms, thematic rows, semantic rows. They did tasks on semantic chart-, table-, scale-building, according to a certain formal, logical, semantic feature.

The author of the research offered the following tasks aimed at the developing of their linguistic competence (subject level): to understand unknown words (guessing the meaning of unknown words) on the basis of linguistic or/ and contextual guessing. They were to analyse the meaning of different derivational elements; to choose the meaning out of several lexical units (contrastive pairs, similar lexical units, various lexical units); to fill in tables, scales of lexical units on the basis of derivational elements; to group lexical units on the basis of derivational elements; to fill gaps of lexical units in the context; to match equivalents/paraphrase.

Working with the text the students could not do without the dictionaries. So, to develop their dictionary skills they were to search for necessary parts of a dictionary for understanding dictionary structure; necessary entry in order to understand references in a

dictionary; to single out notions for understanding the structure of an entry. The students had to search for the examples of the use; coherent language means, definitions, the polysemy of lexical units, synonyms/equivalent means, the meaning or translation (in a bilingual dictionary).

To develop **intercultural competence** on the subject level the students collected **necessary** linguo-cultural units: they studied to know and understand cultural symbols, facts, **basic categories**, they contrasted and compared the phenomena, characteristic features and **peculiarities** of painting of different trends and artists within the framework of the target culture, they learned language means expressing the peculiarities of the target culture, main **notions** and the vocabulary; they compared cultural peculiarities of different countries.

Taking into consideration that a language is a means of communication and it is studied **for immediate use** the author offered communicative-oriented activities (productive). The students were to elicit logical structure of the text, key words, key elements of the linguo-cultural context (social, historical, national, cultural). They selected and matched signal words, markers, notional elements, constructed a denotative scheme of the text by key words, key phrases, signal words: reconstructed the text according to the plan, key words/phrases, tables, schemes. rephrased, rendered the text according to key words/phrases, tables, and schemes. The tasks were done in pairs and small groups which were heterogeneous consisting of the students of different levels. So, to reduce a number of their mistakes the author gave them tasks during which more competent students were able to show their knowledge and help their fellows (**scaffolding**). Thus, doing a task the students worked together and those whose level was higher were mentors for others (process level).

A set of activities involved social interaction. The students analysed the text from the point of view of the author, and corresponding language means; analyzed and systematized language means: initiation, interruption, continuation, finishing. They rephrased the text from the point of view of the meaning of the text and language means. reconstructing the text according to a certain objective of a contextual situation.

When students began actively use the target language, they often produced erroneous statements because of lack of experience in active communication in the target language and lack of competence in speaking accurately and fluently.

Less competent students solved problems by negotiation of meaning, (process level) when a breakdown in communication occurred. Trying to find out a way of a difficult communicative situation they were paraphrasing, looking for synonyms, asking questions.

The problems were solved with a help of a collaborative dialogue (process level) among students who possessed the same level, usually, it was a higher level; it often happened that they found meanings of terms, notions, expressions from different dictionaries with different explanations, which led to interesting discussions and change of opinions.

When the object of investigation were linguistic forms, the students used a metatalk (process level). This type of talk was used by more advanced students who were well prepared for classes and knew the subject matter, and who were able to express their opinion without mistakes.

More advanced students were asked to prepare their tasks in the form of research – they were to put forward an idea/problem and defend it. For doing this they used comparative/contrast analysis in the investigation of their topic, e.g. they compared and contrasted a manner of artists of different schools or epochs, which gave them a possibility to investigate the main values, philosophical ideas which were dominant and which influenced upon these artists' works. Weak students were asked to prepare a description of artists' paintings.

A written part of this work was done at academic writing classes in English. In order to create their own texts the students were to know how the texts were constructed. They analyzed the texts from the point of view of its composition, connections between paragraphs, dividing them into logical parts, making plans, analyzing sentences. Interpretative tasks combining reproduction with the elements of production included the reconstruction of the text based on the given key words in the text. These tasks helped the students acquire competence in constructing their own texts for speech presentations, commentaries, and essays, for example, some students chose a descriptive type of essays for describing landscapes or portraits.

For the preparation to their productive activity the students created mind maps, made drafts of the presentation, prepared dialogues for discussions, debates; created an imitating text for oral presentation. Alongside this they were to use phrases of engaging into the conversation, interrupting, continuing, finishing their speech. The students prepared texts: essays, commentaries, summaries, the programme of presentation.

The author began the students' activity from controlled practice helping them develop their collaborative competence in independent study through a set of tasks: to memorize words with the help of mind-mapping (notional, logical, associative maps); to group language means (logical, notional, functional), to translate, to retell the text using language units necessary for study and to re-combine language means when retelling, to use the equivalents

when paraphrasing the text, to add language means necessary for learning when rephrasing the text, to construct the text based on key words (phrases), to add/ expand/ reduce/ modify/adapt the text with the use of language means necessary for learning, to create language means base (students' personal dictionary).

Commentary

The main peculiarity of this stage was that the students received input by investigating the language as a system (to achieve distant goals) and as a means of communication (for immediate use). In the beginning controlled practice was implemented, later, when the students got accustomed to this way of study, they were able to conduct their research more independently. Mastering language as a subject was conducted on the basis of production of grammatical, lexical structures or phonetic combinations in order to be successful in delivering fluent speech without mistakes. (Carroll. 1966; Mueller. 1971; Mishan. 2000; Doughty and Williams. 1998). Here the integrative principle was observed when training language regularities were integrated with active use of cognitive skills, i.e. the ability to analyse situations, to make decisions. The result of this training was the enlargement of students' expressive resources, which enabled them to achieve the goal of spontaneous language production on the next stage of collaborative study. The discovery of these regularities, their training supported students in effective communicative performance. Students' developed accuracy was the basis of communicative fluency, which answered the demand of collaborative foreign study to be experiential. (Tudor.2001).

More competent students began to provide mentoring for their group-mates, thus, consolidating empathic atmosphere in inner environment, which corresponded to a characteristic feature of collaborative study that, in its turn, was a pre-condition of creating of a learning community. The elements of academic research were introduced when the students searched for the meaning of notions, terminology on art providing the development of students' cognitive thinking.

They learned how notions were depicted in textbooks, scientific material or the media, they investigated materials in order to examine information and data, which proved that collaborative study was experiential.

It should be pointed out that the students' research on Fine Arts allowed them to get acquainted with the history of culture of different countries, to learn the roots of art, succession of generations- how the ideas of ancient art were depicted in painting of later epochs, to compare the peculiarities of artistic schools in the native country with foreign ones

acquiring the experience of several cultures and proving the idea that collaborative study is inter-cultural.

Such approaches as Communicative and Cooperative were revealed when the students investigated together their topics, while Content-based approach was applied to during their cultural search.

It should be pointed out that the students' strategic-compensatory competence was necessary only on a low level when a breakdown in communication occurred, therefore negotiation of meaning was applied to. When the students acquired a higher level of competence, they did not need this competence.

Making the texts for speeches, drafts for essays occurred in small group which organization was aimed at selecting the material for the presentation, deciding on the form of the presentation, distributing roles and responsibility (subject and process levels).

Here the students acknowledged that they faced difficulties learning the material by themselves from the point of view of problem solving: putting forward the hypothesis, a problem, thinking about the working out necessary strategies, as they had got used to receiving the material from the lecturers and preparing it for delivering in small groups without any re-construction. The lecturer helped the students notice that their written drafts were not expressive, enumerated the facts of artists' works and facts from their biographies without any appeal to the audience and their own critical analysis. As a result, the students themselves were able to see their drawbacks and work out their plans to overcome them.

So, it is possible to conclude that this stage started from the consolidating students' receptive skill ended with developing productive ones permitting them to maintain the level of their competences on both the subject and process levels providing their personal growth.

Stage III. Procedure

The aim of this stage was to develop students' collaborative competence focusing mostly on cooperative competence, namely, the creation of an end product (outcome). During collaborative study the students prepared their tasks inside and outside the class. on the subject and process levels.

The **subject level** outcomes included the students' written works: notes of lexical units and expressions, new vocabulary and terminology on the topic under investigation, compiled notes, dictionaries and grammatical commentaries, tables containing lexical units and grammatical patterns, reference materials on vocabulary, grammar; information cards; notes on grammar (when they made mistakes the author immediately reminded the rules): rules, charts, tables (to achieve linguo-methodic aims), informative product- review on the text (to

achieve informative-cognitive aims); students' data base of tasks and texts for independent study; students' tasks for texts and other tasks for self-controlling; various tasks for group-mates, remedial exercises/tasks; bigger works: essays, notes in the form of schemes, webs for writing drafts of essays.

The students' works revealing their development of inter-cultural competence included panoramic, conceptual commentaries on the theme, namely, the characteristic features and peculiarities of a certain artistic trend or the influence of certain ideas on the creative work of certain artists. The students wrote an analysis-commentary expressing their attitude to a concrete linguo-country or linguo-cultural item. Some of them wrote a commentary of a wide social context embracing the whole epoch or trend (e. g. the Renaissance, or Enlightenment). More advanced students described pieces of art conducting their comparative-contrast analysis of artistic works.

The students' outcomes in oral communication on the subject level included oral presentations, discussions, and debates.

The development of students' collaborative competence on process level was characterized by students' integrity and activity in a group, leadership, group-organization, rapport-building, handling relationships, being a mediator, being flexible and ready for a change. The level of their competence was revealed in their participation in group/learning community activities, persuasion and influence, mentoring.

Commentary.

The characteristic feature of this stage is its productive character. The product or outcome shows whether the aim has been achieved or not: the subject level showed what was achieved and the process level revealed how it was achieved. Some students managed to overcome difficulties and were satisfied with the results, their motivation was higher, they were fully involved in their study. Even when they failed they were sure that, eventually, they would reach the goal. The aim and objectives of study were personally significant for them; such students were of help for less motivated ones and those who failed in overcoming problems. It was important for the author that interiorization should become natural for all students, when the objective becomes personal for students. At this stage of the experiment, when the students were getting acquainted with collaborative study, it was impossible to gain a high level of involvement of all students into study.

A peculiarity of the outcome within the framework of collaborative study was not only the enhancing students' knowledge and cognitive skills, but their growth in collaboration, their personal change to study, to each other, and to the subject matter.

Stage IV. Procedure

The fourth stage of collaborative study was focused on developing students' transactional competence, reflective component. To achieve this aim the students developed their competence in evaluation/ self-evaluation of their knowledge and study process.

The students reviewed their research on the theme, the way of acquiring and developing academic skills, collaborative competence, they assessed language input. ((process level). They evaluated their gained knowledge, each student's contribution in collaborative study. (process level). For this purpose questionnaires, evaluation scales, graphs, tables, focus reflection, reflective essays, notes were used. All these types of evaluation contained parameters or questions addressed to students. In order to self evaluate their own achievement the students were able to choose one of above –written means which suited them most. They kept notes depicting a number of watched films, read books and their attitude to them. The students corrected and edited own and group-mates' written works registering important parameters: typical mistakes, a frequency of mistakes, progress.

Questionnaires contained such questions as: How did we manage tasks?, What tasks, activities were more effective/ineffective?, What should be improved?, What was good/bad?, How did group-members collaborate with each other, the lecturer?, Were there any difficulties? First, questions were discussed in groups, when it was necessary to write a draft sometimes with the help of the author. Later, the students organized whole class conference where they expressed their opinion in the form of mini-reports. To prepare their small speeches they used their notes, evaluation tables or graphs; those who were shy to speak, expressed themselves in focused reflection or reflective essays. The students' reflection was oriented to

- collaborative competence;
- the theme under discussion;
- the effectiveness of implied means of language study and experience;
- personal qualities (individual style of language study, autonomy).

The students together with the author worked out the criteria of research-evaluation:

- the importance and actuality of problems under investigation;
- the relevance of the problems to the themes under discussion;
- control of grammar and vocabulary;
- volume of voice;
- appropriateness of body language;

- eye-contact with the audience
- the correctness of the use of methods if investigation;
- each student's activity according to their individual competence;
- the aspect of decision-making: whether individual or group;
- a manner of interaction, empathy, mentoring, interdependence;
- the use of the knowledge from other areas;
- the competence in defending opinions, putting forward arguments, and making conclusions.

Commentary

The previous three stages have shown the students' preferences, ways of study, motivation, and the result of their work. It was obvious that all students understood the necessity and worth of research-based study, which was revealed in the improvement of their motivation toward the pedagogical demands of the course. Before this stage they were not interested in the understanding of the level of their knowledge thinking that study meant only learning the material presented by the lecturer. It was difficult for them to express their opinions about their group-mates' outcome, to analyse critically their own result. The empathic atmosphere which had been created before helped them overcome conflict situations, their mentoring provided them cooperative study based on interdependence- all this allowed them to feel co-researchers and to conduct reflective evaluation of strong and weak sides productively. The students answered to a questionnaire aiming at the exploration of their reflection.

Most students (93%) were familiar with Fine Arts as they had such theme at school. (Appendix IV. 3. Questionnaire.) All students (100%) agreed that a way of study it was new for them as they had not learned art from cultural point of view and had not conducted contrast-comparative analysis. In their independent study they met difficulties in finding particular topics in the libraries as they acknowledged that they got used to receiving material from the lecturer. Most difficulties were connected with the distributing duties and the material among the students: "*It was necessary for me to take other topic and leave mine to my group-mate who wanted to take it...*" (I. A.).

72% acknowledged that they received help from the lecturer, and 38% -from their group-mates. All students 100% understood how to write illustrative, narrative, contrast/comparative types of essays, but they realized that time and effort should be invested to become good writers needs much time and more efforts as they noticed how difficult it was to

write. 78% met problems in studying in groups and taking a responsibility, so these skills were necessary to be developed. 75% stated that they improved their speaking skills, but they would like to develop writing. As to social interaction, they understood that during such a short period of time it was difficult for them to develop mentoring, empathic competence. All students were happy to state that there was no conflict among them and there was a positive atmosphere during study. Most students (97%) preferred fluency to accuracy as it was difficult for them to find necessary words at the moment of speech and to express their thoughts in written English. All students communicated with each other well and there were no problems in communication. The author claims that the research itself attracted the students' attention and being busy with achieving the goal they did not create problematic situations. Although they improved their skills, the students believed that there was a great room for their development: 97% wanted to improve their writing skills, 43% thought themselves to be rather poor speakers, all students desired to become good communicators as it would be useful in their future career. All students listened to each other with respect feeling joy, not anger. The main problem which was met during students' communication was a difficulty in finding words to express ideas. They had to make pauses to continue their speaking.

It is possible to conclude that only systematic self-inquiry in both students' interaction and foreign language study permitted them to find and analyse strong and weak sides. The students' reflection allowed them to connect their close and distant goals with the present level of their competence and explore new possible ways of their experience- all this made this stage beneficial.

Stage V. Procedure

The aim of this stage was to use all acquired competences inside and outside the class in any social and cultural environment with the focus on autonomous study. It means that autonomous study gives the students a possibility to use acquired competence in any unknown social and cultural context promoting self-directed study. To achieve this aim the students were to continue their language investigation on the subject level developing their transactional and cooperative competences on the process level.

The students were proposed to conduct their mini- autonomous research with a use of video. The author proposed a plan that was discussed and adapted according to the students' needs and level of the competence (Appendix IV. Dalton –plan). The task for all students was to comment on a film about Cambridge based on the material found by the students. They distributed topics, the task was to choose one of the buildings (a college or a church) situated in Cambridge, to find the material on it, prepare a small presentation with comments on

characteristic features of architectural style. The students organized small groups, distributed topics and duties. There were such topics as the Trinity College, the King's College Chapel, the Queen's College, St. Clare College, the Christ's College, the Catherine College, St. John's College, the students were able to choose other topics if they had their own films. It was decided to try not to read the notes during presentations-commentaries on the film and it was very difficult; at the same time the students' mistakes were not corrected not to disturb them during their speech.

The students knew already the structure of a research consisting of problem formulation, putting forward the hypothesis, methods of collecting material and data processing, material discussion, the organization of work, notion/conclusion formulation. They were asked to prepare the material in the form of solving problems (the suggested ideas are presented in Appendix IV. The topics for problem-solving tasks).

During the preparation this task the students independently did: memorization, various grouping of language means (logical, notional, functional); translation; re-combination of language means; text construction; adding/ expanding/ reducing/ modifying/adapting the text; creating language means base (students' personal dictionary), preparing questions to their group-mates (subject level).

Their preparation occurred within the context of collaborative study on the basis of activities acquired and used at the previous stages (process level). The students set and discussed themes and topics, chose their appropriate aspect; gathered information, collected data, prepared material, visited libraries; they evaluated visits and reading in group discussion; prepared towards their presentations: made a plan of presentation, prepared texts, video, photos for presentation, arranged all materials; shared their knowledge.

It was not easy for them to follow the film during their commentaries. Some of the students made longer pauses, some of them stopped the film and began again. Despite the difficulties the students were inspired and did not want to give up. After the commentaries they reflected on their progress and problems.

Commentary

As this stage was focused on students' autonomous study, the author proposed the students a plan (Dalton-plan) according to which they were able to do tasks. They modified it in a way most suitable for them.

Autonomous activity made the students' study personal as they chose topics according their needs, cognition, interest and wish. The author's control was less and the study process was initiated by students. As a result of the autonomous study most students became more

responsible, open, friendly, which corresponds to humanistic approach to language study. Their total positive emotional potential gave a strong impulse to their cognition, which was revealed in their creative presentations. The most difficult for the students was to arrange the material logically and to organize the presentations, which was done by a small group of students under the guidance of the author.

The topics connected themes on architecture and education, which made a bridge between the present and next themes.

Summing up the results of the students' study at the first phase of the formative experiment the author would like to point out that this phase of the formative experiment was considered to be the introductory one which gave the students a possibility to get acquainted with a research-approach in their study. The author noticed that there were no dramatic changes in the level of students' competence (A and B levels); three students of C level improved their communicative competence and having acquired B level.

As social interaction was the weakest point for the students, the author suggested that the next part of the formative experiment should be focused on the development of transaction and cooperation for creating learning community.

The second phase of the formative experiment was focused on the development of transactional and cooperative competences, namely, the creation of learning community based on rapport-building, empathy, and mentoring. To investigate the students' tendency to sociability and preferences in a way of study two questionnaires were distributed (Appendix V questionnaire 1, 2,). The results of the surveys showed that equal number of students who avoided working with their group-mates demonstrating two opposite tendencies- to study alone (20%) and to be dependent on the lecturer (20%); less social students preferred to study in pairs (33.3%) and more social ones (26.7%) - in groups.

Table. 11. Students' social preferences in foreign language study

way of study	students	%
independently	6	20%
with the lecturer	6	20%
in pairs	10	33.3%
in groups	8	26.7%

So, the author believed that the strategy of this part of the formative experiment should be the students' study in a learning community based on empathic relationships. The author insisted on students' doing research, first, in pairs, later, in groups, and, then, in a

reference group, i.e. learning community. To achieve this aim the author urged the students to do tasks together in groups permitting the students to reveal their own and other group-mates' intentions in communication, to create, maintain and strengthen positive emotional contacts. The students developed their competence to be empathic and understand their fellows' opinions, put forward arguments and defend their point of view.

A special attention was paid to problem-solving activities, for this reason a case-study was used. (Appendix V. Case study 1, 2, 3). To work out different aspects of the problems in these case-studies the students organized groups. Then they proposed their ideas for a whole-class meeting with a secretary, a chair-person and participants.

The students dealt with such questions:

1. What is going on in this event?
2. How did this situation arise?
3. How do the people involved in act?
4. How might it be handled?
5. What sorts of consequences might be expected from the potential actions?
6. What general issues are brought out by the case?

In buzz-groups the students expressed their ideas, worked out all possible ways of handling the situation in case-studies. The students organized role-plays, wrote small texts and distributed the roles. In the final discussion they delivered small speeches in which they expressed their solutions of the problem.

The conclusions were written down and the discussion showed that all expressed variants of the decision were accepted.

Commentary

When giving a case-study to the students, the author wanted to highlight one of the most acute problem in study – the evaluation of students' written works. The discussion on it permitted students to express their view – points and to understand the lecturer's opinion. In this part of the experiment the focus was made upon the students' speech within a social context, which led to more complicated students' interaction.

The common students' difficulty was writing, especially, to create coherent sentences and to connect logically paragraphs. To help the students' overcome their problems, special tasks on text-analysis and text-imitation writing were proposed.

The author would like to point out that the students tried to act actively as one whole, as it was obvious that the problem-solving task on education was very close to them. Although they expressed different opinions, they possessed interpersonal understanding – this

led to enhancing their communicative competence as they studied the required vocabulary, terminology, expressed their thoughts according literary norms that created empathic atmosphere in the inner environment.

So, it is possible to conclude that the students' development occurred twofold- in acquiring the theme and developing competence in social interaction creating a learning community. The analysis of the students' study showed their enhancing of the level of students' collaborative competence: a group of students of C level became smaller- eight, a number of students of B level was enlarged- 15students, seven students constituted A level group.

The third phase of the formative experiment dealt mostly with stepping up students' collaborative activity by enhancing the level of their collaborative competence.

The third phase of the formative experiment embraced the **period of the second semester- from February till June on the basis** of such topics as "Travelling" and "The Theatre" and writing their own research paper. The activities were focused on the students' autonomous study in finding, collecting, selecting and preparing material (subject level) and organizing groups, sub-groups and distributing duties (process level). The author connected two themes, "Fine Arts" and "Travelling" together giving the students the tasks combining the two themes. (Appendix V. Activities on Travelling). In the third phase of the experiment all the students developed their collaborative competence: some students managed to develop all dominant components, some of them –only certain components.(the analysis of their improvement will be provided further).

At the end of the semester in order to examine the students' collaborative competence and create a new context for their study they were given a task to organize a presentation of a new theme for first year students in grammar on Modal Verbs. It was a new topic for first year students while it was a revision for the second year students. Fourteen first-year students participated at this joined class.

In the class discussion second-year students planned the organization of activities, defining an area of investigation, distributing the topics, organizing expert groups on each particular aspect of the theme: the verbs of obligation, possibility, ability, permission, etc. Then they collected necessary support materials: grammar books, textbooks, grammar aids from the library, most students used the Internet.

In buzz-groups they discussed what topics and exercises they would use. In the research phase learners made use of books and the author as a helper. They formulated rules; found examples to explain the rules; and located a series of practice exercises.

More competent students were tutors for less competent ones. The students wrote small texts for introducing the theme, exercises, and for finishing their presentations.

After having prepared the material (subject level) in the form of notes, small texts, mind-maps they began to plan the organization of the presentation of the material, a way of its explanation in- one to-one discussions, in small group talks, and, finally, in the whole class (process level). Then they were ready to meet first year students.

After the presentation of the material with a help of OHP all students worked together in small groups during the class. Productive sharing of the material was based on successful rapport-building. A special small group of more competent students being mediators between first and second year students provided mentoring for their group-mates in establishing rapport and sharing the material encouraging and counseling. The author did not interfere with the work permitting students to participate in the activity independently.

Scaffolding between first year students and collaborative talk among second year students allowed them to solve problematic points of the theme and overcome difficulties in the process.

At the end of the class the students reflected upon their study – the exercises done at class and the organization of their own work.

Commentary

The students found that the process of independent research with the goal of trying to explain a grammatical problem to others, or, more accurately, to find ways to make it clear, taught them the grammar point was very effective. Having understood it they felt confident about teaching it to the group of first year students. It was apparent that the students enjoyed the opportunity and challenge of presenting material to others. When the first year student did not grasp it completely, they put down problematic questions for further investigation. The author was always there, however, as a helper.

For the development of the students' collaborative competence discussions, peer teaching, and the presentations of formal interaction were used, which demanded high level of creative students' activity.

Conclusions

The results of the formative experiment can be expressed in the following conclusion on the levels of students' collaborative competence:

The improvement of **the communicative competence** was revealed

- in the increased accuracy in the students' speech. They put forward their ideas, managed to find arguments discussions taking into consideration the interlocutors' intentions.
- Their speech became clear and well-structured. They knew how to use correctly connectors, and cohesive devices. Sometimes it was difficult for them to follow a necessary level of language formality.
- The quality of their written works became higher. They managed to arrange sentences in a logical sequence; they knew how to structure the text integrating sub-themes, their paraphrasing was free from errors. The main difficulty they met was to support the text with relevant details to the point.

The competence being a **mediator among** cultures was revealed in the students' interest and understanding of otherness, way of life rooted in traditions of the target country and those ideas prevailed in a certain historical period of time. They learned to see culture a part of the whole world, in the context of the history of the target country. Here a difficult point for some students was to understand and accept the idea that foreign identity does not mean losing one's own.

The transactional competence was developed by the improvement of its components: empathy, rapport-building, and reflection. The students managed to overcome their egocentrism. They understood other group-mates' problems in study and offered their help, they respected other students' opinions during discussions and doing problem-solving tasks. Only for some students it was difficult to understand a current situation at the beginning of the experiment. The students learned to create productive mutually beneficial relationships to achieve a common goal, thus, rapport-building became beneficial in their study. It was revealed in their initiative and leadership. They learned to evaluate their achievement in cognitive and social spheres, tested their own and the fellows' study and collaboration.

The cooperative competence was developed by enhancing students' competences in creating learning community, mentoring, and creating the end product. The students distributed duties, being empathic they obeyed the rules of the social interaction. They did everything to make their activity beneficial for the whole group. The leaders of the group successfully involved others into the creation of the common product. Sharing knowledge, inspiring and teaching the material helped more competent students become mature mentors. The effort put into searching for and organizing information which was later systematized helped the students to create the product beneficial for each student. Only sometimes certain students met problems in persistence when producing the outcome.

The formative experiment proved research-based collaborative foreign language study to be effective in developing the students' collaborative competence. The students were acquiring competences during the whole period of the experiment. The experiment has shown that at each stage of the students' study the prevailing competence should be paid attention to and developed according to goal of the context; at the end of each stage of study the evaluation/ self-evaluation should be conducted for further successful activity.

At the third stage of the experiment the author investigated the results of the development of students' collaborative competence in their foreign language study and arrived to the following conclusions.

At the first phase of the experiment the students were introduced with the a way of study which was new for them: three students (7, 19, 21) improved their competence having acquired B level: they became more competent in written communication, rapport-building, creating the end-product, mentoring, and being a mediator among cultures. (Appendix V Table1. Bar-charts 1, 2. The dynamics of students' development of collaborative competence in the process of the formative experiment according to the level. Tables 2, 3, 4).

After the second phase of the formative experiment four students developed their competences having changed their levels: student 2 became A level having improved rapport-building and skills in mediating among cultures; student 11 made written communication better, became successful in rapport-building, evaluating and creating the end product; student 13 developed both oral and written communication, rapport-building, and evaluation/ self – evaluation; student 23 improved written communication, rapport-building, creating an end product, organizing learning community. It should be pointed out that the improvement occurred within the levels, which meant that although the students' level remained the same their competence became higher: student 1 had coefficient 3.8, which then became 5.3 demonstrating better work in written communication and mentoring; although student 10 remained on C level, due to the improvement in written communication and creating the end product the coefficient enhanced $-(1.4 - 1.8)$; student 18 developed oral and written communication within C level (1.0.—1.4), and student 26 on C level obtained coefficient 1.6-2.3 by improving oral and written communication, and creation of an end product.

At the end of the third phase of the formative experiment five students improved their collaborative competence having changed their levels. Student 6 improved oral and written communication, evaluation/ self-evaluation, the creation of the end product; student 10 developed the competence in written communication, empathy, evaluation/self-evaluation, the

creation of the end product; student 12 improved the competence in being a empathic, mediator, organizing learning community, mentoring; student 16 improved oral and written communication, evaluation, and the creation of the end product; student 26 became more competent in oral and written communication, the creation of the end product.

Alongside this improvement eight students enhanced their competence within A, B, and C levels: A level: student 2: (coefficient 3.6 – 4.1) in evaluation and creating learning community; student 5: (4.3- 4.7) in becoming more competent in mediating among cultures, and creating the end product; student 15: (4.1- - 4.5) in mediating among cultures, and organizing learning community; student 20 (4.1 - 4.7) in oral and written communication; student 25: (4.3. - 4.5) in rapport-building; student 28 (4.1 – 4.7) in oral and written communication and evaluation/self-evaluation.

B level: student 4 (2.5- 2.7) in rapport-building; student 7: (2.5 –3) in creating learning community and mentoring; student 8: (2.7.-3) in evaluation; student 9 (2.3 – 2.7) in oral and written communication; student 11: (2.3 – 2.7) in being a mediator among cultures, in creating learning community; student 13: (2.5 -2.7) in mentoring; student 17: (2.7- 3) in mentoring; student 19: (2.3 – 2.7) in rapport-building and creating learning community; student 21: (2.3 -2.5) in evaluation, creating learning community and an end product; student 23: (2.3.- 2.7) in being a mediator among cultures and in evaluation; student 30 (2.3 – 2.7) in written communication and evaluation/self-evaluation.

C level: student 3 (1.2 –2.1) in oral and written communication, evaluation/ self-evaluation, the creation of an end product; student 14 (2.1- 2.5) in creating learning community and the end product; student 18: (1.4- 2.1) in being a mediator among cultures, empathy, and the creation of an end product; student 27 (1.6- 2.1) in being empathic and rapport-building.

As a whole, the mean coefficient of the experimental group after the formative experiment became $94.1 : 30 = 3.2 > 3$ with the comparison of that at the beginning of the experiment, which was $2.38 < 3$, which means that a high level of collaborative competence dominates.

Summing up the results of the formative experiment it is possible to state that the level of the students' competence enhanced.

The character of students' motivation has changed as well: it has become intrinsic, the students' attitude to study process became positive, which was reflected in their answers and their active participation in study. Their attitude towards study, attendance to lectures, the

lecturer and group-mates, which indicates their personal involvement into activity inside and outside the class became personally significant and serious. The coefficient of such motives as to be constantly ready for classes, not to neglect a study course, not to be behind the group-mates, to ensure the success of the future profession, to earn lecturer's respect became higher. (Appendix V Tables 5, 6, 7) All this demonstrates the students' interest in the process of study, their responsibility and empathic attitude towards others.

The students' answers indicate that after the experiment their collaborative foreign language study has become personally significant for them, which led to a change of their motivation: it transformed from extrinsic to intrinsic.

The students were interested not only in developing their cognitive competence, but in social as well, this is illustrated by their answers to the questions aimed at the investigation of their social preferences. (Appendix V. Questionnaire 2). The results of the questionnaire show that the students had an intense interest in working in groups and the whole class participating in discussions and demonstrating their competences. There remained the students who preferred individual work, and one who needed the lecturer's help, which is seen at the table below.

Table 11. The students' social preferences in foreign language study at the 3 part of the experiment (the experimental group)

way of study	students	%
independently	3	10%
with the lecturer	1	3.4%
in pairs	4	13.3%
in groups	10	33.3%
the whole class	12	40%

The changes of the level of development of collaborative competence in the control group (Appendix V Tables 8, 9, 10, 11).

At the end of the formative experiment we can see the following changes in the collaborative competence in the control group: the mean coefficient of the whole control group became higher ($2.30 < 3$) with the comparison with that which was before the formative experiment ($2.13 < 3$), but it remained lower 3, which means that low level of the collaborative competence prevails. What does it mean? It means that the students of the control group were developing only their cognitive skills without taking into consideration the benefits of studying collaboratively. The results of their study are reflected in the table below:

Table 12. The level of the development of students' collaborative competence in the control and at the end of the formative experiment (the control group)

level	in the control experiment		at the 3 phase of the formative experiment	
	A high level (5points)	4	13%	5
B average level(3points)	9	30%	11	36.6%
C low level (1point)	17	57%	14	46.7%

The following students improved their competence: student 21 who was B level obtained A level (2.7—3.2) developed competence in written communication and mentoring; student 6 (2.1. -2.5) improved evaluation and the competence in creating learning community; student 23 (1.8—2.5) exceeded their level in oral communication, evaluation, and creating an end product; student 28 (1.6—2.5) became better in oral and written communication, creating learning community and an end product. The following students, although remained within the same level, exceeded it; this concerned C level: student 4 (1.2 -1.6) in oral and written communication, student 14: (1—1.8) in oral communication, empathy, evaluation, and end product; students 18 (1.2 -1.6), 30 (1.2-1.6), 25 (1.6—2.1), 26 (1.4—1.8) in oral and written communication.

The students' motivation has not changed at the end of the formative experiment. They were eager to receive knowledge and a diploma, but they were not interested in being constantly ready for classes (3.8), to prepare for the exams properly (8,25), not being behind their group-mates (5.5), which is seen from the coefficient of their motives.

2.6. The Analysis of the Results of the Development of Students' Collaborative Competence

Descriptive Statistics

(Appendix VI contains all necessary bar-charts, diagramms)

The Analysis of the Results of the Level of Students' Collaborative Competence (LSCC)

The descriptive statistics was calculated on the basis of data with the help of a statistic set Statistica 7.

The Analysis of the coefficient of the LSCC in the Control and Experimental Groups

The Analysis of the Coefficient of the LSCC in the Control Group in the beginning of the experiment.

The LSCC of 50% of the students is not higher than 1.95 (Median=1.95); the average coefficient in the group is 2,14 (Mean=2.14); The Sample Variance is 0.77; The Standard Deviation 0,877 (The most common coefficient is 2,3 (Mode)).

The Analysis of the Coefficient of the LSCC of the Control Group at the end of the Experiment.

The LSCC of 50% of the students is not higher than 2.32 (Median=2.32); the average coefficient in the group is 2,3 (Mean=2.3); the Sample Variance is 0.64; the Standard Deviation is 0,8. The most common coefficient of the LSCC is 2,3 (Mode).

The Analysis of Changes in the Control Group:

- The Mean of the control group increased to 8%;*
- The Mode (most common coefficient) has not changed.*
- The Median increased to 18%.*
- The Sample Variance decreased to 17%.*

The Analysis of the LSCC of the Experimental Group in the Beginning of the Experiment

The LSCC of 50% of the students is not higher than 2,2 (Median=2,2); the average coefficient of the group is 2,38 (Mean=2.38); The Sample Variance is 1,05; the Standard Deviation is 1,02. The most common coefficient of the LSCC is 1,6 (Mode).

The Analysis of the LSCC of the Experimental Group at the End of the Experiment

The LSCC of 50% of the students is not higher than 2,7 (Median=2,7); average coefficient of the group is 3,14 (Mean=3,14); The Sample Variance is 0.87: the Standard Deviation is 0,93. The most common coefficient of the LSCC is 2,7 (Mode).

The Analysis of Changes:

- The Mean of the experimental group increased to 32%;*
- The Mode (most common coefficient) increased to 69%.*
- The Median increased to 23%;*
- The Sample Variance decreased to 17%.*

The Changes of the Means of the LSCC are presented in Appendix VI bar-chart 1.

The Changes of the Variance are presented in Appendix VI, bar-chart 2.

The Comparative Analysis of the changes of the LSCC is represented in table 14:

Table 13. The Comparative Analysis of the Changes of the LSCC

Indices	Changes of the LSCC		The Comments of the changes in control and experimental groups
	Control Group	Experimental Group	
Mean	8%	32%	The Mean increased more
Median	18%	23%	the Median increased
Moda	0%	69%	the Mode increased considerably
Variance	-17%	-17%	the Variance decreased

The results show that the method used for the development of students' collaborative competence enhanced this level, and the changes were more intensive in the experimental group with the comparison with the control one.

In order to check the statistical analysis whether it was conducted according to a Normal Law (distribution) it is necessary to use the parametrical methods of testing. For this purpose we use the criterion Pirson χ^2 .

The results are presented in table 14:

Table 14. The Parametrical Methods of Testing

Sample	the meaning of the criterion χ^2	p-level	Conclusion: with the level of confidence of 95% the hypothesis on a normal distribution
experimental group in the beginning of the experiment	1,08	0,58	Accepted
experimental group in at the end of the experiment	36,5	0	Denied
control group in the beginning of the experiment	2,36	0,13	Accepted
control group at the end of the experiment	3,29	0,07	Accepted

The Dispersion Analysis of the Difference of the LSCC in Groups before and after the Formative Experiment.

The Dispersion Analysis is used to clarify whether there are differences between the control and experiment group before and after the formative experiment.

For this purpose Fisher's criterion is used: it helps to check the main hypothesis H_0 : whether there is a difference or not between the groups:

Table 15. The Dispersion Analysis of the Difference of the LSCC in Groups before and after the Formative Experiment

	F	p-level	the hypothesis on non-significant difference of two samples with a confidence level of 95%
Before the formative experiment	1,003	0,32	accepted. The Samples do not differ much Samples
After the formative experiment	13,34	0,0006	rejected. They have got difference - the collaborative method of study was effective

The Analysis of Groups before the Formative Experiment is presented in diagram 1 in Appendix VI. The Analysis of Groups after the Formative Experiment is presented in diagram 2 in Appendix VI.

Diagram 1 and Diagram 2 show the result of the testing of the hypothesis of non-significant difference between the two groups. The dots are the meaning of the Mean, the whiskers show confidence level. On the top in Legend there are the meanings of the criteria.

The Comparative Analysis of Means

The Analysis of the Mean of the LSCC before the Formative Experiment in the Control and Experimental Groups.

With the help of the Students' criterion the main hypothesis H_0 is tested: the meaning of the Means in the experimental and control groups statistically do not change very much. This indicates that the Means are close, thus, according to the Mean the LSCC in the two groups do not differ.

Student's criterion $t=1.001$, $p\text{-level}=0.32$. It is possible to accept the hypothesis with the confidence level of 95%, and this means that the groups do not differ significantly. Diagram Box & Wisker shows the two groups (Appendix VI. diagram 3). A small square demonstrates Mean, a big square shows the interval in which confidence limits is 95 % of, and big whiskers – the interval in which the meanings are changing within the limit of 1 Standard Deviation of Mean (characterizes Variance – a range of deviations of Mean). It is possible to see that Confidence Limits and Variance are almost on the same level in both groups, which means that they are alike.

The Analysis of Means of the LSCC after the Formative Experiment in the Control and Experimental Groups.

With the help of Student's criterion the main hypothesis H_0 is tested: Means of the control and experimental groups differ not significant after the formative experiment. This indicates that the Means are close to each other and correspondingly according to Mean of their LSCC the groups are not different, therefore there is no positive result of the experiment. The meaning of Student's criterion is $t=3,65$, $p\text{-level}=0$. It is impossible to accept the hypothesis with the confidence level of 95%, which denotes that the Means of the groups differ significantly.

Diagram Box&Wisker demonstrates the Analysis of the Groups' Homogeneity after the Formative Experiment (Appendix VI. Diagram 4). There are two groups in diagram Box&Wisker. A small square denotes Mean, a big square denotes the interval in which 95%

there is confidence limits, and big whiskers –an interval in which the meanings within 1 Standard Deviation exchange (this characterizes Variance- a measure of spread). It is possible to see that Means, Confidence Limits, and Variance shifted, demonstrating the existence in their differences. **The effect of the collaborative foreign study used for the development of students' collaborative competence is obvious.**

As one of the tests on the normal distribution was not confirmed in point 2, the test conducted with the help of parametric Student's criterion can be regarded to be doubtful. Therefore, an additional test with the help of non-parametric Munn-Yitney criterion was used, it gives a correct answer and does not depend upon the distribution of Samples, as it is more stable.

The main hypothesis is that the Samples do not differ significantly. So, the meaning of the criterion of the groups before the experiment was $Z=0,97$, $p\text{-level}=0.33$. This denotes that when the significance level is 95%, we accept the hypothesis, which means that there is no significant difference between the Samples before the beginning of the experiment.

We do the same with a group of data after the experiment: the criterion was $Z=4.14$, $p\text{-level}=0$. It means that when the significant level is 95%, we cannot accept the hypothesis that the Samples are equal. They differ, which means that **the effect of the collaborative foreign language study for the enhancing the development of students' collaborative competence is obvious.**

1. The Analysis of the Level of Students' Motivation. Descriptive Statistics

The descriptive statistics was calculated on the basis of data with the help of a statistical set Statistica 7.

1.1. The Analysis of the Level of Motivation in the Control and Experimental Groups.

1.1.1. The Analysis of the Level of Motivation of the Control Group at the Beginning of the Formative Experiment.

50% of students possess LM, which is not higher than 3: Mean is 2,98; Variance is 0.08; Standard Deviation is 0,28. Mode of LM is 2,9.

1.1.2. The Analysis of Mode of the Control Group at the End of the Experiment.

50% of students in not higher than 3,58; it is 3,55; Variance is 0.04; Standard Deviation is 0,2. Mode оценка of LM is 3,4.

The Analysis of Changes:

Mean of the control group increased to 16%;

Mode increased to 15%.

Median increased to 16%.

Variance of the coefficient of LM decreased to 92%.

1.1.3. The Analysis of LM of the Experimental Group in the Beginning of the Formative Experiment

50% of students possess LM which is not higher than 3; the Mean of the group is 2,94; Variance is 0,09; Standard Deviation is 0,3. The Mode of LM is 3.

Table 16. The Analysis of LM of the Experimental Group in the Beginning of the Formative Experiment

	Mean	Median	Mode	Variance	Std.Dev.
EG Bef	2,938889	3,000000	3,000000	0,090964	0,301603
EG Aft	4,452778	4,500000	4,4	0,092281	0,303778
CG Bef	2,977778	3,000000	2,9	0,079949	0,282752
CG Aft	3,558333	3,583333	3,4	0,041739	0,204300

1.1.4. The Analysis of LM of the Experimental Group at the End of the Formative Experiment.

The Mean of LM of 50% of students is not higher than 4,5; the Mean of LM in the groups is 4,45; Variance is 0,09; Standard Deviation is 0,3. Mode LM is 4,4.

The Analysis of the changes:

Mean of the experimental groups increased to 52%;

Mode increased to 47%.

Median increased to 50%;

Variance of LM increased to 1%.

The changes of the Mean of the level of students' motivation is represented in bar-chart 3.

The changes of the Variance of the level of students' motivation is represented in bar-chart 4 (Appendix VI).

The comparative analysis of the changes of the level of students' motivation is presented in the table below:

Table 17. Comparative Analysis of the Changes of LM

Indices	Changes of LM		Commentary The comparison between the experimental and control groups
	Control Group	Experimental Group	
Mean	16%	52%	Mean increased more
Median	16%	50%	Median increased more
Mode	15%	47%	Mode increased more
Variance	-92%	1%	Variance increased a little in the experimental group, and decreased much in the control group

The results show that the method used for the development of students' collaborative competence in the experimental group enhanced the level of students' motivation, and these changes were more intensive in the experimental group than in the control group. In order to use parametric methods it is necessary to test that the Sample was distributed according to the Normal Law. For this purpose we will use Pirson's criterion χ^2

The results see in the table below:

Table 18. The Analysis according to Pirson's χ^2 criterion

Sample	the meaning of the criterion χ^2	p-level	Conclusion: the hypothesis with the Confidence level of 95% on the normal distribution
the experimental group in the beginning of the formative experiment	1,13	0,29	is accepted
the experimental groups at the end of the formative experiment	7,45	0,02	is rejected
the control group in the beginning of the formative experiment	2,16	0,14	is accepted
the control group at the end of the formative experiment	1,91	0,16	is rejected

2. Variance Analysis of the differences of LM in the two groups before and after the formative experiment

Variance analysis is used to clarify whether there is a difference between the experimental and control groups before and after the formative experiment.

For this purpose Fisher's criterion is implemented. With the help of it the main hypothesis is tested H_0 : there is no difference between the two groups. The analysis is presented in the table below as well as in diagrams 5,6 in Appendix VI.

Table 19. Variance Analysis of the differences of LM in the two groups before and after the formative experiment

	F	p-level	the hypothesis of not-significant difference of the two Samples with the confidence level of 95%
Before the experiment	0,24	0,61	is accepted. The Samples differ insignificantly.
After the experiment	179,08	0	is rejected. There is a difference between the Samples – the method used influenced significantly on the level of students' motivation.

The diagrams represent the result of the test of the hypothesis about the not-significant difference between the two groups. The dots are the Mean, the whiskers are Confidence Limit. On the top of the Legend there are the meanings of the criteria themselves.

3. The Comparative Analysis of Means

3.1. The Analysis of the Mean of LM before and after the formative experiment in the control and experimental groups

With the help of Student's criterion the main hypothesis H_0 : the Means of the control and experimental groups differ not-significant. This denotes that Means are close, and according to the Mean of LM the groups are not different. The meaning of Student's criterion is $t=-0,5$, $p\text{-level}=0.6$. With the Confidence Level of 95% it is possible to accept the hypothesis, and this means that the groups differ insignificantly, the level of motivation is approximately the same in the groups before the formative experiment.

Diagram 7. Box&Wisker shows the two groups (Appendix VI.). A small square denotes Mean of LM, a big square means the interval in which there is 95% Confidence Limits, big whiskers mean the interval in which the meanings are changing within the limit of 1 Standard Deviation (which characterizes Variance – the measure of spread relevant to Mean). It is possible to that the Mean, Confidence Limits and Variance, are of the same level, which denotes that they are alike.

3.2. The Analysis of the Mean of LM after the Formative Experimental in the Control and Experimental Groups

With the help of Student's criterion the main hypothesis H_0 is tested: the Mean of LM in the experimental and control groups statistical difference is not-significant after the formative experiment. This indicates that the Means are close and according to the Means of LM the groups do not differ -there is no positive effect of the formative experiment. The meaning of Student's criterion is $t=13,38$, $p\text{-level}=0$. With the Confidence Level of 95% there is no possibility to accept the hypothesis, which means that the Mean of the groups significantly differ from each other. **This indicates that the students' motivation significantly enhanced after the formative experiment.**

This can be seen in Diagram 8 Box & Wisker. The analysis of the homogeneity of the groups after the experiment (Appendix VI). Diagram Box&Wisker demonstrates two groups. A small square is the Mean of LM, a big square is the interval in which there is a confidence limits of 95%, big whiskers is the interval in which the Means of LM are changing within 1 Standard

Deviation (characterizes Variance – the measure of spread relevant to the Mean) It is possible to see that the Means, Confidence Levels, and Variance are shifted, so there is a difference in the groups. Thus, the formative experiment was successful.

As one of the tests on the Normal Distribution was not confirmed in point 2, the test with the help of parametric Student's criterion can be considered not to be valid. Therefore, an additional test with the help of non-parametric Munn-Yitney criterion was conducted, which gives the correct answer without being dependent on the distribution of the Samples, as it is considered to be more stable.

The main hypothesis- the Samples differ insignificantly, i.e. the levels of motivation are approximately the same.

So, the meaning of the criterion before the formative experiment is $Z=-0,4$, $p\text{-level}=0.69$. This means that when the significance level is 95%, we accept the hypothesis, this means that there is no significant difference between the Samples before the formative experiment, i.e. the levels of students' motivation are approximately the same.

Now we do the same the groups of data after the experiment: the criterion is $Z=6,44$, $p\text{-level}=0$. This means that when the significant level is 95%, we cannot accept the hypothesis that the Samples are alike. They are different, which means that there is the effect of the influence, and this, in its turn, means that the level of motivation significantly differs in the groups.

Correlation

The analysis of the correlation between the level of students' competence and the components of students' collaborative competence (in the tables below-variables).

Variables correspond to the following components of collaborative competence:

Table 20. The Correspondence of the Components of Collaborative Competence and Variables

var. 1	var. 2	var. 3	var. 4	var. 5	var. 6	var. 7	var. 8	var. 9
oral communication	written communication	being a mediator	being empathic	rapport-building	evaluating/self-evaluating	learning community organizing	mentoring	creating end product

Student's criterion test the hypothesis that there is no correlation between the method used and the parameters of students' collaborative competence.

Table 21. The Correlation between the Method and Variables

Variables	r	t-statistics	significance level p-level	The hypothesis –there is no correlation between the methodic and the level of students' collaborative competence with the confidence level 95%
The method & Var1	0.24	1.9	0.06	Accepted
The method & Var2	0.4	3.37	0	Rejected.
The method&Var3	0.27	2.14	0.04	Rejected
The method&Var4	0.14	1.06	0.29	Rejected
The method&Var5	0.28	2.62	0.03	Rejected
The method&Var6	0.37	2.99	0	Rejected.
The method&Var7	0.26	2.03	0.04	Rejected.
The method&Var8	0.11	0.87	0.4	Accepted.
The method&Var9	0.33	2.7	0	Rejected

The results show that the method has not influenced significantly upon the first and the eighth variables. The most significant influence occurred on the sixth and the ninth variables; approximately the same influence was on the third, the fifth, and the seventh variables.

Table 22. The Correlation of Variables

	r(X,Y)	t	p		r(X,Y)	t	p		r(X,Y)	t	p
VAR1	0,818	10,836	1,5E-15	VAR2	0,309	2,470	0,016	VAR3	0,584	5,475	1E-06
VAR2				VAR4							
VAR1	0,349	2,834	6,3E-03	VAR2	0,158	1,216	0,229	VAR3	0,585	5,489	9E-07
VAR3				VAR4							
VAR1	0,203	1,579	1,2E-01	VAR2	0,397	3,289	0,002	VAR3	0,520	4,632	2E-05
VAR4				VAR5							
VAR1	0,353	2,871	5,7E-03	VAR2	0,636	6,278	0,000	VAR3	0,731	8,150	3E-11
VAR5				VAR6							
VAR1	0,585	5,493	9,2E-07	VAR2	0,464	3,990	0,000	VAR3	0,636	6,272	5E-08
VAR6				VAR7							
VAR1	0,508	4,493	3,4E-05	VAR2	0,415	3,472	0,001	VAR3	0,615	5,933	2E-07
VAR7				VAR8							
VAR1	0,486	4,235	8,3E-05	VAR2	0,712	7,720	0,000	VAR3	0,271	2,142	4E-02
VAR8				VAR9							
VAR1	0,696	7,388	6,5E-10	VAR2	0,405	3,374	0,001				
VAR9				VAR10							
VAR1	0,242	1,902	6,2E-02								
VAR10											
VAR4	0,512	4,541	3E-05	VAR5	0,522	4,657	2E-05	VAR7	0,610	5,86	2E-07
VAR5				VAR6							
VAR4	0,398	3,307	2E-03	VAR5	0,582	5,452	1E-06	VAR7	0,561	5,16	3E-06
VAR6				VAR7							

	r(X,Y)	t	p		r(X,Y)	t	p		r(X,Y)	t	p
VAR4				VAR5				VAR7			
VAR7	0,460	3,945	2E-04	VAR8	0,402	3,341	1E-03	VAR10	0,258	2,04	4,6E-02
VAR4				VAR5				VAR8			
VAR8	0,603	5,755	3E-07	VAR9	0,526	4,709	2E-05	VAR9	0,556	5,09	4E-06
VAR4				VAR5				VAR8			
VAR9	0,454	3,879	3E-04	VAR10	0,285	2,262	3E-02	VAR10	0,114	0,87	4E-01
VAR4				VAR6				VAR9			
VAR10	0,138	1,064	3E-01	VAR7	0,621	6,036	1E-07	VAR10	0,331	2,67	1E-02
				VAR6							
				VAR8	0,506	4,471	4E-05				
				VAR6							
				VAR9	0,491	4,287	7E-05				
				VAR6							
				VAR10	0,366	2,999	4E-03				

The analysis of correlation

The coefficient of Pirson's couple correlation shows the level of dependence among the variables.

The higher level of correlation according to the module leads to the higher level of dependence. The correlation is positive, it means that a higher level of one variable will cause a higher level of the other variable. The correlation is negative, it means that a higher level of one variable causes a lower level of the other variable. So, the coefficient of correlation is determined by Student's criterion and p-level. If p-level < 0.05, so, the correlation is significant. **The table above shows that the method significantly influences the second, third, fifth, sixth, seventh, eighth, and ninth variables.** Correlation is positive, so, corresponding parameters grow when a new method is used. It is possible to see that the first, the fourth, and the eighth variables correlate not significant. At the same time, it is necessary to point out that **there is correlation between the variables themselves:** thus, variable six, which depends on the method most strongly influences the first, fourth, and the eighth variables. It is possible to conclude that **there is indirect correlation.** The use of the method causes the grow of variable six, which, in its turn, enhances the parameters of the first, the fourth, and the eighth. Non-significant correlation between the variables and the method can be explained by the presence of multi-collinearness, which might influence upon the correlation between variables and the method. Fisher's criterion used for the analysis of the simultaneous influence of the method on the sixth and the first, the sixth and the fourth, the sixth and the eighth variables shows that **there is an effect of significant influence on the both representatives of these variables.** In statistical investigation one should take into

consideration the existence of inner correlation between the variables. Thus, the diagrams 9,10,11 (Appendix VI) present a shift of Means in both representatives of the variables in the couples.

Table 23. The Correlation of Variables six and eight

	Test	Value	F	Effect	Error	p
Intercept	Wilks	0,159197	150,5236	2	57	0,000000
"Var10"	Wilks	0,858841	4,6842	2	57	0,013077

Fisher's criterion helps to test the hypothesis that there is no simultaneous influence of the method upon the sixth and the eighth variables. P-level <0.05, so, this hypothesis is rejected and the other hypothesis is accepted – there is simultaneous influence on both variables.

Table 24. The Correlation of Variables Six and One

	Test	Value	F	Effect	Error	p
Intercept	Wilks	0,104384	244,5311	2	57	0,000000
"Var10"	Wilks	0,864559	4,4648	2	57	0,015799

Fisher's criterion helps to test the hypothesis that there is no simultaneous influence of the method upon the sixth and the first variables. P-level <0.05, so, this hypothesis is rejected and the other one is accepted that there exists simultaneous influence of the method on both variables.

Table 25. The Correlation of Variables Six and Four

	Test	Value	F	Effect	Error	p
Intercept	Wilks	0,079498	330,0017	2	57	0,000000
"Var10"	Wilks	0,865685	4,4219	2	57	0,016397

Fisher's criterion tests the hypothesis that there is no simultaneous influence of the method on the sixth and the fourth variables. P-level <0.05, so, this hypothesis is rejected and the other one is accepted-there is simultaneous influence of the method on both variables.

CONCLUSIONS

The focus on the social aspects of the language raises the issue of integrated and balanced development of competences that ensure effective and meaningful interaction. In this connection it was necessary to investigate the essence of students' collaborative competence and state the optimum conditions for its development.

The author of the paper studied the relevant theoretical material and applied the findings of the research to practice, which made it possible to achieve the goal of the paper. The research and its practical application led to formulating theoretical conceptions and practical ideas of making foreign language study effective.

The students' collaborative competence has been analysed from the point of view of pedagogical, psychological, linguistic theories and conceptions. Personal characteristics, social interaction, inner and outer environments have been investigated as factors that influence the level of students' collaborative competence. The dynamics of student motivation and the development of their collaborative competence has been emphasized, and their coefficient has been calculated. Taking into consideration the multi-dimensional character of the structure and content of the collaborative competence the ideas of Collaborative, Communicative, Content-Based, Competence-Based Socio-Cultural Approaches have been applied. The aim of the use of these approaches was to make collaborative foreign language study more effective for developing students' collaborative competence.

The author worked out theoretical conceptions on the structure and contents of collaborative competence as well as research-based collaborative foreign language study, which permitted her to create two models, namely, a linguo-didactic model of collaborative competences and a functional model of research-based collaborative foreign language study.

Referring to the research conducted the author designed questionnaires permitted to evaluate the role of collaborative competence in students' foreign language study. The results of the theoretical and empirical investigations gave rise to the following conclusions:

1. The principle of integration has become the basis of the model of students' collaborative competence which was introduced in study process at tertiary level. The functioning of these models leads to
 - enhancing students' motivation;
 - correlation between the content of collaborative competence with students' social, language, and cultural needs;

- acquiring and developing competences on the subject and process levels;
 - the students' awareness of the results of their study and self-actualization.
2. The present research singled out a structural composition of students' collaborative competence. Its content fits within the programme of higher educational establishment and embraces such dominant components as communicative, intercultural, transactional, and cooperative competences. The subordinate components are interconnected and interdependent, influencing each other and promoting students to successful collaboration.
 3. The development of students' collaborative competence was conducted within the framework of foreign language study organized as a collaborative research. A functional model of research-based collaborative foreign language study has been created to function as a means of this development. It is based on the author's conception that research-based collaborative study is more than a mere instruction: the personality is involved into this process during which interpersonal skills are developed on the basis of discovery, the inter-relation with the environment occurs, knowledge is constructed in a social process and becomes social, students' activity is focused on forming friendship, group-members become responsible for their actions and study—all this results in the transformation that occurs within inner and outer environments.
 4. The results of the control experiment have shown that foreign language study is based on a rather high level of students' motivation which is extrinsic in its character as being interested in acquiring knowledge and diploma they paid less attention to making efforts during their study.
 5. On the basis of the results of the control experiment the initial level of students' collaborative competence has been analysed, which permitted the author to single out the criteria of evaluation and their parameters.
 6. On the basis of the criteria a three level-scale of evaluation of the level of students' collaborative competence has been created: A (high) level, B (average) level, C (low) level. Each level has been characterized, which allowed the author to calculate a coefficient of the level of development of each student's.
 7. The findings of the control experiment helped the author to create a program of the formative experiment that consisted of three phases and to set a goal of each phase: the first phase was introductory in its character, which allowed the students to get acquainted with research-based study. The second phase was dedicated to creating a

reference group (learning community) on the basis of students' cooperation. The third phase was aimed at developing students' competence in autonomous study.

8. At the end of the investigation the author summed up the results of the experiment: all the components of the collaborative competence are interrelated and inter-dependent; their improvement is successful in collaborative study
9. The investigation has shown that a linguo-didactic model of collaborative competence is valid in any inner and outer environment at the process level and at any level of students' competence as well as a functional model of research-based collaborative foreign language study can be adapted to teaching any subject at the process level.

All above-written means that the methodology and materials for developing students' collaborative competence have been created; the designed materials have been effectively piloted. Thus, the hypothesis has been proved and the aim of the research paper has been achieved.

The proposed theses for the defence:

1. The principle of integration that is the basis of students' collaborative competence determines harmonious interrelations among communicative, intercultural, transactional, and cooperative components, which facilitates its (collaborative competence) successful development.
2. Research-based collaborative foreign language study promotes empathic relationships among students enhancing their motivation towards study and helping them become independent creative researchers.
3. The organization of research-based collaborative foreign language study on the basis of a functional model facilitates the use of collaborative means of study, which satisfies students' cognitive, language, social, and cultural needs.

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APPENDIX I

Table 1 Relational model of Emotions. Lazarus R. (1991).

Anger	A demeaning offense against me and mine.
Anxiety	Facing uncertain, existential threat.
Fright	Facing an immediate, concrete, and overwhelming physical danger.
Guilt	Having transgressed a moral imperative
Shame	Having failed to live up to an ego ideal.
Sadness	Having experienced an irrevocable loss.
Envy	Wanting what someone else has.
Jealousy	Resenting a third party for loss or threat to another's affection.
Disgust	Taking in or being too close to an indigestible object or idea.
Happiness	Making reasonable progress toward the realization of a valued.
Pride	Enhancement of one's ego identity by taking credit for a valued object or achievement, either our own or that of someone or a group with whom we identify.
Relief	A distressing goal-incongruent condition that has changed for the better or gone away.
Hope	Fearing the worst but yearning for better.
Love	Desiring or participating in affection, usually but not necessarily reciprocated.

Table 2 Emotional Competence. (Goleman D. 1998).

Self-awareness: Knowing what we are feeling in the moment, and using those preferences to guide our decision making; having a realistic assessment of our abilities and a well-grounded sense of self-confidence.
Self-regulation: Handling our emotions so that they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; recovering well from emotional distress.
Motivation: Using our deepest preferences to move and guide us toward our goals, to help us take initiative and strive to improve, and to persevere in the face of setbacks and frustrations.
Empathy: Sensing what people are feeling, being able to take their perspective, and cultivating rapport and attunement with a broad diversity of people.
Social skills: Handling emotions in relationships well and accurately reading social situations and networks; interacting smoothly; using these skills to persuade and lead, negotiate and settle disputes, for cooperation and team-work.

Table 3 Emotional Intelligence (Salovey P. and Mayer J.1990)

the ability to perceive accurately, value, and express emotion;
the access feelings when they facilitate thought
the ability to understand and control emotions to promote emotional development

Table 4 Skills of Emotional Competence (Saarni. 1999)

Awareness of one's emotional state;
Ability to discern others' emotions, based on situational and expressive cues that have some degree of cultural consensus as to their emotional meaning;
Ability to use the vocabulary of emotion and expression terms commonly available in one's (sub)culture;
Capacity for empathic and sympathetic involvement in other's emotional experiences;
Ability to realize that inner emotional state need not correspond to outer expression, both in oneself and in others;
Capacity for adaptive coping with aversive or distressing emotions by using self-regularity strategy.
Awareness that the structure or nature of relationships is in large part defined by how emotions are communicated within the relationships, such as by the degree of emotional immediacy or genuineness of expressive display and by the degree of emotional reciprocity or symmetry within the relationship.
Capacity for emotional self-efficacy: the way she or he wants to feel; that is emotional self-efficacy, which means that one accepts one's emotional experience, whether unique and eccentric or culturally conventional, and this acceptance is in alignment with the individual's beliefs about what constitutes desirable emotional "balance"; in essence, one is living in accord with one's <i>personal</i> theory of emotion when one demonstrates emotional self-efficacy as well in accord with one's moral sense. Degree of emotional reciprocity or symmetry within the relationship.

THE CONTENT OF A FUNCTIONAL MODEL OF STUDENTS' COLLABORATIVE FOREIGN LANGUAGE STUDY (tables 5, 6, 7, 8, 9):

Table 5 Stage1: The Content of a Functional Model of Students' Collaborative Foreign Language Study

stage	dominant competence /components	activities/tasks
STAGE 1 goal/motive	transactional competence- (emotional component: empathy, social	subject level: collaborative tasks: the elements of authentic (academic) research: process level activities: brainstorm, controlled group-/ whole-class discussion, one-to-one discussion, buzz-group, problem-solving, role-play 1. students work out short-term aims for themselves (individually, in pairs/groups), organize goal-setting

<p>AIM:</p> <p>to set close and distant goals and work out a means of their achievement</p>	<p>component: rapport-building).</p> <p>cooperative competence-(group/learning community organization)</p>	<p>conferences;</p> <ol style="list-style-type: none"> 2. students define an area of investigation, theme and problems; 3. students appoint a period of time during which they should accomplish a task; 4. students express their attitude toward the theme (motivation); 5. students choose necessary means of conducting tasks; 6. students plan the organization of activities; 7. students discover a novelty of a task, theme; 8. students clarify the areas in which necessary skills and competence are needed; 9. students mobilize and exchange personal knowledge and experience; 10. students make decisions; 11. students discuss possible difficulties; 12. students develop library skills: visit libraries. 13. students meet experts.
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Table 6 Stage2: The Content of a Functional Model of Students' Collaborative Foreign Language Study

<p>STAGE 2</p> <p>students' participation in a concrete activity</p> <p>AIM: to form and develop language knowledge and use it as a means of oral and written communication (intercultural as well)</p>	<p>communicative competence</p> <p>(linguistic and socio-linguistic components</p> <p>intercultural competence (a socio-cultural component);</p> <p>Process level:</p> <p>communicative competence (pragmatic, strategic-compensatory components);</p> <p>inter-cultural competence (pluricultural component);</p>	<p>subject level: cognitive language-focused tasks:</p> <p>process level: activities: scaffolding, collaborative talk, negotiation of meaning, the elements of authentic research:</p> <p>I. subject level- receptive tasks: processing material: students read texts from philological point of view:</p> <p>II.(linguo-cultural): with a help of dictionaries and reference materials on liguo-cultural, historical and socio-cultural facts and every-day life students paraphrase, interpret the meaning of linguo-cultural facts by different language means: collect necessary linguo-cultural units: they study to know and understand cultural symbols, facts, basic categories, products of national culture they contrast and compare the phenomena, way of life, specific and general world cognition; they understand and explain speech behaviour in the context of the target culture and social reality; they understand and explain realia within historical and socio-cultural context, connotational meaning of vocabulary determined by national-cultural and socio-cultural behaviour; they understand and express language means expressing the peculiarities of the target culture; students read the text from <i>linguistic</i> point of view: fill in tables, scales of lexical units on the basis of derivational elements;do lexical tests on matching, selecting, adding, excluding language means; select/ search equivalent language means (equivalent change) according to certain semantic features for text modeling; choose language means for fulfilling communicative tasks: fulfil linguistic tasks based on polysemy, collocation, synonymy, antonymy; thematic rows search for examples to illustrate rules.</p> <p>II. students do interpretative tasks combining reproduction with the elements of production based on the given key words in the text or in a communicative situation:</p> <p>III. process level- students do productive tasks involving social interaction: students analyse the text/speech situation from the</p>
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	<p>cooperative competence (a mentoring component);</p>	<p>point of view of the author, interlocutors' intentions, and corresponding language means; understand and use phases of engaging into the conversation, interrupting, continuing, finishing; add/reconstruct the text/speech situation; reconstruct the text/speech situation according to a certain objective of speech situation, make the texts for the presentation, students create mind mapping; make a draft of the presentation/a piece of writing; prepare dialogues for discussions, debates; create an imitating text for oral/written presentation; students write paragraphs, theses, notes, abstracts, summaries, compositions, essays; they write stories, essays; prepare oral/written tasks for group-mates, formulate hypotheses (research, cognitive task).</p> <ul style="list-style-type: none"> • students develop survey skills; • students develop dictionary skills; • students develop library skills.
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Table 7 Stage 3: The Content of a Functional Model of Students' Collaborative Foreign Language Study

<p>STAGE 3</p> <p>outcomes</p> <p>AIM:</p> <p>to reveal students' acquired and developed components of collaborative competence</p>	<p>cooperative competence (creation of an end product, outcome)</p>	<p>Subject level:</p> <ul style="list-style-type: none"> • students' notes of lexical units, expressions: used in a certain genre- journalistic, essay; historical expressions; language units used in a certain social group (youth slang), conversational formulas typical for a concrete situation, borrowings, • text commentaries: panoramic commentary, conceptual commentary; reference-commentary of a wide social context; analysis-commentary of the author's attitude to this concrete linguo-country or linguo-cultural item, fact from the point of view of the whole idea of the text, commentary of a wide social context, commentary of the author's opinion on an linguo-country item or fact and its use in the context; • short references: references about an item or a fact from the point of view cultural-or contrastive study; • written works: essays, notes in the form of schemes, webs, tables; students' reference materials on vocabulary, grammar; information cards; notes on grammar: rules, charts, tables; data base of tasks and texts for independent study; students' tasks for texts and other tasks for self-controlling; various tasks for group-mates, remedial exercises/tasks. • oral presentations: reports, speeches. <p>Process level:</p> <ul style="list-style-type: none"> • students' integrity into a group, students' activity in a group, leadership, group-organization, rapport-building, handling relationships, being a mediator, being flexible and ready for a change, • participation in group/learning community activities, persuasion
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		and influence, mentoring; participation in debates, discussions, conferences (mini-conferences).
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Table 8 Stage 4: The Content of a Functional Model of Students' Collaborative Foreign Language Study

<p>STAGE 4 reflection aim: to develop students' self-evaluation in foreign language study.</p>	<p>transactional competence (reflective component)</p>	<p>subject level:</p> <ul style="list-style-type: none"> • students reflect on: theme understanding, group discussion, procedural organization: on collaborative work; gained knowledge, competence, and skills; on input/output materials; on roles in the group; on the group dynamic process; on each student's contribution. • students do tasks on self- control: reading: students make a diary of registering read books, developed skills, other parameters of reading. listening: they keep a diary depicting a number of watched films, programmes, progress in listening. speaking: students listen to tapes of one's own speech products, edit oral presentations; writing: students correct and edit own and group-mates' written works; they keep a diary of own language tests: register important parameters: typical mistakes, a frequency of mistakes, progress; store useful information. <p>process level: the dialogue, group discussion, conference.</p>
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Table 9 Stage 5 The Content of a Functional Model of Students' Collaborative Foreign Language Study

<p>STAGE 5 the use of acquired competence in a (new context/ situation) AIM: to help students to apply to acquired competences for successful functioning inside and outside inner environment of any social and cultural background.</p>	<p>transactional competence communicative competence, cooperative competence; intercultural competence</p>	<p>activities: authentic (academic) research, case-study subject level: Dalton-plan,</p> <ul style="list-style-type: none"> • autonomy study: students do tasks independently on: memorization, various grouping of language means (logical, notional, functional); translation; the use of language means in the context; re-combination of language means; text construction; adding/ expanding/ reducing/ modifying/adapting the text; creating language means base (students' personal dictionary), creating tasks for other students to work in a group: cards, tests, texts for filling in, reconstructing, and expanding. • collaborative study: students set and discuss themes and topics, choose their appropriate aspect; gather information, collect data, prepare material, visit libraries, evaluate visits and reading- group discussion; prepare towards presentation: make a plan of presentation, prepare texts, audio, video, OHP, photos for presentation, arrange all materials; share their knowledge. <p>process level: students create a positive group dynamics, organize group discussion, participate in discussions.</p>
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Dalton-plan:

The theme: The History of the English Language.

Objectives:

- to study independently the lexis of the text;
- to analyse the text independently (to make a plan);
- to be able to translate parts of the text;
- to be able to discuss the issues of the text;
- to be able to find relevant material on the theme in encyclopedias, fiction, scientific literature;
- to use the dictionary;
- to use lexical units in speech;
- to reflect upon own study.

Tasks: Subject level:

- to analyse and select language means to fulfil a communicative task;
- to choose, process information about lexical units of the text,
- to make reference compilation,
- to use various dictionaries for the analysis of linguo-country and linguo-cultural semantics of lexical units.
- to compile own glossaries and reference materials;
- to produce commentaries on an analysed text in the form of references, commentaries of a wide social context;
- to comment the author's opinion on an linguo-country item or fact and its use in the context;

processing material:

- students understand unknown words (guessing the meaning of unknown words) on the basis of linguistic or/ and contextual guessing;
- predict the context based on guessing;
- analyse the meaning of different derivational elements;
- choose the meaning out of several lexical units (contrastive pairs, similar lexical units, various lexical units);
- fill in tables, scales of lexical units on the basis of derivational elements;
- group lexical units on the basis of derivational elements;
- fill gaps of lexical units in the context; match equivalents/paraphrase;
- translate lexical units, guess their meaning;

productive activity (oral/written):

- students create mind mapping;
- make a draft of the presentation/a piece of writing;
- put down ideas focusing on information taken from texts;

- prepare dialogues for discussions, debates;
- render the text and discuss with the group-mates;
- improve the text written by a group-mate;
- create an imitating text for oral/written presentation;

process level: tasks involving social interaction:

- students analyse the text/speech situation from the point of view of the author, interlocutors' intentions, and corresponding language means;
- understand and use phases of engaging into the conversation, interrupting, continuing, finishing; add/reconstruct the text/speech situation;
- select and match language means into the text/speech situation;
- rephrase the text/speech situation from the point of view of the meaning of the text and language means;
- model, predict interlocutors' behaviour.
- elicit logical structure of the text or speech situation;
- elicit key words;
- elicit key elements of the linguo- cultural context (social, historical, national, cultural); select and match signal words, markers, notional elements;
- read a text based on the given plan, logical draft, key words or key phrases;
- construct a denotative scheme of the text/ speech situation (key words, key-phrases, signal words);
- reconstruct the text/speech situation according to the plan, key words/phrases, tables, schemes;
- predict, add, expand the text/speech situation according to key words/phrases, the plan, tables, schemes;
- rephrase, render the text/speech situation according to key-words/phrases, tables.

to present the notes of:

- lexical units (expressions (jokes, historical expressions, borrowings, expressions used in a certain genre (journalistic, essay), language units used in a certain social group (youth slang), conversational formulas typical for a concrete situation);
- text commentaries;
- short references;
- panoramic commentary;
- conceptual commentary;
- reference about an item or a fact from the point of view cultural-or contrastive study; reference-commentary of a wide social context;
- analysis-commentary of the author's attitude to this concrete linguo-country or linguo-cultural item, fact from the point of view of the whole idea of the text;

- commentaries on an analysed text in the form of reference, commentary of a wide social context, commentary of the author's opinion on an linguo-country item or fact and its use in the context.

Self-evaluation:

- What aspect of language use (fluency, accuracy) did you prefer? Why?
- How did you communicate with your group-mates?
- Have you met any problems in communication?
- Have you noticed the problems in other students' communication?
- How do you evaluate your performance?
- How could you improve it?
- How did you listen to each other? What feelings (respect, anger, joy, prejudices) did you have?
- What was a significant theme for you? What problems have you met in the process of writing this essay (preparing this report)?
- How did you solve these problems?
- What have you studied from the material of the course?
- What have found in your independent learning?
- What was difficult for you?
- Who helped in your studies?
- What new skills have you acquired?
- What skills have you developed?

Appendix II.

Questionnaire 1 : Students' Motivation in Foreign Language Study at Tertiary Level

group
name

The aim of the questionnaire is to investigate students' motivation to their foreign language study at tertiary level. Read the following statements and write "agree", "not sure", or "disagree":

(Ijlin. 2000: 433-434. adapted variant)

n	statements	experimental group			control group		
		a	ns	d	a	ns	d
1	I study certain subjects independently as I think they are necessary for my future profession.	34.8 %	-	65.2 %	29.1 %	-	70.9 %
2	I think, nowadays it is unnecessary to have higher education	44.3%	38.7 %	17%	49.4 %	29.3 %	21.3 %
3	I'm glad, that I have chosen this profession	46.6%	29.8 %	23.6 %	38.9 %	31.5 %	29.6 %
4	I think, that all subjects must be studied to acquire profession.	4.3%	76.3 %	19.4 %	5.1 %	68.7 %	26.2 %
5	If it were possible I would enter a different higher educational institution.	37.0%	38.4 %	24.6 %	28.4 %	49.3 %	22.3 %
6	I like to think and to speak about my future profession.	15.7%	-	84.3 %	9.7 %	-	90.3 %
7	It is important for me to have a certificate of a higher education	96,3%	-	3,4%	94.6 %	-	5.4 %
8	I think I've got strong will to study without outer control	28.7%	12 %	59.3 %	34.1 %	24. %	41.9 %

9	One should take exams with minimum effort.	98.2%	-	1.8%	98%	-	2%
10	There are a lot of higher educational institutions where I can study with interest	39.4%	42.2%	18.4%	40.1%	41.0%	18.9%
11	A very high salary after the graduation is unimportant for me	-	-	100%	-	-	100%
12	I had to enter the higher educational institution to receive a desired social status.	42.1%	14%	43.9%	51%	-	49%
13	I study subjects to be an expert, not for examinations.	62.4%	-	37.6%	67.3%	-	32.7%
14	All my life and hobbies are connected with my future profession.	28.6%	-	71.4%	30.1%	-	69.9%
15	I need higher education for my career.	100%	-	-	100%	-	-
16	I study better when being motivated, urged forward.	78.9%	-	21.1%	75.4%	12.8%	11.8%
17	The choice of this higher educational institution is final.	31.5%	43.7%	24.8%	28.7%	45.2%	26.1%
18	My friends have got higher education, and I want it, too	84.3%	-	15.7%	79.4%	-	20.6%
19	I'm interested in my future profession because this is not hard labour	98.3%	-	1.7%	100%	-	-
20	Before entering the University I was interested in this profession, I've read a lot about it.	56.4%	-	43.6%	53.7%	-	46.3%
21	The future profession is the most important among other ones.	28.9%	39.3%	31.6%	19.3%	48.2%	32.5%

Thank you for cooperation

Questionnaire 2 Students' Needs in Foreign Language Study

The aim of the questionnaire is to investigate students' needs in foreign language study:

What areas are you going to apply your knowledge in English? You can choose more than one answer. Tick the answer

- business
- law
- education
- study and work abroad

Questionnaire 3: Students' Needs Analysis of the Components of Collaborative Competence.

The aim of the questionnaire is to investigate students' needs in the development of dominant components of collaborative competence. Please, state whether you need these competences or not. Put a tick: need (N), uncertain (U), do not need. (DN).

N	The components of collaborative competence	N	U	DN
1	Oral communication: to be able to participate in academic discussions			
2	Written communication: to be able to write academic logically coherent texts:			
3	Being a mediator among cultures: to acquire new cultural values, to represent the native culture.			
4	Being empathic: to understand other peoples' needs:			
5	Rapport-building: to build positive relationships			
6	Evaluating/self-evaluating: to reflect upon the result of study			
7	Group/learning community organizing: to take the responsibility, to distribute duties.			

8	Being a mentor: to share own knowledge with others			
9	Creating an end product: to finish own study with a positive result.			

Table 1 The Results of Needs Analysis in the Experimental Group at the 1 Stage of the Experiment:

N	The components of collaborative competence	N	U	DN
1	Oral communication: to be able to participate in academic discussions	100%	—	—
2	Written communication: to be able to write academic logically coherent texts:	64.5%	19.5%	15%
3	Being a mediator among cultures: to acquire new cultural values, to represent the native culture.	22.5%	61.5%	16%
4	Being empathic: to understand other peoples' needs:	5.3%	51.7%	44%
5	Rapport-building: to build positive relationships	31.5%	35.5%	32%
6	Evaluating/self-evaluating: to reflect upon the result of study	71.5%	16%	12.5%
7	Group/learning community organizing: to take the responsibility, to distribute duties.	41%	22.5%	36.5%
8	Being a mentor: to share own knowledge with others	16.6%	17.1%	66.3%
9	Creating an end product: to finish own study with a positive result.	76.5%	8%	15.5%

Table 2 The Results of Needs Analysis of the Students in the Control Group at the 1stage of the Experiment

N	The components of collaborative competence	N	U	DN
1	Oral communication: to be able to participate in academic discussions	100%	—	—
2	Written communication: to be able to write academic logically coherent texts:	62.5%	18%	19.5%
3	Being a mediator among cultures: to acquire new cultural values, to represent the native culture.	33.5%	37.5%	29%
4	Being empathic: to understand other peoples' needs:	14.5%	51%	34.5%
5	Rapport-building: to build positive relationships	35%	37.5%	27.5%
6	Evaluating/self-evaluating: to reflect upon the result of study	61.5%	25.5%	13%
7	Group/learning community organizing: to take the responsibility, to distribute duties.	29%	44.5%	26.5%
8	Being a mentor: to share own knowledge with others	11%	47.5%	41.5%
9	Creating an end product: to finish own study with a positive result.	72.5%	12.5%	15%

Appendix III

Test No 1.

I. Use the right particle in the following sentences:

A man walked(1) the room and went ...(2)...(3) the desk, which was covered ...(4), papers and photographs. A woman crossed ...(5)...(6) the fireplace ..(7) the desk and took the place ...(8) the man. They were so much alike that there was no doubt they were related ...(9) each other. They were Americans ...(10) Irish origin who had come ...(11) this island to look for their roots. They knew they were descended ...(12) the Irish, but they wanted to learn why their ancestors had left this green isle, settled ...(13) America and (14) the long run turned ...(15) Americans. So far they hadn't come any closer ...(16) the truth so desirable ...(17) both of them. Looking ...(18) the photographs they turned their attention... (19) an old, bearded gentleman with a small girl on his knee. Could they be the descendants ...(20) this old man and the girl?

II. Nationality words.

1. She lives in Stockholm. She is a S... and she loves her S... very much. Her husband comes from Oslo, the capital of N....Both N.. and S... are northerners, so the young wife and her husband have much in common.
2. The Jewish state of I...was founded in 1948. Ever since then the I...have border disputes with other Arab states.
3. The Netherlands is also called H... and its inhabitants are called the D... .
4. The capital of D.. is Copenhagen, which called "Kovenhava". The D... are proud of this ancient and rich seaport.

III. Phrasal Verbs. Use a verb with "off" (go, put, leave, cut)

1. The smell and the disgusting environment ...me..my food.
2. Has Grace ...that red-haired boy yet? I haven't seen them together of late.
3. He didn't talking for an hour.
4. The army was ...from its supplies.

IV. Combine the following pairs of sentences using ALTHOUGH, DESPITE, IN SPITE OF. Give all three variants.

1. They quarrel regularly. They say they love each other.
2. I read the text several times. I could not understand it.
3. The weather on these islands is terrible. The tourists keep coming here.

V. Synonyms: BANK, SHORE, COAST, BEACH:

1. The ..of the river were steep and rocky.
2. The sailors were not allowed to go on ...
3. I don't like lying on the ... with nothing to do.
4. The town is on the south ...of Britain.
5. In summer they lived on the ...of a small lake because they built a wooden hut there.

VI. Paraphrase the following sentences:

1. She considers it necessary to visit her mother once a month.
2. What do you say does not refer to what is being discussed.
3. His ancestors come from Norway.
4. Night and darkness, arriving suddenly in this mountain valley, caught the travelers quite unprepared.
5. They made the water clean by removing the dirt from it.
6. I have always enjoyed the cleanliness of the air in this area.
7. The child demandd all attention and we could not enjoy the scenery.
8. He says that Londoners are not happy about so many overseas visitors.
9. If you have any power over him, please, make him do it.
10. Don't let her affect your choice.
11. I like unmixed breed of dogs.
12. It's useless to make him write this letter. He will not send it.
13. A pack of wolves attacked the herd of swine.
14. If you think that it is yours why don't demand it?
15. In his past she was the one who changed him for the better.

Keys:

I.

- | | |
|------------|------------|
| 1. into | 11. to |
| 2. up | 12. from |
| 3. to | 13. in |
| 4. with | 14. in |
| 5. over | 15. into |
| 6. to/from | 16. to |
| 7. to | 17. for |
| 8. near | 18. for/at |
| 9. to | 19. to |
| 10. of | 20. of |

II.

1. Swede, Sweden, Norway, Norwegians, Swedes
2. Israel, Israelis
3. Holland, Dutch
4. Denmark, Danish, Danes

III.

- | | |
|---------|----------|
| 1. put | 3. leave |
| 2. gone | 4. cut |

IV.

1. Despite their regular quarrels...
2. Although I read the text several times...
3. In spite of the terrible weather...

V

- | | |
|-----------|----------|
| 1. banks, | 4. coast |
| 2. shore | 5. shore |
| 3. beach | |

VI

- | | |
|--------------------------------------|---------------------------|
| 1. makes it a point of visiting | 9. influence |
| 2. wasn't to the point | 10. influence |
| 3. descended from Norway/descendants | 11. pure |
| 4. descending on/upon | 12. is no point in making |
| 5. purified | 13. descended on/upon |
| 6. purity | 14. claim |
| 7. claimed | 15. influenced |
| 8. clams | |

THE LEVELS AND CHARACTERISTICS OF STUDENTS' COLLABORATIVE COMPETENCE.
(table 1, table 2, table 3).

Table 1: The Characteristics of A Level of Students' Collaborative Competence

levels of competence	characteristics
<p>A level (high) –5 points</p>	<p>Students always successfully discuss in academic discussions. They always understand their interlocutors, they are able to put forward arguments and logically defend them using various linguistic forms according to a situation. They always begin, maintain and finish discourse with effective turn-taking using relevant level of formality They are able to produce clear, well-structured speech using correctly organizational patterns, connectors, and cohesive devices. Students always successfully use texts as products of communication with the author understanding the main idea of the text, its linguo-cultural meaning. They always use texts as a means of enriching their lexis to achieve a communicative goal.</p> <p>Students always write logically structured coherent academic texts. They always arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization. They present precise texts, integrating sub-themes, expanding and supporting the body of texts with necessary examples and details, and finishing them with appropriate conclusion. They always create written texts for a particular functional purpose and produce intelligible continuous writing which follows standard layout and paragraphing conventions free of errors</p> <p>Students always understand cultural diversity through texts. They are always able to construct their cultural identity by integrating into a diversified experience of otherness. They develop their competence to learn through this diversified experience of relating to several cultures.</p> <p>Students always understand the context of a current situation, they are careful</p>

	<p>about others' emotional state. They always willingly help others in overcoming difficulties in understanding academic subjects taking into consideration their needs and mood. They always respect and associate well with all group-mates being tolerant.</p> <p>Students always maximize similarities and minimize differences between people. They know how to pace and lead people</p> <p>Students always understand the integration between language knowledge and language use. They always observe fellow- students' experience and discuss the problems of their study and collaboration. They test their own and group-mates' study and collaboration.</p> <p>Students accept a set of rules to follow and take the responsibility. They are united with all group-mates in a group.</p> <p>Students always share knowledge to inform, to teach others. They always encourage other students affirming and inspiring them. They always counsel their group-mates giving advice and helping them</p> <p>Students always search for, order and organize information to be learned and remembered. They break complex tasks into meaningful and manageable sub-parts and successfully synthesize them after they have been fulfilled. They always set realistic personal goals and put the effort in their accomplishing. They know how to manage time and effort that will be required to complete a task, and they do it successfully</p>
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Table 2: The Characteristics of B Level of Students' Collaborative Competence

level of competence	characteristics
B level (average)- 3 points	<p>Students are sometimes successful in academic discussions. They sometimes understand their interlocutors, they sometimes put forward arguments and defend them with difficulties. They often fail to use linguistic forms relevant to a situation.. They begin and maintain discourse, but sometimes fail to finish it with effective turn-taking. Sometimes they meet difficulty in beginning the discourse. They sometimes cannot produce clear, well-structured speech with correctly organizational patterns, connectors, and cohesive devices. Students sometimes successfully use texts as products of communication with the author understanding the main idea of the text, its linguo-cultural meaning. They sometimes use texts as a means of enriching their lexis to achieve a communicative goal.</p> <p>Students sometimes write logically academic coherent texts. They sometimes fail to structure correctly information in texts and to organize logically written texts (formal letters, essays, research papers). They do not always arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization. They sometimes cannot present precise texts, integrate sub-themes, expand and support the body of texts with necessary examples and details. Sometimes students cannot finish texts with appropriate conclusions. They sometimes fail to see a functional purpose of the text and produce intelligible continuous writing because it is difficult for them to follow standard layout. Sometimes they follow paragraphing conventions with errors.</p> <p>Students cannot understand cultural diversity through texts. They sometimes are not able to integrate into a diversified experience of otherness and as a result do not construct their cultural identity. They sometimes need help in developing their competence to learn through this diversified experience of relating to several cultures.</p> <p>Students sometimes understand the context of a current situation, they are not always careful about others' emotional state. They help others in</p>

	<p>overcoming difficulties in understanding academic subjects when they are asked. They sometimes take into consideration others' needs and mood. They sometimes respect and associate well with all group-mates being tolerant.</p> <p>Students sometimes maximize similarities and minimize differences between people. They sometimes know how to pace and lead people.</p> <p>Students sometimes understand the integration between language knowledge and language use. They observe fellow- students' experience, but cannot discuss the problems of their study and collaboration. They test their own and group-mates' study and collaboration from time to time.</p> <p>Students sometimes accept a set of rules to follow and take the responsibility. They sometimes are united with all group-mates in a group.</p> <p>Students sometimes share knowledge to inform, to teach others. From time to time they encourage other students affirming and inspiring them. They counsel their group-mates giving advice, but do not know how to help them.</p> <p>Students always search for, order, but it is difficult for them to organize information to be learned and remembered. They break complex tasks into meaningful and manageable sub-parts, but seldom can synthesize them after they have been fulfilled. It is difficult for them to set realistic personal goals and put the effort in their accomplishing. They know how to manage time and effort that will be required to complete a task, but cannot do it successfully.</p>
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Table 3: The Characteristics of C Level of Students' Collaborative Competence

level of competence	characteristics
C level (low) –1 point	<p>Students are very seldom successful in academic discussions. They often fail to understand their interlocutors, they cannot put forward arguments and logically defend them using various linguistic forms according to a situation. Students very seldom intervene appropriately into discussion using relevant level of formality. They always begin, maintain and finish discourse with the wrong turn-taking. They cannot produce clear, well-structured speech using organizational patterns, connectors and cohesive devices. Students seldom successfully use texts as products of communication with the author understanding the main idea of the text, its linguo-cultural meaning. They fail to use texts as a means of enriching their lexis to achieve a communicative goal.</p> <p>Students do not write logically structured academic coherent texts. They cannot organize logically information in written texts (formal letters, essays, research papers). They never arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization. They always fail to present precise texts, integrating sub-themes, expanding and supporting the body of texts with necessary examples and details, and finishing them with appropriate conclusion. They write texts without focusing on a particular functional purpose and as a result produce writing which does not follow a standard layout and full of errors.</p> <p>Student understand cultural diversity through texts with great difficulties. They cannot construct their cultural identity by integrating into a diversified experience of otherness. They can develop their competence only with a help of others to learn through this diversified experience of relating to several cultures.</p> <p>Students fail to understand the context of a current situation, they are not careful about others' emotional state. They almost always unwillingly help others in overcoming difficulties in understanding academic subjects.</p>

They seldom take into consideration others' needs and mood. They sometimes respect others and try to keep distance with all group-mates. **Students** seldom maximize similarities and minimize differences between people. They do not know how to pace and lead people. **Students** do not understand the integration between language knowledge and language use. They seldom fellow- students' experience and cannot discuss the problems of their study and collaboration. They seldom test their own and group-mates' study and collaboration. **Students** seldom accept a set of rules to follow and take the responsibility. They are not united with all group-mates in a group. **Students** very seldom share knowledge to inform, to teach others. They do not encourage other students affirming and inspiring them. They never counsel their group-mates giving advice and helping them. **Students** search for, order, but cannot organize information to be learned and remembered. They break complex tasks into meaningful and manageable sub-parts, but cannot synthesize them after they have been fulfilled. They do not set realistic personal goals and put the effort in their accomplishing. They do not know how to manage time and effort that will be required to complete a task

Table 4 The Author's Evaluation of Students' Collaborative Competence (The Experimental Group –Dominant Competences) the Control Experiment

N	students	communicative competence	intercultural competence	transactional competence	cooperative competence	collaborative competence
1	A.E.	A (5)	A (5)	B (3)	A (5)	A (5)
2	A.D.	A (5)	C (1)	B (3)	B (3)	B (3)
3	A.N.	C (1)	C (1)	B (3)	C (1)	C (1)
4	A.O.	A (5)	C (1)	B (3)	B (3)	B (3)
5	B.A.	A (5)	B (3)	A (5)	A (5)	A (5)
6	B.E.	C (1)	C (1)	B (3)	C (1)	C (1)
7	B.I.	B (3)	C (1)	C (1)	C (1)	C (1)
8	B.N.	A (5)	C (1)	B (3)	B (3)	B (3)
9	B.O.	C (1)	B (3)	B (3)	B (3)	B (3)
10	D.A.	B (3)	C (1)	C (1)	C (1)	C (1)
11	G.M.	B (3)	C (1)	C (1)	C (1)	C (1)
12	G.N.	A (5)	B (3)	B (3)	B (3)	B (3)
13	K.E.	C (1)	B (3)	C (1)	C (1)	C (1)
14	K.I.	B (3)	C (1)	B (3)	B (3)	B (3)
15	K.J.	A (5)	B (3)	A (5)	A (5)	A (5)
16	L.A.	C (1)	C (1)	B (3)	C (1)	C (1)
17	L.G.	A (5)	C (1)	B (3)	B (3)	B (3)
18	M.L.	C (1)	C (1)	C (1)	C (1)	C (1)
19	N.J.	B (3)	C (1)	C (1)	C (1)	C (1)
20	P.N.	B (3)	A (5)	A (5)	A (5)	A (5)
21	P.S.	B (3)	C (1)	C (1)	C (1)	C (1)

22	R.K.	B (3)	B (3)	B (3)	A (5)	B (3)
23	R.S.	C (1)	C (1)	C (1)	C (1)	C (1)
24	S.K.	B (3)	B (3)	B (3)	B (3)	B (3)
25	S.L.	A (5)	A (5)	A (5)	B (3)	A (5)
26	S.S.	C (1)	B (3)	C (1)	C (1)	C (1)
27	T.V.	B (3)	C (1)	C (1)	C (1)	C (1)
28	V.I.	B (3)	A (5)	A (5)	A (5)	A (5)
29	Z.I.	C (1)	B (3)	C (1)	C (1)	C (1)
30	Z.J.	B (3)	B (3)	B (3)	C (1)	B (3)

Table 5 The Author's Evaluation of all Students' Components of their Collaborative Competence (the Experimental Group) the Control Experiment

N	students	oral communication	written communication	being a mediator	being empathic	rapport-building	evaluating/self-evaluating	learning community organizing	mentoring	creating end product	collaborative competence
1	A.E.	A	B	A	B	B	B	A	B	A	A (5)
2	A.D.	A	B	C	B	C	B	B	B	B	B (3)
3	A.N.	C	C	C	B	C	C	C	C	C	C (1)
4	A.O.	A	A	C	C	C	B	B	C	B	B (3)
5	B.A.	A	A	B	A	B	A	A	A	B	A (5)
6	B.E.	C	C	C	B	B	C	C	B	C	C (1)
7	B.I.	B	B	C	B	C	C	C	C	B	C (1)
8	B.N.	A	A	C	B	B	C	C	C	A	B (3)
9	B.O.	C	C	B	B	B	B	B	C	B	B (3)
10	D.A.	B	C	C	B	C	C	C	C	C	C (1)
11	G.M.	B	C	C	B	C	C	C	C	C	C (1)
12	G.N.	A	A	C	C	B	A	C	C	B	B (3)
13	K.E.	C	C	B	B	C	C	C	C	B	C (1)
14	K.I.	B	B	C	B	C	B	C	B	C	B (3)
15	K.J.	A	B	B	A	A	B	B	A	A	A (5)
16	L.A.	C	C	C	B	B	C	B	C	C	C (1)
17	L.G.	B	B	C	B	B	B	B	B	B	B (3)
18	M.L.	C	C	C	C	C	C	C	C	C	C (1)
19	N.J.	B	B	C	B	C	C	C	C	B	C (1)
20	P.N.	B	B	A	A	A	A	A	B	B	A (5)
21	P.S.	B	C	C	C	C	C	C	C	C	C (1)
22	R.K.	B	B	B	B	A	B	B	C	B	B (3)
23	R.S.	B	C	C	B	C	C	C	C	C	C (1)
24	S.K.	B	B	B	B	C	B	B	B	B	B (3)
25	S.L.	A	A	A	B	B	B	A	A	A	A (5)
26	S.S.	C	C	B	B	B	C	C	C	C	C (1)
27	T.V.	B	B	C	C	C	C	C	C	B	C (1)
28	V.I.	B	B	A	A	A	B	B	A	A	A (5)
29	Z.I.	B	C	B	B	C	B	C	C	B	C (1)
30	Z.J.	B	C	B	B	C	C	B	B	B	B (3)

Table 6 The Coefficient of the Development of Students' Collaborative Competence in the Experimental Group (the Control Experiment):

N	Students	oral communic	written communic.	being a mediator	being empathic	rapport-building	evaluation/self-evaluating	learn commun. organizing	mentoring	creating end produc	coefficient collab.competen score
1	A.E.	5	3	5	3	3	3	5	3	5	3.8
2	A.D.	5	3	1	3	1	3	3	3	3	2.7
3	A.N.	1	1	1	3	1	1	1	1	1	1.2
4	A.O.	5	5	1	1	1	3	3	1	3	2.5
5	B.A.	5	5	3	5	3	5	5	5	3	4.3
6	B.E.	1	1	1	3	3	1	1	3	1	1.6
7	B.I.	3	3	1	3	1	1	1	1	3	1.8
8	B.N.	5	5	1	3	3	1	1	1	5	2.7
9	B.O.	1	1	3	3	3	3	3	1	3	2.3
10	D.A	3	1	1	3	1	1	1	1	1	1,4
11	G.M.	3	1	1	3	1	1	1	1	1	1.4
12	G.N.	5	5	1	1	3	5	1	1	3	2.7
13	K.E.	1	1	3	3	1	1	1	1	3	1.6
14	K.L.	3	3	1	3	1	3	1	3	1	2.1
15	K.J.	5	3	3	5	5	3	3	5	5	4.1
16	L.A.	1	1	1	3	3	1	3	1	1	1.6
17	L.G.	3	3	1	3	3	3	3	3	3	2.7
18	M.L.	1	1	1	1	1	1	1	1	1	1.0
19	N.J.	3	3	1	3	1	1	1	1	3	1.8
20	P.N.	3	3	5	5	5	5	5	3	3	4.1
21	P.S.	3	1	1	1	1	1	1	1	1	1.2
22	R.K.	3	3	3	3	5	3	3	1	3	2.8
23	R.S.	3	1	1	3	1	1	1	1	1	1.4
24	S.K.	3	3	3	3	1	3	3	3	3	2.7
25	S.L.	5	5	5	3	3	3	5	5	5	4.3
26	S.S.	1	1	3	3	3	1	1	1	1	1.6
27	T.V.	3	3	1	1	1	1	1	1	3	1.6
28	VI	3	3	5	5	5	3	3	5	5	4.1
29	Z.I	3	1	3	3	1	3	1	1	3	2.1
30	Z.J.	3	1	3	3	1	1	3	3	3	2.3

Table 7 The Author's Evaluation of Students' Collaborative Competence (the Control Group – Dominant Competences) the Control Experiment:

N	students	communicative competence	intercultural competence	transactional competence	cooperative competence	collaborative competence
1	A.H.	B (3)	C (1)	B (3)	B (3)	B (3)
2	A.J.	B (3)	B (3)	B (3)	C (1)	B (3)
3	B.I.	B (3)	C (1)	C (1)	C (1)	C (1)
4	B.J.	C (1)	C (1)	C (1)	C (1)	C (1)
5	C.A.	A (5)	A (5)	A (5)	A (5)	A (5)
6	C.J.	A (5)	C (1)	C (1)	C (1)	C (1)
7	D.H.	C (1)	B (3)	B (3)	B (3)	B (3)
8	G.E.	C (1)	C (1)	B (3)	C (1)	C (1)
9	G.T.	B (3)	B (3)	B (3)	B (3)	B (3)
10	I.A.	C (1)	C (1)	C (1)	B (3)	C (1)
11	I.I.	B (3)	B (3)	C (1)	B (3)	B (3)
12	J.K.	C (1)	B (3)	C (1)	C (1)	C (1)
13	M.N.	C (1)	C (1)	C (1)	C (1)	C (1)
14	P.I.	C (1)	C (1)	C (1)	C (1)	C (1)
15	P.K.	A (5)	B (3)	A (5)	A (5)	A (5)
16	P.L.	B (3)	C (1)	B (3)	B (3)	B (3)
17	P.O.	C (1)	C (1)	B (3)	C (1)	C (1)
18	R.J.	C (1)	C (1)	C (1)	C (1)	C (1)
19	S.A.	A (5)	B (3)	A (5)	A (5)	A (5)
20	S.D.	B (3)	B (3)	C (1)	C (1)	C (1)
21	S.E.	B (3)	B (3)	B (3)	B (3)	B (3)
22	S.I.	C (1)	B (3)	C (1)	C (1)	C (1)
23	S.J.	C (1)	C (1)	C (1)	B (3)	C (1)
24	S.K.	B (3)	B (3)	B (3)	C (1)	B (3)
25	S.S.	C (1)	C (1)	B (3)	C (1)	C (1)
26	V.S.	C (1)	C (1)	C (1)	C (1)	C (1)
27	V.T.	B (3)	B (3)	C (1)	B (3)	B (3)
28	Y.D.	C (1)	B (3)	B (3)	C (1)	C (1)
29	Z.A.	A (5)	B (3)	A (5)	A (5)	A (5)
30	Z.L.	C (1)	C (1)	C (1)	C (1)	C (1)

Table 8 The Authors' Evaluation of all Students' Components of their Collaborative Competence (the Control Group), the Control Experiment:

N	students	oral communicat	written communicat	being a media for among cultures	being empathic	rappor- tbuilding	evaluat- ing/self- evaluating	learning community organizing	mentoring	creating end product	collab competence
1	A.H.	B	C	C	B	B	B	C	B	B	B(3)
2	A.J.	B	C	B	B	B	B	C	C	B	B(3)
3	B.I.	B	B	C	C	C	B	C	C	B	C(1)
4	B.J.	C	C	C	B	C	C	C	C	C	C(1)
5	C.A.	A	B	A	B	A	B	B	A	A	A(5)
6	C.J.	A	B	C	B	C	C	C	C	B	C(1)
7	D.H.	C	C	B	B	B	C	B	B	B	B(3)
8	G.E.	C	C	C	B	C	B	C	C	C	C(1)
9	G.T.	B	B	B	B	C	B	B	B	B	B(3)
10	I.A.	B	C	B	B	C	C	C	B	B	C(1)
11	LI.	B	B	B	C	C	B	C	B	B	B(3)
12	JK.	C	C	B	B	C	C	C	C	C	C(1)
13	M.N.	C	C	C	B	C	B	C	C	C	C(1)
14	PL	C	C	C	C	C	C	C	C	C	C(1)
15	PK	A	A	B	A	B	A	B	B	A	A(5)
16	PL.	B	B	C	C	B	B	C	B	B	B(3)
17	P.O.	C	C	B	B	C	B	C	C	C	C(1)
18	R.J..	C	C	C	B	C	C	C	C	C	C(1)
19	S.A.	B	A	B	A	A	B	A	A	B	A(5)
20	S.D.	B	B	B	B	C	C	C	C	C	C(1)
21	S.E	B	C	B	B	A	B	B	C	B	B(3)
22	S.I	B	C	B	C	C	B	C	C	B	C(1)
23	S.J.	C	C	C	B	B	C	B	B	C	C(1)
24	S.K.	B	B	B	B	B	B	C	C	B	B(3)
25	S.S.	C	C	C	B	B	B	C	C	C	C(1)
26	V.S.	C	C	C	C	C	B	C	B	C	C(1)
27	V.T.	B	B	B	B	C	C	C	B	B	B(3)
28	Y.D.	C	C	B	B	C	B	C	C	C	C(1)
29	Z.A.	A	A	B	A	B	A	C	A	A	A(5)
30	Z.L.	C	C	C	B	C	C	C	C	C	C(1)

Table 9 The Coefficient of the Development of Students' Collaborative Competence in the Control Group (the Control Experiment):

N	students	oral communication	written communication	being a mediator	being empathic	rapport-building	evaluat-ing/self-evaluating	learning community organizing	mentoring	creating end prouct	coefficient of collab. compete
1	A.H.	3	1	1	3	3	3	1	3	3	2.3
2	A.J.	3	1	3	3	3	3	1	1	3	2.3
3	B.I.	3	3	1	1	1	3	1	1	3	1.8
4	B.J.	1	1	1	3	1	1	1	1	1	1.2
5	C.A.	5	3	5	3	5	3	3	5	5	4.1
6	C.J.	5	3	1	3	1	1	1	1	3	2.1
7	D.H.	1	1	3	3	3	1	3	3	3	2.3
8	G.E.	1	1	1	3	1	3	1	1	1	1.4
9	G.T.	3	3	3	3	1	3	3	3	3	2.7
10	LA.	3	1	3	3	1	1	1	3	3	2.1
11	LI.	3	3	3	1	1	3	1	3	3	2.3
12	JK.	1	1	3	3	1	1	1	1	1	1.4
13	M.N.	1	1	1	3	1	3	1	1	1	1.4
14	P.L.	1	1	1	1	1	1	1	1	1	1
15	P.K.	5	5	3	5	3	5	3	3	5	4.1
16	P.L.	3	3	1	1	3	3	1	3	3	2.3
17	P.O.	1	1	3	3	1	3	1	1	1	1.6
18	R.J.	1	1	1	3	1	1	1	1	1	1.2
19	S.A.	3	5	3	5	5	3	5	5	3	4.1
20	S.D.	3	3	3	3	1	1	1	1	1	1.8
21	S.E.	3	1	3	3	5	3	3	1	3	2.7
22	S.I.	3	1	3	1	1	3	1	1	3	1.8
23	S.J.	1	1	1	3	3	1	3	3	1	1.8
24	S.K.	3	3	3	3	3	3	1	1	3	2.5
25	S.S.	1	1	1	3	3	3	1	1	1	1.6
26	V.S.	1	1	1	1	1	3	1	3	1	1.4
27	V.T.	3	3	3	3	1	1	1	3	3	2.3
28	Y.D.	1	1	3	3	1	3	1	1	1	1.6
29	Z.A.	5	5	3	5	3	5	1	5	5	3.7
30	Z.L.	1	1	1	3	1	1	1	1	1	1.2

Questionnaire 1: Students' Evaluation of their Collaborative Competence:

N	COMPETENCES	1	3	5
1	Oral communication: to be able to participate in academic discussions			
1.1	to be able to understand the interlocutor			
1.2	to put forward arguments and defend them			
1.3	to use various linguistic forms according to a situation			
1.4	to intervene appropriately in discussion using corresponding level of formality			
1.5	to begin, maintain and finish discourse with effective turn-taking;			
1.6	to be able to produce clear, well-structured speech using correctly organizational patterns, connectors, and cohesive devices.			
2	Written communication: to be able to write academic logically coherent texts:			
2.1	to understand how information in texts is structured, how written texts (formal letters, essays, research papers) are organized			
2.2	to arrange sentences in sequence so that to produce stylistically and logically correct, coherent and cohesive texts observing register and thematic organization			
2.3	to present precise texts, integrating sub-themes, expanding and supporting the body of texts with necessary examples and details, and finishing them with appropriate conclusion			
2.4	to be able to create written texts for a particular functional purpose			
2.5	to produce intelligible continuous writing which follows standard layout and paragraphing conventions free of errors.			
3	being a mediator among cultures			
3.1	to be able to understand cultural diversity through texts;			
3.2	to construct one's cultural identity by integrating into a diversified experience of otherness.			
3.3	to develop one's ability to learn through this diversified experience of relating to several cultures.			
4	being empathic:			
4.1	to understand the context of a current situation;			
4.2	to be careful about others' emotional state;			
4.3	to be able to help others taking into consideration their needs and mood;			
4.4	to help others in overcoming difficulties in understanding academic subjects;			
4.5	to respect and associate well with all group-mates being tolerant			
5	Rapport-building:			
5.1	to maximize similarities and minimize differences between people;			
5.2	to pace a person;			
5.3	to lead a person			
6	evaluating/self-evaluating			
6.1	to understand the integration between language knowledge and language use;			
6.2	to observe fellow- students' experience;			
6.3	to discuss the problems of their study and collaboration;			
6.4	to test one's own and group-mates' study and collaboration.			
7	Group/learning community organizing:			
7.1	to accept a set of rules in a group to follow,			
7.2	to take the responsibility;			
7.3	to be united with all group-mates			
8	being a mentor:			
8.1	to share knowledge: to inform, to teach;			

8.2	to encourage: to affirm, to inspire;			
8.3	to counsel: to give advice, to help			
9	creating an end product			
9.1	to search for, order and organize information to be learned and remembered;			
9.2	to break complex tasks into meaningful and manageable sub-parts and successfully synthesize them after they have been fulfilled;			
9.3	to set realistic personal goals and put the effort in their accomplishing;			
9.4	to manage time and effort that will be required to complete a task			

Questionnaire 2: Students' Reflection on their Foreign Language Study:

These questions are aimed at the investigation of students' reflection on their foreign language study. Please, answer the following questions:

1. What aspects of language use (fluency, accuracy) did you prefer? Why?
2. How did you communicate with your group-mates?
3. Have you met any problems in communication?
4. Have you noticed the problems in other students' communication?
5. How do you evaluate your performance?
6. How could you improve it?
7. How did you listen to each other? What feelings (respect, anger, joy, prejudices) did you have?
8. What aspect of the theme significant was for you?
9. Who helped in your studies?
10. What skills do you need to develop more?

APPENDIX. IV. The Formative Experiment.

Questionnaire 1: Students' Motives of their Foreign Language Study

This questionnaire has been designed to investigate students' motives of their foreign language study. Read these motives and evaluate them according to 7 - point scale: 1 point is the lowest rate and 7 is the highest rate of these motives.

1. To become a highly qualified specialist.	1	2	3	4	5	6	7
2. To receive a diploma.							
3. To continue successful study next courses.							
4. To study successfully, to get good marks at the examinations.							
5. To get profound knowledge.							
6. To be constantly ready for classes.							
7. Not to neglect a study course.							
8. Not to be behind the group-mates.							
9. To ensure the success of the future profession							
10. To earn lecturer's respect.							
11. To be the model for the group-mates.							
12. To win parents and surrounding people's approval.							

Table 1. The Total Sum and Coefficient of Students' Motives in their Foreign Language Study in the Experimental Group in the 1 phase of the Formative Experiment

N	1	2	3	4	5	6	7	8	9	10	11	12
A.E.	7	7	5	3	6	1	4	3	3	0	0	0
A.D.	6	5	4	2	6	1	3	3	2	1	0	0
A.N.	6	7	5	4	5	1	3	2	6	0	0	1
A.O.	5	6	5	2	4	1	2	1	3	0	0	0
B.A.	5	7	5	5	5	2	3	4	2	0	0	2
B.E.	5	7	6	4	5	2	4	3	6	0	0	0
B.I.	6	5	3	3	6	1	2	2	2	0	0	1
B.N.	5	7	6	5	5	2	2	3	4	0	0	0
B.O.	5	5	7	2	7	0	1	2	6	0	0	1
DA	6	7	4	4	6	0	3	1	5	0	0	0
G.M	5	5	6	2	4	0	3	1	3	0	0	0
G.N.	6	5	6	1	5	0	2	0	6	0	0	1
K.E	5	7	5	4	6	1	3	1	4	0	0	0
K.I.	7	6	4	3	4	3	2	2	2	0	0	1
K.J.	5	7	4	4	6	2	3	4	4	0	0	0
LA	7	6	3	2	5	2	4	3	5	0	0	1
L.G.	7	7	5	5	6	1	1	0	3	0	0	0
ML.	6	6	5	2	7	1	1	2	5	0	0	1
NJ.	5	6	7	1	5	1	1	1	5	0	0	0
P.N.	6	7	4	4	6	2	1	1	3	0	0	0
P.S.	6	5	6	2	5	1	1	2	5	0	0	0
R.K.	7	6	3	4	7	1	2	3	3	0	0	0
RS.	6	7	5	5	6	2	1	2	2	0	0	0
S.K.	6	6	6	2	6	3	2	1	5	0	0	0
SL.	5	4	5	1	5	2	1	2	5	0	0	0
S.S.	6	6	4	3	7	3	2	2	5	0	0	0
T.V.	6	7	6	5	6	1	1	1	3	0	0	0
VI	5	5	4	1	4	1	2	2	5	0	0	0
Z.I	7	6	4	3	5	2	1	1	4	0	0	0
Z.J.	6	7	6	5	6	1	2	2	5	0	0	0
total sum.	175	184	148	93	166	41	63	57	121	1	0	9
coeff.	14.5	15.3	12.3	7.75	13.8	3.4	5.25	4.75	10.08	0.08	0	0,75

Table 2 The Coefficient of Motives of Study in the Experimental Group in the 1 Phase of the Formative Experiment:

1. To become a highly qualified specialist.	14.5
2. To receive a diploma.	15.3
3. To continue successful study next courses.	12.3
4. To study successfully, to get good marks at the examinations.	7.75
5. To get profound knowledge.	13.8
6. To be constantly ready for classes.	3.4
7. Not to neglect a study course.	5.25
8. Not to be behind the group-mates.	4.75
9. To ensure the success of the future profession	10.08
10. To earn lecturer's respect.	0.08
11. To be the model for the group-mates.	0
12. To win parents and surrounding people's approval.	0.75
total coefficient	87.96

Table 3 The Total Sum and Coefficient of Students' Motives in the Control Group in the 1 Phase of the Formative Experiment

N	1	2	3	4	5	6	7	8	9	10	11	12
A.H.	6	7	4	2	5	2	3	2	4	0	0	0
A.J.	5	6	3	1	7	3	4	2	3	0	0	0
B.I.	6	7	5	4	6	1	4	3	5	0	0	0
B.J.	5	7	4	3	5	1	5	2	3	0	0	0
C.A.	5	6	5	5	6	2	4	2	6	0	0	0
C.J.	6	5	4	3	5	1	3	1	3	1	0	0
D.H.	6	6	4	3	7	0	1	3	4	0	0	0
GE.	6	7	4	2	5	1	1	4	5	0	0	1
G.T.	5	7	5	2	7	2	3	5	7	0	0	0
LA.	6	7	5	4	7	1	2	2	4	0	0	0
II.	6	5	3	4	6	1	1	3	5	0	0	0
J.K.	6	4	5	3	5	1	1	1	4	0	0	0
M.N.	6	7	4	5	7	3	1	1	3	0	0	0
P.I.	7	7	5	6	5	4	1	1	2	0	0	0
P.K.	5	5	5	4	6	2	2	2	4	1	0	0
PL.	6	6	5	3	6	1	3	4	6	0	0	0
P.O.	5	7	4	2	7	1	2	1	4	0	0	1
R.J..	6	6	4	3	6	1	1	3	6	0	0	0
S.A.	5	5	6	4	6	2	1	2	3	1	1	0
S.D.	6	6	5	3	5	3	2	1	4	0	0	0
SE	5	5	5	6	6	2	1	1	3	0	0	0
SI	6	6	3	4	7	1	1	1	4	0	0	0
S.J.	6	7	5	4	5	2	1	3	4	0	0	0
S.K.	7	4	4	3	6	0	1	2	3	0	0	0
S.S.	6	5	6	2	6	0	2	1	3	0	0	1
V.S.	6	6	4	3	5	1	1	1	2	0	0	0
V.T.	7	7	5	2	7	2	1	2	4	0	0	0
Y.D.	6	5	3	3	6	3	2	3	5	0	0	0
Z.A.	7	6	5	3	5	1	4	5	3	0	0	0
Z.L.	6	6	7	3	6	1	5	2	4	0	0	0
total sum	176	180	136	99	178	46	64	66	120	3	1	3
coeff.	14.6	15.0	11.3	8.25	14.8	3.8	5.3	5.5	10.0	0.25	0.08	0.25

Table 4 The Coefficient of the Motives of Students in the Control Group in the 1 Phase of the Formative Experiment

1	To become a highly qualified specialist.	14.6
2	To receive a diploma.	15.0
3	To continue successful study next courses.	11.3
4	To study successfully, to get good marks at the examinations.	8.25
5	To get profound knowledge.	14.8
6	To be constantly ready for classes.	3.8
7	Not to neglect a study course.	5.3
8	Not to be behind the group-mates.	5.5
9	To ensure the success of the future profession	10.0
10	To earn lecturer's respect.	0.25
11	To be the model for the group-mates.	0.08
12	To win parents and surrounding people's approval.	0.25
	total coefficient	89.13

Course-plan on oral communication.

Fine Arts. (terminology)

Schools of painting. Miniature painting in Britain.

The golden age of British art (W. Hogarth, J. Reindolds, T.H. Gainsborough, etc)

Landscape painting. J.M.W. Turner, J. Constable,

W. Blake. The Pre-Raphaelites.

English portrait painting.

Styles in architecture.

Music.

Course-plan on written communication.

Exploring the Writing Process:

The Writing Process

Subject, Audience, and Purpose

Discovering, Gathering Ideas, Narrowing and Focusing Researching Topic:

Finding, Selecting and Reading Sources,

Grouping, Sequencing, and Documenting Information,

Freewriting, Brainstorming, Clustering,

Writing an Outline and Prospectus for Yourself,

Writing the Introduction,

Writing the Body,

Writing the Conclusion,

Revising the Final Draft.

Improving Your Writing:

Revising for Consistency and Parallelism,

Consistent Tense, Number and Person,

Parallelism

Consistent Quotations.

Revising for Sentence Variety:

Mix Long and Short Sentences,

Use a Question, Command, or Exclamation,

Vary the Beginnings of Sentences,

Vary Methods of Joining Ideas,

Review and Practice.

Revising for Language Awareness:

Exact Language: Avoiding Vagueness,

Concise Language: Avoid Wordiness,

Figurative Language: Similes and Metaphors.

Questionnaire 2 Students' Knowledge on Art:(discussion):

1. what painter do you know:

- British
- American
- Latvian
- Russian
- Italian
- Others

2. What architects do you know:

- British
- American
- Latvian
- Russian
- Italian

• Others

3. What sculptors do you know:

- British
- American
- Latvian
- Russian
- Italian
- Others

4. What architectural styles do you know?

5. What architectural monuments do you know?

6. What world famous museums do you know? What museums have you visited?
 - Once in six months
7. What art museums in Latvia do you know?
 - Once a year
 - Once in two years
 - Never
8. How often do you visit art museums or galleries:
 - Once a month

THE BASIC STOCK OF VOCABULARY ON FINE ARTS.

Painting.

1. The art of painting:

Fresco painting

Easel painting: portrait painting (portraiture), landscape painting, sea-scape(marine) painting, genre painting, still-life painting, animal painting, historical painting, poster painting, the painting of battle pieces (scenes), but battle scenes, everyday scenes, urban scenes; urban painting.

2. an oil painting, a water-colour painting (a water colour), a landscape painting (a landscape), a still-life painting (a still-life).

Illumination.

Painter.

A portrait painter, a landscape painter, an animal painter, a painter of battle-pieces (scenes), a sea-scape painter, a genre-painter, a poster painter.

Perspective.

Linear perspective, aerial perspective.

Composition.

Carefully (well-) balanced composition, closely (tightly-) knit composition.

Chiaroscuro= the play of light and shade.

Subdue.

To subdue the light, colour; subdued colours.

Surface (surface texture).

Evoke.

To evoke emotions, feelings, to evoke a parallel.

Evocation.

Off- centre figures.

Curve, curved.

To draw.

To draw a line, a picture; to draw in pencil, in pen and ink, in crayon, in chalk, in charcoal, in pastel, in sanguine (crayon); to draw from nature, to draw from life;

to be drawn sharply.

Drawing.

The art of drawing: a pencil drawing, a pen and ink drawing, a charcoal drawing, a pastel drawing.

Study.

A study for a painting.

Finish.

Rough finish, smooth finish, highly polished finish.

Brush.

Brush stroke; brush-work, brushing.

Apprentice, to be apprenticed to smb., apprenticeship.

to come down to us=to survive.

Varnish(n), (v).

Workshop=studio.

Canvas.

Pigment; tempera.

Oil: to paint in oil, oil-painting, an oil-painting.

Underpainting=undercoat.

Lay on: to lay on paints, colours, to lay on underpainting.

Conception=concept: bold, individual, imaginative.

Conceive

Render, to render light, atmosphere.

Stand out.

Bathed (in): bathed in sunlight, moonlight, bathed in twilight glow.

Convey: to convey an idea, a message, one's feelings, observations.

Sfumato.

Half-length (waist-length), full-length.

Treatment: linear treatment; surface treatment.

Plane: on a slanting plane, on a different plane.

Contorted: contorted figures

Glaze.

Voluptuous.

Graphic: the graphic arts=visual arts; graphic art; a graphic artist.

Austere.

Fuse: to fuse different tendencies, outlooks. Fusion.

Loom: to loom large.

To bring together.

Crystal-clear.

Mannerism.

Baroque: the style of art from about 1550 to late in the 18th century, characterize by the use of curved and contorted forms.

Conventional art.

Sombre.

Cut-off figures.

Spotlight effect.

Versatile.

Rival.(v).

Faculty: a faculty for painting.

Master: a master of "pure" landscape; a master of portraiture; a master of the pen and brush; a master of drawing (or a good draughtsman), a master of line (a good linearist); a master of chiaroscuro.

Mastery (n): to gain mastery of technique=artistry, skill.

Masterly: a masterly drawing

Contrasting tones.

Impasto.

Flesh-tints.

Turn to smth. (for one's subjects); to draw one's subjects from smth.

To be drawn to.

A court painter.

Discordant.

Sense of moderation.

Domestic interiors.

Commission (n),(v).

Self-portrait

Outward, forward movement.

Etching, etcher.

Silhouette.

Serene, serenity.

Reflection.

Rococo- a florid style in painting, sculpture and architecture, characterized by curved lines, popular in Europe in the 18th century.

Narrative: a narrative picture, a narrative painting, a narrative painter.

Narrative (n): moralistic and dramatic narrative.

Caricature (n), (v).

Caricaturist.

But: cartoon- a drawing in a magazine or newspaper depicting people and events (especially political) in an amusing or satirical way; a cartoonist.

Print.

Recession (receding, going further away from the point of the viewer); to create a sense(feeling) of recession in a picture.

Recede(v).

Receding: a receding landscape, trees, figures, streets, buildings.

Crowded: a crowded composition, a crowded foreground.

A shaft of light.

Earth-bound: earth-bound scenes, aspirations, problems, poetry.

To teem with: to be teeming with life; to be teeming with fish, snakes.

Highlight.

Ceremonial portrait=full-dress portrait.

Ceremonial portraiture.

Sketch: a pencil (water-colour, oil, chalk, pastel, etc.sketch.

To make a sketch, to make a sketch from the model, to make a sketch for a large canvas).

To sketch: to sketch a scene (a picture), to sketch from nature, to sketch smth. in.

Sketchy: a sketchy painting; a sketchy technique.

Transient: a transient mood (smile, feeling); transient nature.

Sitter.

But: a model.

Sitting(n): He did the portrait in (at) one sitting.

Pose 1. (vt). 2. (vi). (syn.) to sit for; to take (up), to strike a pose.

effigy.

To catch: to catch a likeness; to catch a gesture, a facial expression; to catch the essence of silks and lace in motion. Syn. to capture, to seize.

Aerial a.

Airiness n.

Blend (vt,vi).

Striking attitudes.

Insight.

Exquisite: beauty, poetry, taste.

Rustic: scenes, charm, simplicity, dress, speech, manners.

Throb (vi): to throb with life, movement, (the) joy(of life),excitement; throbbing with life(joy, etc.)

To be enveloped: in a golden light, in a blue haze, in mist, in flames, in mystery.

To be penetrated throughout by. Syn. to be imbued (with).

Patches of light

Recall smb's manner (style), etc.). Syn. to be reminiscent of, to call mind.

Anticipate: to anticipate a movement in art, a method, technique, style, theory, discovery.

In one's own right.

Touch, touches.

Exhibit.

Range: the range of subjects, a range of subjects. Syn. colour scale.

His absorption with sea.

Awash with light. Syn. bathed in light, suffused with light, flooded with light.

Daub, dauber.

Streak: a streak of colour, light; streaky.

To go too far ahead of one's time.

One's investigation into (of) light, atmosphere, colour.

Characterisation.

Minute delineation.

The high vocation of art.

Scenes of violent physical action and emotional conflict.

Splashes of colour.

Master artists.

Caustic cartoonist.

Dramatic intensity.

Make one's individuals stand for types.

Caption.

To be punctuated by the emphasis of gestures.

Fleeting and conflicting emotions.

Impressionism: the term, first used in 1874, was derived from the name of a picture by Monet entitled "Sunrise, Impression."

Set down: to set down what one sees, one's impressions.

Scene: a woodland scene, a country scene, a rustic scene, a sylvan scene, a rustic scene, an urban scene, a street scene.

View: a view of the lake; a view from the bridge, a side view, a front view, a back view.

Colour: flesh colour, warm colours, cool colours, complementary colours, local colours, atmospheric colour, illumination colour.

The names of colours in English may be both adjectives and nouns, e.g. The green in Constable's paintings is composed of a multitude of different greens.

Colour scheme; the play of colour; a riot of colour(s); oil colours; water- colours.

Colouring

Colourist.

To take on (colour, form).

Tinge (n), (vt).

Primary colour(s).

Secondary colour(s)

Amateur; amateurish.

Key.

To paint in a low key (high).

Keyed: high keyed tones; hues.

Pure colour.

Dull grey.

Muave.

Pearly grey.

Nuance: nuances of colour, hue, green.

Radiate.

Radiant.

Close-valued

Porcelain (n),(a).

Porcelain clay.

Vigorous: vigorous brush strokes, lines.

Spot technique. Syn. pointillism.

Out of doors, in plein air.

Plein air technique, manner.

Plein-airist.

Pastel: a soft coloured crayon delicate in colour.

Pastel: a pastel blue; a pastel pink.

Cast: bronze cast, marble cast, plaster cast.

To cast: to cast in bronze or metal.

Casting.

Caster.

Spirituality.

Block.

Fauvism- a movement in French art about 1906.

Cubism (a movement in painting and sculpture which developed in France, beginning in 1907, through Cezanne's inspiration. The movement was given impetus by Picasso and Braque. This, together with an influence of African sculpture, prompted the experimentation in the reduction of natural forms to their basic

geometric shapes. At first, these were sharply **angular**. Later the shapes became transparent and intersecting.
Cubist (a).

THE EXAMPLE OF A TASK ON FINE ARTS:

1. Find two pieces of art,
2. Look carefully and describe what you **see in detail**, **pay special attention** to the following aspects:
 - subject matter: describe the **scene in general terms** e.g. portrait of a woman/ landscape/still-life etc. Is it **realistic – reflecting reality**?
 - composition: Describe each **element in the painting** in terms of position, size etc. Mention what attracts the eye and if the eye is **naturally pulled** in one direction or another. Mention how the canvas is divided, **what space is left empty**. Does the picture have depth i.e. is there perspective?
 - colour: Are there **generally warm or cold colors**? Do any specific colors stand out? Is the picture light or dark? **Are the colors true to life**?
 - texture/brushstroke: How is the paint put onto the canvass – smoothly, thickly, flatly, covering large areas, in short dabs or dots?
3. Write about 100 words for each picture..

Write a short biography of the artist. (approximately 150 words), Read (at least two) different biographies from books or the Internet and summarize the main points. If you find any biographical information related specifically to the picture you have chosen, include it.

4. Research: placing the painting in its historical perspective: Art is often categorized by historical art trends, e.g. Impressionism, Surrealism, Cubism, Realism, Impressionism etc. Find out what art trend is reflected in the picture you chose. Describe the main features of the relevant art movement/s (approximately 100 words). You have to use at least two different sources of information – Art books, the Internet encyclopedias, interview an expert.
5. Creative work. Prepare a speech for presentation on a piece of art you have chosen. The text should contain the information on art trend the picture belongs to, an artist's bibliography, the description of the picture, bibliography in alphabetical order.
6. Portfolio to handed in should contain:
 - cover page (with you name, group and the title);
 - contents with pages for each part,
 - descriptions of pieces of art;
 - your personal attitude to the painting;
 - a biography of artists;
 - the text for speech;
 - the checklist page

The criteria for the assessment:

1. Cover page	1
2. Contents page	2, 3
3. descriptions of pieces of art;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4. your personal attitude to the painting;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
5. a biography of artists;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
6. the text for speech;	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Self- evaluation.

1. I have investigate the tasks clearly and understood what I have to do.
2. I have checked the grammar – especially the verbs.
3. I have checked the punctuation – especially capital letters, periods and commas.
4. I have checked the spelling - using a dictionary, a spell checker etc.
5. I have used connectors to make my writing clear to the reader
6. I have divided my work into paragraphs – each dealing with a separate subject.
7. I have read the final version of everything several times
8. I'm convinced that I have done my best!

Questionnaire 3 Students' Reflection on their Foreign Language Study

These questions are aimed at the investigation of students' reflection on their study. Please, answer the following questions:

What have you studied from the material of the course?

What have found in your independent foreign language study?

What was difficult for you?

Who helped you in your studies?

What new skills have you acquired?

What skills have you developed?

What relationships have you built with your group-mates?

What aspect of language use (fluency, accuracy) did you prefer? Why?

How did you communicate with your group-mates?

Have you met any problems in communication?

Have you noticed the problems in other students' communication?

How do you evaluate your performance (in grammar, writing, speaking)?

How did you listen to your group-mates? What feelings (respect, anger, joy, prejudice) did you have?

What problems have you met in foreign language study?

How did you solve these problems?

Thank you for answering questions!

Dalton-plan:

The theme: Architecture. Cambridge.

Objectives:

- to study independently the lexis of texts;
- to analyse the text independently (to make a plan);
- to be able to translate parts of the text;
- to be able to discuss the issues of the text;
- to be able to find relevant material on the theme in encyclopedias, fiction, scientific literature;
- to use the dictionary;
- to use the vocabulary in speech;
- to reflect upon own study.

Tasks: Subject level:

- to collect and select the material on a chosen topic;
- to process information about of the text,
- to use various dictionaries for the analysis of linguo-country and linguo-cultural semantics of the text;

- to elicit logical structure of the text or speech situation;
- to elicit key words;
- to elicit key elements of the linguo-cultural context (social, historical, national, cultural); select and match signal words, markers, notional elements;
- to compile own glossaries and reference materials;
- to write a text for the presentation, discussion;

productive activity:

- to create mind mapping;
- to make reference compilation,
- to make tables if necessary;
- to produce commentaries on an analysed text in the form of references, commentaries of a wide social context;
- make a draft of the presentation;
- prepare dialogues for discussions, debates;

process level: tasks involving social interaction:

- read a text based on the given plan, logical draft, key words or key phrases;
- construct a denotative scheme of the text (key words, key-phrases, signal words);
- to discuss the material in a small group;
- to make the agenda of a discussion –meeting;
- to create a plan of whole –class discussion;
- to distribute duties among the students: a secretary, a chair person, an operator who helps with the necessary equipment, speakers.

to present the notes of:

- new vocabulary;
- text commentaries;
- short references;
- panoramic commentary;
- conceptual commentary;
- reference about an item or a fact from the point of view cultural-or contrastive study; reference-commentary of a wide social context;
- commentaries on an analysed text in the form of reference, commentary of a wide social context, commentary of the author's opinion on an linguo-country item or fact and its use in the context.

Self-evaluation:

- What aspect of language use (fluency, accuracy) did you prefer? Why?
- How did you communicate with your group-mates?
- Have you met any problems in communication?
- Have you noticed the problems in other students' communication?
- How do you evaluate your performance?
- How could you improve it?
- How did you listen to each other? What feelings (respect, anger, joy, prejudices) did you have?
- What was a significant theme for you? What problems have you met in the process of writing this essay (preparing this report)?
- How did you solve these problems?
- What have you studied from the material of the course?
- What have found in your independent learning?
- What was difficult for you?
- Who helped in your studies?
- What new skills have you acquired?
- What skills have you developed?

The topics for problem solving tasks:

1. "A picture is a poem with words" (Horatio)

2. Art is long and the life is fleeting". (Longfellow)
 3. "All art is but imitation of nature". (Seneka).
 4. It's hard to overestimate the role of art in one's life.
 5. Art forms our world-outlook and enriches our inner world.
 6. Art has a great educational significance.
 7. The language of art is universal. What manes good art? Do you think art can be great if it is not linked with people's lives, their interests and ideals. Give your reasons.
 8. Appreciating of art can be cultivated in two ways:
 - acquiring knowledge of different trends, schools from books and literature;
 - visiting galleries and museums, looking at pieces of art,
- Both these ways are important, but which of them is the major one?

APPENDIX V.

Questionnaire 1: Students' Transactional Competence.

**group
name**

Aim: to investigate students' transactions in a group. Agree or disagree with the following statements ("agree", "not sure," "disagree")

No		A	NS	D
1	I prefer to keep distance from my group-mates			
2	I like when there is a friendly atmosphere in the group			
3	I'm friendly only with one or two group-mates			
4	I'm independent in my opinions and manner of behaviour			
5	I've few friends, and I'm always glad to communicate with them			
6	I'm indifferent to my group-mates' personal qualities			
7	I'd like to be close to some group-mates.			
8	I like resolve disagreements without emotions			
9	I prefer informal relationships to formal ones			
10	I'm more connected with the group than some of its members			
11	I'd like to be a member of a smaller group.			
12	I'm touchy upon my group-mates' remarks			
13	I am not interested in friendly relationships			
14	I express openly my opinion in a group			
15	I easily get acquainted with people who don't belong to my group			
16	I'm against the forming of opposition in the group			
17	I like to be in a smaller and more intimate group			
18	I'm initiative in communication			
19	I prefer formal and ceremonious relationships in the group			
20	I tend to interfere between my group-mates' communication			

The questionnaire allows to reveal four main tendencies of a person's behaviour in a real group: sociability, unsociability..

The tendency toward sociability is defined as being friendly with others, the strive for emotional communication, both in the group and outside it.

1. Sociability- 2, 3, 5, 9, 10, 11, 14, 15, 17, 20.

2. Unsociability- 1, 4, 6, 7, 8, 12, 13, 16, 18, 19.

Each positive and negative answer receives one point.

Each scale possesses two opposite tendencies: if a sum of points of one tendency is equal to a sum of points of the opposite tendency it reveals the existence of an inner personal conflict resulted in the equality of opposite tendencies of behaviour in a group.

(adapted from Stefanson. in IJin.2000:407)

Questionnaire 2: Students' Social Preferences:

The aim is to investigate the students' social preferences: Rank your attitude toward the concept of using five point scale: 1- least positive; 5-most positive.

No	statements	1	2	3	4	5
1	Students have a right to participate in curriculum decision making (e.g., selecting learning activities and tasks)					
2	Students study better when the study material relates to the level of their competence.					
3	When developing programmes students' opinion on language study should be taken into consideration					
4	Students who have developed the competence in language study are the most effective					
5.	Students are more interested in foreign language study to achieve close life goals					
6	Students who possess competence in reflection (self-assessment and self-evaluation) are the most effective in their career					

1. Case-study:

Simon Cartwright was a new lecturer in Information Systems. At the end of the first term, an essay was due from each of his 70 third year students. The assignment was entitled "With reference to the principles of programming languages, compare and contrast the Turbo C programming language with an object-oriented programming language".

A number of students found the topic tricky, so Simon gave them an extension to the beginning of the second term. He collected the essays and marked them, and was disappointed by the poor essay style that most students had demonstrated. He handed back essays individually, giving an opportunity to discuss each essay in detail.

Simon took an essay saying that it was poor and that he marked it accordingly. The students complained that he had done "tons of work" and was "hard done by". Simon agreed to re-assess the essay.

Simon pulled an essay of the other student, Paul Wilkinson, from the pile commenting that though the essay was not relevant, was written in a good style and "imaginative". This contrasted with other students' essays; while their content appeared relevant, it was not obvious that some students fully understood what they were writing.

Paul Wilkinson then leaned back in his chair and announced to the assembled group that he had done absolutely no work for the essay, knew nothing of the programming languages, and made the whole essay up.

What do you think Simon did next?

(Schwarz P. and Webb G. S. A. Case- Studies on Teaching in Higher Education. London: Kogan.

Page.pp.19-20)

2. Case.study:

Judy Santiago is a drafting major in a career school. She has to work several hours a week and during the summer to pay her expenses. Most people would describe Judy as a motivated person because she goes to every class, is punctual, and works hard at school and in her job. Judy wants to get more out of life and feel as if she is contributing to her community. She likes school, but she doesn't see the connection with real life. As a result, Judy sometimes feels as if she is just marking time and postponing life until graduation.

1. What strategies can help Judy find a strong sense of purpose and motivation?

2. What would you recommend to Judy for creating a more resourceful and positive attitude? (Ferret, Sharon K.2000.Peach Performance. Success in College and Beyond. New York: Mc Graw-Hill).

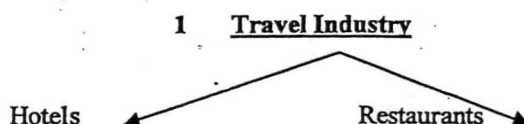
3. Case-study:

Ken Smith has problems keeping up with his reading. He is overwhelmed by the amount of reading and the difficulty of his textbooks. He has never been much of a reader and prefers television instead. He reads in bed or in a comfortable chair but often falls asleep. He knows this is not the best way to study, but it has become a cozy habit. Several times he has noticed that after reading for an hour or so, he can recall almost nothing. This has caused him frustration, self-doubt about his ability to succeed in college, and anger for himself for not being able to concentrate.

1. What can you suggest to Kent that would help him improve his reading skills?
 2. What strategies would be most helpful?
 3. Suggest one or two habits you think would help him most?
- (ibid.) p. 5-23.

Discussion on travelling:

1. Ask questions to each other about your experience in travelling
2. Write your questions and the questions of your group-mates to make a questionnaire list.
3. Find places of interest in Riga, Latvia, other cities and towns of the world, advertise them, discuss with your group-mates what place you would like to go on your holiday, explain your choice.
4. Bring pictures (photos) of famous places of interest in Riga, Latvia, other countries of the world and advertise them. Find pictures of famous (not famous) people, write about them and discuss which of these holiday destinations will be best for these people.
5. How did people travel years ago?
6. How do people travel nowadays? How do changes in transportation influence traveling?
7. What has helped to make tourism a big business?
8. What other industries are connected with travelling?
9. What can you say on hotel industry? How should it be developed to attract tourists?
10. What is the role of restaurants in the development of travel industry?



The work with the vocabulary:

Vocabulary on traveling:

1. Make your definitions (explanations) on the following expressions, then compare the meaning with a monolingual dictionary: (types of trips, etc)
2. Make dialogues based on the vocabulary, dramatise them,
3. Teach your group-mates the given vocabulary by presenting definitions, explaining, using dialogues,
 - to go on a package tour,
 - to be the courier,
 - to play it off the cuff (I like to play it off the cuff)
 - to sunbathe, to do some sunbathing, to soak up with the sun,
 - to become tanned, to get a tan, to be as brown as a berry,
 - as red as a lobster, to get a lovely tan.
 - to laze around, (I'm going to spend two weeks lazing around on the beach,
 - to take a chance with the weather,

- my holiday did me the world of good, I feel as fit as a fiddle,
- off the beaten track,
- in the middle of nowhere,
- to be swarming with,
- the hotels were booked solid, there was not a bed to be had anywhere, to sleep rough,
- to get back to nature,
- the campsite; to pitch or put up the tent,
- camping equipment.

Vocabulary on packing things, learn the following terminology and find possible definitions:

- | | |
|------------------------------------|---------------------------------|
| • To pack (for a trip) | • To travel light |
| • Luggage | • To deposit one's luggage |
| • Luggage-rack | • Luggage receipt |
| • Luggage-van | • To weigh one's luggage |
| • Luggage light/hand/heavy/excess | • To have one's luggage weighed |
| • To have one's luggage registered | • To be under/over weigh |
| • To have one's luggage labelled | • Suitcase/valise |
| • left-luggage office | • Brief/attaché case |
| • Luggage locker | • Trunk |

Answer the following questions:

Is packing a problem with you or not? Why?

Do you prefer light or with much luggage? Why?

How long does it take you to pack things? What does it depend on?

Dramatize the following situations:

- Tom Simpson is setting on a business trip to the North of England. He asks his wife to help him with the packing.
- John and Jane Brown are packing for a holiday in Los Angeles. It is June John prefers to travel with as little luggage as possible. Jane wants to take all the necessary things for all kinds of weather. Their discussion ends in a quarrel.

2 Passing through the Customs

- What meanings of the word "customs" do you know? What's the difference between them?
- What are the meanings of the word "duty"?
- What are the main rules of passing through the Customs in Britain/ in your country/ in other countries you have been in?
- How do people try to smuggle when they want to avoid paying duty?
- What can you say about the behaviour of Customs Officers in different countries? What do they often look for?
- Have you ever had any problems with passing through the Customs? What was it? What was the problem? How was it solved?

Use the following expressions in answering questions:

- Customs
- To go/pass through/get one's luggage through customs
- to declare smth.
- Customs declaration
- To fill in/out a customs declaration form
- To have one's luggage inspected
- Tax
- Smuggling
- Smuggling firearms/ drugs
- Exemption

Developing speech skills:

on the basis of learned vocabulary make 3- minute non-prepared speech on your travel experience, your dream country, your attitude towards traveling, place description from the point of view on a tourist, tourism industry (your positive/negative attitude),

The work with a text:

1. Read the text Travelling
2. Ask questions on the text so that the answers bring out the main facts given in it,
3. Paraphrase the words/expressions italicized/bold words expressions of the text,
4. Group the terminology according to the types of traveling, explain the meaning.
5. Use the terminology in your speech.

Tourism's Global Impact.

Has Latvia suffered from environmental damage as a direct result of local (international) tourism?

What personal reflections would you make about tourism as a mass industry today?

How to protect Latvia from similar problems?

Bring your material to illustrate the influence of tourism on the environment.

Work out your programme of the development of tourist industry.

TRAVELLING ON BOARD A SHIP:

1. Read the following words and expressions; check the pronunciation:

Itinerary	a life-buoy
route	an inflatable life-raft
a cruise, a cruiser,	a sauna
a yacht, a yachtsman,	a fire extinguishing system
a quay	to evacuate the ship
to weigh anchor	international maritime authorities
"Anchor awagh!"	a bus boy(girl)
a promenade desk	a boatswain
radar and satellite	
communication engineer	

2. Draw a contour of a ship and indicate the parts of the ship: e.g. a bow, a stern, a starboard, a port, etc.

3. Discuss the following:

- a) What kinds of ship do you know?
- b) What are the formalities to settle to embark a ship? to take the car abroad?
- c) Why do tug-boats tow big ships in and out of ports?
- d) Name the people who constitute the crew.
- e) Characterize the cabins.
- f) What are the facilities provided on board a large ship?
- g) What are the safety measures at sea?

4. Explain the following:

to embark, to disembark
to lower or raise the gangway
to weigh/raise heave anchor,
to cast/drop anchor
to lie/ride/be at anchor
to be a good/or poor, bad sailor
to find one's sea-legs
to have a rough/smooth passage
the boat is due in 5 minutes
to weather a storm
"Not wanted on the voyage"
to set sail for..Liverpool, etc.

to at a port, a port of call
to ply between Tallin and Helsinki, to ply
the Thames
to toss the vessel about loke an egg-shell
to get out into the open sea
to skirt along the coast
a shipwreck, to sink, to be drowned, to
lower boats, a stranded ship

5. Discuss the advantages and disadvantages of a voyage(an optimist and pessimist are discussing the problem.

6. Are you in the habit of keeping a diary? Write a few imaginary entries in a holiday diary describing a few days of your holiday cruise (or imagine you have made a video)

7. Give Latvian equivalents to the following idioms:

to let off steam, to be in the same boat, to sink or swim, (to be) all at sea, in deep water, in low water, in full sail, on the rocks, on the top of the wave, breaks ahead!, to swim against the current, to make shipwreck, to rest on one's oars.

Think of the situations they might be used.

TRAVELLING BY TRAIN.

Vocabulary on the topic:

Kinds of trains: Passenger, express, slow, local (suburban), long distance, night, through, stopping, goods (A. E. freight, mail; corridor train, carriage a booking-office reserved seats, upper (lower) berth a luggage locker, attendant, kinds of tickets: single, return, season. period of validity, to pay excess (for first class, for overweight luggage) to bring in the bedding to make up the sleepers (beds) to board the train = to get on the train, pieces of luggage: a brief- case, a rucksack, a trunk, a suit-case, a duffel-bag. to leave on the dot= to leave on time, to run to schedule= to run on time, to run behind schedule, to commute (to travel back and forth regularly) the train is pulling out of (into) the station the train is due in five minutes to break the journey (to change trains), a ticket for the 15.45 to London, to have one's luggage registered, terminus, junction, to travel light.

Is it more convenient to travel by air or by railway?

Do you have to pay full fare for a child over twelve?

Where can you find out the time of arrival and departure of trains?

Do you prefer a lower or an upper berth?

Who helps passenger to carry their luggage along the platform?

Where do you register your heavy luggage which does not go with you into the compartment?

Who meets passengers near the carriage?

Who are called commuters?

Do they usually buy return or season tickets? Why?

Do you like to travel by a day coach or a night train?

Where do passengers keep their light luggage in the compartment?

Have you ever left your bag or suit-case on the train?

Activity 1

Replace the words italicized by appropriate words:

The train left the terminus *on time*. I put my brief-case on *the shelf for light luggage* over my head and *relaxed* in my seat. Soon the attendant would come and *prepare our beds for the night*. My *sleeper* was not far from *the engine* and two *carriage* (away) from the *restaurant*. There are *trains* between London and Manchester that run in the daytime. There is also a train leaving London daily, late in the evening. Passengers may stay on this train till 8 a.m. and have a good sleep, though the train arrives in Manchester much earlier. Have you got your bags from the cloak room? I'm going North for the whole winter. So I'm raking a lot of luggage with me. Two big suit-cases will have to go into a special carriage for heavy luggage.

Activity 2

What do you say or do if:

you have a lot of luggage; you want to find out what your friend arrives; you have to leave your heavy suit-cases at the station for a while; your bags and trunks must go to the luggage van; you want to book a ticket both ways; you want the porter to help you with your luggage; you are rather fussy about not sitting in a draught; you feel very hot in your compartment; you want the bedding to be brought for you; you want to get your destination as quickly as possible; you have missed your train?

Activity 3

Be ready to talk on one of the topics:

Seeing a friend off; Arriving alone in a foreign city; Meeting someone at the station; What happened when your train was two hours late; How I missed my train; How my friend got on the wrong train; What does a big terminus look like; Travelling light is a great advantage; A tourist trip by coach (bus); A planning a summer trip in winter; Speak about the early days of the railway; Recall a funny (or tragic) episode connected with the topic.

Activity 4

Prepare a talk: 1. about any place at which you once camped. Bring a picture postcard or snapshots that will help you describe the place; 2. about a trip you would like to take. Say how you would do to get ready for it. Find information on train or bus routes you would take. Consult a guide book so that you information about the places is as accurate and complete as possible.

Activity 5

Asking the clerk at the inquiry office about trains to...A dialogue with the attendant on the train about bedding, tea and time of arrival. An argument with your friend about whether it is better to go to London by an overnight train or day coach. Two friends on the platform looking for their carriage.

TRAVELLING BY AIR.

Vocabulary on the topic.

aircraft

to air-sick;

to be under the weight

passenger liner=air liner

jet aeroplane (a jet)

to taxi out into the middle of the air-field;

to fly at an altitude of

to fly at a speed of

visibility is good (bad, poor, nil)

blind flying (landing)

to hit an air pocket,

the plane(train, ship) is bound for...- the point of destination
emergency(forced) landing
the crew
an air crash
all-weather flying
luggage hold
the passengers began to alight= to get off
a non-stop flight
the airport does not take planes= the airport is closed
a helicopter.

Make up a story, dialogue using the following voc.:

to have a trip by air, rather exciting, to be afraid, to take little luggage to have one's luggage weighed and registered, to pay extra for heavy luggage, my luggage was under the weight, the loudspeaker calls one's flight, to take leave of one's friends and go to departure gate, to have one's tickets, boarding cards and passports ready,
the air-hostess greets passengers near the gangway, the air-hostess welcomes the passengers and show them their seats, the airplane is full, to settle down in one's seat, the pilot begins to taxi out into the middle of the field, the plane takes off, the flight is smooth, the passengers can see... through the port-hole,

Activity 1

Substitute the words in italics by appropriate words and expressions from the vocabulary of the topic.

Before *getting* on the plane the passenger are required to check in at the airport.

The accident occurred while the aircraft *was leaving the ground*. Frank heard his flight *announced* over the loudspeaker and hurried to the airfield.

I had much less luggage that was allowed on board a plane so I did not have to pay extra.

It was my son's first trip by air, but he was *not afraid at all*. The vicè over the public-address system announced that flight for Riga *was delayed due to* bad weather. "No smoking" and "Fasten your belts" have lit up over the door of the pilot's cabin, and you haven't done up your safety-belt yet.

They *called off* their air trip to London because their daughter fell ill.

The aircraft taxied toward *the point of disembarkation* and the workmen ran out with the *gangway*.

Activity 2

Using the Internet investigate which factors make some places famous among tourists and the other - not.

Activity

Conduct a survey on different types of tourists (skiers, hikers, artists, mountain climbers, cyclists, photographers, campers, and sightseers) who visit famous resorts. Investigate the possibilities of the region. write an essay/or deliver a speech.

Activity 3

Interview your group-mates what resorts they like, why, and make a graph and describe it.

Activity

Prepare a list of places of interest in Latvia, Riga, research them and prepare promotional material for the attraction of tourists.

Activity 4

Prepare a list of several attractions which influence the surrounding environment. In groups discuss what is beneficial in these attractions' activity and negative. Appoint explorers who make profit of them and environmentalists whose task is to protect the environment. Solve the contradictions among their opinions.

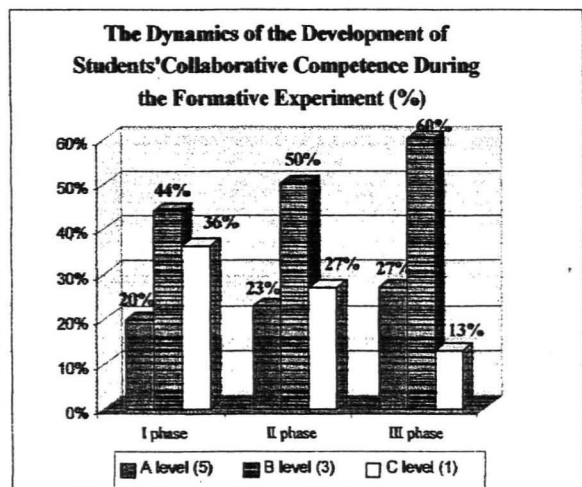
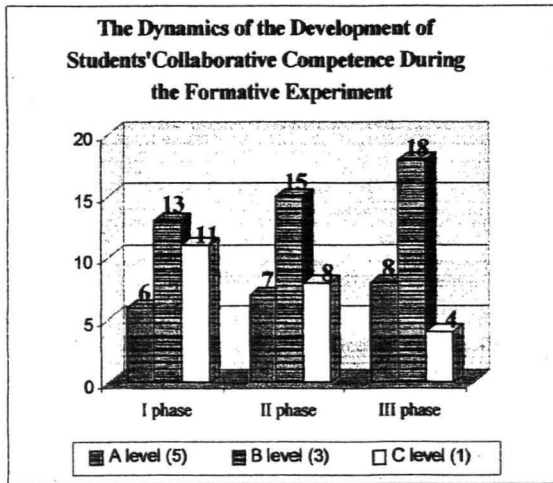
Activity 5

Make a list of art galleries and museums in Latvia and other countries by your choice and deliver a small speech to attract tourists.

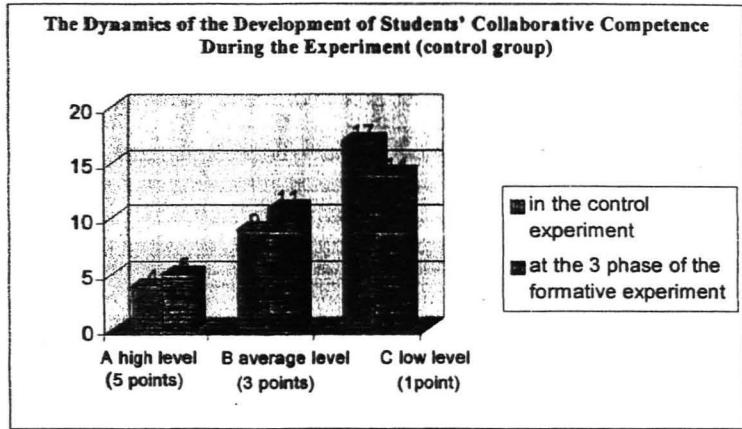
Table. 1. The Dynamics of Students' Development of Collaborative Competence in the Process of the Forming Experiment. (the Experimental Group)

levels of collaborative competence	control experim	formative experiment		
		I phase	II phase	III phase
A level (5)	6(20%)	6(20%)	7(23%)	8(27%)
B level (3)	10(33%)	13(44%)	15(50%)	18(60%)
C level (1)	14(47%)	11(36%)	8(27%)	4(13%)

Bar-charts. 1,2 The Dynamics of Students' Development of Collaborative Competence in all Phases of the Forming Experiment. (the Experimental Group)



Bar-Chart 3. The Dynamics of the Development of Students' Collaborative Competence during the Experiment (the control group)



Bar-Chart 4. The Dynamics of the Development of Students' Collaborative Competence during the Experiment (the control group -%)

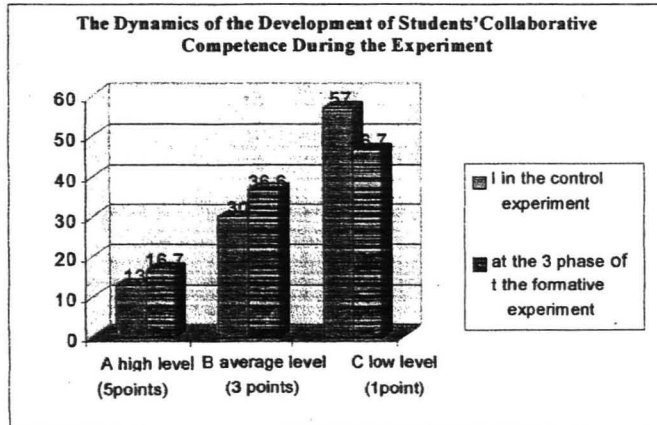


Table 2 The Achievement of the Students of the Experimental Group at the End of the First Phase of Formative Experiment:

N	students	oral communic.	written communic.	being a mediator	being empathic	rapport-building	evaluating/self-evaluat	learn commun. organizing	mentoring	creating end product	coefficient collab.competence
1	A.E.	5	3	5	3	3	3	5	3	5	3.8
2	A.D.	5	3	1	3	1	3	3	3	3	2.7
3	A.N.	1	1	1	3	1	1	1	1	1	1.2
4	A.O.	5	5	1	1	1	3	3	1	3	2.5
5	B.A.	5	5	3	5	3	5	5	5	3	4.3
6	B.E.	1	1	1	3	3	1	1	3	1	1.6
7	B.I.	3	3	3	3	3	3	1	1	3	2.5
8	B.N.	5	5	1	3	3	1	1	1	5	2.7
9	B.O.	1	1	3	3	3	3	3	1	3	2.3
10	D.A	3	1	1	3	1	1	1	1	1	1.4
11	GM	3	1	1	3	1	1	1	1	1	1.4
12	G.N.	5	5	1	1	3	5	1	1	3	2.7
13	K.E	1	1	3	3	1	1	1	1	3	1.6
14	K.L	3	3	1	3	1	3	1	3	1	2.1
15	K.J.	5	3	3	5	5	3	3	5	5	4.1
16	L.A.	1	1	1	3	3	1	3	1	1	1.6
17	L.G.	3	3	1	3	3	3	3	3	3	2.7
18	M.L.	1	1	1	1	1	1	1	1	1	1.0
19	N.J.	3	3	3	3	1	3	1	1	3	2.3
20	P.N.	3	3	5	5	5	5	5	3	3	4.1
21	P.S.	3	3	3	1	3	3	1	1	3	2.3
22	R.K.	3	3	3	3	5	3	3	1	3	2.8
23	R.S.	3	1	1	3	1	1	1	1	1	1.4
24	S.K.	3	3	3	3	1	3	3	3	3	2.7
25	S.L.	5	5	5	3	3	3	5	5	5	4.3
26	S.S.	1	1	3	3	3	1	1	1	1	1.6
27	T.V.	3	3	1	1	1	1	1	1	3	1.6
28	VI	3	3	5	5	5	3	3	5	5	4.1
29	ZI	3	3	3	3	1	3	1	3	3	2.5
30	ZJ.	3	1	3	3	1	1	3	3	3	2.3

Table 3 The Achievement of the Students of the Experimental Group at the End of the Second Phase of Formative Experiment:

N	students	oral communic.	written communicatin	being a mediator	being empathic	rapport-building	evaluat- ing/self-evaluat.	learn com- mun.organizing	mentoring	creating end product	coefficient collab.competen ce
1	A.E.	5	5	5	3	3	3	5	5	5	5.3
2	A.D.	5	3	5	3	5	3	3	3	3	3.6
3	A.N.	1	1	1	3	1	1	1	1	1	1.2
4	A.O.	5	5	1	1	1	3	3	1	3	2.5
5	B.A.	5	5	3	5	3	5	5	5	3	4.3
6	B.E.	1	1	1	3	3	1	1	3	1	1.6
7	B.I.	3	3	3	3	3	3	1	1	3	2.5
8	B.N.	5	5	1	3	3	1	1	1	5	2.7
9	B.O.	1	1	3	3	3	3	3	1	3	2.3
10	D.A	3	3	1	3	1	1	1	1	3	1.8
11	G.M	3	3	1	3	3	3	1	1	3	2.3
12	G.N.	5	5	1	1	3	5	1	1	3	2.7
13	K.E	3	3	3	3	3	3	1	1	3	2.5
14	K.L	3	3	1	3	1	3	1	3	1	2.1
15	K.J.	5	3	3	5	5	3	3	5	5	4.1
16	L.A.	1	1	1	3	3	1	3	1	1	1.6
17	L.G.	3	3	1	3	3	3	3	3	3	2.7
18	M.L.	3	3	1	1	1	1	1	1	1	1.4
19	N.J.	3	3	3	3	1	3	1	1	3	2.3
20	P.N.	3	3	5	5	5	5	5	3	3	4.1
21	P.S.	3	3	1	3	3	1	1	1	1	2.3
22	R.K.	3	3	3	3	5	3	3	1	3	2.8
23	R.S.	3	3	1	3	3	1	3	1	3	2.3
24	S.K.	3	3	3	3	1	3	3	3	3	2.7
25	S.L.	5	5	5	3	3	3	5	5	5	4.3
26	S.S.	3	3	3	3	3	1	1	1	3	2.3
27	T.V.	3	3	1	1	1	1	1	1	3	1.6
28	V.I	3	3	5	5	5	3	3	5	5	4.1
29	Z.I	3	3	3	3	1	3	1	3	3	2.5
30	Z.J.	3	1	3	3	1	1	3	3	3	2.3

Table 4 The Achievement of the Students of the Experimental Group at the End of the Third Phase of Formative Experiment:

N	students	oral communic.	written communic.	being a mediator	being empathic	rapport-building	evaluating/self-evaluat.	learn.commun.organizing	mentoring	creating end product	coefficient collab.competence
1	A.E.	5	5	5	3	3	3	5	5	5	5.3
2	A.D.	5	3	5	3	5	5	5	3	3	4.1
3	A.N.	3	3	1	3	1	3	1	1	3	2.1
4	A.O.	5	5	1	1	3	3	3	1	3	2.7
5	B.A.	5	5	5	5	3	5	5	5	5	4.7
6	B.E.	3	3	1	3	3	3	1	3	3	2.5
7	B.I.	3	3	3	3	3	3	3	3	3	3.0
8	B.N.	5	5	1	3	3	3	1	1	5	3.0
9	B.O.	3	3	3	3	3	3	3	1	3	2.7
10	D.A	3	3	3	3	3	3	3	1	3	2.7
11	G.M	3	3	3	3	3	3	3	1	3	2.7
12	G.N.	5	5	3	3	3	5	3	3	3	4.2
13	K.E	3	3	3	3	3	3	1	3	3	2.7
14	K.I.	3	3	1	3	1	3	3	3	3	2.5
15	K.J.	5	3	5	5	5	3	5	5	5	4.5
16	L.A.	3	3	1	3	3	3	3	1	3	2.5
17	L.G.	3	3	3	3	3	3	3	3	3	3.0
18	M.L.	3	3	3	3	1	1	1	1	3	2.1
19	N.J.	3	3	3	3	3	3	3	1	3	2.7
20	P.N.	5	5	5	5	5	5	5	3	5	4.7
21	P.S.	3	3	1	3	3	3	3	1	3	2.5
22	R.K.	3	3	3	3	5	3	3	1	3	2.8
23	R.S.	3	3	3	3	3	3	3	1	3	2.7
24	S.K.	3	3	3	3	1	3	3	3	3	2.7
25	S.L.	5	5	5	3	5	3	5	5	5	4.5
26	S.S.	3	3	3	3	3	1	3	1	3	2.5
27	T.V.	3	3	1	3	3	1	1	1	3	2.1
28	VI	5	5	5	5	5	5	3	5	5	4.7
29	Z.I	3	3	3	3	1	3	1	3	3	2.5
30	Z.J.	3	3	3	3	1	3	3	3	3	2.7

Table 5 The Coefficient of Students' Motivation of the Experimental Group in the 3 Phase of the Formative Experiment:

N	1	2	3	4	5	6	7	8	9	10	11	12
A.E.	7	7	6	4	7	4	6	4	4	2	0	0
A.D.	7	7	4	3	7	5	5	5	3	3	0	0
A.N.	6	7	6	5	6	6	6	3	7	3	0	1
A.O.	6	6	4	3	6	3	5	3	5	2	0	0
B.A.	6	7	6	5	6	3	7	5	4	3	0	3
B.E.	5	7	7	5	6	5	6	4	7	4	0	0
B.I.	7	5	5	4	7	4	5	4	4	3	0	1
B.N.	6	7	7	6	6	4	6	4	5	4	0	0
B.O.	6	5	7	3	7	4	2	5	7	4	0	1
DA	7	7	5	5	7	5	4	3	5	5	0	0
GM	6	6	6	3	6	5	3	3	6	3	0	0
GN.	7	6	6	2	6	4	5	3	7	2	0	1
K.E	6	7	6	5	7	5	6	3	5	3	0	0
K.I	7	6	5	4	6	5	6	4	4	5	0	1
K.J.	6	7	5	5	7	7	6	5	6	5	0	0
LA.	7	6	5	3	6	7	6	6	5	5	0	1
L.G.	7	7	6	6	7	6	4	2	3	4	0	0
ML.	7	7	6	3	6	5	4	5	5	4	0	1
NJ.	6	6	7	3	6	6	5	3	6	5	0	0
P.N.	7	7	5	5	7	7	4	4	4	5	0	0
P.S.	7	6	6	3	6	5	5	5	7	6	0	0
R.K.	7	7	4	5	5	6	6	6	5	4	0	0
R.S.	7	6	6	6	7	7	5	5	4	3	0	0
S.K.	7	6	7	3	6	7	5	4	6	4	0	0
SL.	6	5	6	3	5	6	4	5	6	5	0	0
S.S.	7	6	5	4	6	6	6	6	6	3	0	0
T.V.	7	6	7	6	7	5	5	4	6	3	0	0
VI	6	5	5	3	5	7	6	5	7	4	0	0
ZI	7	7	5	4	6	7	4	5	6	5	0	0
Z.J.	7	6	7	6	7	6	6	6	6	4	0	0
total sum	197	190	172	125	194	162	153	129	161	115	0	10
coeff.	16.4	15.8	14.3	10.4	16.16	13.5	12.75	10.75	13.4	9.58	0	0.8

Table 6 The Coefficient of the Motives of the Students of the Experimental Group at the 3 Phase of the Formative Experiment:

1. To become a highly qualified specialist.	16.4
2. To receive a diploma.	15.8
3. To continue successful study next courses.	14.3
4. To study successfully, to get good marks at the examinations.	10.4
5. To get profound knowledge.	16.6
6. To be constantly ready for classes.	13.5
7. Not to neglect a study course.	12.75
8. Not to be behind the group-mates.	10.75
9. To ensure the success of the future profession	13.4
10. To earn lecturer's respect.	9.58
11. To be the model for the group-mates.	0
12. To win parents and surrounding people's approval.	0.8
total coefficient:	134.28

Table7 The Dynamics of the Development of the Motivation in the Experimental Group during the Formative Experiment:

N motives	coefficient (1 phase of the formative experiment)	coefficient (3 phase of the formative experiment)	Δ
1	14.5	16.4	1.9
2	15.3	15.8	0.5
3	12.3	14.3	2.0
4	7.75	10.4	2.65
5	13.8	16.6	2.8
6	3.4	13.5	10.1
7	5.25	12.75	7.5
8	4.75	10.75	6.0
9	10.08	13.4	3.32
10	0.08	9.58	9.5
11	0.0	0.0	0.0
12	0.75	0.8	0.05
total	87.96	134.28	46.32

Table 8 The Coefficient of the Level of Development of Students' Collaborative Competence at the End of the Formative Experiment (the control group):

N	students	oral communication	written communication	being a mediator	being empathic	rapport-building	evaluating/self-evaluating	learning/communicating/organizing	mentoring	creating end product	coeff. collab. competence
1	A.H.	3	1	1	3	3	1	1	3	3	2.3
2	A.J.	3	1	3	3	3	3	1	1	3	2.3
3	B.I.	3	3	1	1	1	3	1	1	3	1.8
4	BJ	3	3	1	3	1	1	1	1	1	1.6
5	C.A	5	3	5	3	5	3	3	5	5	4.1
6	C.J	5	3	1	3	1	3	3	1	3	2.5
7	D.H.	1	1	3	3	3	1	3	3	3	2.3
8	G.E.	1	1	1	3	1	3	1	1	1	1.4
9	G.T.	3	3	3	3	1	3	3	3	3	2.7
10	L.A.	3	1	3	3	1	1	1	3	3	2.1
11	I.L	3	3	3	1	1	3	1	3	3	2.3
12	J.K.	1	1	3	3	1	1	1	1	1	1.4
13	M.N.	1	1	1	3	1	3	1	1	1	1.4
14	P.L.	3	1	3	1	1	3	1	1	3	1.8
15	P.K.	5	5	3	5	3	5	3	3	5	4.1
16	P.L.	3	3	1	1	3	3	1	3	3	2.3
17	P.O.	1	1	3	3	1	3	1	1	1	1.6
18	R.J	3	3	1	3	1	1	1	1	1	1.6
19	S.A.	3	5	3	5	5	3	5	5	3	4.1
20	S.D.	3	3	3	3	1	1	1	1	1	1.8
21	S.E.	3	3	3	3	5	3	3	3	3	3.2
22	S.I.	3	1	3	1	1	3	1	1	3	1.8
23	S.J	3	1	1	3	3	3	3	3	3	2.5
24	S.K	3	3	3	3	3	3	1	1	3	2.5
25	S.S.	3	3	1	3	3	3	1	1	1	2.1
26	V.S.	3	3	1	1	1	3	1	3	1	1.8
27	V.T	3	3	3	3	1	1	1	3	3	2.3
28	Y.D.	3	3	3	3	1	3	3	1	3	2.5
29	Z.A	5	5	3	5	3	5	1	5	5	3.7
30	Z.I.	3	3	1	3	1	1	1	1	1	1.6

Table 9 The Coefficient of Students' Motivation in the Control Group in the 3 Phase of the Formative Experiment:

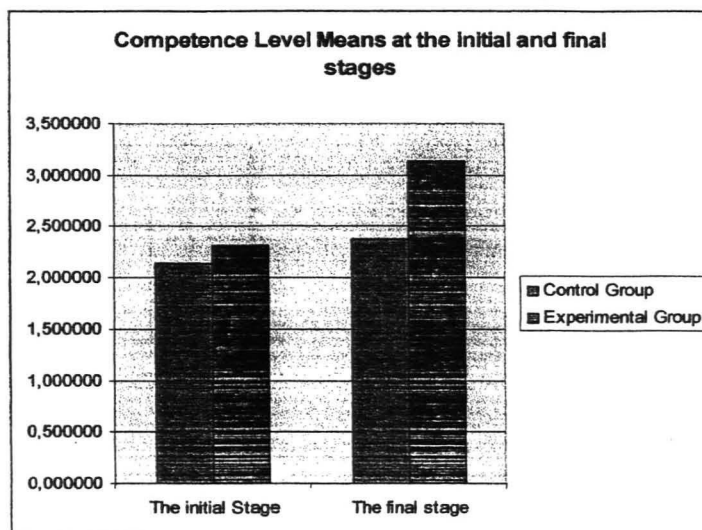
N	1	2	3	4	5	6	7	8	9	10	11	12
A.H.	6	7	5	3	6	3	4	3	5	1	0	1
A.J.	6	6	4	2	7	4	5	2	9	1	0	0
B.L.	6	7	5	4	6	2	3	3	5	1	0	1
B.J.	6	7	5	4	6	2	5	3	4	0	0	0
C.A.	6	6	5	5	6	3	5	2	7	0	0	1
C.J.	6	6	5	4	6	2	4	2	4	2	0	0
D.H.	7	6	6	3	7	1	3	4	5	1	0	1
G.E.	6	7	5	3	6	3	2	5	6	1	0	1
G.T.	6	7	5	3	7	2	4	6	7	0	0	0
LA.	7	7	5	4	7	2	3	3	6	1	0	0
LI.	7	6	4	3	7	2	3	3	5	1	0	2
JK.	7	6	5	4	6	2	2	2	5	1	0	0
MN.	6	7	5	5	7	4	2	2	4	1	0	0
PI.	7	7	5	5	6	4	3	3	3	1	0	0
PK.	6	5	6	4	6	3	4	4	5	2	0	0
PL.	6	6	5	3	7	2	3	4	6	1	0	0
P.O.	6	7	5	2	7	3	3	2	5	1	0	1
R.J.	6	6	6	4	6	1	3	3	6	1	0	0
S.A.	6	5	6	5	6	2	2	2	4	2	1	0
S.D.	6	6	5	4	6	3	3	3	4	1	0	0
S.E.	6	5	5	6	7	2	2	2	5	2	0	0
S.I.	6	6	5	4	7	2	3	2	5	1	0	0
S.J.	6	7	5	4	5	2	3	3	5	1	0	0
S.K.	7	5	5	3	6	1	2	2	4	2	0	0
S.S.	6	5	7	3	6	1	3	2	3	1	0	1
V.S.	6	6	5	4	5	3	3	3	3	1	0	0
V.T.	7	7	5	4	7	2	2	2	5	1	0	0
Y.D.	6	6	5	4	6	3	3	4	6	1	0	0
Z.A.	7	6	5	3	5	2	5	5	4	1	0	0
Z.L.	6	6	7	4	6	2	6	3	6	1	0	0
total sum	188	186	156	113	188	70	98	89	146	32	1	9
coeff.	15.6	15.5	13.0	9.41	15.6	5.8	8.16	7.4	12.16	2.6	0.08	0.75

Table 10 The Coefficient of the Students' Motivation of the Control Group at the First and the third Phases of the Formative Experiment

N motives	coefficient (1 part of the formative experiment)	coefficient (3 part of the formative experiment)	Δ
1	14.6	15.6	1.0
2	15.0	15.5	0.5
3	11.3	13.0	1.7
4	8.25	9.41	1.16
5	14.8	15.6	0.8
6	3.8	5.8	2.0
7	5.3	8.16	2.86
8	5.5	7.4	1.9
9	10.0	12.16	2.16
10	0.25	2.6	2.35
11	0.08	0.08	0.0
12	0.25	0.75	0.5
total	89.13	106.06	16.93

Appendix VI. Statistics.

Bar-chart 1. The Changes of the Means of the LSCC:



Bar-chart 2: The Changes of the Variance:

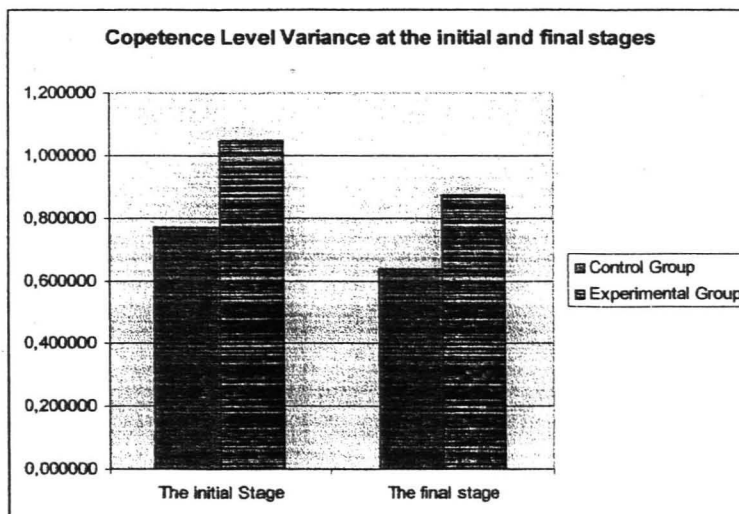


Diagram 1: The Analysis of Groups before the Formative Experiment:

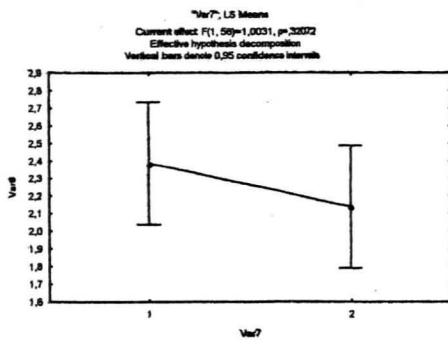


Diagram 2. The Analysis of Groups after the Formative Experiment

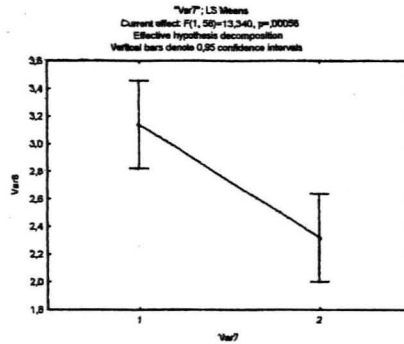


Diagram. 3 Box&Wisker. The Analysis of the Homogeneity of Samples before the Formative Experiment.

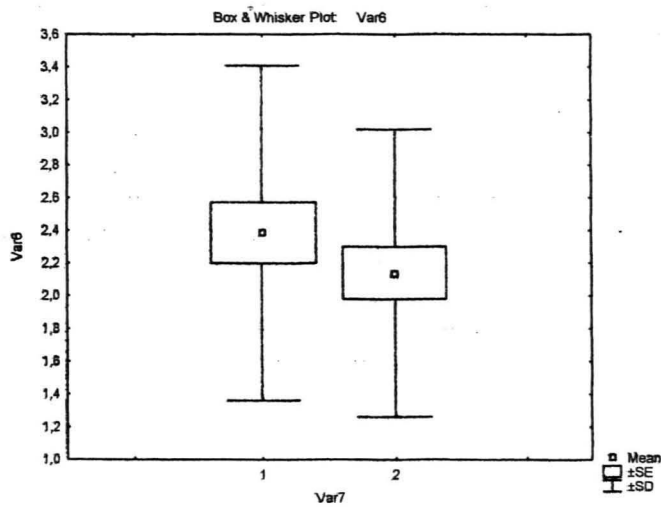
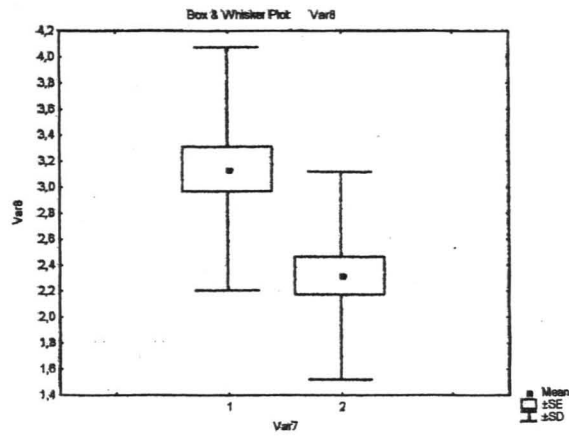
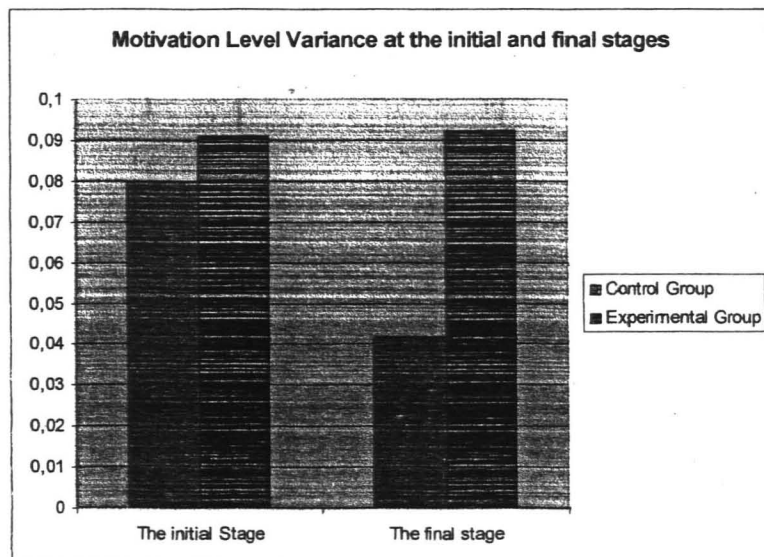


Diagram 4 Box&Wisker of the Analysis of the Groups' Homogeneity after the Formative Experiment.



Bar-chart 3. The Changes of the Mean of the Level of students' Motivation



Bar-chart 4. The Changes of the Variance of the Level of Students' Motivation:

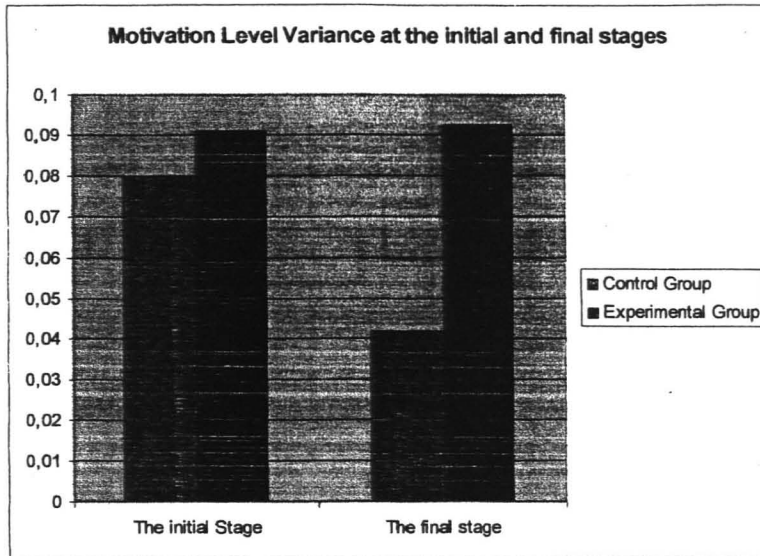


Diagram 5. Variance Analysis of the Difference of LM of the two Groups before the Formative Experiment

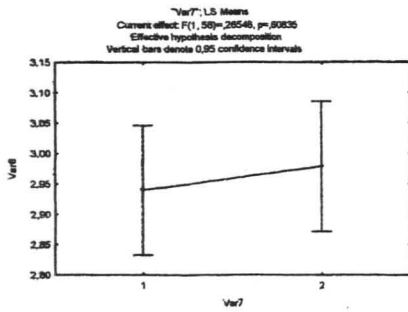


Diagram 6. Variance Analysis of the LM Differences of the two Groups after the Formative Experiment

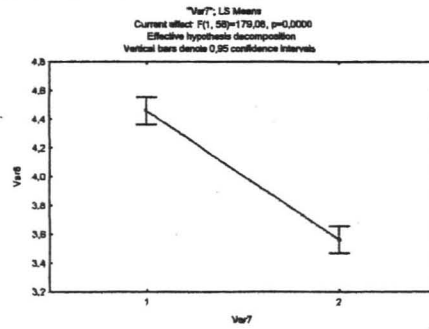


Diagram 7 The Analysis of the Mean of LM before and after the formative experiment in the control and experimental groups

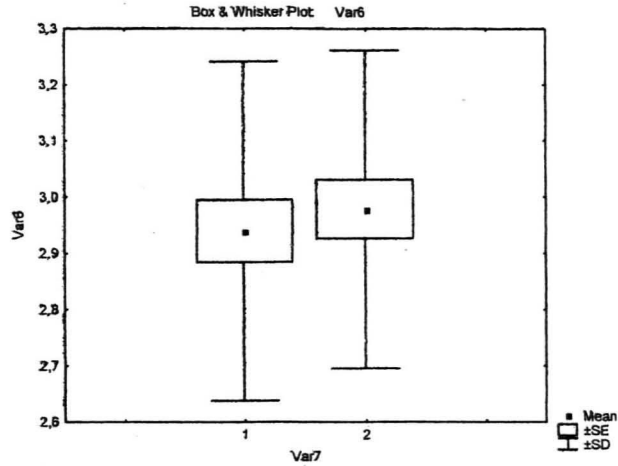


Diagram 8. The Analysis of the Mean of LM after the Formative Experimental in the Control and Experimental Groups. Box & Wisker. The Analysis of the Homogeneity of the Groups after the Experiment

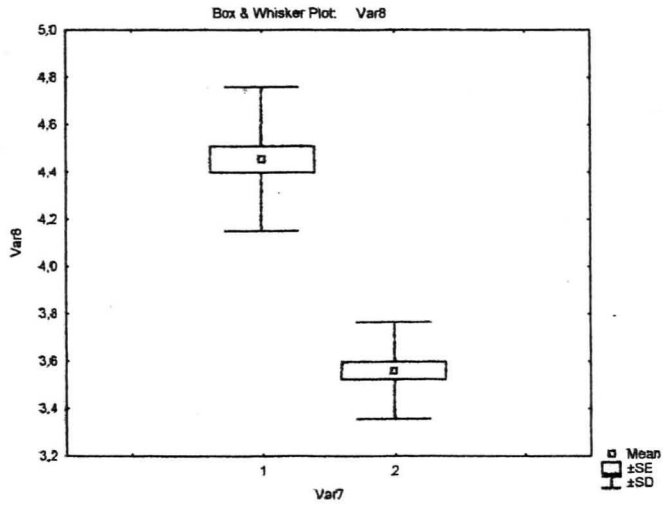


Diagram 9. The Change of Means of the First and the Sixth Variables before and after the Experiment

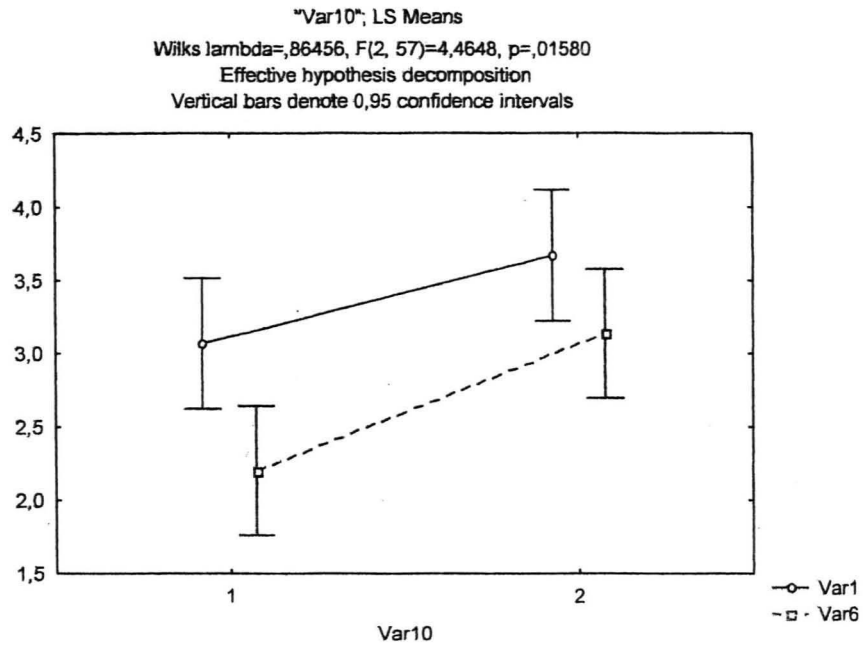


Diagram. 10. The Change of Means in the Fourth and the Sixth Variables before and after the Experiment

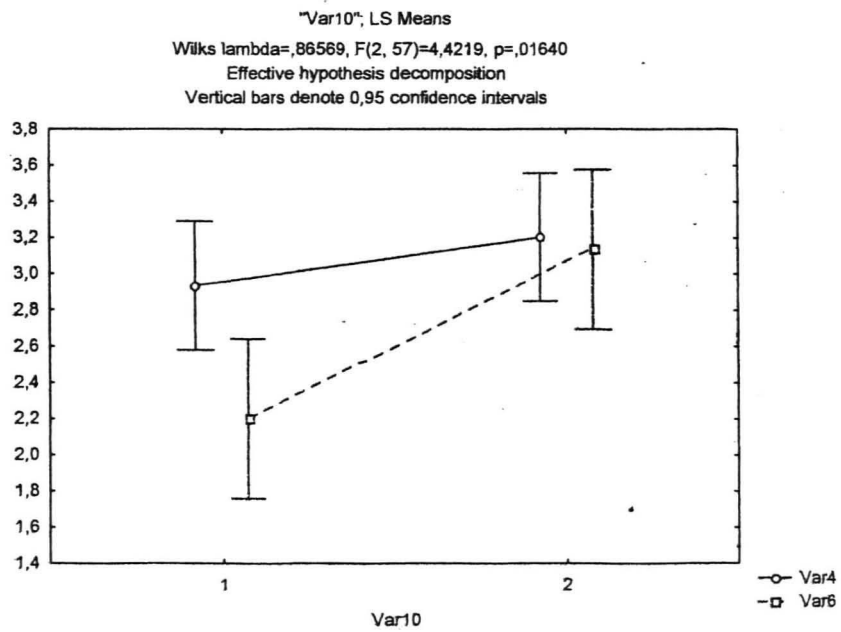


Diagram. 11. The Change of Means the eight and the sixth variables before and after the Experiment

