S. S. KUNANBAYEVA

THE MODERNIZATION OF FOREIGN LANGUAGE EDUCATION: THE LINGUOCULTURAL - COMMUNICATIVE APPROACH

Dedicated to the 70th Anniversary of founding the
Kazakh Ablai Khan University of International Relations and World Languages

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FOREWORD

This textbook is the first of its kind in CIS to be devoted to the theory and practice of modern foreign language (MFL) pedagogy and education. It has been written primarily for future MFL teachers and, in a wider sense, for all those who are interested in the problem of the study and use of foreign languages. This book outlines an integrated theory of modern foreign language education which has been drawn up and approved under the auspices of the School of Scientific Methodology at Kazakhstan's Abylai Khan University of International Relations and World Languages.

The aims of this textbook are to:

1. familiarize the reader with social and historical factors governing the objective need for the modernization of MFL education;

2. describe the trajectory of the theoretical advances in the teaching of foreign languagesas representing the sum total of existing empirical knowledge and serving as the starting point for the creation and development of a modern methodology and theory of MFL teaching;

3. present an integrated scientific account of a cognito-linguoculturological methodology which will serve as the conceptual basis for a new approach to the creation of an innovative system of MFL education;

4. aid the understanding of the nature of the integrated competency-based methodology of the modern MFL educational paradigm as a system of intercultural communicative MFL education;

5. develop in students the ability to critically assess existing MFL educational concepts;

6. facilitate the ability to model MFL communication in the

context of the theory of intercultural communication;

7. establish the basic orientation and demands of MFL education in order that its models be accepted as integrated, system-based and reforming categories.

The structure of this textbook presents in a logical and orderly manner, the information needed to understand the scientific-theoretical basis of the new and innovative MFL educational model and to develop the ability to put it into practice.

In the first chapter, the textbook deals with the evolution of the modern intercultural-communicative theory of MFL education based on an updated cognito-linguoculturological methodology. The content of this chapter is not presented in a dogmatic fashion, rather it is presented as a logical chain of evidence leading readers to their own independent conclusions. Arguments are based on the use of a large body of empirical evidence which is the basis of scientific methodology. In this way, knowledge is acquired through the thinking process itself.

The second chapter deals with the conceptual basis of the competency and methodologically-integrated paradigm of modern MFL education and reveals the essence of the competency-based approach as the pedagogical theory of modern MFL education. As regards the modernization of methodology, it integrates both the ultimate aim of MFL education and the conceptual essence of its main categories. The main ideas found in this work are given in the form of tables and diagrams for the purposes of systematization and reference so developing students' cognitive functions. The concept of intercultural-communicative MFL education is given a practical character in the section of the book containing exercises. This series of exercises, based on concrete language material, serves to illustrate the technique of modeling MFL communication within the context of the theory of intercultural communication. The

reader will then be given concluding remarks and be shown the significant changes introduced into the theory of questioning, the typology of exercises and the assessment of MFL learning outcomes. Relevant questions and exercises can be found at the end of every chapter and part of the book. They serve not only as sure indicators of educational quality but also develop an individual's intellectual and professional ability to solve theoretical and practical problems as well as aiding the creative potential of self-development.

This textbook will doubtless be of use to undergraduate linguists and generally to all those who are interested in the issues surrounding MFL as well as serving to stimulate research and professional activity in this field.

Thus this work presents a full account of the new scientific approach to the modernization of MFL education and the formulation of the leading modern concept of 'intercultural communicative method of MFL education' which is orientated towards a competency-based approach and puts into practice student–centred teaching.

The content of this work has been presented in an interesting, scholarly and informative manner and demonstrates that the study of modern theory and practice of MFL education is not only useful but entertaining.

**Part I: The Modern Theory of MFL Education:
Formation and Development**

*Chapter 1: Socio-Historical Factors in the Development
of MFL Teaching Methods*

Traditionally, the term 'method' has been defined as the theoretical-applied aspect of pedagogical science concerned with the scientific and practical foundations and assimilation of the branch of knowledge of any given academic discipline.

The MFL teaching method has also been presented as an academic field. However, due to its applied nature (since it is concerned with the mastering of a foreign language), it has been defined as having 'scientifically-based educational aims and content as well as involving the formation of the most effective methods for mastering a foreign language.

The MFL teaching method, as an academic discipline for prospective MFL teachers, has been promoted as being concerned with the general field of knowledge 'foreign language' and, specifically, with the scientifically-based study of the processes governing the assimilation of a MFL and the methods and means for achieving this. Due to historical reasons, for centuries there has prevailed the idea that its area of study is 'foreign language' which, if divorced from the socio-cultural environment, becomes a **'formal construct'** and not a specific category of culture or type of **education** (MFL education) with an integrated interdisciplinary research **field ('foreign language-foreign culture-personality')**.

The well-known idea that the most basic means for stimulating change in educational paradigms are changes in the social demand for education is confirmed by the modern quest for the

most satisfactory pedagogical methodology for the teaching of MFL in a fashion that corresponds to the changing demands of social development.

The circumstances of an open and inter-connected world, the widening range of international co-operation, the growing social and educational importance of MFL knowledge as an instrument of international co-operational has made languages an educational priority and assigned them the status of being an obligatory professional competency qualification for any modern specialist and prepares them for working life in the new conditions of intensive international cooperation.

One of the indicators of the radical reappraisal of the status of 'language' within working life and the overcoming of the hitherto passive approaches to 'language' as being simply an academic discipline has been the change in its research area and aims. MFL education is an academic discipline which sufficiently conforms to contemporary standards of scientific development and is an independent sub-branch of 'education' with its own scientific orientation.

Correspondingly, the understanding of 'MFL education' as being a multifaceted and complex **whole** has allowed it to be defined as a general pedagogical category concerned with the formation of personality through a unified process of learning and education.

It follows that MFL teaching should be formulated as an independent educational paradigm with the following scientific foundations: **(1) its own methodology; 2) a body of inherent indicative characteristics; (3) a scientific systemization of knowledge and research; (4) a common theoretical base(5) categories and concepts which reflect this system**.

The system of MFL education, like any system, functions and

develops in the light of its predefined aims and planned out-comes and this governs the delimitation of a whole range of sub-systems within the parameters of an overall system - in this case, the system of MFL education.

The necessity of moving away from a narrow bookish un-derstanding of 'foreign languages' toward a **common system of MFL education** as an multifaceted research field has be-come obvious in modern times. What then, in general outline, has been the evolution of the modern theory of MFL education?

The emergence of 'MFL education' as an independent scien-tific-pedagogical system has afforded it the opportunity of pre-senting itself as a dynamically-developing research and teaching field and places a whole range of interconnected issues on the agenda of the day.

As regards scientific theory and applied practice, every ed-ucational system rests upon a 'teaching method', which, tradi-tionally, has been variously defined as a: (1) 'science concerned with the aims, content, logical progression, means, techniques, methods and systems of pedagogy' (A. A. Klimentenko, A. A Mi-roliubov); (2) 'branch of pedagogic science concerned with the logical progression of teaching in any academic subject'(A. N. Shchukin); (3) 'independent pedagogical science, having its own progression and research methods though also having char-acteristics in common with every other branch of science: a theoretical base, an experimental field to test various working hypotheses, an inherent and specific research field based on the nature of MFL as a teaching objective (G.V. Fokina); (4) system of teaching MFL based on a synthesis of the general field of meth-odology and the interaction between two sub-systems: 'MFL' as an academic subject and methodology as a science, which, in large measure, facilitates the successful functioning of the first sub-system (I. L. Bim); (5) **science** of the teaching and study

of MFL which establishes the logical progression laying at the heart of the **educational activity of teacher and student** which is directed toward the ability to perform a special form of **practical activity**, namely the ability for oral communication in a MFL (M. K. Borodulina, A. L. Carling and others); (6) **science** concerned with the logical progression and specific characteristics of the **process of teaching** of MFL, regardless of the precise language in question; a **science** concerned with the aims, content, methods and means of **teaching** as well as the **methods for teaching and educating** based on foreign-language materials (N. I. Gez, M. V. Liakhovitskii, A. A. Miroliubov and others); (7) **theoretical and applied science** having 'scientifically-based educational aims and content**which formulate the most effective methods, techniques and forms of teaching within the context of the aims, content and specific conditions of the teaching environment' (N. D. Gal'skova).

Before these modern interpretations, views from the 1930s prevailed which understood 'MFL teaching method' as (1) the '**practical application of comparative linguistics**' (E. M. Reid); (2) '**applied linguistics**' (A. V. Shcherba); (3) its scientific status was subsequently brought into question since **it did not have its own specific laws of progression but borrowed them from other academic disciplines with which it overlapped**(I. V. Rakhmanov); (4) '**applied psychology**'(B. V. Beliaev); (5) only at the turn of the 1950s did there emerge a view defining its method through the prism of **pedagogical science**, though without acknowledging MFL as an independent, scientific sub-branch of pedagogy. Only much later was MFL teaching accepted into the general field of **pedagogical science** with its own specific laws of progression, aims, content and so forth.

The above-mentioned definitions concerning the status and

academic independence of 'MFL pedagogy' are essential for understanding our own position regarding these theoretical and methodology issues.

Whilst there is now a clear unanimity amongst academics that 'MFL pedagogy' belongs to the general science of pedagogy, only a few are ready to acknowledge it as a fully self-contained and independent branch of science, with the majority considering it but not as a part of general science of pedagogy. In the main, researchers are divided over the question of its parameters as an academic discipline as well the number of components within its theoretical and applied structure.

The obvious **technological, applied and results-orientated nature** of the 'MFL teaching method', which forms the foundations of its functional purpose as well the **complexity and inter-disciplinary nature** of its research area:

- on one hand, allows researchers to **combine** its functional characteristics as an academic discipline with its basic scientific categories;

- yet, on the other hand, this hinders the search for **intra- and inter-systemic** mechanisms for its self-development, an escape from then narrowly-specialized confines of linguodidactics and the possibility of establishing itself as independent branch of science.

In all probability, the above explains the much wider acknowledgement of the 'MFL teaching method' as an **academic discipline**, representing the **totality of the empirical evidence** on the theory and practice of MFL teaching (much of this empirical base is derived from inter-disciplinary sources). Conversely, this also explains its far lesser acknowledgement and recognition as an independent branch of science possessing all the characteristic and requirements of a separate scientific identity and constituting a self-contained science which studies

the processes by which MFL are learnt and mastered and formulates scientific technologies for the most effective study of MFL.

There is also an intermediate position which considers the 'MFL teaching method' to be **purely an applied teaching discipline concerned with the technological aspects of language teaching and reflecting within itself the totality of modern teaching techniques.**

The debate surrounding the definition of the status of the 'MFL teaching method' within science and the search for a more methodologically-independent scientific-theoretical base was caused by the necessity of creating a universal **scientific pedagogical paradigm** which synthesized the entire scientific-applied field of MFL teaching methods. The need for such a paradigm has become particularly acute due to the global and international demand for verbal communication and active international co-operation.

The dominant **applied aspect** of the concept underlying the term 'method' has been the source of constant doubt and academic discussion concerning the definition of the theoretical coherence of the term. The desire, before the 1960s, to 'push' the method in the direction of various academic fields was counterproductive and impeded its development.

(i) During the first half of the twentieth century, the MFL teaching method was defined as being '**applied linguistics**' which emphasized the linguistic foundation of MFL teaching methods. The distinguishing features of MFL teaching methods in this period (L. V. Shcherba, E. M. Ryt) was the organization of the MFL teaching process of according to the dominating 'principle of consciousness' which was understood as a technique of linguistic analysis and the comparative study of different languages with an emphasis on translation and the theorization of

foreign-language material by means of the learning of rules and a devotion to the methodical techniques of the grammar-translation method.

(ii) During the 1930s-40s, parallel to the dominate theory and practice of the 'MFL teaching method' as 'applied linguistics', 'scientific views' entered the **arena of scholarly debate** claiming that 'method' should be understood as '**applied didacticism**' since it has many features in common with general pedagogy: an object (the process of teaching and educating in general), aims, content and so on. This view was held by many academics up to the 1960s (E. I. Perovskii, Iu. K. Babanskii, V. S. Tsetlin, E. P. Shubin and others).

(iii) The intensive study of the psychology of speech through the study of the mechanisms of speech production, the development of human psychophysical functions and the study of cognitive speech and cognitive mnemonic mechanisms (P. P. Blonskii, B. G. Anan'ev, S. L. Rubinstein, N. I. Zhinkin and others) did not so much offer any future potential for the development of 'MFL teaching methods' as did it constitute an attempt to dilute the 'long suffering' MFL method in a different academic subject, in this case, psychology.

The idea of defining the 'MFL teaching method' as '**applied psychology**' belongs to the psychologist B. V. Beliaev who argued that teaching methods were based on and, predetermined by, the individual psychological features of students and who formulated the **concept of the conscious-practical method** of MFL teaching. This view was at one time very popular and has steadfastly maintained its position.

(iv) In the 1950s, L. V. Shcherba continued to develop the idea within Soviet pedagogy of the **applied linguistic status** of the 'MFL teaching method' (P.A. Rakhmanov, Iu. V. Rozentsveig, O. S. Akhmanova and others). In this period, the so-called 'system-

ic-structural' approach of MFL learning was widely circulated in academic community as the functional interpretation of discrete subsystems of language. This approach is found in the dominating pedagogical idea of teaching MFL as an **integrated system of language** with the inclusion of corresponding language sub-systems and units. This approach determined the predominance of **grammatical modeling, exercises on paradigm transformations**, the choice of the main grammatical constructions to be studied and the types of sentences used in textbook exercises. It also strengthened the influence of the study of bilingualism and the interfered with the preparation of textbook teaching materials. In other words, **structural linguistics and linguistic systematization** had now confidently entered the orbit of actual MFL teaching.

(v) Until the 1960s, **the idea of linguistic** systematization firmly maintained its position in actual MFL teaching. It took the form of the **leveling** model of MFL teaching and the prime objective of teaching became the mastery of the language system and its use (A. L. Karlin, A. S. Lur'e, L. M. Uman, G. A. Bogin and others).

The mid 1960s are seen as a crucial phase in the evolution of MFL teaching methods. In this period the latter became accepted as a branch of pedagogical science. Within the confines of the dominant 'conscious-practical method' (Beliaev) a whole range of significant changes occurred.

- there was a change in emphasis away from the **linguistic** bias of MFL teaching towards a **psychological theory of activity**;

- the **practical nature and aims** of MFL teaching was proclaimed. The main MFL teaching units became patterns of speech;

- psycholinguistic methods possessed many algorithmic mod-

els concerning the formation of **oral skills** (P. la Galperin's psycholinguistic theory of the formation in stages of cognitive processes and theory of the assimilation's management).

Although educational aims were now directed toward the process of improving oral skills through activities, the main achievement was the idea that oral skills should be developed with a view to their reproduction in certain concrete contexts.

The MFL teaching method was now orientated around linguists' understanding of language not as an inherently isolated system but as a means for human communication.

(vi) During the 1970s and 80s, the broadening of international contacts created a social demand for a practical knowledge of MFL. This, in turn, inspired the search for communicative MFL teaching methods.

As pedagogues have noted, even in the 1980s, MFL were acknowledged as having a multi-competency- based structure. A whole range of competencies were introduced in MFL learning: linguistic, communicative, ethno-cultural, country-specific linguistics and so forth. This gave MFL methods an important task – to secure the integrity and hegemony of MFL content, to overcome the discrete nature of its latter's constituent parts and to establish a **type of teaching** that could be considered 'communicative' and still adequately fulfilled the said aims and content.

Although Soviet psychologists and theorists laid the foundations for the original 'activity-based' view of psychology (L. S. Vygotsky, S.L.Rubinstein, A. A. Leont'ev and others) as well as the 'activity-based approach' of the MFL teaching method(A. R. Luriia, A.A.Leont'ev, I. A. Zimniaia, A. M. Shakhnarovich, I.L.Bim and others), **this latter approach,** heralded as the 'communicative' method was nevertheless still far removed from the independent activity of the students.

Although based on the system of spoken language, it was centred not around the development of communicative action, but for use within the CIS teaching progression of *ZUN* (*znanie-umenie-navyki* - 'knowledge' [of facts] - 'ability' [to use/interpret them] - 'skills')— for the development of the four main types of speech activity (speaking, reading, listening and writing).

It follows that this approach:

- did not develop the students' communicative ability i.e. did not prepare them for fluent verbal communication;

- left unclear the place and role of other so-called necessary skills (such as socio-cultural, linguistic, strategic etc.);

- did not name the sources upon which the latter's development could be based;

- left unclear the mechanism for their integration into the structure of 'communicative ability' or presumed their separate appearance during communication.

The 1970s turn in linguistics towards a socio-functional application of spoken language facilitated a parallel development in the psycholinguistic paradigm of the 'theory of speech activity' with its isolation of operational units of 'speech acts'(as known as the 'theory of speech acts'). This is turn, accounted for the changes in MFL teaching methods during the 1980s and the appearance on the educational scene of different methods such as the **communicative method** (E. I. Passov,I.L. Bim), the **intensive method** and its offshoots (G. A. Kitaigorodskaia, G. Lozanov), function-orientated approaches (M.A. K. Halliday) and psychological models based on conceptual-cognitive approach (D.A.Wilkins).

Thus, despite the declared priority of the '**activity-based approach**', the so-called 'communicative method' during MFL teaching in this period was established solely as a '**communication-orientated approach**' since its communicative-based

teaching system had not been outlined (selection, organiza-
tion of academic categories and units such as communicative
spheres, intentions, functions, social roles etc.).

It follows that the above-mentioned list of skills could not be
formed into a body of communicative-based skills based upon
disparate and regimented types of speech (not communicative)
intentions within the context of artificially-created motives for
communication.

The social demand for MFL communicative-oral ability, the
concept of an integrated understanding of MFL as a means for
communication and the emphasis on its basic function (commu-
nication) as an area for development caused, in the 1970s-80s,
intensive research into the psychological and didactic founda-
tions of spoken communication, the function-activity basis of
the structural process of verbal communication, concept-spo-
ken and functional-code transformations and the reworking of
information during the communication process and so forth.

The structural essence of verbal communication required
system-function research and a description for the MFL teach-
ing method in at least two directions:

(i) the functional-productive register of verbal communica-
tion;

(ii) the cognitive mechanisms behind the speech processes of
functional language as a means of communication.

In this period, the introduction of the concept of activity into
theoretical ideas concerning spoken communication took the
direction of the functional modeling of spoken communication,
which began with the Soviet theory of Speech Activity and the
so called 'third period' of psycholinguistic development (J. Sear-
le, D. Wunderlich) and took into account the processes govern-
ing the formation and functioning of speech in real-life situations
from an 'activity-based' viewpoint.

There arose an immediate need to come to terms with the cross-disciplinary body of empirical evidence which objectively required a new foreshortening of the study of **verbal communication** to reveal the complex nature of this phenomenon and to raise to a higher level the complexity of the tasks facing the 'MFL teaching method' as a science, if it indeed was one. For even the synthesis of the various scientific achievements (verbal communication, model of code transformations, cognitive structures etc.) appeared to be a quite difficult process for MFL methodology.

The necessity of assigning MFL teaching the task of developing verbal communication in the light of modern scientific advances required that the following issues be examined and factored into the planning of its method:

I: The set of issues concerned the functional-content structure of verbal communication:

- in order to define the functional aspect of verbal communication it was essential to understand communication as an real-life social process, the aim of which is determined by the subjective intentions of the participants. Within the parameters of this process, it was considered appropriate to establish the basic functions of spoken or verbal communication. In this respect, it was considered essential;

- to clarify the **functional aspect of verbal communication** which was interpreted as being a functional system providing the receipt, preservation, extraction and exchange of information during verbal interaction;

- to consider and base one views around the concept of 'function' in the sense of the meaning 'targeted purpose'. This facilitated the acceptance of the idea that the function of verbal communication is to act as a means for social interaction between people, in other words, **to bring to the fore the social**

meaning of verbal communication;

- to study the social character of verbal communication, its functions and its purpose of facilitating social relations as a specific form of activity. This in turn, required **a study of society and sociology**;

-to study the functions of spoken utterances as a means for the organization of social interaction. This allowed the study of verbal communication to escape from the confines of a **narrow linguistic interpretation**;

- to establish the degree of the genetic and functional interrelationship between language and activity, to study the issue of speech activity and the origins of utterances, the identification of the mechanisms and prerequisites for the development of an individual's spoken and communicative abilities as representing the most important functions of the mind. All this will allowed **the establishment of a methodological scheme of analysis within psychology, taking the form of a psychological theory of social interaction**;

- the necessity of taking into account the sign nature of verbal communication as a means of social interaction, the understanding of the structure of such interaction - including its components and processes. This has already caused the appearance of research models for the study of spoken communication and the appearance of various modeling and **methodical schemes within the parameters of a general theory of information**.

The new models of spoken communication already curbed the urge to distracted by the subjective, situational, cognitive and mental abilities of individuals which was characteristic in structural, behaviourist and descriptive theories of spoken communication (L. Bloomfield, B. Skinner, N. Chomsky).

Amongst the many linguistic interpretations regarding the

nature of verbal communication, one should especially note the first (both chronologically and in terms of its pedagogical significance): R. O. Jakobson's Communicative Act Model. The latter lists the components found in any act of communication. Each act is located within a communicative **setting**, consisting of various necessary constituent parts such as the **addresser, message, addressee, context, code, information etc.** This idea can be used for the purposes of MFL teaching.

Each of these components, according to R.O.Jakobson, corresponds to specific functions of speech: **expressive and conative** functions relate to the interrelationship between the addresser and addressee; the content and formal organization of the act are fulfilled by the **poetic and referential** functions; the pragmatic reasons for the speech act as well as the establishment of adequate channels of communication are provided by the **phatic** function; the introduction into the speech act of interpretative and model-assessment characteristics is provided by the **metalinguistic** function.

R.O.Jakobson's Communicative Act Model is, in essence, functional, though it did emanate from the field of linguistics and its ideas concerning the functions of spoken communication.

The model represents a means for uniting the basic functions of language generally with, on one hand, the specific functions of speech and, on the other, with the impact of metalinguistic factors on spoken language.

This model of speech activity, based on the methodology of linguistics, reflects both the advantages and disadvantages of a purely linguistic approach toward the analysis of oral communication. It follows that verbal communication, in terms of its ontogeny and functions, became to be viewed during this stage of the development of a theory of speech activity as an integrated phenomenon, whose function and production is provided

by (i) the interdependence of biological, social, cognitive, psychological, psychophysical and natural factors (ii) the degree of development of individual speech and linguistic ability which is determined by nationally-specific and intercultural factors.

II) The second set of issues concerned psychological theories of thought processes and speech production:

- the study of the **cognitive structures laying between a thought and an utterance** and the mechanisms for the transfer of a stream of consciousness into a verbalized construction created the outline of a whole range of issues regarding the thought-speech aspect of the functioning of language as a means of communication;

- **the study of code switching and function-correlation models and the reworking and co-ordination of information used in the process of creating and identifying utterances;**

- the developing psychological theories of thought-speech activity in this period quite rightly emanated from an acknowledgement of the existence of a flexible and mobile **linguistic consciousness**. The latter's correlation with the **mechanism of individual knowledge** allows us to view linguistic consciousness as a **psycholinguistic mechanism** providing the following interacting functions: regulative-governing, reflective, assessment, orientational-selective, interpretative;

- each of the aforementioned interpretations of the functional aspect of verbal communication has become the focus of specific and independent research but only their integration as a unified, developed communicative competency and the development of the MFL student's ability to realize these functions in speech, will guarantee its significance in the creation of an adequate model of communication.

As is clear from our overview of these rapidly-developing

branches of science, despite the fact that they have made new discoveries which could have advanced the theory of MFL, unfortunately, in practice, little has changed. Despite all the declarations regarding the objective need for a communicative method of MFL teaching, the communicative and activity-based approach has still not been formulated as an integrated teaching strategy (approach) or as a fully-developed theoretical model/system of teaching. If a method (or methodical system) is characterized by the existence of a significant degree of systematic ordering and organization and if this systemization is, at root, governed by theoretical concepts then the current transitional state of MFL teaching (which is moving away from traditional-practical methods to communicative) would be considered a communicative approach if it possessed a specific logical and functional completeness and if it could independently fulfill its teaching aims without the inclusion and integration of cognitive and system-functional approaches. Thus, despite the baggage of theoretical advances there has been no basis upon which to consider the communicative-orientated approach to MFL teaching to be a methodical approach.

The failure of the **communicative MFL teaching method** to develop as a complete and fully-formed theoretical-practical method was determined by a number of reasons:

- if teaching aims are a factor in the formation of a system and determine teaching content, then the definition of MFL teaching aims as being 'communicative' should be reflected in its content which, in this case, would mean that it should facilitate a purely communicative competency in students. In reality, there is no purely communicative-based pedagogical content in MFL teaching for otherwise this would constitute an unjustified inclination in the direction of pure pragmatics. An individual's speech, however idiosyncratic, is built upon the use of the speech experi-

ence of a language community which is fixed in various media of the language. It follows that teaching content also includes a system of language media which is needed by students as raw materials in order to develop communicative abilities. It is obvious that teaching content is defined by the necessity of providing a communicative orientation to teaching resources after a preliminary assimilation of the systemic and functional organization of this language material. It follows that it is essential to define the aims of MFL teaching as being 'communicative-orientated' since it is obvious that there is a need for a simultaneous provision of both the knowledge of language media and the development of flexible and creative communicative abilities amongst students;

- the disagreement concerning the definition of the status of 'communicativeness' and its place within methodical categories and concepts has led, in the main, to a narrowly practical understanding of the term at the level of it being a method or a means;

- alongside this qualification of communicativeness as an approach or a methodical system there also exists a definition of 'communicativeness' as being one of many methodical principles.

The understanding of communicativeness as being a discrete methodical principle, distinguishable from general pedagogical ones, implies that it is of a subordination character within the hierarchical system of methodical categories and that it is an element within a system having no conceptual strength.

However, if one bears in mind the contemporary view concerning the practical aims of teaching - the teaching of communication, and that the aims and tasks of communication are made concrete by the definition of the functions of verbal communication and their targeted development, then 'communicativeness' as a methodical principle can escape from the confines of being simply one of the many subordinate elements within a methodical system.

Communicativeness will then become the focus behind the selection and organization of teaching resources, as well as the choice of the means and methods for achieving communicative aims. Thus, communicativeness cannot confine itself to the shackles of being just a methodical principle.

That, at this stage of the development of the theory of methods, communicativeness was not in a position to be a general strategy (approach) or methodical (conceptual) system demonstrates that:

- firstly, communication had not yet been defined and described as a methodical category;

- secondly, there had been as yet no systematic description of communication as a structural-organizational unified whole comprising the sum of its components, no definition of its individual parts and no calibration of its levels;

- thirdly, if teaching aims constitute the cement of the entire methodical system, then in order to achieve the communication goals of teaching and the subsequent use of the communicative approach on all levels and its application to all forms of speech activity, this requires the solution of a range of hitherto unanswered problems, in particular, the selection and organization of teaching resources from communicative point of view. The latter had only been done in abstract and applied solely to the teaching of the spoken language.

It follows that due to the above-mentioned reasons and, mostly importantly, due to the absence of the idea that communication was a methodical category as well as the lack of any systematic description of all the types of speech activity which act as means of communication, it did not appear possible to use communicativeness as either the sole possible approach to MFL teaching or as a fully-developed methodical system. The actual practice of MFL teaching was purely an **empirically-formulat-**

ed combination of the communicative-orientated and traditional conscious-practical MFL teaching methods. At that stage of the development of MFL teaching methods, this combination was possibly the only appropriate one and allowed the unified development of linguistic and communicative competencies.

Towards the 1990s the communicative approach of MFL teaching began to acquire the form of a **conceptual system** based on the application of the ideas of functional and pragmatic linguists (M. K. Halliday, H. Widdowson, V. Allen, R. H. Robins, V. A. Bukhbinder, V. L. Skalkin, I. L.Bim), psycholinguists and psychologists of communication and theories of communication (A.A.Leont'ev, B. F. Lomov, I.A.Zimniaia, B. Bernstein, D. Fiske, G. A. van Dyke, T. M. Dridze), sociocultural research and linguo-culturological research into the ontology of linguistic consciousness and spoken communication (I. I. Khaleeva, E. F. Tarasov, V. V. Safonova, E. S. Kubriakova, O. L. Kamenskaia, E. M. Vereshchagin, V. G. Kostomarov). In this period, the pedagogical aims and content of the communicative method of MFL teaching received its theoretical basis and attempts were made to formulate a list of communicative abilities and the techniques for their development (I. L.Bim, E. N. Passov, R. P. Millrood, V. L. Skalkin, E. A. Maslyko, M. D. Gall, I. Smith, K. Jones and others).

The communicative approach, which was now the dominate global idea, demanded a thorough review of all former teaching systems, the transition to content-subject and functional-targeted reviews of the entire categorical base of the apparatus of MFL teaching and, in particular, the entire range of techniques and means which provided the processes of the communicative approach.

Although communicative aims and skills were declared to be pivotal within the communicative approach, a real system for

fulfilling these aims and developing skill were not worked out. Within the parameters of this approach, there developed, in the form of a psychological principle, the so-called **psychology of communication**, which, on the basis of the study of spoken communication, described the basic composition of the parts as well as the basic types, functions and indications of spoken language. According to V. L. Skalkin's classification, there were **eight spheres of communication** which were given a methodical formulation and a description was made of the component composition of the 'situation' of spoken communication.

One of the most productive developers of the 'communicative method' was the researcher E. I. Passov, who headed the Lipetsk methodical school which worked on this theory.

The barrier which developers of the communicative approach encountered was that, for all its potential and justification, the successful use of the approach was hindered by the lack of suitable and functional teaching resources which, in a model form, might illustrate the specifics and variations of spoken communication that arise in different situations. The difficulty in providing this conceptual-functional database, so essentially for the use of the communicative approach (the typology of communicative spheres, situations, functions, the functional register of the types of communication, strategies and tactics of communicators, speech-communicative models of utterances based on different situations and so forth) was caused by the fact that all the methodological systems which had hitherto appeared possessed a linguistic platform in the form of either a language system or a spoken base which had been selected by linguists.

In the formulation of the communicative method, no relevant authority in the field could provide such a select and prepared body of speech-communicative resources in a ready and typified form. Even the choice of the psycholinguistic category **'speech**

act' as a discrete unit for academic study, as suggested by certain researchers, contradicted the inter-personal and practical nature of verbal communication since communication is not based on isolated speech acts outside the conditions of a certain context. The current understanding of communication used by the majority of researchers is that it is a process by which the members of a communicative act jointly assign a common and, usually, **new** significance to prior actions (as both made and perceived) and the motives behind them. Researchers suggest that only this form of communication can facilitate the 'birth of commonality' amongst the members. This is understood as being the specific commonality of cultural mediators and is characterized by a unique perception of reality seen simultaneously through the double or triple prism of several cultures.

G. V. Elizarova's idea of 'communication' as a purpose was echoed by Iu. M. Lotman (communication is an event 'during which information grows and is transformed'). M. S. Kogan likewise defines communication as a 'process of working out new information amongst people who are in communication with each other and the creation of their commonality'. E. I. Passov, who emphasizes the polemical character of communication, considers it to be the 'clash' of two positions which creates something new – new knowledge, thoughts, emotions, intentions.

The aforementioned reasons hindering the development of the 'communicative method' as a scientific-practical enterprise also caused the Lipetsk methodical school to limit itself to the issuing of instructions for the definition of the composition of the categories of the 'communicative method' and models which might bring to life the opportunities offered by various basic individual parts and concepts.

The communicative approach, even if it remained on the lev-

el of being '**communicative-orientated**', was nevertheless a signature period in the evolution of methodology, in that it made a serious attempt toward the creation of real communication within artificial conditions outside the usual environment of a language.

Based solely on the evidence of communicative linguistics, the **communicative approach** developed the aims and content of MFL teaching as oral-language system based on the objective needs of society, in order to serve as an instrument for real communication. In doing so, it correctly highlighted, as regards typology, the diversity of the types of situation. Communicative intentions (which E.I. Passov and others term as '**speech intentions**') are the means by which communication is regulated and set in motion.

The champions of the communicative method were also correct in concluding that the ability to achieve verbal communication should be accomplished through the development of '**communicative competence**'. The latter, which has a multifaceted nature due to the diversity of real-life communication, is ever more complicated when one bears in mind the types of communicative situations, the forms of communicative spheres, the social role of people involved in communicative acts and their behavioural strategy – all of this makes its academic typology, description and formulation complex.

One cannot disagree with the basic methodical principles of the communicative approach: the teaching emphasis on speech, differentiation according to the individual psychological characteristics of the students (the personalized approach), speech-thought activity, a functional approach toward the selection of resources, the situational process of teaching and the organization and presentation of teaching resources by topic.

According to A. N. Shchukin, the virtue of the communicative

method is its attempt to unite within the learning process, the idea of learning language through culture and culture through language. This also allows MFL teaching to be presented as a transfer of foreign-language culture. In the modern method, this idea has received further development within the parameters of linguocultural teaching and the development of the intercultural competence of students.

These factors inevitably require the review not only of teaching aims but all the conceptual and structure components of the MFL teaching method.

Global socio-economic change in the new millennium has brought on an evolutional leap as regards the level and quality of MFL knowledge that is now demanded. This demands a significant review of educational policy on MFL teaching and a cardinal restructuring of its method and technology and a transition towards a new educational model. This offers an escape from the present crisis and the gulf separating the level of social demand for quality MFL teaching from the existing state of affairs in the world of teaching which been caused by the preservation of traditional educational and theoretical-methodological ideas centred on a strictly-regulated and managed teaching process as opposed to a student-centred model of MFL learning as a means of developing individuals that are able to achieve intercultural communication.

Thus, in the development of CLT, two phases may be observed: the **functional-pragmatic** (1970s-80s) and the **culturological** (1990s)

The first, which was characteristic of its time(**1970s-80s**) and based on the integration of pragmatic linguistic and teaching empirical evidence, fulfilled its task only insofar as it was a partial systemization and description of the speech intentions, patterns, situations and behaviour of the participants in the speech

act. The development of the second period began in the 1990s when the **socio-cultural conceptual base of the communicative approach** began to be intensively worked on. The communicative-orientated model of MFL teaching became viewed as allowing both the **possibility of, and providing the means for, intercultural communication**. The teaching of foreign language communication required organization from the position of being it representing **a dialogue of culture**. The term '**intercultural communicative competence**' began to displace that of 'communicative competence', which emphasized the fact that the intercultural component was becoming the most important aspect of MFL teaching content and, therefore, that the authenticity of MFL teaching resources was now an extremely important requirement. Collaborative projects with international partners were begun to create textbooks and teaching programmes based on a broad national-cultural backdrop of the traditions, stereotypical behaviour, mentality and lifestyle of countries where the MFL being studied was spoken as the native language.

This is how the change in the theory of MFL teaching occurred. It followed the review of teaching aims and led to a change in all the structural components of the MFL teaching method. The subject content, technology and principles of MFL teaching now had to be fully reviewed from the point of view of the primacy of the socio-cultural component of MFL content and with only the fundamentals of the linguistic-based system of language and speech being preserved.

This period is characterized by methodologists as a time of the **complete reorientation of the conceptual base and content of a methodical conceptual-categorical system**. This was due to the cardinal changes in the aims and objectives of 'MFL teaching' that were taking place, namely, that the com-

municative-orientated approach of 'MFL teaching as a means of communication' was giving way to the intercultural-communicative approach which had its own aims (the formation of a 'second language personality') and objective – 'the ability to use a MFL and as means for intercultural communication'.

The necessity of a change in system was dictated not only by the change in social demand and the dominating socio-cultural aspect of MFL teaching aims and content but also, as G.V. Elizarova has noted, due to the fact that 'in the last decade the communicative method…has been criticized for its 'sterility' and its detachment from real life since the **typical communicative situations** used in order to model **ritual acts of everyday communication and vocabulary** were selected upon the **basis of the usage frequency, speech forms and structures found in(impeccably-correct) written dialogues**. In real-life communication situations with native speakers of another language, this approach revealed the limited competence of students and required the inclusion in the teaching programme of a means of familiarizing them with the cultural aspects of the MFL.

It follows from the above that we may conclude that the speech-communicative-based orientation of MFL teaching in this period was still very much confined to the limits of the **conscious-practical method**. It should be viewed as constituting a search for the means for optimizing the practical results of teaching and as a **transitional phase from one historically-conditioned methodical system to another** and where the building of the new upon the foundations of the old required no little time and effort on the part of teachers and researchers.

The paradoxical nature of this situation was that the communicative method, even before it had a chance to realize its potential fully at any educational level, was already being dis-

placed by a new approach, dictated by the social demand of the twenty-first century, namely, **MFL teaching as a means for intercultural communication**.

In the final decade of the twentieth century it was correct to establish merely the orientation of teaching for the development of students' communicative competency and that, without running too far ahead, it was correct to conceptualize this orientation as **communicative-orientated MFL teaching**.

Practical Tasks and Case Studies

1. Find and analyze the reasons for the difficulty and controversy surrounding the definition of 'MFL teaching methodology' as an independent scientific theory.

2. What are the main socio-historical reasons governing the need for the modernization of MFL pedagogy?

3. Present, in the form of a diagram, the development of 'MFL teaching methodology' and indicate the reasons for change.

4. Which unanswered set of issues have held back the introduction of the 'theory of intercultural communication' into MFL teaching?

5. Create a document analyzing and predicting the future path of, and essential conditions behind, the introduction of intercultural-communicative competence into MFL teaching.

Chapter 2: An Analysis of the Social and Educational Factors behind the Contemporary Modernization of MFL Education

The search at the end of the twentieth century for coherent methods to satisfy the social demand for a high standard of MFL knowledge was by no means a fruitless one. Thus the gradual development of the MFL teaching method was governed by socio-historical forces. The aforementioned state of affairs whereby the communicative method, before it had the chance to realize its potential fully, gave way to a new method which answered the social demands of the 1990s, namely **MFL teaching as a means of intercultural communication**, was a sign of the appearance of a new intercultural-communicative period in the evolution of method. This created an inevitable need for the review of the aims of teaching as well as all the conceptual and structural components of MFL teaching method.

The history of the development of the theory of MFL teaching has more than once shown that objective circumstances have provided the spur for the development of new methodical theories and possibilities, that the new is grown upon the foundations of the old and that teaching practice and the innovations and creativity of teachers have, in part, run ahead of theory.

At the turn of the new century, the social demand for a high-standard of MFL knowledge had significantly outstripped the capacity of the current education on offer. To a significant degree, this accounts for the spontaneity of the MFL educational market as it attempted to bridge this gap.

Objective circumstances thus arose which required (i) an immediate change in the **philosophy and educational paradigm** of formal MFL teaching as an academic subject (ii) a

dynamic breakthrough and a period of innovative activity by teachers and theorists in order to remove barriers to language development (iii) a review and an inventory of the **foundations of its scientific-applied method, beginning with MFL teaching methodology and ending with the creation of an inventory of all the basic conceptual categories defining and forming the foundations of MFL education.**

There are currently many conceptual approaches on offer which seek to answer the contemporary socially-conditioned demands faced by the MFL teaching system. They have, however, all encountered a whole series of problems, namely:

- a lack of agreement regarding the establishment of a modern methodology for MFL education;

- widespread terminological 'freedom' in the field of pedagogy;

- the unjustified generalization of distinct and separate educational technologies right up to the level of methodology and conceptualization. This is particularly common amongst international pedagogues and has been blindly copied and passed on to the Kazakhstan teaching environment;

- the liberty which with pedagogues refer to such a systemic, integrated and responsible concept as 'education'. As a result, this has caused the appearance of multiple 'types' of education, the tendency toward the leveling of the differences between 'language' and 'foreign language' teaching, the lack of concrete models of intercultural theories of MFL education as an integrated whole, the absence of a conception of the place of MFL teaching within the national system of educational and so forth. None of this facilitates a speedy transition toward the creation and introduction of a new modeling (based on a prognosis of social development) of an integrated national system of continuous, graduated MFL education with a clearly defined meth-

odology and a prevailing educational theory which is able to achieve the modern tasks at hand.

The broadening of international co-operation, the heightened social importance of MFL and increasing levels of migration have stimulated the development of MFL teaching. Various significant changes have occurred in this respect: (i) alternative educational services have gained popularity (ii) a network of innovative schools specializing in MFL has appeared (iii) the number and variety of schools, colleges and special schools which offer the teaching of most subjects in a foreign language has increased (iv) new, mainly international, teaching techniques have been introduced.

Despite all the positives surrounding the appearance of alternative models of education in many types of innovative schools, the absence of any regulated continuity or standardization with regard to the assessment MFL ability at different stages or levels of education has caused serious problems in MFL teaching.

It fact, the increased importance of MFL in society with all its positive consequences has caused the appearance of a whole series of issues which are hindering the development of MFL education in CIS:

(i) the unity of the educational system and the subject content of MFL teaching has been disrupted as schools have been overwhelmed by innovative experiments;

(ii) there is now a lack of a unified methodological and theoretical approach towards MFL teaching which is seen in the arbitrary selection of various educational programmes and teaching methods;

(iii) the idea of having teaching geared towards a standardized learning outcomes has been lost due to the spontaneous eruption of international educational programmes and courses, textbooks and teaching packages, the selection of which has

been no less spontaneous or subjective;

(iv) due to the lack of a criterial mechanism for assessing the ability levels of school-leavers from different schools, who have been taught by different programmes, **it has become impossible to define learning outcomes properly**;

(v) as a result, there has been a disruption to the continuity of MFL teaching which is the most important subject for guaranteeing the effectiveness and quality of education at all levels, including higher education.

The situation has become aggravated by the fact that there are insufficient numbers of language graduates being produced and, those that are, are receiving a low level of preparation from MFL teachers in schools and universities.

It should be clear, that, in order to prepare the system of MFL education for the task of accomplishing a modernization programme and for creating a level playing-field, a system of cardinal measures is required, namely:

- a qualitative review of MFL policy and the selection of a **general methodological platform** for MFL teaching;

- the creation of an **a common and continuous national system of MFL education based on an integrated overall conception;**

- the creation of a **common and unified framework for all forms and levels of education**;

- the introduction of differentiated MFL teacher-training (early years, main subject, specialized, professional advancement)for schools, higher and post-graduate education;

- the provision of graduates and educational support for the planned development of domestic education; the broadening of the chronological limits and timetabling of MFL education;

- the construction of a common system of ranking and assessing MFL ability based on international standards;

- the unification of MFL qualification requirements for all types of educational establishment;

The factors governing the current situation in MFL education, aside from the socio-economic, may be grouped into the following two categories: **organizational-educational and content-methodological**.

The factors of an organizational-educational character which have an impact on the current state of affairs in the organization and management of MFL education are:

- the absence of a common academic centre for scientific methods to formulate the methodological, technological and content basis of MFL education and provide co-ordination for the multifaceted system of MFL education;

- the absence of the targeted monitoring, management and regulation of the demand for MFL and the graduate supply for the planned reform of the chronological limits and types of MFL education as well as of the new timetabling in schools and higher professional education;

-the absence of an organizational structure responsible for unifying MFL content across the whole teaching system;

- the absence of a developed national conception or model of MFL education within an integrated system of education.

The content-methodological reasons for the noted deficiencies in the organization and management of MFL education are:

- the necessity of understanding the study of MFL education as a broad educational base for the development of students' conceptual picture of the world of a different language society;

- the **subject content** of MFL has not been completed re-orientated around the development of intercultural competency;

- the **object of study** remains 'foreign language', divorced

from any socio-cultural content;

- the present teaching model remains the standard, regiment-ed one whereas the new educational paradigm demands a transition to an interactive-communicative teaching approach;

- the principles of teaching have remained those of organizing and managing the teaching process as opposed to motivating and stimulating communicative interaction;

- end-of-study assessments remain centred around examining the assimilation of subject content at various stages of tuition as opposed to measuring levels of MFL **proficiency** according to a common examination standard.

These **methodological-content failures** do not meet the modern requirements for MFL preparation and have had the following consequences:

- the loss of a unified MFL educational content and a disruption of the whole teaching environment;

- the subjective selection of MFL educational programmes which are not based on any standardized learning outcome;

- the absence of a scale of criteria which ranks the level of MFL ability of students from different schools and different forms of education;

- serious problems as regards the provision of continuous and unbroken MFL education.

The measures required for overcoming the above are:

- the formulation and introduction of a common conceptual (methodological) framework;

- the creation of a common national system of MFL education;

- the introduction of differentiated MFL teacher training for all the different levels of education;

- the review and regulation of existing alternative forms of

MFL education under a common framework and with a common content base;

   - the creation of a common standard of qualification requirements for different levels of MFL proficiency in all types of educational establishment;

   - the creation or selection of teaching programmes and resources which are compulsory at each level of MFL education.

Thus the disagreement between the links of the MFL educational chain and the necessity of maintaining a continuity of aims along the whole educational highway represents an urgent problem which must be solved in consultation with schools and institutes of higher/professional education.

Given the circumstances found in the field of education at the beginning of the new millennium, it has been difficult to accelerate the process of the transition towards the formulation and introduction of a new approach based on meeting social demands, namely, the teaching of language as a means of intercultural communication.

In such conditions it was natural that Russian researchers would raise the timely question of identifying 'language education' as a distinct subject, though without clearly defining its place and status within education and society generally. Nevertheless, the identification of 'language education' as a field of research, the attempt to define and unify our understanding of 'foreign language', the acknowledgement of MFL as a specific and unique educational field or sub-field and the topical nature of MFL given the circumstances of the intense development and broadening of international co-operation where language provides mutual understanding – all of this served as the spur for acknowledging the stagnation that was to be found within the theory of MFL education. The huge reserve of scientific accomplishments of academic fields related to MFL education (com-

munication theory, intercultural communication, sociology, psycholinguistics, cognitive science, sociolinguistics etc.) remained unwanted by MFL methodology as its parameters where fixed by the idea of it having applied, rather than creative or innovative, aims.

However, the introduction of 'language education' as a distinct and separate body into the orbit of pedagogy has allowed theorists to reveal an old wound caused by the narrow practical straitjacket into which the 'MFL teaching method' had been driven. For decades, the very theories and methodologies of MFL did not progress and thus, out of three roles (science, teaching discipline and teaching practice), it was practically left with only one –as a **teaching discipline**.

Our proposed and objectively-justified identification of 'MFL education' as an independent scientific-applied branch of education will serve as the platform for a change in the philosophy and paradigm of 'MFL education' and the quest for an appropriate methodology whose new paradigm which will satisfy the contemporary demands of society for quality MFL education.

The potential and justification behind the historically-conditioned broadening of the conceptual and subject borders from 'language' to 'language education' contradicts, in various respects, the narrow system of half-measures which the same researchers consider to be the essence of 'language education': (i) whilst justly identifying 'language education system' as an independent branch of knowledge, the aforementioned researchers have combined it together with all modern languages (both native and foreign) and cultures; (ii) this list of languages includes MFL, which despite the fact that they have developed in specific language and social environments, are still included as independent 'autonomous functional spheres'; (iii) due to the

conviction of many writers of the universal characteristics of language - something inherent in all the disciplines of linguistics (the general purpose of psycholinguistics is to act as a means for both forming and being the form of thought; to be the basis of the development of 'language personality' and to function as the conceptual basis for creating a language 'picture of the world' etc.) this had led to the definition of the object of MFL education to be the assimilation of 'language' without differentiation or reference to the socio- and cultural-linguistic peculiarities or the ethnically-based identity features of a specific language. This makes their understanding of MFL education a **formal construct**; (iv) this isolation of 'language' from the sociolinguistic base assigning it its ethnic identity, has led to yet another contradiction, namely, the proposal of researchers to treat 'MFL' as just a teaching subject;

(v) despite justified references to psychological and psycholinguistic research showing evidence of the cardinal opposition in the ways native and foreign languages are learnt (the former 'bottom-up' and the latter 'top-down), the attempt is nevertheless made to level-out these learning differences so as to allow researchers to combine them in a single educational system.

These contradictions, which are of a principle nature, have manifested themselves in (i) an understanding of the concept of 'language education' through a system of indicators which do **not reflect the basic characteristics of the concept of 'education' as a pedagogical field or the general pedagogical category of the contemporary anthropological interpretation (centred on the development of personality) of the nature of 'education'** (ii) a proposal for a **socio-governmental interpretation** of 'language education' as a programme for accomplishing the Russian government's language policy of creating multi-lingual speakers (iii) as a matter of

act, the concept of 'language education' includes(a) all types of language demand (by the government, social, individual) (b) all types of educational and social establishments (c) all research and educational programmes concerned with 'language'.

In such a **socio-governmental interpretation**, 'language education' accomplishes only one of its roles, namely, as a **programme for government language policy**. In this sense, 'language education' is not able to:

- base itself on an independent methodology;
- define itself as a permanently developing **teaching field;**
- exist as a distinct **scientific research field;**
- exist as a **comprehensive and hegemonic system** of a branch of knowledge since the multi-faceted and diverse nature of this interpretation of 'language education' does not meet the demands of the **principles of 'systemization' or 'categorical adequateness'**;
- define its system-forming category which can unite all the components of 'language education' within a common methodological mechanism.

Thus, in the works of modern pedagogues, for all the variety of approaches, 'language education' has yet to receive its **final definition and description** as a branch of knowledge. There is also no clarity in the status of 'MFL education' if the latter is considered to be merely one sphere of 'language education' generally.

There was thus clearly a need for the immediate definition of the place and status of 'MFL education' as an independent scientifically-determined branch of knowledge with a potential for development. This arose when the search had begun for communication as a means of escape from the existing situation.

The future potential of developing 'MFL education' as a branch of knowledge based on adequate scientific principles

corresponding to its aims was, we may suggest, based upon the following:

- the necessity of basing its methodology (cognito-linguocul-turological) on epistemology (the theory of knowledge) within the parameters of a general theory of science;

-the reflection within the **cognito-linguo-culturological** methodology of MFL education of basic epistemological principles (i) the **principle of determinism** (the search for and, creation of, scientific knowledge which corresponds to objective reality) (ii) the **principle of complementarity/correspondence** (the continuity and connection of scientific knowledge to a previous system) (iii) the **principle of additionality** (the interconnection between an object under study and its observer);

- a demonstration that the methodology of 'MFL education corresponds to the modern concept of what 'methodology' is, in that, its constituent parts, which reflect its nature, form its three basic functions (a philosophical-psychological theory of activity, system analysis and the theory of scientific knowledge).

Thus, the cognito-linguoculturological methodology of MFL education should both reflect and represent the **activity structure of the scientific knowledge** of the complex, interdisciplinary construct '**foreign language-foreign culture-personality**' which is the common field of both the scientific analysis and the pedagogic study of MFL education.(see table 1)

- the existence of conditions allowing the principles features of a 'methodology' based on the theory of knowledge to be put into practice. It would be most prudent to ensure that the methodology of MFL education, as a branch of pedagogical science, be based on the following constituent parts:

(a) the **systemization** of its knowledge base and its research into its scientific field (b) a **common theoretical approach**

allowing the understanding of the field as an integral whole and its functional inter-relationship with its constituent parts (b) a **collection of methodological principles** reflecting its concrete methodology as a branch of science (c) a **system of concepts and categories** reflecting the overall approach;

- the integration of 'MFL education' through its modern cognito-linguoculturological methodology with a whole series of related scientific subfields (cultural studies, the theory of communication, linguoculturology, socioculturology, cross- and intercultural studies, cognitive science, sociolinguistics and so forth).

Thus, though the above arguments have established the justification of extending the understanding of our field to be not just 'MFL' but 'MFL education', it must be admitted that, despite differences between researchers regarding the definition of the nature of 'language education' and the lack of clarity regarding its right to be an independent development, 'language education' nevertheless remains a generic concept, of which 'MFL education' represents its leading variant.

Alongside these arguments providing the epistemological justification of MFL methodology it is also necessary to form a body of evidence supporting the basic characteristics of the idea of 'education as a system' within the general concept of 'MFL education'.

In contemporary interpretations of the concept of 'education', there co-exist a number of dominant ideas regarding its nature and functional purpose:

- the idea of the **socializing function** of education as a process by which an individual's sense of social identity and world view are developed as areas of competency;

- the **anthropological interpretation** of education as the process and result of developing personality (i) as a product of

THE METHODOLOGICAL AND CONCEPTUAL FOUNDATIONS OF MFL EDUCATION

THE COGNITO-LINGUOCULTUROLOGICAL METHOD -
THE MODERN PLATFORM OF THE THEORY OF MFL EDUCATION

THE INTER-DISCIPLINARY CONSTRUCT
'LANGUAGE – CULTURE – PERSONALITY'

EXTENSION OF THE SCIENTIFIC
FIELD TO INCLUDE **'MFL EDUCATION'**

METHODOLOGICAL PRINCIPLES – **COGNITIVE, COMMUNICATIVE,**
SOCIOCULTURAL, LINGUOCULTURAL, COMPETENCY-BASED,
DEVELOPMENT-REFLEXIVE (PERSONALITY-CENTRED)

METHODOLOGICAL CATEGORY – **'LINGUOCULTURE'**

LEARNING OUTCOME
'INTERMEDIATOR OF INTERCULTURAL
COMMUNICATION'

LEARNING AIM CATEGORY
'INTERCULTURAL COMPETENCY'

society (sociological competency) (ii) as the basis for the study and creation of culture through one's personality (culturological component);

- the **socio-culturological** view sees education as a continuous process by which an individual's potential is realized in culture and society;

- the **socio-pedagogical** idea that education is a process of educating and upbringing directed towards serving the interests of the individual, society and the state;

- the **economic-strategic** view sees education as having a key economic role in providing national security, economic independence and making the country competitive internationally

- the **integrated approach sees education as a socio-culturally-based anthropological-pedagogical social category** providing the development of personality as socially-determined construct;

- the interpretation of education as a **socio-educational system** is structured around the ideas of: (i) education as a moral value (ii) education as a system (iii) education as a process (iv) education as a result.

Depending upon the circumstances, 'education' can be interpreted as being: **an important ethical value, a social phenomenon, a function of society and the state for the benefit of its citizens; a complex hierarchical system; as a sphere of social activity; a process and so forth**.

All these understandings of 'education', despite emanating from different presuppositions, share certain vital characteristics in common. They see education as:

(i) **providing a sense of membership to a specific culture and society** (the socio-culturological nature of 'education');

(ii) a **process of educating and upbringing by the state**

which forms personality as a socially-determined construct;

(iii) the **basis of national security**.

These modern interpretations of 'education' have displaced the classical theory of education as 'molding' and centre their understanding upon an ethical value - personality and the processes of its development.

The fact that a nation's intellectual potential is created by its educational system which is the deciding factor behind its progressive development accounts for the particular importance of educational policy in many countries where education is seen as a national interest and one of the key factors providing national security.

Thus, 'education' as a social category, expresses the **nationally-based tasks of every society directed towards the provision of: (i) educational qualifications necessary for work (ii) international standards of quality reflecting the interests and needs of the country**

Thus, education as an institution is defined by two aspects – the social and the cultural. The first reflects its structural side as a social institution while the second reflects its functional aspect and the mode of its activity. Their co-operation guarantees the development and self-preservation of the institution.

These summarized principle features of 'education' as a **social category**, which are awarded various levels of priority depending upon the goals of the various branches of 'education', may be found within one or more of the 'culture-forming' 'general pedagogical' and 'personality-developing' components of the conceptual structure of 'education'.

In order for 'MFL education' to fulfill all the requirements demanded from it by the concept of education, it must possess these commonly-acknowledged characteristics:

- methodological independence and integrity;

- the systemization of its knowledge base and its research into its specific scientific field;

- a common theoretical platform allowing advances in its integrative field and an understanding of the functional interrelationship of its constituent parts ;

- a collection of methodological principles reflecting its concrete methodology as a branch of science ;

- a system of concepts and categories reflecting the overall theoretical platform.

To establish the degree to which the 'cognito-linguoculturological' methodology of 'MFL education' has methodological independence it is necessary first to define more precisely the concept '**methodology**'.

- In modern science, the term **methodology** is defined as being the sum of **methodological (theoretical) principles** for the organization and construction of theoretical and practical activity.

In view of this definition:

- the basic methodological function of the philosophy of any branch of science is the formulation of a 'system of general principles and means for scientific knowledge';

- '**systemization**' is the main indicator of the existence of a methodology and is reflected in: (i) a systemized approach for the gathering of the scientific knowledge of the field in question (ii) the review and study of various fields as sub-systems of a single common system known as 'MFL education' (iii) in the **systemization category** which forms the theoretical and practical activity of MFL education methodology and constitutes a system of **methodological principles**.

In the hierarchy of pedagogical concepts and categories regarding the theory of MFL education the **aforementioned**

objects of analysis can be seen to have the following interrelationship:

'**methodology**'– a system of general principles and means of scientific knowledge and social practice which puts into practice its systemic nature through '**methodological principles**' of scientific knowledge which predetermine the basis and theoretical approach of its **scientific conceptions** and interrelationship with its methodological constituent parts and thus form the basic concepts behind the scientific-applied field of 'MFL education'.

In reaching a conclusion regarding the justification of considering '**MFL education**' as a distinct subject, it is necessary to give a general outline of the **basic postulates of the new theory of 'MFL education'**, which are:

first, that it is an **independent pedagogical field** which meets the basic criteria of any branch of 'education', the most important of which is **methodological independence and independence**;

second, it is a specific **type of education with a cognito-linguocultural methodology** of scientific knowledge and research into a particular scientific field (the theory of MFL education);

third, it is a branch of the scientific-applied field with a common theoretical approach **(the inter-cultural-communicative conception of MFL education), a comprehensive inter-disciplinary field of research (foreign language-foreign culture-personality)** and with a learning outcome (intermediator of intercultural communication) that synthesizes and reflects its most basic and methodologically significant category '**linguoculture**' which has a functional interdependence with all its constituent parts;

fourth, it is a branch of science, possessing its own system

of concepts and categories which constitute the foundations of its theoretical independence;

fifth, it has as its field of knowledge 'foreign language-foreign culture-personality' which creates the preconditions for (i) a conscious (cognitive) **reconceptualization of the world** (ii) the **formation of a 'secondary cognitive consciousness'** (iii) the construction of a **'secondary picture of the world'** through contact with a new language and linguoculture.

sixth, it has a specific process of contact with a new linguoculture achieved by the creation of a MFL educational content on **methodological principles**;

seventh, it has a distinct collection of methodological principles (**communicative, cognitive, social, linguocultural, conceptualizing, sociocultural, personality-centred** or **developmental-reflexive**) which constitutes the same methodological basis for systemizing and creating a methodology of 'MFL education' through its subject-content;

eighth, within 'MFL education' there is a cognito-linguocultural base which constitutes a **content-conceptual and activity –based approach** for developing within the 'intermediator (student) of intercultural communication' a highly-developed level of cognitive knowledge and activity-communicative skills and an appropriate level of inter-cultural-communicative competency that allows a flexible reaction to the various types of communicative situations. Such a student will also have strongly-developed socio-linguo-culturological components within their intercultural-communicative competency.

There now follows an assessment of the **systemic integrity and 'methodological determinism'** of the new theory of 'MFL education' through a consideration of its learning outcome (becoming a 'intermediator of intercultural communica-

tion') from three points of view: **the qualitative-educational, cognitive-activity-based, theoretical-methodological:**

I. The learning outcome of 'MFL education' is defined as the development of the individual as a 'intermediator of intercultural communication', that is, a person who is capable of intercultural communication. The qualitative-educational aspect of this development is:

- the maximum achievable outside the language and sociocultural environment;

- characterized by the intercultural-communicative competency which allows an individual to adequately perform intercultural communication;

- cultivates an individual's ability to perform intercultural communication in a variety of professional and everyday situations which display different aspects of the communicative-behavioural culture.

II. The cognitive and activity-based aspect of this development involves:

- facilitating the ability of a future 'intermediator of intercultural communication' for conscious and targeted activity directed towards the formation of a new cognito-linguocultural skill set within their general cognitive mechanism for assimilating a foreign language and culture;

-the formation of a 'secondary cognitive consciousness' to serve as the base for future individual development to bring them as close as possible in their command of a new MFL to the level of a native speaker ;

- a process of gradual re-socialization of an individual (or their secondary socialization);

- this 'secondary mental construction' provides the individual with a new linguistic conceptualization of the world and serves as a system of orientation during their interaction with a new

linguoculture and their development as a 'intermediator of intercultural communication'.

III The theoretical methodological aspect involves:

- the grounding of the methodology of the theory of MFL education in cognito-linguoculture;

- the correct identification of 'linguoculture' as the most basic and methodologically-significant category which synthesizes 'language-culture-personality' into a single organic whole;

- the complete and systematized representation of the modern methodology of the theory of MFL education as the sum total of various methodological principles (communicative, cognitive, social, linguocultural, conceptualizing, sociocultural, personality-centred or developmental-reflexive);

- the satisfactory nature of the methodology of the theory of 'intercultural communication' as a socially-conditioned conception of MFL education.

This thesis-like presentation of the modern 'cognito-linguoculturological methodology' of the specialized field of 'MFL education' lays the scientific foundations for the latter as an independent pedagogical field (i) possessing a field of scientific knowledge (ii) representing a system formed from a sum total of methodological principles reflecting its methodology (iii) based on a common theoretical platform (iv) gathering knowledge of an integrated field (language-culture-personality) (v) possessing its own system of concepts and categories.

The scientific and theoretical foundations of the new philosophy and methodology of 'MFL education' will be dealt with in later parts of this work.

Practical Tasks and Case Studies

1. Were the changes in the demands of society for quality teaching alone sufficient explanation for the change in educational concepts and educational reform?

2. How did the forces hindering the development of 'MFL teaching' manifest themselves at the turn of the millennium?

3. What was the importance of the role of the categories 'aim' and 'content' during the changes in the educational system?

4. Analyze (i) the various MFL teaching programmes found in modern secondary schools (ii) the pedagogical theories and conceptions underlying these programmes (iii) the teaching resources and packages accompanying these programmes. Prepare a slideshow on your views regarding the justification of the existing variety in MFL teaching programmes.

5. Outline the arguments 'for and against' the idea that MFL education can objectively be considered to be a separate branch of education.

6. What defining features should 'language education' possess as a category? Base your opinions on the justification for considering 'MFL teaching' to be a sub-field of 'language education'.

Chapter 3: Intercultural Communication as the Theory of the Modern Paradigm of MFL Education

There is an indisputable common view that the knowledge of the culture, values and national characteristics of a foreign-language conversational partner allows language to be fully used as a means for intercultural communication and that this is a precondition for mutual-understanding between individuals and societies from different cultures generally. One cannot but agree with the view that one should not so much teach 'language', as the 'meaning' of its content, as found in a country where it is the native tongue. After all, language is the greatest indicator of culture. It is generally established that the greater the difference between one's own culture and a foreign one, the harder it is to use the language of the foreign culture communicatively. The influence of the cultural-historical element in foreign language learning is so great that it has had an impact upon the choice of teaching method. Indeed, this accounts for the prevalence of the so-called intercultural approach to MFL teaching which, in some countries, has taken the guise of a whole new methodological approach.

The question of the interrelationship between language, society and culture has not only pedagogical interest but, during the last century, has been central to the studies of philosophy, history, culturology, ethno-linguistics, anthropology, linguistics and other academic disciplines. Their views on this issue are, however, far from unanimous and a whole series of problems have been left open and unresolved, especially as regards the applied aspects of intercultural communication.

During the development of the theory of intercultural communication, the term 'society' received its formal definition as

an instrument of intercultural co-operation relatively late on, since it was only in the middle of the twentieth century in the USA that intercultural studies became regarded as an independent academic field. The appearance of this aspect of 'intercultural communication' was governed by the social and historical circumstances of an increase in migration. Researchers have emphasized the following factors behind the creation of this new academic discipline and its present-day state:

1) increased social and cultural contacts and the necessity of widespread communication between representatives from different cultures;

2) the existence of a rich body of anthropological empirical research which could serve as its scientific base and upon which a theory could be created regarding the relationship between an individual, language and culture (E. Sepir's and B. Whorf's Theory of Linguistic Relativity, the anthropological studies of F. Boas, A. Gardiner, R. Benedict and others);

3) the working out of the conceptual-theoretical basis and subject-content limits of the discipline in the 1940s-50s.;

4) an approbation of the practical experience of the languages courses conducted by the Peace Corps, the US voluntary organization, which taught foreign language communication in different registers (diplomatic, business etc.) during academic exchanges in the 1960s and 70s.;

5) a deepening of the conceptual understanding of the emerging of a communicative-orientated theory of intercultural communication in the 1980s and 90s.;

6) the acknowledgement of intercultural communication as a developed discipline with its own research field and methodology (from the 1990s to the present).

This very synthesis of 'communication' and 'culture' created the foundation for later research into the relationship between

these two concepts, the study of bicultural communicative pro-cesses and so on.

The research area of intercultural communication is both ex-panding and being integrated with other intra-disciplinary fields such as acculturation, cross-cultural studies, cultural identity (U. Kim). Intercultural research into forms of ethnic and national communication (P. Japl) has provided a psycho-cultural aspect to the field. New terms such as 'anticipation', 'identity crisis' and 'culture shock' have entered the terminology of the subject.

Academic works using the concept of 'language-conscious-ness-culture' **as integrated aspects of intercultural com-munication** have become popular. They are based on the re-sults of the theory of the mind, psycholinguistics, the sociocul-tural theory of language as an interactive system (M. Cole, Lee), communication and cultural studies (E. Hall) and others.

The study of the ethno-cultural elements of language con-sciousness and a comparative study of its national-cultural fea-tures has become one of the main directions of general psy-cholinguistics in CIS. The **conceptual base of the psycholin-guistic approach to the study of intercultural commu-nication** is founded upon the **idea of E. F. Tarasov that the theory of intercultural communication is in fact a new ontology of the theory of consciousness.** According to this theory, intercultural communication: (i) is an independent theo-ry of speech communication (ii) should be studied in union with language conscious (iii) the communicative act in intercultural communication is understood to be a reflection of the process of mental construction made during the activity between co-op-erating individuals (the communicative-activity-based approach);

(iv) research should concentrate on the qualitative aspects and characteristics of the cultural indicators displayed by bear-ers from different national cultures.

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Thus, the psycholinguistic comparative study of language consciousness seen through the prism of national-cultural influences was developed as an independent research direction in the former USSR and continues to be researched by academics in Russia and Kazakhstan.

Lu.S.Sorokin's hypothesis - that there are two types of consciousness, the Oriental and European, which can be viewed as two inert systems and that the transition between them requires a transformation of reflexive co-ordinates – has been developed by the introduction of I.V. Privalova's concept of **'ethno-linguo-cultural consciousness'. The latter is said to be a manifestation of the reflexive activity of bilingual communicators during intercultural communication** when the forms of the language consciousness of one's mother tongue co-exist with that of an assimilated foreign language and which are constantly creating a comparative informational introspective reflex during the reception and production of speech during intercultural communication. Within this complicated structure of ethno-linguo-cultural consciousness, the researcher must identify the linguistic, cognitive and cultural realms which are being constructed by operational units. The **units of the cognitive realm** are the mental constructions which categorize activity (concepts, framework, cognitive prototypes and so forth). The **operational units of the cultural realm** are known as culturemes, rituals, stereotypes, symbols and standards. Linguistic units include language universals, language markers of a national-cultural consciousness and semantic primes. In introducing the concept of 'language markers of national-cultural consciousness' and its interconnected manifestation as speech utterances during intercultural communication, I.V.Privalova identified three types of connection: linguo-structural, linguo-cultural and linguo-ecological.

Our analysis of the historical development of 'intercultural communication' demonstrates that during this period the latter developed as an academic discipline with its own methodological base and integrated research field based on the idea of 'language-consciousness-culture'. Thanks to this development, psycholinguistics also began to focus on intercultural communication (M.Cole, U.Lee, Lu.S.Sorokin, E.F.Tarasov, I.V.Privalova) as did other branches of various academic disciplines. As a result, the idea of a pedagogical modeling of 'intercultural communication' for the purposes of MFL teaching without a prior-existing clear definition of intercultural communication significantly complicated the process of organizing the latter as the foundation for MFL education.

The resulting over-generalization found in the definitions of **'intercultural communication'** meant that it was subject to interpretations ranging from (i) a **social-philosophical understanding of cultural interaction** (G. V. Gundenaf, A. Wallace – cognitive approach to linguistic anthology ; K. Girts – semiotic anthropology; E. V. Vesner – cultural relativism) (ii) to a **multi-faceted interpretation of the interaction between language and culture as a means for fulfilling three functions: a social function of communication, a semiotic function** of representing objects, phenomena and relationships and a **cognitive function** of forming thought (iii) to that of a **usage-behavioural theory of speech stereotypes**. This state of affairs could not but be reflected in the aims underpinning the training of new specialists who have been called upon to provide international co-operation.

For these reasons, a number of issues came to the fore, namely the necessity of studying the processes behind the formation of a 'second language personality' as well as its 'realization' and the degree to which a secondary socialization was

possible outside the socio-cultural environment of the foreign language in question.

Studies in 'intercultural communication' have established that one must bear in mind two groups of defining characteristics when considering the process of intercultural communication:

firstly, intercultural communication is complicated by a range of factors, namely, (i) **communicative factors** (situation, style and genre of language, form of communication, the presence of non-verbal means of communication, forms of behaviour) (ii) **psychological factors** (type of reception, reaction, stereotyping, empathy; various types of reaction to a foreign culture such as **alienation, assimilation, acculturation**) (iii) **cultural factors**(basic outlook, norms, values, experience); **secondly**, different circumstances, situations and types of contact create different **types of intercultural communication**. Some basic models of the latter are needed in order to develop the ability in intercultural communication (P. N. Donets):

(i) conditions of **intercultural borrowing** (one culture borrows from another);

(ii) conditions of **intercultural co-existence** (the bearer of one culture lives in another);

(iii) conditions of **intercultural activity** (co-operation between bearers of different cultures for work or intellectual activity);

(iv) conditions of **inter-generational communication** (a bearer of a culture interacts with and, gains knowledge of, a culture through historical sources etc.).

During the last decades of the twentieth century, the question of global communication became a priority in education. In the 1970s, the question of **intercultural communication** became highly topical within the various academic disciplines of many countries concerned with society and culture.

During this period, there were attempts made to:

(i) describe and research the relationship between culture, language (as a formal construct) and speech as a dynamic phenomenon. (D. Katz, C. Berger, R. W. Brislin) (ii) establish the defining features of interpersonal and intercultural relations (C. Berger, H. Gardner, M. Parks) (iii) establish the psychological foundations of cross-cultural communication (K. H. Pribram, N. Quin, D. Holland) (iv) create specialized university courses on intercultural and cross-cultural communication.

The most widely-accepted academic definition of 'intercultural communication' is: 'an adequate mutual-understanding achieved during a communicative act between two participants from different national cultures' (E. M. Vereshchagin, V. G. Kostomarov).

There are two approaches regarding the understanding of the nature of 'intercultural communication':

(i) some researchers understand the terms *obshchenie* and *kommunikatsia* as having equivalent meanings (A. A. Leont'ev, B. F. Lomov, I. A. Zimniaia, S. G. Ter-Minasova). Their equivalence is grounded in their common functional purpose of providing a connection since the participants require a common code in order to create a direct and reciprocal connection.

For in the structure of communication there must necessarily be present: a source of communication, the message itself, a technique for conveying the message, a channel of transmission and a common system of meanings for coding and decoding messages, that is to say, a common system of speech and communication;

Footnote: *There are two commonly-used words for 'communication' in Russian – obshchenie and kommunikatsia Obshchenie is a native word covering many types of 'social interaction' It has multiple possible English translations such as 'socializing' though no single one quite encapsulates the Russian original. Kommunikatsia is used in Russian as a European loanword It possesses more or less the same range of meanings as the English 'communication' and has a more formal feel than obshchenie (G.B. Elizarova)*

(ii) other researchers consider that only *obshchenie*, especially in an intercultural context, entails to **creation of a new common meaning**, whereas *kommunikatsia* refers specifically to the **transmission** of meaning (G. B. Elizarova, E.I.Passov, M. S. Kagan). This is cited as the important difference between *obshchenie* and *kommunikatsia* hence the two are not considered coterminous.

If one were to accept the second viewpoint and introduce the term '**intercultural *obshchenie***' (in this context, it would probably be best translated into English as '**intercultural social interaction**')then it would be defined as **the process of a collective working out of a common new meaning for all the participants relating to all actions and motives that have been produced or perceived**.

G.B. Elizarova considers the advantages of making such a distinction between *obshchenie* (henceforth 'social interaction') and *kommunikatsia*(henceforth 'communication') to be:

- only 'social interaction' is capable of creating 'commonality' amongst the participants (these two words/concepts are etymologically connected in Russian: *obshchenie* and *obshnost'*)

- this 'commonality' specifically relates to the participants as being 'culture mediators';

- 'social interaction' is characterized by the unique ability of the mediators to comprehend action through the prism of two or three cultures simultaneously;

- this interaction takes the form of a personal contact between communicators from different cultures;

- most importantly, thanks to its intercultural nature, this type of interaction is **culturally-dependent** in that its principles, models and styles vary from culture to culture.

It is difficult to agree with the conclusion of this approach concerning the definition of 'intercultural social interaction' for

the following reasons:

(i) how significant can the difference between the terms 'communication' and 'social interaction' be if all the components of both concepts coincide with one another (addresser, addressee, message, channel, code, co-operation etc.)? According to G.V.Elizarova, in 'communication' there is necessarily a union of a 'common code' and a 'common meaning' whereas in 'social interaction', even whilst a 'common code' is present, the native speaker and foreigner will each have a different '**system of meanings**';

(ii) to a certain degree one may agree with the details of the conclusions since during the formation of a 'second language personality', the well-known situation of constantly encountering differences in the cultural component will stubbornly accompany the process of interaction;

(iii) However, without denying the aim that a future 'intermediator of intercultural communication' should not only comprehend, but reflect in their speech, features and concepts of a different culture, in a teaching context, it is **essential to preserve** the term 'intercultural communication' since:

(a) **firstly**, in a teaching context, it is necessary to collate common meanings in different languages and to **consciously** develop **new cognito-linguocultural complexes** within an **individual's general cognitive mechanism** that are appropriate to their level of assimilation;

(b) **secondly**, if, during the course of teaching, 'new meanings' have not yet developed as 'common and general', then, during communication, a process of mutual-adaptation will occur. That is why MFL education places great significance on derivations of the lexeme 'communication'. A long list of pedagogically-established intercultural-communicative categories and concepts exist in MFL teaching methodology and are of key significance in

the modern **intercultural-communicative theory of MFL education**, for example: **intercultural-communicative** conception, paradigm, competency, concept, approach, principle, system, intermediator of intercultural communication and so forth;

(c) **thirdly**, the students' progression to the level of 'intermediator of intercultural communication' or 'cultural mediator' and the change in the object of study from one of the quest for **'common, general meaning'** to that of a **'common, general yet new meaning'** is gradually achieved during the teaching process, although, in our opinion, it is **barely possible to form a 'second language personality' within the artificial confines of a teaching context**. Some researchers, however, consider this to be precisely the ultimate aim. It is for this reason that the introduction of the term 'intercultural social interaction' is supported, where the learning outcome is defined as the creation of a 'second language personality'.

Researchers within this interdisciplinary field of knowledge who have marked their arrival into the scientific-research arena with an eruption of research in existing interdisciplinary fields of knowledge as well as with the creation of a whole range of new fields of knowledge (discourse analysis, communication studies, linguoculturology, inter-language pragmatics, language-area studies etc.) have noted the stagnation as regards the practical results and full development of **intercultural communication as a field of knowledge** which reveals itself even at the level of the conceptual apparatus.

As O.A. Leontovich has noted, researchers have not attempted to define precisely either the very concept 'intercultural communication' itself, the nature of its subject content or present the whole range of its functions. On a backdrop of tempestuous development, the field of 'intercultural communication' is growing ever wider and it has become an interdisciplinary field

covering the humanities and social sciences.

Although there are no precise definitions of 'intercultural communication' as a theoretical-applied scientific field, perhaps, in view of its multifaceted nature and dependence upon inter-related academic disciplines, we can, at the present time, note of the existence of only a single classification of intercultural communication, namely, as being a stratified typology of **existing approaches to communication and cultural studies (W. Hart):**

(i) **traditional approach** – as a social science researching intercultural communication;

(ii) **interpretative approach** – as an ethnographically-based analytical method;

(iii) **critical approach** – as research into the components which collectively influence the development of intercultural communication (history, role of context, chronological periodization, relations between communicators);

(iv) **dialectical approach** – as a dialectical understanding of the integrated development of the interdependent aspects of knowledge (the dialectic of culture and the individual, the dialectic of the personality and context etc.)..

As researchers in this field have noted, the majority of attempts to define 'intercultural communication' have resulted, as previously, in the presentation of differing definitions united only by the idea of a juxtaposition of the two discrete concepts 'culture' and 'communication' with one or the other being assigned a leading role.

Bearing in mind both our rejection of G.V.Elizarova's definition on the grounds that it neither reflects nor facilitates the accomplishment of the goals of MFL education and the current crisis surrounding the definition of intercultural communication, it is necessary to accept a very generalized definition which

integrates all its main features and emphasizes in particular the presence of different cultures and languages. 'In this case, intercultural communication can be defined as the process of verbal and non-verbal communication between communicators who are the bearers of different cultures and languages' (or, in other words, as the sum total of the processes specific to the interaction between peoples from different cultures and language backgrounds) N. I. Khaleeva.

For the remainder of this work, we shall keep to this presently most widely-accepted definition of intercultural communication.

The theory of intercultural communication is the conceptual-practical approach behind the modern MFL education paradigm. It is based on a cognito-linguoculturological methodology that is adequate for providing the formation of 'intermeditor of intercultural communication', capable of intercultural communication in differing professional and everyday situations.

'Competency' is the key foundation of the activity-based learning structure of a 'intermediator of intercultural communication'. This demands a change in the **knowledge-based model** of education in the direction of a **competency-based** one and a definition of the latter's role in the modern MFL educational paradigm.

The change from a **'knowledge-based' education model to that of a 'competency-based' one** that is currently taking place may be viewed as a change in 'paradigm' or as a new **philosophy of education**.

It is therefore first necessary to define more precisely these two concepts. There are many different interpretations of the term **'philosophy of education'**, ranging from it as:

(i) a universal within the specific chronological parameters of an educational paradigm;

(ii) government educational policy;

(iii) an independent branch of knowledge;

(iv) a meta-theory for the pedagogical branches of knowledge up to the idea of 'philosophy of education' as a field of philosophical anthropology (culturology, ontology, praxeology etc.).

All these interpretations are orientated around the social processes which have a direct influence upon the field of education and which are predicated upon the appearance of new ideas, values and goals within the social sphere.

It follows that, **since 'philosophy of education' belongs to the field of social science knowledge, this should predetermine the direction of its development. Based on the development of social processes, it should, in the near future, formulate philosophical conceptions of education in the shape of new educational models.**

The concept 'paradigm', as regards the methodology of epistemology, constitutes the basic principle behind the process of gathering knowledge and serves as the source for the methods and standards needed for resolving problematic situations i.e. it is understood as being the 'widely-accepted type of formulating and resolving a problem'.

In this respect, researchers, who have noted in pedagogical works the existence of **'multiple paradigms' (knowledge-based, competency-based, reproductive, humanities-based, culturally-orientated, anthropological and so forth)** are attempting to ascertain whether this state of affairs is due to **(i) a change in the scientific model of epistemology (ii) a change in pedagogical science (iii) a change in pedagogical theory.**

Researchers have used T. Kuhn's idea that a new paradigm, in rejecting old theories and replacing them with new ones, in fact

constitutes a scientific revolution. As regards the hierarchy of paradigm types (**general scientific, specialized** – relating to a certain branches of knowledge, **localized** – relating to specific civilizations, regions), they have noted that since all these types are interconnected, the **general scientific paradigm** must have the dominant role. If the scientific development of an academic field is centred on a 'knowledge of humankind' then it is correct that the '**anthropological educational paradigm**' should be considered the most general, as opposed to the other, more specific, paradigm types such as the humanities-based, culturological, personality-centred and so forth.

The contemporary abundance of pedagogical paradigms is due the appearance of innovative ideas in pedagogical theory and practice and changes in the pedagogical/theoretical models of education (for example, the technocratic model has been replaced by the liberal arts model and the authoritative-reproduction by the creative-production). These latter changes in educational models are frequently and incorrectly, understood as constituting changes in the **pedagogical paradigm**. In reality**, the model of pedagogical science comes first and *it* determines the methodology of pedagogical theory and constructs the educational model** – not the other way round (V. V. Kraevskii, N. L. Korshunov, V. Nurgaliev, L. Baranovskaia and others).

In recent years, within pedagogy, the term '**pedagogical paradigm**' has been widely used and linked to the structure and aims of the **educational model**. An educational model may be defined as a **general conceptual model representing the structure and function of a concrete type of means for implementing the educational process**.

Assuming that any pedagogical paradigm will be represented within its own educational model, then a **pedagogical para-**

digm may be understood as being the sum total of the stable, permanent, conceptual characteristics which determine the essential features of a scheme of pedagogical theory and practice and its interaction with education regardless of the degree and forms of its reflexes.

Researchers have proposed a typology of so-called **'paradigm models of education' which distinguish, for example, between the authoritative-imperative, cognitive-pedagogical and personality-based pedagogical paradigms** (E. A. Iamburgskii, M. A. Amonashvili and others). Typologies of pedagogical models are usually based on two 'philosophies of education' **- the cognitive and the personality-centred** - which determine the strategic aims of education, thought paradigms and the nature of the resolution of general pedagogical problems. The cognitive pedagogical paradigm is said to be centred on the intellectual (cognitive) development of a child and that the tactics and strategy for solving educational issues should be viewed through this lens. The personality-centred pedagogical paradigm shifts emphasis away from intellectual to emotional and character development. The question therefore arises as to the degree to which these 'pedagogical paradigms' are a reflection of a global theory/model of pedagogical science which have brought to life corresponding pedagogical theories based on the construction of educational models reflecting these scientific ideas.

If one were to use this scientific-applied or methodological interpretation of the concept 'paradigm' which emphasizes the rejection of old scientific theories as its defining characteristic, then, of all the above-mentioned 'paradigms', only the 'anthropological' may be truly considered a paradigm. It is sometimes used interchangeably with the 'humanist paradigm', although researchers consider that they are in fact 'two sides of the same

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phenomenon – the knowledge of one form or another of the life and consciousness of the **individual'**.

It should be noted that the **humanist paradigm** is centred on the value of a rounded personality and its ethical values whereas the anthropological paradigm, in all its main directions (psychological, culturological, social etc.) considers individual development as a harmonious whole and reflects all aspects of human life and an individual's interconnection with society, nature and culture. The **anthropological paradigm** emphasizes an individual's right to express their abilities, allows a presentation of the essence of being human in all its variety and complexity and allows this essence to serve as the methodological basis for a range of modern pedagogical theories. Thus only the anthropological can be considered a 'scientific paradigm', since, in this case, 'knowledge of humankind' is the field of pedagogical science.

How justified is it to speak of the existence of **paradigms** such as the **'knowledge-based' or 'competency-based'** or, more precisely, how correct it is to consider these two educational models to be **'scientific paradigms of education'**? We consider the use of term 'paradigm', even in the sense of a 'pedagogical paradigm', to be most unhelpful, as regards the definition of innovative models or pedagogical theories for this only serves to introduce ambiguity and conceptual uncertainly into the term, the semantic dominant of which is the model and basic principles of scientific activity as a reflection of the methodology of epistemology. Instead, it is more justifiable to speak of the change from a 'knowledge-based' pedagogical theory to a 'competency-based' one.

A competency-based pedagogical theory aims to unite into a whole the educational process which develops a student's personality and attitude to activity. The dominant feature of the

competency-based approach is its concern not only with 'building up' knowledge but the acquisition of varied practical experience.

The fundamental characteristics of the **pedagogical theory of competency** are as follows:

- its **learning outcomes** correspond, to a very large degree, to the overall goals of education, namely, the preparation of citizens who are capable of active social adaptation, an independent choice of lifestyle and are prepared for the onset of working life, professional training and future self-improvement;

- it is aimed at developing the students' self-assessment of their possibilities and 'impossibilities' and a self-awareness of the present limits of their competencies;

- it combines within itself the intellectual, skill-based and character-based(emotions and values) aspects of modern educational ideas;

- its educational content, including its standards, should be results-orientated, thus departing from the limits of the aforementioned *ZUN* system;

- the idea of creating competent school-leavers and graduates, grounded in educational standards will undoubtedly lead to a cardinal change in both in the content and methods of education.

This approach possesses a clearly expressed integrative principle, uniting in a single whole all the necessary skills and knowledge required in many spheres of activity as well as the character traits for providing the most effective utilization of the *ZUN* system.

There also exist various theories which integrate the competency-based approach with the **culturological. Its supporters maintain that such an integration is justified** since a character-based aspect (emotions and values) has always been

included in the content structure of the latter. Researchers believe that the culturological approach of M. N. Skatkin, I. Y. Lerner and V. V. Kraevesky provides an understanding of educational content as a pedagogically-adapted cultural-social experience which provides a mechanism for forming the content and structure of a learning process which is targeted towards the student's gaining experience of different types of activity and relations. This is precisely the founding idea behind the competency-based approach.

However, in our opinion, the idea that these two approaches are identical is unjustified. This is revealed in the question of the educational learning outcome. In the culturological approach, it is to become acquainted with culture as an aspect of social experience. In the competency-based approach it is, as already stated, is to acquire a personal experience of various forms of activity which are also drawn from human experience. Moreover, the assimilation of any aspect of culture is achieved through the individual, subjective prism of the student.

On the basis of our analysis of the defining features of innovative pedagogical approaches as a new 'pedagogical paradigm', it has been established that the **competency-based approach may only be defined as a pedagogical theory if it alone constitutes the innovative aspect of an educational model**.

Bearing in mind that a paradigm is essentially an **epistemological method**, our proposal that the cognito-linguocultural methodology and **new type of MFL education** should be understood as the **modern paradigm of MFL education** rests upon the following arguments:

- it is wholly justified to consider 'MFL education' to be an independent field within pedagogy. According to Iu. V. Yakots typology of paradigms, this now allows MFL education to be

considered a specialized type of paradigm concerned with epistemology;

- as a specialized type of epistemological paradigm, the modern MFL educational paradigm is based on a cognito-linguocultural methodology which itself represents one variant within the overall methodology of epistemology;

- the modern paradigm of MFL education should, as an independent paradigm, possess, in addition to a **cognito-linguocultural methodology**: (i) a set of **methodological principles** (ii) an **underlying pedagogical theory**, in this case, the **theory of competency** which, in turn, creates, an **educational model** (iii) a model of MFL education, in this case, the **system of 'intercultural-communicative MFL education'**.

This integrated, multi-layered **paradigm of MFL education** is, in our opinion, a scientifically-based approach to MFL education reflecting an **anthropological-philosophical theory of epistemology** which is put into practice by:

(i) the **cognito-linguocuturological methodology** of MFL education since its **conceptual basis is anthropological** (personality-centred), culturological, cognitive, psychological and social;

(ii) the **intercultural-communicative MFL model**, which is based on the **pedagogical theory of competency and the culturological** concept of 'intercultural communication'.

In the modern paradigm of MFL education, the **theory of competency** serves to **integrate** the set of **methodological principles** of the cognito-linguocultural method. The reflection of methodological principles in the pedagogical theory of competency constitutes a structure-activity relationship which develops the competency-based model of 'intermediator of intercultural communication' and **acts as its integrative concept**. The mechanism by which this integrative concept is

formed will be outlined in a separate section of this work.

Practical Tasks and Case Studies

1. Define 'intercultural communication'. What are the existing approaches to the definition of intercultural competencies and to what extent are they applicable for a pedagogical modeling of intercultural competencies?

2. Why does G.V.Elizarova's theory maintain the necessity of distinguishing between 'intercultural social interaction' and 'intercultural communication'? Does the theory complicate our understanding of 'social interaction' and 'communication'? Do you agree with the theory?

3. Define 'philosophy of education'. What influence might it have on the selection of an education model?

4. How does the term 'philosophy of education' differ from 'paradigm of education'. To what degree is the current existence of multiple paradigms in pedagogy justified?

5. What are the main characteristics of the 'competency-based pedagogical theory and technology'?

6. On what grounds might one argue for the existence of an independent 'modern paradigm of MFL education'.

Chapter 4: The Modern Methodology and Theory of MFL Education: A New interpretation of Basic Methodological Categories

The previous sections of this book have dealt with the reasons for the change of the MFL educational paradigm at the turn of the new millennium. One of the main reasons for this transformation was a change in the public demand for quality MFL teaching in the form of intercultural communication. The current growth of a global society, the understanding of language as a translator of a global, human culture, the broadening of international integration and co-operation have all served to focus attention on the culture-forming and cognito-communicative functions of language.

It was natural that the transitional process towards a new, socially-inspired, educational approach should affect such basic methodical categories as aims, content, learning outcomes and so forth.

Within modern theories, one may find many conceptually and methodologically-weak interpretations and approaches regarding the definition of these methodological categories. This state of affairs does not accelerate of the process of transforming the MFL paradigm in order to satisfy the public demand for 'intercultural-communicative competency'.

I. The liberty with which even such important methodological categories as **educational aims and learning outcomes** have been used has led to a situation where, depending upon the researcher's theoretical approach, the **aims and learning outcomes** of MFL education have been set at the level of attaining '**intercultural-communicative competence**', a '**second language personality**' (I. I. Khaleeva, N. D. Gal'skova

and others) and even a 'cultural dialogue personality' (P.V. Sysoev, V.V. Safonova) which denotes a native-level command of the language and culture of a different language society. In between these extreme positions regarding MFL educational outcomes, there are more moderate, achievable goals or levels of MFL competency a student can reach outside a foreign language environment, namely:

- the level of 'intermediator of intercultural communication' (S. S. Kunabaeva) or 'mediator' of different languages and cultures (G.V. Elizarova, M. Bairam).

In this case, creators of educational programmes and MFL teachers are faced with fundamental questions, namely:

- **what should be defined as the aims and learning outcomes of education?**

- **which system of educational technology and pedagogical means should be employed to develop 'MFL competency'** since every level of attainment requires its own subject-content and specially-constructed educational programme.

II. A second problem is also caused by researchers' use and definition of terminology. The introduction of terms such as the 'theory of intercultural communication', based on interdisciplinary research and a co-study of language and culture, has led researchers, for the purposes of establishing its sociolinguistic, culturological and linguistic features, to re-term it as having various **'approaches'**(anthropological, sociocultural, cognitive, pragmatic etc.) or as a set of **'principles'** (personality-centred, culturological, cognitive, pragmatic, discourse-based etc.) or as a set of **'pedagogical categories' – competencies, sub-competencies** (intercultural, sociocultural, discourse-based etc.).

There is a great variety in these proposed sets of competencies, sub-competencies or components within 'intercultural

communicative' and 'foreign language communicative' competencies. (G.V.Elizarova, M.Bairam, V.V. Safonova, R. P. Millrood, J.A. Van Ek and others).

This chaotic state of the categorization of the methodological characteristics of the modern theory of MFL education ('approach', 'principle', 'pedagogical category') raises the following questions: **are these characteristics the basic constituent parts of a specific conception of MFL education or are they methodological principles reflecting the method of modern MFL education? What explains this diversity in opinion regarding the place and role of the terms 'approach', 'principle', 'pedagogical category'?**

It must be borne in mind that the present liberty with which the concepts and categories of MFL education are being used is also reflected in the **inter-mixing of methodological and conceptually-important phenomena and in a liberal interpretation of linguistics-related and general pedagogical terms**. These problems require a scientific solution which will undoubtedly facilitate the dynamic growth of the theory and practice of MFL education. The established set of concepts and categories of the theory of MFL education has come face to face with **new integrative and isolated concepts** reflecting the culturological, socializing, cognitive-forming and functionally-orientated characteristics of the proposed new system of MFL education.

The lack of a common general **methodology** has caused this chaotic state of affairs and the appearance of different **approaches, systems, methods, principles, pedagogical categories, competencies and sub-competencies**. The undifferentiated and parallel use of the terms 'conception', approach' and principle' has also become commonplace for defining the general ideas and methodological foundations of education.

There distinction between different terms has also been blurred as, for example, between 'methodological system' and 'approach' or 'methodological principle' and 'principle of selecting and constructing the content of an individual academic subject'.

In the previous sections of this work it was demonstrated that: (i) there is **justification** for the selection of the **cognito-linguoculturological approach to MFL teaching methodology** since it reflects the fundamental principles of the theory of knowledge (epistemology) (the principles of determinism, complementarity/correspondence and additionality) (ii) the essence of '**MFL education**' methodology is shown through three basic functions: as a philosophical-psychological **theory of activity, a system analysis and a philosophy of science** (iii) the cognito-linguoculturological methodology constitutes an activity-based structure for the scientific **knowledge of a complex field**, in this case, 'foreign culture-foreign language-personality' which is an inter-disciplinary construct constituting an **integrated** object of scientific study (iv) the **cognito-linguoculturological methodology** has all the necessary features of a/the theory of knowledge: **systemization, integrity, the presence of a common theoretical base, common set of methodological principles and a common system of concepts and categories**.

In noting the numerous attempts to raise yet more pedagogical ideas to the level of a 'conception', 'methodological system' or 'approach' one may justly ask whether these ideas correspond to the demands of the terms awarded them and in what capacity they may be included in modern 'MFL education'. It is generally accepted that a pedagogical conception should be defined as an 'approach' or 'method' ('methodical system') depending upon its degree of conceptual and systemic completeness. The most widely-accepted definition of a 'methodical system'

(within pedagogy?) is as a: '**general model of the teaching process based a particular methodological conception which governs the selection of materials, aims, forms, content and means of teaching**'.

We must now establish which of the terms currently used to characterize MFL teaching methodology – **'approach'**, **'conception'**, **'methodical system'**, **'methodological principle'** – meet the requirements that the methodology of a particular theory or model should possess.

Within the theory of MFL teaching, the term 'approach' is understood as having come to mean a **strategy or general direction of MFL teaching**.

In this sense, it is justifiably used to signify the general scientific orientation of approaches such as the activity-based, anthropological and culturological, as well as for denoting various MFL teaching strategies such as the 'communicative-orientated', 'inductive-conscious', 'integrative' and so forth.

Thus, however, the term 'approach' does not meet the requirements of a 'methodological system', namely: **systemization**, **structural integrity**, the presence of **methodological principles**, the **common functionality of its constituent parts** which form a **common conceptual base**, a common system of concepts and categories.

This traditional understanding of the term 'approach' in the sense of a 'strategic direction' does not signify any necessary notion of it being the sole and conceptually-complete foundation of any particular academic field. After all, the modern theory of MFL teaching has numerous 'approaches' which are specifically so called as they often represent merely a single feature or just one methodological principle amongst the many that constitute the overall methodology of a field. It is therefore correct to consider 'approaches' such as the 'personality-cen-

tred', 'sociocultural', 'cognitive', 'pragmatic', 'discourse-based', 'dialogue-based', 'reflexive' etc. as also being **methodological principles** if they represent a constituent part of, and conceptually reflect, the modern overall **methodology of modern MFL education** which is currently accepted as being 'intercultural communicative teaching' or 'intercultural communication'.

Certain researchers consider that, within the confines of any particular conception of MFL teaching, 'approaches' should have an integrative character as they represent constituent parts of some greater whole. This explains their understanding of these parameters not as an independent 'approach' but in the sense of referring to: the **content and organizational aspect of the teaching process** (cognitive, pragmatic aspects etc.), or the **components of the communicative competency** (sociocultural, discourse-based, pragmatics) or **independent competencies/sub-competencies** (sociolinguistics, discourse-based, sociocultural etc.).

This state of terminological 'freedom' within pedagogy generally, the unjustified changes made to the content and functions of the term 'methodological principle' and the latter's reduction to the amorphous term of 'pedagogical approach' have caused the current difficulty in the establishment of an adequate epistemology of the **methodology of MFL education** which is systematically reflected through its basic **methodological principles** in a **single conception of MFL education**.

The activity-based theory of 'intercultural communication' as a modern and socially-conditioned concept of MFL teaching is based around the reflection of the totality of various methodological principles - such as the communicative, cognitive, conceptual, linguo-culturological, sociocultural, personality-centred – which are integrated and utilised within the parameters of a methodological system through a combination of methods,

technologies and MFL subject content.

Another as yet unresolved question concerns the adequacy of the **traditional categories and types of the pedagogical (general and specialized) and specialized methodical principles**(A. A. Miroliubov, N. D. Gez, M. V. Liakhovitskii, S. F. Shatilov, G. V. Rogova and others) **of the new philosophy or paradigm of MFL education**. The intercultural-communicative methodology and theory, which models the natural processes of intercultural communication, brings into question the validity of the traditional interpretations of the general pedagogical principles found in MFL teaching (consciousness, activity, systemization, the use of visual aids, student differentiation etc.). In our opinion, it is precisely **methodological and not general pedagogical principles that are at the conceptual heart of the modern theory of 'intercultural communication' and are integratively reflected in the latter's content and technological base. These methodological principles, however, do not presume, as do general pedagogical principles, normative prescription, regulation or a discrete utilization in the organization and construction of the teaching process**.

The modern teaching process is considerably more complex than the traditional system of general pedagogical principles allows. The latter does not reflect the integrative essence of modern educational aims, is unable to provide them, does not take into account many factors involved in the teaching process and is unable to adapt to changing circumstances. In terms of content and function, all of these general principles are given equal weight and do not meet the content requirements of education (the use of visual aids, scientifically-based, activity-based etc.) Moreover, these principles have no methodological unity and are not systemically subordinated within any overarching

conceptual framework. They are not, in an organizational sense, orientated towards a process that has multiple aims.

Due to these reasons, at the modern developmental stage of the theory of intercultural communicative MFL education, the **latter's methodological principles - such as communication-directed, student/personality-centred, cognitive-based, socioculturally-based etc.**, which suppose the communicative partnership, creativity, collaboration of all the partners of a communicative act(A.A.Leont'ev, I.L.Bim, E.I.Passov, R.P.Millrood, N.D.Gal'skova etc.) - **do not correlate in any conceptual sense to 'general pedagogical principles' such as consciousness, activity etc**.

Thus, in order to form the tactics and strategy of the modern conception of MFL teaching, the latter requires its '**own methodical principles**'. The latter are needed for the selection and construction of subject content and the modeling of the modern process of MFL teaching in order to achieve the aim of developing intercultural-communicative competency. These **methodical principles** are:

    (i) the principle of discourse;
    (ii) pragmatism in choice of communicative topic;
    (iii) differentiated MFL content;
    (iv) the integrative principle;
    (v) authentic foreign language materials;
    (vi) problem-based;
    (vii) the situational principle;

Naturally, this departure from the time-honoured traditional principles of MFL teaching is not without risk. However, to present methodological and general pedagogical principles as somehow equal would not be a true depiction of the existing state of affairs in MFL teaching theory.

To recap, we have argued for the following points:

1. **the methodological principles** selected for MFL teaching should be conceptually significant and allow the formation of a system;

2. there should be a **system of methodical principles** for the selection and construction of MFL subject content and for the choice of a combination of methods and educational technologies for putting into practice the theory of 'intercultural communication';

3. these should be **methodical principles specific to MFL teaching** which, though **not directly related to the methodology of MFL teaching**, put into practice the conception behind 'intercultural communication' through the 'intercultural communicative MFL teaching/education' methodical system;

4. the **hierarchical** structure of 'intercultural communicative MFL education' has the following progression: **methodology of MFL education – methodological principles – a methodologically-based conception of MFL education – specific methodical principles to put this conception into practice**.

Before reaching a conclusion regarding the factors behind the modernization of MFL education and its new paradigm we must first address the most highly-debated issue of the present time, namely, the **status and academic independence of the 'MFL teaching method'**.

As already noted, the justification concerning the identification of the 'MFL teaching method' as a distinct academic field is regularly brought into question. On one hand, **this may be explained by academic inertia and the constant lag in the 'MFL teaching method's' attempts to keep up with the contemporary public demand for quality MFL teaching. Other explanatory factors are: its applied nature, it has learning outcomes that are not easily measurable, its**

inter-disciplinary character, and its lack of a clearly-defined research base.

According to existing definitions of the 'MFL teaching method', it is widely acknowledged as either an independent academic discipline or as a branch of pedagogy. In other words, there is general acceptance for its inclusion within the field of pedagogy.

Scholars, however, diverge in opinion as regards either to the number and scale of components within the applied and academic field of 'MFL teaching method' or as regards its academic independence.

The idea that the concept of a 'MFL teaching method' had theoretical and methodological limitations led some researchers to search for, and subsequently introduce, a more scientifically-adequate (some might say, more comprehensive) branch of pedagogical science known as '**linguodidactics**' (N. I. Shanskii, W. Reinicke, G. Neuner).

As regards the establishment of their scientific and applied field of activity, academics have held the view that the problems of MFL education are dealt with by **three independent, though interconnected, academic disciplines** which collectively comprise the 'theory of MFL teaching' (i) 'linguodidactics', a general integrative theory concerned with the assimilation and command of language and the processes for achieving this (ii) the 'pedagogy' of MFL in the sense of the study of the selection and organization of the content, means and technology of MFL teaching (iii) the methods of teaching a particular MFL i.e. specific methods (W.Reinicke, D. Strauss, G. Neuner).

Russian theorists consider '**linguodidactics**' to mean a necessary **general scientific theory** which formulates the general and particular processes governing the assimilation and command of a MFL, though they disagree as to the scope of its field. Some define it as a science, absorbing, collectively,

the 'theory of MFL teaching', a general method of MFL teaching and specific methods for teaching particular MFLs (N.M.Shanskii, R. K. Min'iar-Beloruchev). Others consider 'linguodidactics' to be a common scientific method and sub-branch of 'general pedagogy' concerned with 'theory of MFL teaching' that forms the basis of the separate, more applied discipline of 'MFL teaching method' which deals with the organization and technology of MFL teaching (N.D.Gal'skova, N. I. Gez, L. V. Moskvin and others).

Thus the term 'MFL teaching method', as it has been traditionally conceived in its academic and applied sense, is viewed by modern academics as having the following definitions:

- a theory of MFL teaching;
- a scientific method;
- linguodidactics;
- MFL teaching method;
- the pedagogy of MFL teaching.

Thus, they have succeeded in dividing up both the term and its academic field into 'invented' scientific and applied research areas (N.D.Gal'skova, N.D.Gez,L.V.Moskvin, R.K.Min'iar-Belo-ruchev and others).

Russian theorists have likewise proposed their own function-based division of spheres within the field and have defined linguodidactics as (i) a general teaching theory concerning the assimilation and command of MFL (ii) a scientific method ,in the sense of a theory for formulating the methodological foundation of the study and teaching of MFL (an interdisciplinary field) (iii) a general method studying how language is taught outside specific teaching conditions (iv) a specific method studying MFL teaching in particular teaching conditions (G. K. Rogin, N.D.Gal'skova, R.K. Min'iar-Beloruchev, L.V.Moskvin and others). Special mention should be made of N.D.Gal'skova's

ideas regarding the component structure of the scientific method as well as the division and nature of its constituent parts. N.D.Gal'skova considers all other scientific components to be part of the general **scientific method**, whereas its components form an understanding of (a) linguodidactics as a description of **a model for intercultural communication ability** based on evidence from the philosophy of language, linguistics, psycholinguistics, sociolinguistics, psychology etc.;

(b) **method as a description of a model of the development of intercultural communication ability**, based on evidence from linguistics, comparative linguistics, pedagogy, pedagogical psychology. This raises the logical question – how justified is the inclusion of 'linguodidactics' as a part of the scientific method when the latter, according to N.D.Gal'skova herself, is concerned with the **description of a model for developing ability in intercultural communication**? In this case, the **study of language ability (including that of thought-speech) becomes the concern of psychology, psycholinguistics, the psychology of speech and sociolinguistics and, without any direction from theory and practice of MFL teaching, the evidence acquired from these studies would have not just didactic purposes but could be used by many other academic disciplines**.

Based on this above-mentioned division of the MFL academic field into linguodidactics and a specific method, it is wholly justified and logical to consider that the **method and technology of teaching** are in fact equal since, according to N.D.Gal'skova, method is assigned the function of developing ability in a particular MFL. Moreover, no place has been found in this structure for the 'general MFL teaching method' which provides **scientific research** into the general 'laws' of MFL teaching.

These researchers, apart from attempting to divide up the

single field of knowledge known as 'MFL teaching method', have also tried to secure the status of **'linguodidactics' as a general scientific theory within the field of pedagogy** concerned with all questions of 'language education', concentrating on the specifics and mechanisms of developing thought-speech ability as well as the processes for assimilating language both naturally within a native-language environment and within an artificial teaching one. As already noted, the formation of thought-speech ability lays within the field of the psychological sciences. Moreover, N.D. Gal'skova, limits this ability to only one function, namely, the ability for intercultural communication.

Thus, the attempts to construct a unified scientific theory capable of being **method-based and generalizing all aspects of MFL teaching into a single, systematic academic and pedagogical field as a scientific method capable of permanent development** did not prove successful.

Linguodidactics was unable to fulfill the hopes of its creators because (i) it did not have its own field of knowledge (ii) its declared field of knowledge is shared with many other academic disciplines (iii) did not have its own precisely-defined concepts and categories which is essential for any independent discipline (iv) the function and content of its categories required clearer definition especially the aims and content of 'linguodidactics' as a discrete academic or teaching subject (v) its theoretical platform, educational paradigm and methodology were underdeveloped.

Our analysis of the defining features of **'MFL education'** has demonstrated:

(i) the **objective justification** for considering it to be an independent pedagogical field with a **specialized methodology** (cognito-linguoculturological) for the study of a specific field of knowledge which is capable of innovative advances and changes

in the light of the developing scientific ideas and changing social demand;

(ii) the justification of acknowledging MFL education as a **scientific-applied sub-field with synthesizing properties and a unified theoretical base that reflects contemporary needs** (the intercultural-communicative theory of MFL education);

(iii) the ability of MFL education as an independent discipline to **possess its own integrated, interdisciplinary field of study**(foreign language-foreign culture-personality) which reflects the important basic category of 'linguoculture';

(iv) 'MFL education' is able to fulfill its aim of being a specialized process for relating to foreign linguocultures through its set of methodological principles which serves as its methodological base;

(v) its field of study 'foreign language - foreign culture- personality' is able to put into practice the methodology of 'MFL education' and achieve a learning outcome – the **development of personality** (the student) up to the level of a 'intermediator of intercultural communication' by means of the **pedagogical theory of competency**.

As regards a 'MFL teaching method', this is, functionally-speaking, an applied pedagogical category which puts into practice the theory of MFL education and is concerned, in a didactic sense, not with foreign language in isolation but with the complex entity of 'foreign 'foreign language - foreign culture- personality'. The latter is not some discrete field but a comprehensive entity of the independent and specialized field of MFL education. The degree to which 'language' and 'MFL' education are interconnected will depend upon the extent to which their respective scientific and empirical bases allow them to be separated as independent type of education. We have already demonstrated that MFL ed-

ucation corresponds to all the requirements demanded from any type of education and should justifiably be considered an independent academic-applied field.

The debate concerning the scientific-theoretical basis of the 'MFL teaching method' and the search for a more methodologically-independent scientific-theoretical platform was caused by the need to work out a universal pedagogical paradigm which synthesized the entire academic and applied field of MFL teaching. This need became apparent due to the global demand for verbal communication and active international co-operation.

In our review of the reasons causing the change in the philosophy and paradigm of education it is **essential to expand** on the two points of departure of the **new paradigm of MFL education**, namely:

(i) The nature of the contemporary methodology of MFL education which facilitates the promotion of the concept of **'language-culture-personality'** as the integrative field of academic endeavour;

(ii) The psycholinguistic and methodological foundations underlying the formation and development of a personality (student) up to the level of 'intermediator of intercultural communication' during MFL teaching.

I. The nature of the contemporary methodology of MFL education and its ability to meet adequately all modern educational requirements may be understood thus:

- if we understand 'methodology' as a **system of principles** and means for the organization and construction of theoretical and practical activity then the justification for the 'cognito-linguocultorological methodology' of MFL education (as forwarded in this work) requires the presence of a system of methodological principles in the sense of a **systemizing combination** of all the means for the academic study of 'MFL education';

- this systemizing collection of methodological principles of 'MFL education' are the **communicative, cognitive, conceptual linguocultural, sociocultural and personality-centred (developmental-reflexive) principles;**

Table 2

- the **'intercultural-communication theory of MFL education'** is the leading modern conception within its field and it has a common theoretical base which reflects the integrative nature of its research field and pedagogical study. It is based on a 'cognito-linguoculturological methodology of MFL education and, reflecting the modern humanistic philosophy of education, is based on student-centred teaching;

- the modern intercultural-communicative methodology and conception of MFL education has as its field of study, the complex, interdisciplinary construct **'language-culture-personality'** which is systematically and integratively studied in all its interconnectivity;

- the complex construct '**language-culture-personality**' is the research field of a number of interdisciplinary subjects and is the unified field for the scientific analysis and pedagogical study of MFL education;

- the idea of 'language and culture' as constituting a single entity is an essential part of the process of studying and developing secondary mental constructs which provide the student with a **new language conceptualization of the world**. The latter serves as the students' point of orientation during their interaction with a foreign linguoculture.

II. The modern psycholinguistic and methodological conception behind personality development and the ability of an individual to attain the level of 'intermediator of ICC' is based on:

- a MFL educational process involving conscious (cognitive-based) and target-based activity for the **formation of new cognito-linguoculturological processes which**:

- **are included** in an individual's general cognitive processes according to their level of assimilation of a MFL;

- **broaden** an individual's knowledge and consciousness of a new linguoculture;

- **create a 'secondary cognitive consciousness';**

- **gradually re-socialize** an individual through the socializing concepts of a different linguoculture;

-**define** the aims and learning outcome of MFL education, namely, the development of the **intercultural-communicative competency** of a 'intermediator of ICC';

- **demonstrate** the justification of identifying '**linguoculture**' as a fundamental and methodologically-significant category which synthesizes into a single organic whole the formula 'language-culture-personality';

- demonstrate the methodological adequateness of the **theory of 'intercultural communication'** as the modern con-

ception of MFL education which is focused on a system of combined **methodological principles** which integratively put into practice the subject-specific and professional aspects of MFL educational content via a system of methodological concepts and categories;

- confirm the justification of the selection of a **cognito-linguoculturological epistemology** as the **methodology** of modern MFL education which is based on the humanistic educational philosophy of developing the personality of a prospective 'intermediator of intercultural communication' through the latter's cognitive-governed activity and targeted towards a linguoculturological reconceptualization of the world during contact with a different linguoculture.

III. This part of the present work has provided ample evidence for the justification of the idea that 'MFL education' constitutes an independent scientific-pedagogical field which (i) possesses its own field of knowledge (ii) constitutes a system of combined methodological principles reflecting its methodology (iii) is based on a common theoretical base (iv) studies the integrated field of 'language-culture-personality' (v) possesses its own system of concepts and categories.

IV. This work not only introduces **'MFL education'** as an independent pedagogical field with a **new paradigm**, methodology (**cognito-linguoculturological**) and theory (**intercultural communicative**) but also attempts to define the **theoretical-applied pedagogical category** which puts it into practice. The necessity of adhering to the new philosophy of MFL education is reflected in the definition of this **theoretical-applied pedagogical category and teaching discipline as the general MFL teaching method** which puts into practice the main direction and technology of the new MFL educational paradigm and its theory. This proposed systemized

interrelationship may be presented in the following structural representation of the components of 'MFL education'.

Table 3

'MFL EDUCATION'- TEACHING FIELD OF PEDAGOGY

THE MODERN SCIENTIFIC-METHODOLOGICAL PARADIGM OF 'MFL EDUCATION'

METHODOLOGY: COGNITO-LINGUOCULTUROLOGICAL	BASIC METHODOLOGICAL PRINCIPLES REFLECTING METHODOLOGY	MODERN THEORY FOR PUTTING METHODOLOGY INTO PRACTICE – THE CONCEPTION OF INTERCULTURAL COMMUNICATION	SCIENTIFIC-TEACHING FIELD 'LANGUAGE-CULTURE-PERSONALITY'

GENERAL MFL TEACHING METHOD – A THEORETICAL-APPLIED DISCIPLINE FOR PUTTING THE MODERN PARADIGM OF MFL EDUCATION INTO PRACTICE

This structure of 'MFL education' and the components of its modern methodological paradigm is the common and integrative scientific-applied platform for the scientific-pedagogical field of 'MFL education'.

Practical Tasks and Case Studies

1. What are the origins, cause and most importantly, the consequences of the spontaneous and varied nature of the defini-

tions of basic methodical categories and educational platforms that appeared in MFL teaching?

2. Explain the role of the new methodology of MFL education in both synthesizing and clarifying the chaotic state of affairs found in the categorical and conceptual system of the theory of MFL education.

3. Give comparative definitions of the methodological categories: conception, approach, methodical system, methodological system, methodical principles, aim and content of education.

4. Analyze and establish the justification of the content of school teaching complexes: the choice of a conception underlying a textbook; presence of a methodical system; reflection of this system by methodological (if they are present) or didactic principles; establish the names and forms of these principles; by which integrative means do teaching resources reflect the aims of MFL education.

5. On the basis of an analysis of different thematic blocks in the teaching programmes of different secondary comprehensive school classes, outline the means and tasks for putting into practice the **methodological principles** of MFL education (cognitive, linguoculturological, sociocultural, conceptual, communicative, personality development). Base your analysis on solid factual evidence.

- How might the new 'methodical principles' outlined in this work satisfy educational aims compared to the traditional ones?

- To what degree are these new methodical principles reflected in teaching materials? Assess the degree to which this work corresponds to the modern demands of MFL education (the preparation students for intercultural communication).

- Considering the varied nature of the so-called 'scientific theories' for the study of such a unified field of knowledge as the 'MFL teaching method', assess the rationale behind and, pos-

sibility of, amalgamating them into a single theory. Present and defend your views in the form of a mini-project.

Problems for Discussion and Assessment

1. How have socio-historical forces affected the development of MFL teaching methods?

2. What caused the debate surrounding the scientific-theoretical status and independence of the 'MFL teaching method'?

3. What are the origins and features of the main social and educational factors that created the need for the modernization of MFL education?

4. Outline the reasons behind the idea that the establishment of 'MFL education' as an independent scientific-applied educational field is justified and has future potential.

5. Support the idea of the methodological independence and self-sufficiency of the new paradigm and theory of MFL education.

6. Critically analyze existing approaches to the interpretation of intercultural communication as the field of knowledge of the modern theory of MFL education.

7. Defend the modern interpretation of the place and role of the 'general MFL teaching method' within the new MFL educational paradigm.

Part II: The Integration of Competency-based and Methodological Factors in the Modern Paradigm of MFL Education

Chapter 5. The Competency-Based Approach as the Modern MFL Pedagogical theory

The previous section of this work outlined our understanding of the nature and place of the educational category 'competency-based education' (approach, paradigm, model, theory etc.) based on an analysis of the existing interpretations of the term. Following a review of a sufficiently-wide evidence base, an interpretation was chosen that adequately corresponded to the function and purpose of this type of education.

The competency-based approach, which personifies today's innovative educational process, corresponds to the general conception of educational standards found in the majority of countries and is directly connected to the transition towards a competency-based system of constructing educational content and as its quality-assurance mechanisms. Moreover, the topical nature of the competency-based approach, however one might interpret the term, reflects various cultural and educational tendencies presently found in CIS:

- the loss of a common, unified educational system; the formation of a free labour market and the resulting appearance of an educational services market;

- the appearance of different and alternative types of educational programme; the growth of competition and commercial factors in the educational system;

- a change in the role of the state in education. It no longer has a monopoly over control and planning and now provides

the general legal regulation for the educational market;

- the prospect of integrating the CIS educational system into the international one;

According to some Russian academics (D. A. Ivanov, V. K. Zagvozdkin, I. A. Zimniaia, A. G. Kasprzhak), the competency-based approach is a **means for achieving a new level of quality within a new model of education.**

It determines the direction of change in the educational process and as regards priorities and content. This is no accident for it is a new way of measuring an individual's educational level. The traditional system of knowledge/ability/skills no longer adequately fulfils this task and cannot demonstrate or measure the level of educational quality.

It is therefore necessary to establish the pedagogical status of the 'competency-based approach' and an integrative structural-functional competency model for the future '**intermediator of intercultural communication**'.

Modern 'competency-based education', which is grounded in a humanistic and culturally-orientated methodology, establishes a 'system of competencies' which serve as educational aims and learning outcomes. This educational model involves the selection and organization of a range of 'key competencies' (*kompetentsii*) for the content of every field of knowledge. They may be grouped under three main types of 'competencies' (*kompetentnosti*) (I. A. Zimniaia) (FOOTNOTE 1).

This is based on the idea that the **kompetentnost'** of an individual is an element of acmeological development (footnote 2) whereas the various *kompetentsii* are certain new inner, potential, latent psychological formations (knowledge, appearance, algorithms of activity, a system of values and relations) which manifest themselves as the *kompentnosti* of an individual and so define *kompetentsii* as concrete *kompetentnosti*. This is the basis

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of the author's idea that *kompetentnosti* are the sum total of their characteristics or *kompetentsii.*

There is a different point of view based on the premise is that *kompetentnost'* is a complex set of characteristics which unite the intellectual and skills-based parts of education and which determine the formation of educational content. This brings into question the viability of uniting the terms *kompetent-nosti* and *kompetentsii* in the sense of their having a relationship of '**potential whole**' and '**realized individual part**' (these are my definitions). We agree with the view that *kompetentnost'* cannot be reduced to simply being a collection of individual *kompetentsii* (E. F. Zeer).

These two polarized views demonstrate that the transition to the so-called 'competency-based' paradigm and 'competency-based' model of education is in fact more of a methodological approach than a technological scheme for formulating standards and models of education (V. D. Shadrikov) since not only has the category 'educational content' not been definitively defined but the conceptual essence of learning outcomes and hence educational aims within competency-based educational still remains very much at the drafting stage.

Footnote 1. *There has traditionally been a difficulty in defining the concept of 'competency'. This problem is multi-plied in Russian as its two words for 'competency': kompetentnost' and kompetentsiia(plural forms kompetentnosti and kompetentsii) are not considered coterminous. English has, of course, the alternative 'competence' but it is coterminous with 'competency' at least in the pedagogical sense (it is difficult to say which form is used more widely). For more on the difference between the two Russian terms, see below, pp 102-03 (will be different page numbers in English version)*

Footnote 2: '*Acmeology' (from ancient Greek ακμή, acme — peak. λόγος. logos — science) is a concept of Soviet Russian pedagogy/psychology dealing with the laws and mechanisms governing the achievement of the highest stages of individual development. The path to the achievement of 'acme' is a multi-staged process involving self-expres-sion, self-realization, self-education and other categories where individuals are ultimately able to create their own sets of values (for more on acmeology within the humanities see N A Rybnikov, B G Anan'ev, N V. Kuz'mina, A M. Zimichev et al). In its widest sense, acmeology is an independent, interdisciplinary branch of science*

Modern sociological and psychological works are noted for their numerous differing interpretations of the concept 'competency' (and in Russian *kompetentnost'* and *kompetenziia*) where 'communicative competency' is understood to be the **ability** establish contacts whereas in the activity theory it is defined by I.A.Zimniaia as a 'system of internal resources essential for the construction of effective communicative action within a specific range of situations involving interpersonal interaction'.

Historically, 'competency' (*kompetentnost'*) has been understood as being either an acmeological category of individual development or as socio-professional category of 'ability'. One may discern, **(i)** an **early period** –the early 1960s saw it emerge as a 'theory of child competency' concerning child development and was understood as being largely coterminous with 'ability' and 'intellect' (D. Bruner, R. Sternberg, D. Elkin and others)

(ii) a **period of 'maturity'** (1970s) connected to methods for providing personalized learning, self-improvement and self-assessment which were popular in American pedagogy at that time. The use of stages of 'competency' for assessment and defining purposes forced American pedagogues to widen the borders of the content of 'competency' to include not only pedagogical techniques and additional fields of knowledge but social indicators as well (microclimate, interpersonal relations) **(iii)** a **third period** – the stage of the social and educational acceptance of the concept (early 1990s) and the appearance of academic works defining the 'concept of competency' (the **concept of the integrated development of competency** – G. Wailer, J. Leafstedt and others); a new model of education with a widened educational content - the strategy of developing intellect and competency etc.).

Parallel to these developments, there was a turn in the competency-based approach towards pedagogical science and the

creation of 'competency-orientated education' (iv) the fourth period is especially significant (1990s – 2000) since in the international arena (source: UNESCO):

- the competency-based model was established as the modern approach;
- a range of competencies were established which were recommended for inclusion in educational systems as indicators of quality and learning outcomes;
- the concept of 'key competencies' was introduced and established (Council of Europe 1996);
- the formation of 'key competencies' was introduced into government programmes for the strategy for developing general education ('The Conception of the Modernization of the Content of General Education up to 2010' Kazakhstan).

With this development of competency-based education, the field of pedagogy began to work on the latter's system of characteristic features and its **educational process** was defined as an environment where individuals are prepared for continuous independent learning.

The fundamental defining features of 'competency-based education' were also established:

- student/personality-centred learning; allowing students to select courses based on their interests;
- a developing organizational educational structure ;
- the development of students' ability to solve social and personal issues independently;
- the development of creative thought; the use of creativity and non-standard means for problem-solving;
- an orientation towards individual self-development, the acknowledgement of the uniqueness of each individual personality, creative self-development etc.

For all the future potential that these educational aims pos-

sess, the creation of an integrated conceptual-methodological platform for the competency-based model has been a slow process and this explains why it still remains a 'methodical direction' in education.

There are different views regarding the details of the conceptual-categorical apparatus of this type of education and this accounts for its delayed introduction.

The public and social expectations of the competency-based education are that it will provide higher quality education as a result of the introduction of personalized learning, the interaction of educational system with the surrounding environment and a diversification of educational paths. The development of fundamental professional competencies is, however, the main priority for the formation of a multi-tiered system of higher education. The latter's development need not necessarily follow a single pattern and one should allow freedom of choice and the development of the individuality and competency of students in higher education. The competency-based approach (V. A. Bolotov, A. V. Vishniakova, S. G. Vorovshchikov, E. Ia. Kogan. A. A. Pinskii, V. V. Serikov, A. V. Khutorskoi, I. D. Frumin, B. D. El'konin) proposes an 'integrated experience of solving the problems of everyday life and the use of key functions, social roles and competencies'.

The competency-based approach pushes to the forefront the idea that education is not simply about the acquisition of information but the ability to solve problems which arise during the study and explanation of natural phenomena.

The nature of 'competency' is such, that, although it is a product of teaching, it does not directly flow from it. Rather, it is a consequence of an individual's self-development in the sense of personal growth (as opposed to merely the acquisition of technical knowledge) and also the result of self-organization and one's overall working and personal experience. Thus, 'compe-

tency' is the complex synthesis of one's cognitive, educational and personal experience and it is impossible to form just by giving a student an academic piece of work or through 'activity' exercises. The student must, in incremental steps, be exposed to different situations which approximate real life and demand ever higher degrees of competency as regards action, assessment and reflex.

We may summarize academic works on 'competency' thus:

- the most widely-accepted understanding of the concepts *kompetentnost'* and *kompetentsiia* is that **the former is an acmeological category and denotes the potential for intellectual and professional development. The features of *kompetentnost'* are called *kompetentsii* and should be developed as a system of new skills during the educational process**.

- *Kompetentsiia* **is an integrated description of educational qualities and the preparation of graduates. That is, *kompetentnost'* / *kompetentsiia* can be understood as forming a single whole reflecting a relationship of a 'potential whole' (the final learning outcome of education) and a 'realized individual part' (the development of individual competencies during teaching).**

This position is held by many psychologists, pedagogues and researchers of educational theory (I.A. Zimniaia, V. D. Shadrikov, Iu. V. Frolov, D. A. Makhatin and others).

- the modern **qualitative result of education** should involve the initial identification of a **set** of specific **competencies** which are reflected in a competency-based model of education and a graduate model that corresponds to the **demands of the consumer** (state, society);

- the **specialist model**(footnote)is not only the main indicator of the quality and outcome of education but is the **foun-**

dation of the system for defining the qualitative features of the entire set of categories of competency-based education, its management as an integrated form of education and for a description of its constituent parts (mission, strategy, aims, content);

- both the modern demand for establishing the quality of education **by means** of a set of concrete **results**, assessed by clearly-defined criteria from the complex category of '**competency**' as well as the need to reflect in the '**content of education**' and the '**specialist model**' of graduate training the changes in social demand, have facilitated present attempts to establish the systematic interrelationship of categories such as '**competency', the paradigm of education as a 'model of education', the 'specialist model', 'aim' , 'content', 'result**' etc.

Researchers in CIS are actively involved in the competency-based educational modeling of both school pupils and university students. In her research monograph on the educational management of international schools, D. N. Kulibaeva proposed the following set of principles for a competency-based model of education which is applicable not only to school pupils:

- the systemization and logical progression of educational content;

- the integration of acquired knowledge, its applied use, the practical nature of skills and competencies;

- the principle of differentiated and alternative types of education ;

- the principle of creative stimulation in education achieved through setting creative tasks and projects; differentiation ac-

Footnote: In Russian pedagogical terminology, the 'graduate model' (model' vypusnika) and 'specialist model' (model' spetsialista) are coterminous models referring to the set of personal qualities and skills a school leaver/graduate should possess upon the completion of study.

cording to competency;

- the principle of using problem-focused and results-orientated tasks in the teaching process;

- the principle of innovative, information-orientated, content-based teaching;

- the principle of the academic, information-based foundation of educational content in order to form the intellectual-creative competency;

- the principle of an activity-based stimulation of thought and inquiry amongst students;

- the principle of providing a developmental-reflexive educational content and technology (self-management, self-assessment, self-development).

These cardinal changes in the principles of educational content demonstrate that:

1) **knowledge-based education** is giving way to a **developmental-creative** one and this requires a review of the entire educational system in order to put into practice the above-mentioned new key principles;

2) these principles presuppose a **results-orientated educational paradigm** where competency-based education provides a **quality result that adequately corresponds to social demand;**

3)each competency is directed toward the introduction of one of the **key principles of competency-based education;**

4) a system for the formation of the 'graduate model' (as the sum total of all modern competency characteristics)needs to be worked out and introduced. The introduction of norms for quality-assurance and qualimetric standardization is also required.

According to the principles of the competency-based education, the **competency-based aspect** of a student's develop-

ment constitutes the following **basic collection** of character-istics and qualities:

1) a 'cognitive-developmental' and 'inquiring-cognitive' **activity structure;**

2) an 'analytical-integrative' and 'creative-constructive' **type of thought;**

3) 'problem-solving', 'research/project' and 'modeling' **skills.**

This list of principles relates more to management and organizational matters and is directed toward the establishment of the basic constituent features of competency-based education. In other words, it serves for a modeling of the structural-educational sub-branch of the educational system.

The range of possibilities for competency-based modeling are so great that, upon basic principles such as the theoretical-educational platform, one can model everything from systems and subsystems of education up to models for particular individuals (school pupils, students, specialists) or, to be more specific, the proposed competency-professional model.

Thus, the competency-based **theory of education**, as defined by its own methodology and principles, has now inevitably reached the stage of: the formulation and putting into practice of a new type of education; the establishment of teaching models; the formation of competency-based learning aims and outcomes and the creation of a new type of educational standards. It has also reached the stage where it must resolve all outstanding theoretical and applied issues so that it can exist as an independent and complete scientific-educational platform.

The competency-based theory/approach is an attempt to make education relate to the demands of the labour market and potential employers.

Many works on the nature of professional competency have been forwarded by philosophers, psychologists and pedagogues,

including those of B. G. Anan'ev, S. P. Akhtyrskii, L. I. Berestovaia, Iu. V. Vardanian, E. A. Vorotnikovaia, V. k. Zagvozdkin, I. A. Zimniaia, M. N. Karapetovaia, N. E. Kostylevaia, A. A. Leont'ev, A. K. Markovaia, Dzh. Raven, A. V. Tikhonenko, Ia. I. Ukrainskii, A. V. Khutorskii, V. D. Shadrikov, S. E. Shishov, V. I. Iudin.

Different aspects of the professional training of pedagogues have also been studied such as **accumulative of knowledge.** (J. Raven, A. I. Mishchenko, V. Kochurova, O. B. Zaitsev et al.); **prognostics** (I. V. Bestuzhev-Lada, M. Skatkin, A. F. Prisiazhnaia); **professional-pedagogical** (G. A. Larionova et al.); **education** (A. N. Dokhin et al.), **integral quality?**(G. K. Selevko et al.).

It would not be out of place to refer to yet another 'compromise' position which maintains that the 'knowledge-based' and 'competency-based' approaches can be combined. This view argues that:

- 'the cognitive foundation of all competencies is based on academic knowledge';

- the principle of subordinating knowledge to skills and practical demands – a key aspects of the modern theory of competency - appeared as far back as the sixteenth century and played a defining role in the formation of the European pedagogical tradition of the modern era;

- qualifications have always been based on skills. It is only now that this has been brought to the forefront due to the modern formulation of basing educational tasks around the setting of targets for putting skills into practice with concrete tangible results as established by qualimetric indicators and control parameters;

- it is well known that knowledge and practice are in fact two sides of a single process for understanding the world and it is through theory (which constantly expands the possibilities of practical activity) that practice acquires new skills and com-

petencies;

- the idea of fixing and standardizing skills and competencies fails to understand the cyclical or constant interaction between knowledge and skill, the renewal of theoretical understanding, the practical utility of new theories and this obviously leads to stagnation and holds back the impulse for development;

- proper teaching, which demands the clear identification of knowledge as the independent aim of education and the presentation of this knowledge in a logical, coherent system does not provide any prospect for the development of a set of skills and competencies unless accompanied by the systematic assimilation of this knowledge and the formation of a base of knowledge of different subjects;

- the existing requirement of educational nomenclature to separate 'knowledge' and 'competency' is somewhat artificial since both concepts are inherent in each other. The most important thing is that knowledge-competency diversification is reflected in learning outcomes.

In our opinion, such a version of the competency-based approach can barely be put into practice since one of its basic differences between it and the knowledge-based approach is the former's aim of developing in students a reflexive assessment of their ability and a consciousness of the limits of their competency. The competency-based approach supposes the unification of the educational process around its ideas, during which the student gains personal development and a relationship with a chosen sphere of activity. The competency-based approach is concerned not simply with students' increasing their 'amount of knowledge' but with gaining a diverse experience of activity.

The relevance of the competency-based approach and the difference compared the knowledge-based one is as follows:

- the learning outcome of 'competency' conforms to the

highest degree with the overall aim of education: to prepare members of society for active social adaptation, an independent choice of lifestyle, for the onset of working life and continuing professional education, independent study and self-development;

- it unites the intellectual, skill-based and values-based aspects of education;

- its educational content and standards should be results-orientated (which, in fact, is not the case in the ZUN system);

- the 'competency' of a graduate is grounded in educational standards and this inevitably leads to a real change not only in educational content but in the means for its assimilation and thus, by extension, in the overall organization of the educational process;

- the approach clearly possesses an integrative nature which unites skills and knowledge in a single entity and involves a wide range of activities and personal qualities which allow for the most effective use of the ZUN method.

There also exists a version of the competency-based approach which is integrated with the culturological and in which cultural contacts are viewed through the perspective of social experience. As already noted, however, in the competency-based approach, personal experience is acquired through activity, the content of which is also drawn from human experience. Moreover, the assimilation of any particular aspect of culture occurs through the subjective prism of each individual.

The view of academics in CIS who work in the field of the competency-orientated approach in education (V. I. Baidenko, I. A. Zimniaia, V. A. Kal'nei, A. G. Kasprzhak, A. A. Pinskii, M. V. Ryzhakov, Iu. G. Tatur, A. V. Khutorskii, M. A. Choshanov, S. E. Shishov, B. D. El'konin) may be summarised thus: the distinctive feature of a competent specialist, as opposed to a qualified one, is that the former not only possess certain knowledge, abilities and skills

but is able to put them into practice at work.

International research on this issue is of great interest and utility. Authors such as T. Hoffman, M. Linard, D. McClelland and B. Mansfield consider that 'competency' serves as an inner motivation for individuals for improved professional activity and to relate to the values of their chosen sphere. Competent specialists are able to transcend the limits of their profession and possess a certain creative potential for self-development. The competency-based approach allows the measurement of a worker's suitability at the workplace. This is very useful for educational planning and allows the creation of the most optimal and cost-effective means for training/retraining workers when they move from one workplace to another.

The synonymous use of the concepts *kompetentnost'* and *kompetentsiia* however has complicated the development of the theory and practice of the competency-based approach. Their distinction may be summarised thus: **kompetentnost'–kompetentsiia, potential – real, given – acquired**.

Kompetentsiia involves a range of purposes, responsibilities, roles and multitasks which the individual should complete and can be defined as the **sum total of knowledge, skills and abilities**, formed during the educational process of any discipline as well the **ability to execute a given activity** on the basis of acquired knowledge, skills and abilities (N.V. Bagramova, 2004).

In other words, *kompetentsiia* relates to the **content of kompetentnost' which must be assimilated in order to be considered 'competent'. However, *kompetentnost'* is not to be understood as simply being the sum of its parts. Rather, it is an integrated system of acquired knowledge, abilities and values which are directed towards putting the various *kompetentsii* into practice.**

We should emphasise that *kompetentnost'* is the experience of successful activity during the execution of a particular form of activity.

Thus, *kompetentsiia* constitutes a part of a greater whole and, having achieved the necessary level of development in terms of new acquired knowledge, abilities and skills, it is 'transformed' into *kompetentnost'* as an integrative personal quality. In any case, both *kompetentsiia* and *kompetentnost'* can be understood as being the learning outcomes of personal development during the education process.

Kompetentnost', regardless of the particular sphere of activity to which it relates, can be seen as being the means for putting educational content into practice and also the means for turning this content into actual activity. In this work, we have chosen to use mainly the term *kompetentnost'* in order to avoid any terminological misunderstanding. When referring to its content (i.e. *kompetentsiia*) we will use the term the 'content of *kompetentnost'*'

The many lists of key educational competencies that relate to the content of education general usually highlight the fact that these competencies are multifunctional, not specific to any particular subject, interdisciplinary and can be measured in different ways. Numerous versions of **fundamental educational competencies** have been drawn up, at the core of which are placed either, various situations relevant to the application of competencies such as the integration of the modes of human activity, creative potential, the experience of having a personal position or relevant socio-economic questions which require solution.

The general foundations of professional/vocational competency have been studied by A. M. Baskakov, Iu. V. Vardanian, E. F. Zeer, N. V. Kuz'mina, A. K. Markova, V. L. Savinykh, S. B. Seriakova, V.

A. Slastrnin, A. V. Usova et al.; on the process of developing competency in students see V. A. Adol'f, Iu. V. Vardanian, A. M. Kochnev er al.; on the distinguishing features of the communicative competency see Iu. N. Emel'ianov, A. P. Panfilova, G. S. Trofimova, V. D. Shirshov et al.

Similar to the development of the concept of 'competency', the term '**competency-based approach**' as a pedagogical category also has its own history which may be divided into distinct periods. Based on an analysis of works on competency (V. I. Baidenko, G. E. Belitskaia, L. I. Berestova, N. A. Grishanova, I. A. Zimniaia, N. V. Kuz'mina, V. N. Kunitsina, A. K. Markova, J. Raven, S. B. Seriakova, R. White, N. Chomsky, A. V. Khotorskoi et al.) one can discern **three stages in the development of the competency-based approach/theory** within education. The stages in the development of the educational platform of competency-based education and its introduction into the educational system to a certain degree mirror the chronology of the development of 'competency' as an acmeological and socio-vocational category.

I Stage one (1960-1970) was characterized by the introduction into the academic apparatus of the category 'competency', the making of a distinction between *kompetentnost'* and *kompetentsia* and the introduction of the concept 'communicative competence' (D. Hymes).

II Stage two (1970-1990) is characterized by the use of the category 'competency' within the theory and practice of native language teaching, the study of professionalism as regards management leadership within the teaching of communication. Soviet and international researchers identify various competencies in different spheres of activity. J. Raven, for example, identified thirty seven competencies that were required in modern society. The content of the concept 'social competency' was also

formulated at this time.

III Stage three (1990-2001)witnessed the affirmation of the competency-based approach as a special multifaceted, field of study. UNESCO promoted a range of competencies which were viewed as desired learning outcomes in education.

Competency-based education emphasizes not the amount of acquired information but the ability to solve problems (i) regarding the study and explanation of natural phenomena (ii) encountered when learning about modern technical devices and technology (iii) related to human interaction, ethical norms and the self-assessment of one' actions(iv) encountered in everyday life when fulfilling one's social role.

This new paradigm, which is a new way of thinking for a new historical period, serves to correct traditional ideas concerning the aims and content of education, namely:

1.The formation of fundamental competencies: socio-political, communicative, information, sociocultural – should collectively be the main aim of an individual's education in an information-based, multicultural world. The **study-research** competency is one of the most important and vital for the whole system since it is not only an aim but the most effective means for personal development at the graduate/postgraduate level.

2. The existing proposals regarding the **classification of competencies** are quite varied in nature and, in our opinion, there needs to be a formulation of the principles for their grouping and the classification of the typologies of the components and other elements of competencies, the identification of factors allowing the formation of a system and the establishment of mechanisms for the creation of 'internal' hierarchical divisions. This will allow for their grouping upon a common foundation.

3. Levels of competency should correspond to the degree of

ability to use and combine knowledge, skills and a wide variety of particular types of competencies in the light of the changing requirements of a given situation or problem. Thus it is essential to define different levels of competency with reference to the ability to adapt to complex, unpredictable situations and change.

4. The psychological mechanism for forming competency differs in nature to that for forming conceptual, 'academic' knowledge. This is due to the fact that school/university knowledge is designed for memorization, reproduction or, in the best case scenario, in order to gain additional knowledge either deductively or empirically whereas competency is a complex, synthesis of cognitive, subject/applied knowledge, and personal experience.

As one can see, all researchers in this field are agreed that competency is the sum total of the intellectual and professional qualities of an individual.

In MFL education, the most basic competency is considered to be the 'intercultural communicative competency' which is directed towards forming a 'intermediator of intercultural communication'.

It should be noted that the term '**intercultural competency**' has different meanings. In the field of MFL teaching it denotes the object (or thing) that requires formation.

It is, however, also used in the much wider sense of denoting the ability conduct intercultural communication within the field of culturology or intercultural communication (communication between members of different cultures).

In this work, the term will be used only in the sense of the **object** of the formation of **intercultural-communicative** competency in teaching conditions. We will now consider the existing models of the structure of the intercultural-competency and their different sets of components.

Within pedagogical literature, the set of components of the

intercultural-communicative competency has been the source of much polemic. There is no unanimous agreement as to the nature of these components or even the approaches for identifying them. However, regardless of the different approaches to interpreting the concept of 'intercultural competency', almost all specialists in the field of MFL teaching use J. Van Ek's theoretical model of the MFL communicative competency. According to van Ek, the structure of the intercultural-communicative competency contains the following competencies and sub-competencies:

- linguistic competency (knowledge of vocabulary and grammatical rules);

- socio-linguistic competency (ability to use and interpret forms of language depending upon a context/situation);

- discourse competency (ability to understanding and logically construct separate utterances so that communication conveys sense);

- strategic competency (ability to use verbal and non-verbal strategies to compensate for gaps in knowledge);

- socio-cultural competency (a certain degree of knowledge of the socio-cultural context);

- social competency (desire and readiness to interact with others, ability to manage situations).

According to S. Savignon the structure of the content of the intercultural competency includes: (i) the **grammatical competency** – the ability to recognize the lexical, morphological, syntactical and phonological features of a language and manipulate them at the level of words and sentences (ii) the **socio-linguistic competency** or the social rules governing language use; an understanding of the roles of the participants in communication, the information being exchanged and the functions of their interaction (iii) the **competency of utterances** which is connected to the ability to comprehend or produce not isolat-

ed sentences but the super-phrasal unit (or syntactical whole) (iv) the **competency of spoken-language strategy** which is used to compensate for the lack of a complete command of a MFL.

D. Hymes has understood the content of each of the sub-competencies found in the intercultural-communicative competency thus:

- linguistic competency (knowledge of the rules of language);
- socio-linguistic competency (the rules of spoken dialect);
- discourse competency (the rules of constructing utterances that convey sense);
- strategic competency (the rules for supporting a conversation).

The most detailed account of the communicative competency is by L. Bachman. He employs the term 'communicative language ability' which has the following key competencies:

- language (linguistic);
- discourse (connectivity, logic, organization);
- pragmatic (ability to convey a communicative content within a social context);
- conversational (the linguo-pragmatic competency);
- socio-linguistic;
- strategic (ability to use communicative strategies to compensate for a lack of knowledge);
- speech-thought (readiness to create communicative content).

In her analysis of existing models and structures of the intercultural communicative competency, D. N. Kulibaeva has:

- identified a set of 'General European Competencies' as found in the system of the T-series of language level descriptors (van EK) (general, communicative-language);
- proposed corrections to this set;

- introduced a limitation to the structure of the intercultural-communicative competency;

- considered that the following set of sub-competencies of the intercultural communicative competency is sufficient for MFL teaching: linguistic, strategic, discourse, socio-cultural;

- proposed the idea of identifying an integrated intercultural communicative competency with four sub-competencies, each of which provides one aspect of the multi-component structure of the intercultural-communicative competency.

The above-cited schemes regarding the structure of the intercultural communicative competency demonstrate that the different approaches reflect the researchers' differing ideas regarding the essential foundation and functional purpose of the intercultural communicative competency and its key aspects. Different authors stress the importance of:

- the **sociolinguistic functional dominant** (J.Van Ek);

- the **spoken-language competence foundation** of the typology of competency (S.Savignon);

- the **linguo-discourse functional priority** of the content of competency (D.Hymes);

- the **pragmatic linguistic dominant** (L.Bachman);

- the **linguo-culturological orientation** of competencies (N.D.Kulibaeva).

In defining a set of components for the 'intercultural-communicative competency' that is based on the theoretical principles of the 'cognito-linguoculturological methodology' we consider that:

- in contrast to the aforementioned views and based on the arguments already forwarded in this work, we consider it **justified** to identify the '**intercultural-communicative competency**' as an independent competency and not a mere component of the 'MFL communicative competency';

- the **components** of the communicative competency which have been introduced into the aforementioned approaches can, on the basis of the methodology and theory of intercultural communication, be considered relative, independent **sub-competencies** since these are more significant for putting the intercultural-communicative content and functions into practice;

- this set of sub-competencies of the 'intercultural-communicative competency' display methodological completeness and interconnectivity.

The structure of the '**intercultural communicative competency**' which we are proposing (see table 4) contains sub-competencies which reflect the teaching system that forms an intercultural-communicative level of MFL command sufficient for everyday life and work in the modern interconnected world. Our structure of the 'intercultural communicative competency' contains the following **sub-competencies**:

- the **linguoculturological**, which forms a language student's primary conceptualization of the world on the basis of their own culture. It is a linguocultural reflection of one's national language consciousness and mentality and it is the basis upon which an eventual 'reconceptualization' will occur during the transition to a MFL;

- the **social and socio-culturological**, which creates a language student's 'secondary cognitive consciousness' as a conception and form of the world of a different language society. It also forms in the student's cognitive system 'secondary constructions – knowledge' corresponding to their knowledge of the world and language of a different language society. This sub-competency is developed as something 'new' on the basis of something 'given', that is, the secondary cognitive consciousness is formed upon the foundation of one's native culture and language;

- the **conceptual**, which provides the means for the study of MFL and is a reflection of the conceptually-organized 'picture of the world' of a different society and the result of a common, integrated mechanism for working over natural language in an individual's consciousness.

The **cognitive** provides the formation of language as an inalienable part of the process of knowledge-acquisition and thought. The formation of the cognitive sub-competency manifests itself within the cognitive structure as mental constructs through which an individual comprehends the surrounding world and interacts with it as a speaker of natural language. It also reflects a society's collective consciousness and mentality. During the transition to a new language, this sub-competency controls the conscious process of the acquisition of a 'secondary conceptualization of the world';

- the **personality-centred** sub-competency allows the use of general cognitive mechanisms in language and, more specifically, regulates the mechanism for the parallel working over of language within consciousness on three levels - the semantic, syntactical and pragmatic. In other words, the personality-centred sub-competency allows a reflection by the language student of a conception of the world through the anthropocentric paradigm;

- the **communicative sub-competency:**

The modern tendency towards the growth of a global society, the understanding of language as the **translator** of a global human culture, the broadening of international integration and co-operation have caused the strengthening of the **culture-forming and cognito-communicative functions of language**. Naturally, the transition to a new educational platform inspired by social change has, in the first instance, affected traditional basic methodological categories such as **aims, con-**

tent and learning outcomes.

In her analysis of the **incompleteness** of the 'communicative competency' as formed within the parameters of the communicative approach, G. V. Elizarova has emphasized that the 'MFL communicative competency' is **not analogous to the communicative competency of a native speaker**. She considers this to be a highly significant difference since our ideas about the nature of competency have a direct influence on design of the means for its formation.

The author emphasizes the following differences the native language and MFL communicative competencies: **(a) the 'acquisition' of native language as opposed to the 'learning' of a MFL (b) the subconscious assimilation of native language as opposed to the conscious assimilation of a MFL (c) the assimilation of native language within a natural language environment as opposed to the learning of a MFL within an artificial, teaching environment (d) the acquisition of competency within one's own socio-cultural environment as opposed to the acquisition of the socio-cultural competency of a bearer of a 'new socio-cultural identity' (e) there are different psychological mechanisms for formation of the communicative competency in one's native language and in a MFL**.

We share the views of M. Byram, G.V.Elizarova and C. J. Kramsch that cast doubt on the idea that native language and MFL 'communicative competencies' are identical. We propose that our 'cognito-linguoculturological MFL methodology' constitutes a broader educational-culturological platform for resolving the many problematic issues connected with the so-called and much-needed 'intercultural-communicative approach'. Based on a large body of evidence we have:

Tab 4

THE STRUCTURE OF THE INTERCULTURAL-COMMUNICATIVE COMPETENCY

SOCIAL SUB-COMPETENCY

SOCIO-CULTUROLOGICAL SUB-COMPETENCY

LINGUOCULTUROLOGICAL SUB-COMPETENCY

INTERCULTURAL-COMMUNICATIVE COMPETENCY

CONCEPTUAL SUB-COMPETENCY

COMMUNICATIVE SUB-COMPETENCY

COGNITIVE SUB-COMPETENCY

PERSONALITY-CENTRED SUB-COMPETENCY

(1) **demonstrated the logic of having the** 'intermediator **of intercultural communication'** as a realistically-achievable learning outcome within the artificial circumstances of a teaching environment as opposed to that of a 'second language consciousness' that some researchers have forwarded;

(2) **broadened the subject field of the 'MFL teaching method' to that of 'MFL education', proposing that the latter's field is the complex, interdisciplinary construct 'foreign language-foreign culture-personality' and that the 'theory of intercultural-communicative teaching' is the modern MFL educational paradigm**.

We have established the structure of the subject-content foundations of the **theory and practice of the intercultural-communicative MFL education** as being hierarchical and as having the following progression:

(1) the **methodology of MFL education** (cognito-linguoculturological), which defines the essence of MFL education (2) **methodological principles** which are reflected in a conception of MFL education that puts into practice the methodology of MFL education; **its own methodical principles** which express this methodology and act as the lever for putting this conception into practice.

By acknowledging the differences between native language and MFL acquisition in our ideas concerning the development of an individual as a 'intermediator of intercultural communication' we have established the scientific basis behind the independent status of 'MFL education'.

On the basis of the MFL educational platform already outlined, we have established not so much a list of differences, as the source of these differences which can be channeled into a single **system of factors governing language assimilation (native, second and foreign language)**.

These factors may be termed as **'primary' for native language**, **'secondary' for second languages** and their **absence** is characteristic in the case of foreign languages. In contrast to Bachman's ideas concerning the different ways language is assimilated, in our system, differentiation is based on a **set of conditions**, namely: the **socio-cultural, competency-based and educational, psycholinguistic, linguoculturological, learning outcomes** (see table 5).

Thus, for example, the **acquisition of native language** occurs under the following conditions:

- the presence **(primacy) of a socio-cultural environment;**

- the presence **(primacy) of a linguocultural base;**

- the creation of a **primary** language consciousness;s

- the **formation of linguo-professional competency;**

- the natural formation of a **first/primary language personality** as a learning outcome.

The acquisition of a **second language** occurs when permanently residing in a foreign country and is dependent upon the following list of conditions:

- a **second/seconadry** socio-cultural **environment;**

- a **secondary** linguocultural **base;**

- a second language consciousness (or a second cognito-linguoculturological complex);

- the formation of **linguo-communicative competency;**

- the formation of a **second language personality** as the leaning outcome; this is an achievable outcome if the afore-mentioned conditions are in place.

The **study of a MFL** is characterized by the absence of such conditions:

- the **absence** of a language **environment;**

- the **absence** of a linguocultural **environment;**

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Tab5

THE LINGUACULTURAL BASICS OF POLYLINGUAL'S FORMATION IN MULTINATIONAL SOCIETY

SUBJECT FIELD	LANGUAGE EDUCATION		MFL EDUCATION	
languages: conditions: socio-cultural environment: linguocultural environment:	kazakh (as native)	russian (as native)	kazakh/russian (as second language)	foreign language
	primary socio-cultural environment	primary socio-cultural environment	secondary socio-cultural environment	absence of a language environment
	primary base	primary base	secondary base	absence of a linguocultural base
form of language consciousness	primary language consciousness,	primary language consciousness,	second language consciousness,	intercultural language consciousness
competency formed	linguo-professional communicative competency	linguo-communicative competency	linguo-communicative competency	intercultural language consciousness
learning outcome	primary language personality	primary language personality	second language personality	mediator of intercultural communication

- the **necessity** of creating new cognito-linguoculturological mental constructs (or an intercultural-language consciousness, the reformation of primary language consciousness);

- the object of formation is the intercultural-communicative competency;

- the learning outcome is to develop an individual up to the level of 'intermediator of intercultural communication'. The formation of a 'second language personality' (as advocated by I. I. Khaleev and N.D.Gal'skova) is **unachievable under to this scheme of conditions**.

As regards the subject content of the 'intermediator of intercultural communication':

- the level 'intermediator of intercultural communication' is achieved as a result of the formation of a 'secondary (foreign culture) language consciousness' with new linguoculturological complexes which are included as the student develops a different language picture of the world;

- the intercultural competency can be understood as a cognitive-based process of 're-socialization' which is achieved to various degrees. The 're-socialization' of an individual and the learning of a MFL through its national culture should, at the cognitive level, be understood as a unified process of forming and developing a future 'intermediator of intercultural communication'.

It is well known that human cognitive activity during linguistic development has universal features but that the learning outcome is dependent upon the individual in question. According to researchers, the process by which an individual creates of a picture of the world of a different language society is as follows: **first**, in order to comprehend the elements of a foreign culture, an individual relies on the knowledge-acquisition strategies of his own culture which provide basic cognitive models; **second**,

the individual begins to use the assimilated cognitive models and knowledge of the new culture (of the country that speaks the MFL being studied); **third**, the process of acquiring knowledge about a foreign culture reveals new knowledge about the individual's own culture.

As a result of this cognitive activity, new cognitive structures are formed in an individual's consciousness which reflect the acceptance comprehension of the language and world of a different language society. Indeed, the essence of intercultural communicative teaching is the construction within the cognitive system of the recipient (student) **secondary constructions-knowledge** which correspond to the knowledge of the world of a speaker from a different language society.

Despite the fact that there are multiple terms for identical concepts and categories found in cognitive linguistics: **(i) mental constructs - cognitive structures, secondary constructions, conceptual structures of consciousness (ii) cognitive semantics – conceptual semantics (iii) packages of information preserved in the memory of knowledge – schemes, structures of knowledge, scenarios, frames of reference etc., modern cognitive science has introduced into the theory of intercultural communication and MFL teaching** a whole range of fundamental theoretical outlines which demonstrate the organic nature and mutually-dependence of the leading theories of linguistics and MFL teaching methods.

As regards the idea, which is very topical in our subject, that language is not simply a system of signs but the means for transmitting sense, the cognitive aspect of this view simply reflects a new academic approach in which the **phenomenon of language is understood as the manifestation of the cognitive structures which lay behind the speech functions of**

the language system.

The view of language as a system which is a part of thought processes and the assimilation of knowledge allows the **prospect of the creation of a new meta-language of linguistics and a completely new technology for describing linguistic features**.

The sub-competencies identified within the structure of the intercultural communicative competency are formed according to the leading cognitive principle.

The characteristics of the integrated activity structure of the theory of intercultural-communicative teaching should be viewed as an integrative concept of the competency-based model of the 'intermediator of intercultural communication' which is reflected in and, provided by, the set of methodological principles of the cognito-linguoculturological methodology of MFL education.

Practical Tasks and Case Studies

1. Which social and educational events/factors can be used to create the basis of a chronological periodization of the development of the category 'competency'? Was the birth and development of competency-based education simply a result of the studies of psychology and professional sociology into the issue of 'ability'?

2. Which factors have held back the provision of competency-based education and what are the main social and education expectations regarding its introduction? What is the main difference between knowledge-based and competency-based education?

3. Analyze the existing interpretations regarding the relation-

ship between *kompetentnost'* and *kompetentsiia*. Give a full definition for each one and their relationship. Which set of proposed principles of competency-based education outlined in this chapter (D. N. Kulibaeva) are most indicative of this type of education?

4. What is the modern 'specialist model' of education and does its learning outcome correspond to society's requirements?

5. Outline the various interpretations of 'competency':

- as the sum total of the *ZUN* system

- as ability in a given sphere of activity

- as the content and activity components which form 'competency'

- as a system of personal qualities which characterize the development of potential into reality.

In your opinion, which interpretations differ the most as regards the definition of 'competency'?

6. What are the different intercultural-communicative competencies (ICC) upon which existing ICC models (as a means for MFL education) are based. Give a full definition of 'intercultural-communicative competency' and its set of sub-competencies

7. Using table 5, 'The linguacultural basics of polylingual's formation in multinational society' create a list of conditions which allow for the following learning outcomes:

- 'second language personality'

- 'mediator of cultural dialogue'

- 'mediator intercultural communication'

- 'linguo-communicative competency'

- 'intercultural-communicative competency'

What degree of cognitive and language consciousness restructuring does each learning outcome require?

8. Identify and justify the basic set of competencies and sub-competencies of the 'teacher-training model'. Define the place and role of the intercultural competency in the MFL teaching profession (include a structured teacher competency model).

Chapter 6: Methodological Principles as the Integrative Concept of the 'Intermediator of intercultural communication' Competency-Based Model

The current and active academic work on the creation of a system-based, interrelated integration of the categories of the 'competency' educational paradigm such as 'education model', 'specialist model', 'aim' 'content', 'outcome' etc. has been stimulated by modern ideas concerning the quality of education, the learning outcomes of competency-based education and the need to reflect changing social requirements in the 'content of education', the 'specialist model' and the overall system of vocational training. The term 'competency' ultimately relates to the learning outcome of education and thus academic norms regarding the assessment of the quality of education within the 'knowledge-based' and **qualification-based** parameters are now being replaced by social-professional (vocational) **competency-based** criteria. There is also a clear transition taking place from a qualification-based to qualification- and competency-based educational model and, correspondingly, from a qualification-based specialist model to that of a competency-based model.

One cannot agree with the idea that theoretically-based modern ideas are often poorly conceived in the operational or technological sense and that this hinders the task of putting them into practice. After all it has become clear that it is one thing to develop an individual as a personified function and quite another to develop the latter as a creative individual who is prepared for independent and productive work.

The relevance and urgency of resolving this issue is clear from the existence of the gulf between the growing educational demands of society and the inability of the present developmental level of psychological-pedagogical and vocationally-orientated science and practice to provide them. Overcoming this **impediment** in pedagogical science and scientifically eliminating a future divergence between educational demand and supply is possible by the development of the prognostics of pedagogical science through a **projection and modeling of pedagogical and educational systems** which take into account future changes in the world (G. P. Shchedrovitskii, V. S. Stepin).

Thus, the 'competency-based' theory of education, as defined by its own methodology and principles, has now inevitably reached the stage of: the formulation and putting into practice of a new type of education; the establishment of teaching models; the formation of competency-based learning aims and outcomes and the creation of a new type of educational standards. It has also reached the stage where it must resolve all outstanding theoretical and applied issues so that it can exist as an independent and complete scientific-educational platform.

In order to establish the 'cognito-linguoculturological methodology' of MFL education it is necessary to identify a system of methodological principles in the sense of a combined total of all the **system-forming methods** required for the acquisition of scientific knowledge about 'MFL education'.

The combined reflection of the methodological princi-
ples found in the intercultural-communicative theory of MFL
teaching and the competency-based theory of pedagogy can
be viewed as the **integrative concept of the competen-
cy-based model** 'intermediator of intercultural communica-
tion'. Every one of these methodological principles serves to
establish the borders of the intercultural-communicative model
of MFL education. The integrative nature of these methodologi-
cal principles and their reflection in the intermediator of inter-
cultural communication, allow for the suitable definition of the
specifics of the direction of the content and function of each
of the afore-mentioned basic methodological principles which
can be found in the interconnected empirical base and achieve-
ments of a range of academic subjects which have added to the
interpretation of and, research into, the nature of 'intercultural
communication'.

The necessity of achieving the interconnected realization of
these methodological principles in the methodology of MFL ed-
ucation has been governed by the educational task of forming
the multi-layered '**intercultural-communicative compe-
tency' in students. The formation of this competency**
requires, as regards content, function and technology, the collec-
tive application of methodological principles in the formation of
the student as a 'intermediator of intercultural communication'.

We have defined the 'intermediator of intercultural commu-
nication' as an individual with a 'secondary cognitive conscious-
ness' based on the integrative potential of the above-mentioned
methodological principles which form the core of the 'intercul-
tural competency'. This competency, however, may be developed
to different degrees, ranging from that of allowing adequate
participation in communication to that approaching the level
of a native speaker. As regards the creation of a linguo-didactic

model for forming this competency, it has yet to be sufficiently formulated, as demonstrated by:

(i) the existence of theories for the identification and formation of discrete parts/competencies within the overall intercultural competency (such as the socio-cultural, cognitive, communicative etc.);

(ii) the pairing of the constituent parts of this complex competency in the form of distinct or conjoined principles (cognitive, cognito-social);

(iiii) the identification of the competency as a synthesis of methods and approaches (communicative-cognitive, linguo-culturological etc.);

(iv) its identification as a synthesis of various aspects of the structure of language personality which must be formed separately.

'Intercultural competency', in the sense of being both the aim and learning outcome of intercultural-communicative teaching, should be integratively expressed as the **concept of the competency-based model** 'intermediator of intercultural communication' and as the '**result of the interconnected display**' within the theory and practice of MFL education of methodological principles, the most fundamental of which are the **communicative, social, linguocultural, socio-cultural, conceptual, personality-centred and the cognitive,** which constitutes the leading principle.

The significance of the **cognitive methodological principle** is based on:

(i) the achievable aim of MFL education in a modern context. We have defined this aim as the formation of the student as a 'intermediator of intercultural communication' which is achieved through the formation of a 'secondary cognitive consciousness' of the world of a different society and the development in the

student of different patterns of consciousness which are typical of this different language society;

(ii) the idea that the level to which the intercultural competency can be developed is dependent upon the cognitive-based process of 're-socialization' which is achievable to various degrees. The 're-socialization' of an individual and the learning of a MFL through its national culture should, at the cognitive level, be understood as a **unified process of forming and developing a future 'intermediator of intercultural communication'**.

The modern achievements of psycholinguistics as regards understanding the conceptualization of the world by individuals, the role of language in the cognitive processes, the phenomena of categorizations, the organization of memory and the structure of knowledge in a person's consciousness allows academic disciplines related to cognitive science to research a common, complex object (thought-language-communication) and to use the scientific results of cognitive science to solve outstanding issues in the theory of MFL teaching.

The achievements of cognitive science have also served as the foundation of the modern methodology of MFL teaching and for the line of the development of modern theory of MFL teaching.

The following ideas of cognitive science have especial significance for the theory of MFL education:

I – the existence of specific components within the cognitive mechanism during the transition to a **new cognitive consciousness and its structures**;

- the existence of a set of **structures of knowledge** (packages of information within the memory);

- the existence of an essential base and subject-functional content for the formation of a 'intermediator of intercultural

communication';

The establishment of the components of the proposed knowledge structure of a 'intermediator of intercultural knowledge' is based upon the ideas of cognitive science concerning:

- language, knowledge-thought processes and the manifestation of knowledge in the form of mental constructs such as cognitive structures;

- the reflection of this knowledge as the collective consciousness or the mentality of a society ;

This component of the knowledge structure may be defined as the **cognito-social aspect of the knowledge structure**

The process of an individual's socialization occurs through the former's native language and constitutes a process of forming a national-cultural base, **where, during the teaching process, unconscious (in ontogeny) and conscious (in phylogeny)**contact with the native culture.

Thus, knowledge of culture and language is the organic manifestation of the socialization of an individual. During the socialization process within one's native linguoculture, the individual constructs and consolidates within his consciousness (or 'knowledge structure') social relations, concepts, beliefs, social stereotypes which reflect the system of knowledge and norms of the native society and display the formation of the person's national mentality. The fact that an individual's socialization takes place through native culture can, during the teaching of another language and culture, cause problems, since the student will begin by comprehending and assessing the social norms of a foreign culture through the prism of his/her own. In this case, the mechanism of **primary socialization** comes into conflict with the, as yet **undeveloped, mechanism of 'secondary socialization'** (or 're-socialization' according to the norms of a different language society).

Within the cognito-linguocultural methodology of MFL education this aspect of the knowledge structure (**cognito-social**) is reflected in the content and function base of the theory of intercultural communication by the **social methodological principle** in conjunction with the leading **cognitive methodological principle**.

2– The second important idea of cognitive science concerns the patterns of cognitive processes and mechanisms for the formation of an individual's primary '**conceptual picture of the world**', based on one's native culture. This picture is a linguocultural representation of the language consciousness and mentality of a particular nation/language society;

- this mechanism, when based on the language and culture of a different society, creates a linguocultural reflection of a conceptual 'secondary language picture of the world' and a 'second language consciousness'.

This is the **cognito-linguoculturological aspect of the knowledge structure**. It is formed and put into practice within the intercultural-communicative theory via the **linguoculturological methodological principle** in conjunction with the **leading cognitive methodological principle**.

3 – The third idea relates to the particular features behind the formation of a 'intermediator of intercultural communication'. The latter is achieved though the development of a 'second language consciousness' as a concept and worldview of a different language society and the formation within an individual's cognitive system of 'secondary constructs-knowledge' relating to a different language society;

- in contrast to 'primary language consciousness', this component is developed as something 'new' upon the basis of something 'given' i.e. the 'language consciousness' of a different society is formed upon the base of one's native culture and society.

The identification of this aspect as being independent within the knowledge structure has assigned it didactic significance within the theory of intercultural communication and MFL teaching.

It may be termed the **cognito-sociocultural aspect of the knowledge structure** of the 'intermediator of intercultural communication'. It is formed and reflected through the **socio-cultural methodological principle** in conjunction with the leading **cognitive methodological principle**.

4– The fourth idea concerns the **conceptual nature of the organization of thought** which is studied by cognitive linguistics and cognitive science as the psycholinguistic aspect of pedagogical psychology.

- The conceptual presentation of human consciousness, the identification of cognitive and conceptual processes during the working of incoming external information and the role of memory in these processes is based on the idea that (i) language can be understood as being the 'source of information about the conceptual or cognitive structures of our consciousness and intellect' (ii) language categorization is predetermined by cognition (the combined mental processes which work over and **conceptually organize incoming information into blocks**).

The formation of a 'intermediator of intercultural communication' is achieved through reflecting the conceptually-organized picture of the world' of a **different society in language as the result of a single integrated mechanism for working over natural language within the human consciousness.**

This component may be termed the **cognito-conceptual aspect** of the knowledge structure. It is the largest aspect in terms of the size of its content and is responsible for the formation of a 'different picture of the world' and 'secondary cognitive consciousness' which presents itself within the body

of knowledge as discrete concepts or as a system of interrelated concepts within secondary consciousness. The success of the construction within consciousness of the secondary **cognito-conceptual aspect** is dependent upon the reflection in practice of the **conceptual methodological principle** in conjunction with the **cognitive methodological principle**.

5–The fifth idea relates to the use of general cognitive mechanisms by language, the interdependence of speech-communicative systems, cognitive mechanisms and cognitive processes of working over language within consciousness. These are constructs of the human personality or, according the anthropological paradigm, the reflection by the individual of concepts as integrative constructs. This component of the knowledge structure can be termed the **cognito-personality-centred aspect of knowledge**.

This aspect of knowledge within the 'second language consciousness' is formed by the reflection of the **personality-centred methodological principle** which facilitates the reflexive self-development of personality and well as developing its capacity for study and creativity. This aspect also functions in conjunction with the **cognitive methodological principle**.

Therefore, cognitive structures (in the sense of mental constructs) and the constituent parts of the general cognitive mechanism form a package of preserved information within the memory. There are many terms for this phenomenon. This work uses the coterminous terms 'knowledge structure' and 'consciousness'.

During the process of forming a 'secondary cognitive consciousness' during MFL teaching, within 'consciousness' a concept and model of a different world and mechanism for forming a language personality occurs (either successively or in parallel) through the inclusion into the 'knowledge structure' of the fol-

lowing cognitive aspects:

cognito-social, cognito-linguoculturological, cogni-to-socio-cultural, cognito-conceptual, cognito-anthro-pocentric (or personality-centred). They are found within the general cognitive mechanism and form variant cognitive/mental constructs which create, in a dynamic and unified pro-cess, a **new cognitive consciousness and conceptual pic-ture of a different world through a foreign language and cognitive processes**.

During the formation of a 'secondary cognitive conscious-ness', the aforementioned 'competencies' or 'approaches' (so-cial, socio-cultural, anthropocentric, linguistic) become **organi-cally laid into the very foundations** underpinning the devel-opment of a 'intermediator of intercultural communication' by the **cognitive constructs** of the general cognitive mechanism. This demonstrates that:

(i) it is incorrect to identify these competencies as skills that are to be developed individually. They are all part of a greater 'concept of the world' and the overall 'intercultural competen-cy';

(ii) it is correct to identify the cognitive methodological prin-ciple as the lead principle as regards the creation of a method-ology of MFL education.

Returning to the aforementioned arguments concerning the methodological significance of the basic methodological princi-ples that are reflected within the general cognitive mechanism, it should be noted that there exists not only a tendency to identify the components of intercultural-communicative com-petency as independent methodical approaches (socio-cultural, cognitive, social, anthropological, etc.) or independent compe-tencies, but also to define them as components of teaching con-tent (socio-cultural, social etc.).

6.– The cognitive methodological principle serves as the base for intercultural communication and the realization of the potential of the **communicative methodological principle**.

– The **communicative methodological principle** fulfills the role of a mechanism for guaranteeing the action of all the other methodological principles which form the **cognitive aspects of the knowledge structure**.

– The **communicative methodological principle** then directs this synthesis of the cognitive aspects of knowledge towards the formation of the complex and multi-layered construct that is the 'intermediator of intercultural communication'.

We will not further expand on the mechanism for **integrating** each cognitive **aspect of the knowledge structure** which forms the students' 'secondary cognitive consciousness'. In the next chapter of this work, we will proceed to the topic of competency-based education and review the ways in which the aforementioned methodological principles are reflected in the integrative concept of the competency-based model 'intermediator of intercultural communication'.

Practical Tasks and Case Studies

1. What differences are there in the ways the quality of learning outcomes is assessed and measured within **knowledge-based education** as opposed to within the **competency paradigm of education**? What measurement parameters are characteristic of each type of education?

2. Which set of methodological principles reflects the 'cognito-linguoculturological methodology' presented in this work? What is meant by the 'integrative concept of the competen-

cy-based model "intermediator of intercultural communication"?

3. Describe the integrative function of methodological principles in the concept of the competency-based model? Within the **integrative concept** of the competency-based model, describe the interrelationship and interdependence of intercultural competency, intercultural-communicative teaching, 'intermediator of intercultural communication' and the interlinked realization of all seven basic competencies.

4. Present in a structured form the 'intermediator of intercultural communication' model and illustrate, with examples, the functions of each principle in the integrative concept of the competency-based model 'intermediator of intercultural communication'.

Chapter 7. The Methodological Determinacy and Characteristics of the Basic Categories of MFL Education

The Complex and Conceptual Determinacy of the Category 'Aims of MFL education'

The modern social demand for preparing 'intermediator of tercultural communication' as bicultural personalities with a ufficient ability for cultural dialogue, intercultural-communitive behaviour and with the necessary level of intercultur-communicative competency has governed the need to advance teaching beyond the traditional limits of the 'foreign language' subject field where MFL was studied without reference to its social and cultural foundations or the idea of an individual a future 'intermediator of intercultural communication'. This dvance has expanded the subject to that of 'MFL education' ith a corresponding broadening of the subject field of MFL to nguoculture' as the basic fundamental category which synthezes into an organic whole the concept of 'foreign language-foregn culture-personality'.

This cardinal re-orientation of the aims, content and key categories of the subject field which can provide successful learning utcomes consistent with the idea of 'MFL education', as well the development of a new methodology and dominant theory of MFL education, has created the objective need to define ore precisely the aims of 'MFL education' and the structural arts of the methodical category 'aims of MFL education'.

In *philosophy*, the term '**aim**' has been understood as:

- one of the elements of human activity directed towards nanging of the surrounding world;

- an idealized anticipation of the result of an activity;

- something which, as a rule, defines the means and character of human activity and represents the connecting link between society and the education system. On one hand, aims are determined by the objective needs of society i.e. social demand, on the other, the aims themselves determine the entire content and organization of the teaching system.

Although there are many different interpretations of the term 'aim', one can identify some main models within the following widely-accepted definitions of 'aim' as a social category:

- 'aim' in the sense of 'requirement'. An aim takes the form of a desired result which corresponds to and reflects, a certain requirement. In other words, an aim should meet the demand of 'relevancy';

- 'aim' in the sense of 'possibility'. No aim can be achieved if the corresponding preconditions for it are not present. Aims should correspond to existing resources and limitations, that is, they should be realistic;

- 'aim' in the sense of 'result'. An aim takes the form of a desired result. That is to be able to function as a control so that the desired and actual achieved result can be compared;

- 'aim' in the sense of relating to 'time'. Aims can be finite or infinite in terms of time-period. Infinite aims are ideal types. Practical aims are always finite;

- 'aim' can be defined in terms of both time and space. Educational aims that reflect social demands comprise the sum total of society's demands for practical results.

Work on formulating the practical aims of higher education in CIS was initially channeled in two main directions: the first related to the creation of 'specialist models' to reflect the social demand for specialists whilst the second concerned the drawing up of qualification standards to meet state requirements in the

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field of education.

At the present time, there are three main directions regarding the formulation of aims in higher education:

The creation of 'specialist models' (V. E Anisimov, V. A. Venikov, N. A. Davydov, T. A. Nikolaeva, N. S. Pantina, O. Iu. Papushina, N. Iu. Ryzhova, A. S. Savinov, I. I. Sigov, E. E. Smirnova, V. M. Sokolov, V. V. Sedin, N. F. Talyzina et al.)

The creation of qualification standards and sets of professional attributes (A. A. Andreev, G. U. Matushanskii, T. G. Mikhaleva, N. G. Pecheniuk, Iu. G. Tatur, A. G. Frolov et al.)

The formulation of state educational standards (V. A. Bogoslovskii, E. V. Karavaeva, V. M. Sokolov et al.).

As regards the setting of aims in MFL education, the following **objective determinants** have governed the changes in the category 'aims of MFL teaching' over the past decades. (see also appendix pp. 278-285):

- **MFL teaching aims governed by social demand;**

- **the theory (methodology) for the realization of the 'aims of MFL teaching';**

- **the educational model for putting the category 'aims' into practice ;**

- **the intended learning outcome, based on the demands of society;**

- **the actual learning outcome achieved.**

I. In the 1950s, MFL teaching had the following aims:

(i) practical aims (the simultaneously command of two entities: language and speech)

(ii) general educational aims (linguistic knowledge about the system, structure, level and units of language)

(iii) pastoral aims (the broadening of outlook, formation of the beginnings of a worldview)

1.1 In this period, the theory for the realization of

'MFL teaching aims' was that of the conscious-comparative theory which amounted to conscious assimilation through translation of foreign language material organized in the form of sub-systems, texts and so forth. The methodological basis of this approach was the Marxist materialist theory for understanding objective reality. The psychological aspects of the approach were based on the materialist views of the Russian thinkers D. Ushinskii, N. G. Chernyshevskii and I. M. Sechenov regarding the determinacy of individual-psychological factors by society, the connection between language and thought, words and meaning, the role of language in forming consciousness and the role of consciousness in human understanding.

The linguistic foundation of this method is found in the works of L. V. Shcherba which addressed the issues of language and speech, pronunciation styles, the relationship between lexis and grammar, constructed and sign elements in language, word definition, and active/passive grammar. At the basis of the conscious-comparative method is the idea of conscious activity and not the mechanical practice of skills and the conscious as opposed to instinctive learning of a language.

1.2 **The educational model used in this period for putting into practice the category 'aims' was the system-structural language model.** This was a linguistic-, knowledge- and measurement-based teaching model for transmitting conscious linguistic knowledge via the use of translation.

1.3 **The socially-governed intended learning outcomes** of this type of MFL teaching were:

(i) the acquisition of a systematic, linguistic knowledge of language;

(ii) the formation of practical speaking skills on the basis of using various model sentences.

The intended learning outcome as regards oral skills was,

however, not achieved since the language models used in teaching were not based on actual spoken speech.

Thus, out of the three aims (language, speech, speech activity), in reality, only the first two – language and speech were achieved as learning outcomes. Moreover, 'speech' was only an outcome in the sense of reproducing fixed, model sentences. The third intended learning outcome (speech activity) was not achieved due to the absence of communicative situations.

2. The next developmental stage of MFL teaching occurred in the 1960s

Its aims of MFL teaching, as governed by social demand, were:

(i) a process- and activity-based formation of oral ability;

(ii) a teaching focus on skills and abilities as units of speech activity.

2.1 **In this period, the theory for the realization of 'MFL teaching aims' was that of the conscious-practical approach**. It was influenced by the ideas of the theory of activity and psycholinguistics (S. L. Rubinstein, B. V. Beliaev, A. N. Leont'ev, V. A. Artemov, A. A. Leont'ev, I. A. Zimniaia). It, however, emphasised the linguistic rather than psychological aspect of language learning and at its core lay the theory of activity and the algorithmic theory of the management of activity in stages. This period of MFL teaching coincided with the Soviet academic recognition of P. Ia. Galperin's 'theory of the systematic formation of mental actions and concepts'. An attempt was made to find the scientific basis of the optimal means for uniting the theory and practice of language learning. Methods for a system of co-ordinates for language mastery were worked out as well as a system of exercises for speech activity.

2.2 **The educational model used for realizing the category 'aims'** was the psychological model of the use of linguistic methods. Thus, there was a transition away from the statis-

tical and systematic-linguistic approach towards one that was activity-based and dynamic.

Since it was believed that the teaching of vocabulary and speech activity was possible due to the existence of a language system, it was considered that the teaching of a second language required a clear systematic staged approach. The first stage of teaching focused on the theory of the lexis of the language being studied and the formation of lexical, linguistic skills. Only after this was oral ability and skill developed. In reality, the theoretical knowledge about language taught at the first stage led only to the development of linguistic skills and not oral ones. The language and pre-speech exercises used in teaching did not include any element of real-life communication and remained formal operations which were to be mechanically executed.

However, the strategy of 'first - form and meaning, then – function and purpose' turned out to be ineffective. The gulf separating the form/meaning of a word from its function in communicative situations meant that it was difficult to transform the lexical skills learnt into speech activity/oral ability (B. A. Lapidus).

The principles behind the conscious-practical approach were:

- the learning of an MFL through native language;
- the importance of the 'situational' factor ;
- the development of oral skills .

2.3 The socially-governed intended learning outcomes of this approach were declared to be:

(i) the formation of language skills (lexical, grammatical, phonetic) as psychological components of written and oral ability;

(ii) the formation of automated language skills and their use in reproduced language.

However, the **actual result achieved** was the formation of language skills within the confines of speech acts. The aim of real-life communication was not achieved.

3. The next change in MFL teaching aims occurred in the 1970s.

In this period, the **socially-determined teaching aims** were:

(i) The introduction of **functional-pragmatic** aims (the function and use of language during social interaction);

(ii) The use of spoken language in concrete communicative situations;

(iii) the formation of pragmatic and communicative skills.

3.1 **The methodology for the realization of 'MFL teaching aims'** in the 1970s was based on the theory of the speech-activity. This approach to MFL teaching was based on the Soviet psychological theories regarding thought and mnemonic activity and spoken communication (L. S. Vygotsky, S. L. Rubinstein, A. N. Leont'ev, P. I. Zinchenko, I. A. Zimniaia). This increased focus on the personality of the student as an active subject and as the student's development as regards interpersonal/social communication was reinforced by the theories of A. V. Petrovskii, A. A. Bodalev, G. M. Andreeva and A. K. Markova. Amongst the many significant achievements of this approach, which could be later used to advance language teaching, were: the issue of motivation in teaching, the study of the individual traits of students and psychological ideas regarding the continuity and logical progression of MFL teaching.

A terminological system, now universally recognized, was also established which included concepts such as speech activity, speech action and foreign language communication.

3.2 **The educational model for the realization of the 'aims' category** of this period was called the functional-activity model of foreign language learning and consisted of the teaching of different types of oral communication appropriate to different social situations.

At this time, there was tendency towards a transition from information-based to activity-based teaching. There was a search for the right psychological and didactic conditions which would allow the transition from the strict, formalized means of organizing the teaching process towards ones that were developmental, active, problem-based, intensive and games-based in nature. In addition, G. Lozanov's 'Suggestopaedic' MFL teaching method appeared which used 'suggestopaedia' as the means to activate a latent psychological ability for MFL learning.

3.3 The socially-governed intended learning outcomes were:

(i) communicative skills and abilities;

(ii) the ability for communication in different natural communicative situations.

However, the actual achieved outcome was the formation of provisional-communicative ability in standardized communicative situations which did not reflect real models of intercultural communication.

IV. The establishment of MFL teaching aims in the 1980s had the following features:

MFL teaching aims, as governed by the social demand, were:

(i) the formation of socio-cultural and pragmatic aims, directed towards an even greater reorientation around the development of the ability for social behaviour in everyday communication;

(ii) an active formulation of communicative five, quasi-communicative and other neodirect technologies which exclude the cognitive-based use of communicative language;

3. The integration of communicative and culturological approaches into the theory and practice of MFL teaching.

The theory behind the realization of the 'MFL teach-

ing aims' category in the 1980s was the 'communica-tive-orientated theory of MFL teaching'. This approach arose due to the need to fundamentally change the aims and content of education in order to study languages and cultures together. According to its authors (E. I. Passov et al.), this approach offered an escape from the fact-based approach towards the learning of the concrete and abstract components of culture. Indeed, E.I.Passov considered that the mere knowledge of disparate cultural facts (however numerous or interesting they may be) did not necessarily lead to a real understanding of a foreign culture.

As academic works on methods have noted, the communicative-orientated approach allowed the formation and subsequent development of the socio-cultural competency which helps an individual find their bearings in different types of cultures and their related communicative norms of social interaction, appropriately interpret cultural phenomena and facts (including spoken culture) and use these co-ordinates to choose the appropriate strategy of interaction to solve personal and work-related issues in different situations of intercultural communication (E. I. Passov).

However, since it did not have as its ultimate teaching aim the development of the communicative competency as a complex, integrated learning outcome and since it did not possess a theoretical-methodological basis for intercultural teaching which took into consideration the socio-communicative functions of language, this method could only claim to be 'communicative-orientated' (despite the insistence of the Lipetsk Methodical School that it was wholly justified to declare this method to be 'communicative') (E. I. Passov). Moreover, the approach was not based on any teaching paradigm whatsoever. It order to create the latter it would be necessary to make a selection from

all the spheres of communication, create a very broad system of variants and types of communicative situations, select types of communicative intentions, social roles etc.

Most importantly, it would also be necessary to establish a completely new teaching unit, namely, the communicative situation.

4.2 (i) The educational model for realizing the 'aims' category of the communicative-orientated was the communicative method (E. I. Passov). At its core, lay the ideas of communicative linguistics and the psychological theory of activity.

(ii) Its declared aim: **the acquisition of the knowledge of a foreign culture during the process of intercultural communication was not achieved** due to a number of reasons (relating to the situations of artificial communication, the selection of the types, the systemization and description of speech behaviour etc.).

(iii) The method's unit of interaction was the 'speech act' in the sense of one-sided, typical forms of realizing speech intentions, though importantly, not 'communicative intentions' which are based on units of discourse and dialogue.

4.3 (i) The socially-governed intended learning outcome of the communicative-orientated approach was the acquisition of knowledge of a foreign culture during the process of intercultural communication since the so-called '*communicative method*' involves a combination of methods uniting the neo-direct and speech-activity approaches.

(ii) In order to achieve its aim of forming the intercultural communicative competency, the method used speech models, speech acts and various uncoordinated and regimented typical forms of speech for realizing speech intentions which were inspired by artificially-created motivations for communication.

4.4 The actual learning outcome of the communica-

tive-orientated approach was the transition and attempt to provide a subject content of the communication process through the selection and study of speech topics, communicative acts, basic intentions (provision of information, etiquette, spurring to action etc.) in different communicative situations.

Generally, in contrast to communicative and intercultural-communicative aims, this content and method of MFL teaching allowed the accomplishment only of **speech-activity aims on the basis of a functional approach.**

Despite these shortcomings, the communicative-orientated approach was nevertheless a progressive force in the establishment of modern approaches towards MFL teaching.

V. The establishment of aims in MFL teaching in the 1990s had the following features:

The aims of MFL teaching, as governed by social demand, were established as being 'intercultural-communicative' though there had been no review of its methodological basis, no formulation of a corresponding theory and conception, no definition of its new subject content or set of components, no review of its place within the fields of study and no account of even the very concept of intercultural communication nor an attempt to understand its nature. In other words, in the 1990s, the aims of MFL teaching were simply **declared to be intercultural-communicative**. However, such a period was inevitable and bears witness to progress of the theory of MFL teaching over the course of its development.

5.1 The theory which allowed the realization of these aims was, one might say, an embryonic version of the 'theory of intercultural teaching', though without a developed intercultural-paradigm of education.

5.2 The social-scientific and theoretically-based learning outcome was supposed to be the formation of a

'second language personality' with a level of MFL command similar to that of a native speaker.

5.3 However, the actual achieved result of this theory and practice of MFL teaching, even under the most optimal teaching conditions (in the sense of approximating real-life communication as closely as possible), was the formation of students as **mediators in intercultural communication** which allowed them to have the understanding of and, the ability for, intercultural communication.

VI. The beginning of the twenty-first century was also characterized by a change in the aims of MFL teaching. The communicative-orientated method was enriched by its interaction with socio-cultural ideas and its communicative subject content. Thus, the communicative-orientated method, without having been fully developed, gave way to a new approach demanded by society: the **intercultural-communicative**.

6.1 MFL teaching was now understood as a means for **intercultural communication**. There was a change in the aims of the communicative-orientated approach from **'MFL teaching as a means of communication' to 'knowledge of a MFL as a means of intercultural communication'.**

6.2 The ultimate learning outcome was still defined hypothetically as the '*formation of a second language personality*'.

There was an obvious need to create a methodology and corresponding theory and educational paradigm with a set of appropriate components necessary for the intended learning outcome. If one takes as our point of departure the idea that **teaching aims are governed by social demand,** then the complex structure of the category 'aims' which has as its learning outcome the formation of a 'intermediator of intercultural communication', has three constituent parts:

- *the cognito-conceptual (consciousness of the concept 'lan-*

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ry in this period is the 'theory of intercultural communication' and the idea of the formation of a 'second language personality' allowing an individual to participate in intercultural social interaction.

The aims of MFL teaching naturally corresponded to the theoretical positions of its authors.

(i) N. D. Gal'skova has proposed a **tripartite system embracing pragmatic, pedagogical and cognitive aims** for the formation of a 'second language personality'.

(ii) Theorists who have stressed the dominance of culturological features in the learning outcome have defined teaching aims as being **socio-cultural** in nature (as in P. V. Sysoev's idea of the *formation of a 'subject of cultural dialogue'*); those who have understood MFL teaching aims as instruments of international communication (V. V. Safonova) have defined its learning outcomes as the simultaneous development of '**second language personality**' and '**intermediator of intercultural communication**' as **different entities** and implying different levels of MFL proficiency.

However, due to the absence of a **methodology a corresponding theory and educational paradigm** adequate to the task in hand, neither the realization of these stated aims nor the achievement of their related learning outcomes has been possible. In these circumstances, it is justifiable to both review and formulate the methodological basis of contemporary language and foreign language education as they relate to society's educational requirements. After this it will become possible to create a national integrated and continuous system of MFL education which is varied in terms of its function, content and aims and which structurally unites within a single MFL educational framework all existing and future forms and levels of MFL teaching.

Such a methodological basis was first formulated in the methodical science of Kazakhstan in my monograph *Cognito-linguocultural Methodology and the Theory of Foreign Language and Multi-language Education.*

The core ideas of this work have been outlined in detail in the present one.

The cognito-linguoculturological methodology, as the universal conceptual basis of the modern theory of MFL and multi-lingual education, affords a new approach for modeling the MFL teaching process and the creation of national models (adapted from international ones) of language education in the context of multilingual society. It likewise establishes proficiency levels which serve for the on-going and final assessment of student learning and significantly changes the organization of the teaching process.

In order to clarify the nature of aims within the structure of the modern paradigm of MFL education we may repeat the foundations of modern MFL education.

According to its methodology and theory:

- **the extension of the field of study from simply 'foreign language' to that of 'foreign language education'** allows the preservation of the idea of 'culture' as the social foundation of language as well as the elevation of MFL learning to the status of an independent sphere of education;

- **the complex entity 'MFL education' is an interdisciplinary construct which takes the pedagogically-integrated form 'language-culture-personality'.** The latter, including the inter-relationship of its constituent parts, is the subject's field of study;

- the synthesized concept **'linguoculture' is the methodological category for integrating into an organic whole the concept of 'language-culture-personality'**;

- the **methodological principles** for the cognito-linguo-culturological methodology of MFL education that provide the concept of a new language world have been established as the **communicative, socio-cultural, linguocultural, conceptual, developmental-reflexive and the cognitive which acts as the dominant principle;**

- its **aim and learning outcome has been defined as the 'intercultural competency'** which is formed by the unified cognitive-based process of developing a student as a **'intermediator of intercultural communication'**. The learning outcome is reflected in the degree to which the aforementioned basic six methodological principles are realized;

- taking into account that teaching occurs outside the native linguocultural and sociocultural environment of the MFL, the **ultimate achievable learning outcome** and level of MFL proficiency has been established as the formation of the student as a **'intermediator of intercultural communication'** who is able to adequately participate in intercultural communication in different personal and work-related circumstances and is able to display the communicative-behavioural culture and national mentality that is characteristic of native speakers of the foreign language in question.

According to the cognito-linguoculturological methodology, if MFL teaching takes place outside a country where the language is spoken as native, then one can consider this to be 'MFL education' which is an independent sub-branch of the field with its own theoretical-methodological base that differs from 'language education' and reflects the collective principles of the aforementioned methodology, (communicative, cognitive, socio-cultural etc.).

As regards creating rational MFL teaching aims that are in accordance with this methodology, at the present time, they are

established as being comprising a competency-based approach for forming within the 'language personality', not isolated facts, skills and abilities, but the ability for active, social interaction in the modern world.

It is well known that teaching aims, in the sense of intended learning outcomes are governed by social demand which reflect the needs of the time and are codified by various types of government legislation and policy documents. It is also widely accepted that 'aim' is a complex, multi-tiered concept that includes within itself a whole range of different directions which reflect the complex nature of the pedagogical process.

Within MFL education, the **structure of 'aims' has traditionally included elements related to education, upbringing and practice**.

Socially-determined aims, which are subject to periodic changes over time, are brought about by a reorientation in government and society's requirements of MFL education. Depending upon their degree of radicalism, these aims can entail the need for: a review of the entire system of MFL education (beginning with the formulation of intended leaning outcomes); a review of the entire educational content intended to provide these learning outcome; and a renewal of the organization and technology of teaching in light of the overall strategic aims and particular tasks of the new teaching system.

A clear formulation of teaching aims may be found in the 1986 Council of Europe document 'General European Competencies for MFL Learning'. Here one can find the first clear definition of aims through the substitution of the term 'teaching' (i.e. a process), which is often used in traditional teaching programmes, with 'proficiency' (i.e. result). This had a significant impact on the organization of MFL teaching and laid the foundation for the first attempts at introducing competency-based

MFL education.

The positive aspects of this model of MFL education as regards aims are:

(i) the introduction of the concept 'proficiency' as a category which can define results with a qualimetric assessment and in a representative manner;

(ii) the movement toward the establishment of gradational levels of learning outcome as a continuous system for developing communicative competency and the quality of MFL teaching;

(iii) the development of integrative abilities and skills as appropriate to the overall communicative competency;

(iv) the establishment of a unified system of common criteria for measuring proficiency levels;

(v) allowing individual self-development so that the student has independent control over the process of mastering the communicative competency as the overall strategic aim of education.

Due to the integrative character of the strategic goal of MFL teaching (the formation of the outlines of a 'second language personality'), MFL teaching aims may be understood as comprising a combination of three interconnected aspects: the **pragmatic, pedagogical and cognitive**.

The **pragmatic aspect** of MFL teaching aims is directed towards the development of those elements of the student's knowledge, abilities and skills which collectively comprise the communicative competency and allow the practical use of a MFL in intercultural communicative situations.

The **cognitive aspect** is directed towards the use of language not just as a means for intercultural communication but as an instrument for understanding the world as the 'result of the functioning of two factors: the internal (the activity and consciousness of the individual student) and the external (culture,

tion with a foreign linguoculture and society and is an essential requirement of the future 'intermediator of intercultural communication' and a developed 'second cognitive consciousness'.

The sociocultural-pragmatic part relates to the student's knowledge of the socio-cultural features of the MFL being studied and communicative behavioural strategies. These comprise the pragmatic-communicative competency which **facilitates an individual's ability for adequate social and linguoculturological interaction with a bearer of a different linguoculture** through the use of MFL techniques that are appropriate to the typical social circumstances of different communicative situations.

The intercultural communicative part relates to the methodical system, educational content and technology facilitating the formation of the competency of the same name which **develops a student to the level of a 'intermediator of intercultural communication'.**

We have not identified the educational constituent part of the category 'aims of MFL education' as an independent aspect since the formation of a 'intermediator of intercultural communication' facilitates the complex formation and development of personal and cognitive-activity-based attitudes to the teaching process which are consciously perceived during the process of assimilating a new linguoculture whilst at the same time identifying oneself as a member of a different one. This facilitates the formation of developmental and reflexive abilities and develops the students as an active participant in the learning process.

The **educational constituent part of the category 'aims of MFL education', can, through the subject content of MFL education**:

(i) instill in students the idea of multicultural interaction, the acceptance of cultural pluralism, humanistic values and sense of

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civic responsibility, the sense of belonging to a global community, the knowledge of and, respect for, the ideas and values of other cultures and peoples and prepares them for life in the global community;

(ii) within the unified process of a forming a 'intermediator of intercultural communication', the pastoral and developmental aspects of the 'aims of MFL education' are realized through a comprehensive **strategy of self-development**. This includes gradational stages of self-knowledge, self-organization, self-management, self-education and creative self-fulfillment. In other words, the personality (or student)-centred methodological principle is reflected in the various aspects of the overall process of a prospective 'intermediator of intercultural communication' achieving self-development;

(iii) the modern personality- and culture-centred methodology of education has, as its strategic aim, the formal education and pastoral of individuals as rounded, organic 'intermediator of culture and activity' which represent, in a concentrated form, the intellectual, creative, social, cultural and professional and self-developmental aspects of human personality;

(iv) the modern MFL educational aim of developing 'intermediator of intercultural communication' does not contradict the contemporary philosophy of education, rather, it represents a branch of pedagogy with an appropriate methodological base and reflects the modern general pedagogical theory of education which, within the world of MFL education, takes the form of developing individuals as 'intermediator of intercultural communication'.

Practical Tasks and Case Studies

1. What are the different interpretations of the category 'aims' and its basic functions in modern science and pedagogy? What caused the need for a major reassessment of aims within the new conception of MFL education?

2. Using the table 'Objective determinants governing the changes in the category "aims of MFL teaching" in the second half of the twentieth century', chose any stage of the development of MFL teaching methods and demonstrate how it was put into practice using examples from teaching packages or textbooks.

3. Using the table 'Objective determinants governing the changes in the category "aims of MFL teaching" in the second half of the twentieth century', complete a project analyzing in detail a chosen stage and method .

4.Name the main methodologies of MFL education in the twentieth century. Comment on their advantages and disadvantages.

5. What was the role of the Council of Europe document 'Common European Framework of Reference for Languages: Learning, Teaching, Assessment' in the introduction of the competency-based professional model into MFL education?

6. Comment on the main directions and aims of MFL education.

Chapter 8: Methodological Determinacy and the Components of 'MFL educational Content' in Contemporary MFL Theory.

The systemic and complex character of any educational system is shown, first and foremost, in the conceptual determinacy and interdependence of the entire composition of its categories (aims, principles, techniques, technology, means etc.).

In general pedagogical theory, there are different interpretations regarding the category 'educational/teaching content' based on differing didactic theories and systems, aims, methodologies and teaching methods. In the modern typology of theoretical approaches there exist the following models of content type:

I. **The theory of an 'activity-based content of education'** (V. V. Davydov, D. B. El'konin) is a theory and model of developmental education which has a content type that:

- is directed towards development and self-development through the development of theoretical thought, general intellect and reflexive consciousness;

- has a functional learning outcome: the formation of creative 'activity';

- bases its **content units** on methods and principles of activity, which are **assimilated during teaching** through a system of learning activities and conceptual work which is characteristic of a **model developmental education**.

II. **According to the theory of 'system-thought-activity education'** (Iu. V. Gromyko, D. B. Dmitriev, O. N. Glazunova), content type should:

- reflect the unity of the thinking processes, communication and activity through reflex and understanding;

- have a functional purpose based on the methods and technologies for **thought and the understanding of activity as a means for assimilating the components** of 'thought-activity' education;

- possess three processes (thought, communication, activity) and three subject fields of activity (academic subject, meta-subject, collective interaction);

- have as its **unit of content the principle** of problem-solving using the model of 'system-thought-activity education'.

III. The content type of the theory of 'meta-subject and personality-centred education' consists of:

- self-development through the creative process;

- the functional aim of developing the personal and educational skills of students;

-**realizing, through content,** the integration of activity-based and meta-subject components and procedures in the development of a system of knowledge;

- this type of educational model is directed towards a creative and independent development of personality.

IV. The content types of culturological models of education vary according to authors' differing understanding of the category 'culture':

- as activity-based (E. S. Baler, V. E. Davidovich, M. S. Katan);

- as a system of values (A. N. Zvorykik, G. G. Karpov);

- as a structural phenomenon (C. Levi-Strauss, Iu. Lotman);

- as transliteration (M. M. Bakhtin, V. S. Bibler).

V. The variations in culturological theories and their corresponding content types are based on the different emphasis given to the manifestation of various aspects of culture: ethics (V. V. Kraevskii) professional and general (S. A. Smirnov). The integral learning outcome of culturological-based content is the formation of multifunctional competencies of personality

A. V. Khutorskoi).

VI. The content types of mixed or interdisciplinary theories of education are integrative in nature (eg. the anthropological-culturological model)

VII. There are different content types for mixed binary theories and those which integrate the logical-conceptual system (expressed pedagogically as knowledge, methods of activity) into the system of types of human activity (knowledge acquisition, communication, work etc.)

VIII. The content type of **knowledge-based** theories of education are based on two blocks: subject knowledge and generic skills and abilities (as found for example as the *ZUN* system).

From this analysis of the content types found in different educational models we can draw the following conclusions:

- any interpretation of 'educational content' is directly dependent upon on the conceptual nature of the teaching theory in question and serves to advance the latter's educational aims;

- the intended **learning outcome** is simultaneously both the system-forming factor in the creation of a professional educational model and the main factor behind the selection of **educational content;**

- the conceptualization of 'educational content' is reflected in the methods of its structuring and modeling as a 'model of educational content'.

The conceptual base of the category 'MFL educational content' in the cognito-linguoculturological methodology is formed using the principles of unity and integration. This allows:

- content to be presented as the unification of the whole set of linguoculturological educational components;

- the process-based aspects of content (types of speech activity, intercultural-communicative strategies and competencies) to be structured around intercultural-communicative events

(acts);

- these events serve as the basis for realizing socio- and linguoculturological functions (a second socialization, reconceptualization of a new culture etc.).

The choice of the 'model' for the structuring of the category 'content' must be based on its ability to realize two functions of modeling:

- the system-knowledge function for reflecting the systematic and unified structure of the object under study;

- the formation function which allows the use of the model as an instrument of knowledge acquisition and means for a prognostic construction of new objects.

In addition to the traditional methods for constructing content, the modern **spiral and module-based (modular)** methods have also been introduced into pedagogy. Within teaching, the traditional **linear** (the sequential presentation of teaching material as links of one overall thematic chain) and **concentric**(the repeated presentation of the same teaching material as an aid to memorization) methods are considered characteristic of the **subject-based and knowledge-based educational approach. The spiral and modular methods are considered appropriate for modern teaching aims** in that they allow for a developmental, creative and activity-based way of presenting content. The spiral method is also based on the principle of the periodic return to and, repetition of, old content but it has been broadened by a new base of theoretical ideas, knowledge and activities which allow the student to independently systematize acquired knowledge and form deeper, interdisciplinary-based conclusions and develop practical activity skills.

It is important to distinguish the **modular method** of constructing content from the **modular teaching as found within specialist educational programmes**.

During the construction of individual modules, the modular method allows:

(i) the reflection within each module of the **integrative** aim of assimilating material;

(ii) the achievement through the module of one of more **teaching** aims;

(iii) modules should be **open** and able to be supplemented and enriched by further material. This relative autonomy allows the potential for self-development;

(iv) the content of modules should be based on thought-provoking, creative and practical activities which include the student in the process of using methods to generate knowledge (the creation of abstract ideas, general modeling, analogy etc.);

(v) the content of modular teaching materials presumes the use of problem-based, project-based, creative technologies;

(vi) the content of modules and the means for its assimilation may vary, depending on the ability and level of students.

In the modular structuring of teaching content, the **subject-related aspect of content** receives much attention whereas, in **modular teaching**, the subject-related and teaching-progression aspects of content are **presented as being unified and systematic and so representing a unified content platform for teaching, which includes the setting of aims, motivation, planning, execution and assessment of the learning outcome**. Thus, the modular method of constructing content may be viewed as representing only the **subject-related side of the object being modelled** and, according to modern personality-centred education, in order it to be viewed as possessing **concept-based 'educational content'**, the category '**educational content**' must reflect a corresponding '**educational model**'. The modular method of constructing content can acquire the possibility of presenting

itself as being **adequately modeled according to the conception of a 'model' content** if it is first synthesized and included in the modular organization of teaching (or 'modular teaching').

Thus, if we define the category 'MFL educational content' as signifying the unified, subject-related and teaching-progression core of MFL education and as possessing a **concept-based teaching content which reflects** the cognito-linguoculturological methodology, we believe that the modular construction of content most adequately reflects the concept of the overall theory of modern MFL education.

All the above is governed by the fact that the **functional aim and nature of 'MFL educational content'** is based on the comprehensive, interdisciplinary, multi-faceted construct 'foreign language-foreign culture'. **The aim of this type of content is the formation, development and self-development of a student as a 'intermediator of intercultural communication'** in the sense of being an active and creative individual during intercultural communication. This is achieved by the subject-related and teaching progression aspects of educational content.

As already noted, the subject-related side of MFL educational content is represented by **new cognito-linguoculturological complexes** (CLC) which reflects the integration of methodological principles (cognito-social, -linguoculturological, -sociocultural, -conceptual, -communicative, personality-centred) as aspects of the renewed structure of cognitive consciousness as well as reflecting the basic and specific principles for selecting MFL teaching content within the parameters of the cognito-linguoculturological paradigm of MFL education.

Subject content is ultimately based on a certain conceptual-methodological foundation. Therefore, content selection

- subject content should be based on problem-based learning allowing interactive teaching and role-play;

- the concentric organization of the teaching process and MFL educational content;

- subject content should have a vocational/professional and contextual orientation;

- content should be academic and subject-specific.

Thus the selection of MFL subject content is based on the integration of:

(i) cognito-linguoculturological **methodological principles;**

(ii) **basic principles**, reflecting the theory of MFL education;

(iii) **specific principles** regarding the methods and techniques for planning, organizing and preparing teaching materials within the parameters of the intercultural-communicative conception of MFL education.

The subject-related aspect of content are represented by **new cognito-linguoculturological complexes** which reflect the result of the interconnected reflection by methodological principles of the cognito-social, -linguoculturological, -sociocultural, -conceptual, -communicative, personality-centred aspects of new cognitive knowledge/consciousness which allows the individual to gain a cognito-linguoculturological reconceptualization of the world and develop into a 'intermediator of intercultural communication'.

The **organizational basis of the subject-related aspect of a content** directed towards to the command of new cognito-linguoculturological complexes is the identification within the parameters of generally-accepted communicative spheres (social, domestic, socio-cultural, educational, work-related) of an **integrated unit of content** which is simultaneously also a **teaching unit** providing the subject content for the formation

conceptual, pragmatic, socio- and linguoculturological and
other aspects of the intercultural communicative competency
of a 'intermediator of intercultural communication'.

All these reviewed models of constructing content are based
on scientific-empirical foundations and are intended to realize
the present, relevant aims of MFL education at this stage of its
development as a science.

The theory of intercultural communication, the new methodology of MFL education and its content based on a system of new cognito-linguoculturological complexes can be structured according to either the modular or spiral method in equal measure.

Practical Tasks and Case Studies

1. What factors are behind the appearance of the numerous existence types of models for defining the category 'content of education'?

2. Create a table of the modern types of 'content', analyze the reflection in this 'content' of the leading teaching theory upon which the English language teaching programme you have studied is based.

3. What are the features of the types of 'content' found in both knowledge-based and competency-based theories?

4. What are the basic principles of the category 'content' in the modeling of the cognito-linguoculturological methodology of MFL education?

5. Analyze some teaching packages (secondary school textbooks) and establish the means used to structure their content (linear, conceptual, spiral, etc.). Cite evidence to support your views.

6. Describe the module system of constructing educational content and the methods for creating individual modules.

7. In what ways is the subject content of the cognito-linguo-culturological paradigm of MFL education governed by conceptual and methodological factors. What is the role of cognito-lin-guoculturological factors in the constriction of subject content?

8. Define and describe the types of principles have been proposed for selecting content in contemporary MFL education.

9. How do subject-specific factors affect the systemization and organization of content? Demonstrate this by an analysis of the set of components of the 'cognito-linguocultural complex' as units of content.

Problems for Discussion and Assessment

1. What are the innovative features of the competency-based paradigm of education and to what extent have they improved the overall quality of education?

2. Define and explain the difference between *kompetentsiia* and *kompetentnost'*.

3. What is the minimum set of components for individual self-development? Using a typical teaching plan of any university vocational training programme, assess the advantages that a credit-based planning of competency-based education has in stimulating the creative professional thinking amongst students.

4. Support the idea that there is no justification or future in integrating competency-based education with the traditional approach. Make sure you refer to the principle differences between knowledge- and competency-based types of education.

5. Describe the existing interpretations of 'intercultural communicative competency' and the debate over the proposed

ructure, content and models of this competency. Outline our own opinion regarding these different ideas.

6. What is the role and methodical significance of methodological principles in the formation of the integrative concept of the competency-based model 'intermediator of intercultural communication'?

7. Define 'intermediator of intercultural communication'. Base your answer on the complexity and conditions governing the creation by an individual of a second conceptualization of the world.

8. Within the published literature on the subject, find examples of differences in the cognito-linguoculturological structure of the knowledge of two speakers during intercultural communication. Explain the theoretical basis of these differences.

9. What factors have governed the changes in the category of 'aims of MFL teaching' over time? Illustrate your answer with examples from the history of the development of MFL teaching methods.

10. To what extent does the realization of the educational demands of society rest upon the formation of teaching aims and education models?

11. Compare and contrast the basic concepts behind the 'cognito-linguoculturological methodology' and its corresponding theory of MFL education with that of other existing conceptions of MFL education.

12. Define and describe the content structure of 'MFL teaching aims' and assess the justification of separating them into three constituent parts.

13. What are the existing typologies of the category 'educational content'? Which existing approaches do these different typologies reflect?

14. Analyze the known methods for structuring the catego-

ry of 'content' in MFL education. Which methods do you think have the greatest prospects?

15. Describe the content of the 'methodological', 'basic' and 'specific' principles in the selection and organization of content in the cognito-linguoculturological paradigm of education.

16. How effective is the competency-based and methodological integration found in the modern MFL educational paradigm?

Part III: The Modeling of Communication in the Theory of Intercultural Communication

Chapter 8: Models as a Means of Knowledge Acquisition and Modern Approaches towards Modeling Communication

The term 'modeling' is well known in modern science though it is often used without any reference to its empirical nature as a category for methods of knowledge-acquisition and research based on the construction of models. The most wide-spread definition of the term 'model' as an artificial construct is that of a specialized entity created for the purpose of acquiring or storing information in the form of a model or description which reflects the characteristics of the original object under research.

Despite the fact that modeling as an empirical method of knowledge acquisition has been widely used throughout science and academia and that the twentieth century witnessed the universal acceptance of the modeling method as the fundamental method for constructing scientific hypotheses, the modeling method was not in fact based upon a common methodology even though its empirical nature was outlined in the developing theory of modeling.

The main, universally-accepted features of 'modeling' as an empirical method are:

(i) modeling is a theoretical empirical method for understanding complex objects and phenomena;

(ii) the essence of modeling is the reflection or substitution of real objects, processes and phenomena by analogous indicators;

(iii) analogies reflect the features of the real-life object in a

systematic and interrelated form;

(iv) modeling results in the creation of a model which, in accordance with the overall aims, allows the acquisition of new empirical knowledge about the real-life object in question;

(v) the model, from a structural point of view, is a complex organizational entity which can also be presented a system of modules, each of which represents one content aspect of the overall model;

(vi) a model is an entity for acquiring empirical knowledge and an instrument for the theoretical transformation of the object being studied;

(vii) the scientific methodological foundation of modeling is the 'law of similarity' i.e. the existence of uniform corresponding relationships between two objects;

(viii) the final stage in the modeling process is the creation of an adequate 'control'.

Modeling as a method for knowledge acquisition is characterized by the systematic nature of the process of knowledge acquisition, the comprehensive nature of the constructed model, the possibility of the practical application of its abstract and logical procedures, universal applicability, the ability for prognosis about the object being modeled and the ability to perform the functions of both knowledge-acquisition and creating forms.

If the universal definition of 'model' as an instrument for knowledge acquisition is understood as being a concrete or abstract representation of a given object, which, during the modeling process, replaces the **original, real-life object** so that the study results in the acquisition of **new knowledge** about the **original object**, then **modeling** as a method may be understood as involving the **process** of the construction, study and application of models. The structure of the modeling process involves the following specific **methods of knowledge ac-**

…isition (i) the use of abstraction (ii) the use of analogies and
…eir analysis (iii) the formation of conclusions upon the basis
…comparison, analogy, prognosis and other methods of knowl-
…ge acquisition (iv) the formulation of hypotheses.

The essential requirements for any type of modeling are the
…istence of three constituent parts: a subject (the researcher),
…research object (the entity to be studied/modeled), a model
… acquiring knowledge about the research object and which
…es into accounts the interrelationship between this object
…d the subject.

Thus, a **model**, as an entity for knowledge acquisition and
…strument for transforming the original (or research) object al-
…ws the realization of a basic functional purpose: the use of the
… of similarity to establish uniform corresponding relation-
…ips between two objects in order to acquire knowledge about
… original object based upon abstract and logical thought pro-
…sses.

Modeling is characterized by its activity-based, transforma-
…nal and process-based features which are especially signifi-
…nt for the question of whether it can be applied to the theory
…communication.

It should be noted that the idea of modeling verbal commu-
…cation for pedagogical purposes is most unusual if not unique.
…is can be explained by the complexity of such an enterprise
…ce the number of verbal processes found during social inter-
…tion is so huge that it they are difficult to predict.

Therefore, the modern interpretation of the concept 'com-
…unication' is dominated by a socio-psychological analysis of
… system of interpersonal and social communication, since the
…ry complex system of connections linking an individual to the
…tside world is manifested precisely through communication.

The justification of defining communication as a realization

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THE FUNCTIONAL AND EMPIRICAL FEATURES OF 'MODELING' AS A METHOD OF KNOWLEDGE ACQUISITION

MODELING MODEL

Modeling

- The law of similarity as its scientific and methodological base

- Necessary features and stages of modeling
  - systematic nature of process and knowledge acquisition
  - comprehensive nature of model
  - the possibility of the practical applicability of abstract and logical procedures
  - principle of universal applicability
  - allows prognosis concerning the original object
  - ability to perform the functions of both knowledge-acquisition and creating forms
  - Empirical nature of modeling

- Function of modeling – an artificial construct used for research purposes

- A method of acquiring knowledge about a complex object

- Aim of modeling – to create an analogy which reflects all the features of the original in all its systemic interconnectivity

Model

- A model acts as an entity for knowledge acquisition and an instrument for transforming the original object

- The aim and result of modelling is the creation of a model

- A model allows the acquisition of knowledge about the original object

- The structure of a model – a complex organizational system of modules

- Each module of a model represents an aspect of the model's overall content

of the whole system of human relations is affirmed by the fact that human society is unthinkable without the presence of communication which events as:

- a **means** of uniting individuals;

- as a **medium** for developing individuals during social relations (at the micro level);

- as a **social environment** where an individual becomes united to others through interpersonal relations and communication (at the micro level);

- as a secondary social category relating to the system of social interaction in the context of the primacy of **social relations** (interpersonal and social) since verbal communication is generated by the system of social relations existing between people.

This socio-psychological approach is justified not just by the activity-based character of communication but by the idea of the synthesis of activity and communication - the leading concept in Soviet psychology. After all, collective activity, whether intellectual or work-related, takes the combined form of collective activity and communication and these two concepts should therefore be analyzed in unison.

However, whilst accepting the essential unity of 'activity' and 'communication', researchers have disagreed over the character and status of their interrelationship. There are three main views:

(i) 'activity' and 'communication' are two parallel sides of social life, there are interconnected as processes;

(ii) 'communication' is a specific element of 'activity' whilst 'activity' creates the conditions for 'communication';

(iii) 'communication' is a special type of 'activity' ('communicative activity');

Aside from these views, which are all based on assigning different roles to the two concepts, there are additional ones

which maintain:

- a wider interpretation of the unity of the two concepts, where communication and an aspect of collective activity combined constitute a particular **derivative** of overall activity. This elevates communication to the level of the most important aspect of activity whilst activity is defined as **the subject content** since its essence and function is manifested through the **content of communication**. In this view, (i) communication is included in all activity (ii) communication fulfills the role of organizing, generalizing and planning activity as well as other characteristic functions such as studying, influencing etc.

Academic disciplines and sub-disciplines which study verbal communication (communication studies, psycholinguistics, social psychology) have made attempts to create a **structure or model of communication** based on:

- the main types of **psychological functions** of communication: **informational-communicative, regular-communicative, affective-communicative** (B. F. Lomov);

- **socio-psychological** forms of social interaction and communication relating to the formulation of and execution of aims: **communication** as a process of information exchange (the narrow, practical aspect of communication); the **interactive** aspect of communication in the sense of the collective planning and execution of activity and communication; the **perceptive** aspect of communication as processes of knowledge acquisition, acceptance and communication (G. M. Andreeva, A. A. Dontsova);

- there are a whole range of other approaches to be found within the discipline of communication studies:

(i) in **communicative ontology**, communication is viewed as the exchange of meaningful information and it highlights two functions of verbal communication: **transmitting informa-**

tion and (mutual) **influencing**;

(ii) in **communicative linguistics**, the notion of the essential **dialogic nature of human communication** is universally accepted. This is based on M. M. Bakhtin's idea regarding the universality of dialogue and the fact that dialogic relations reflect the speech and manifestations of human life and behaviour;

(iii) The creation of a dialogic-based yet **purely pragmatic approach** towards the structuring of a model of dialogic communication requires, **firstly**, the identification of a basic set of categories and concepts relating to the **pragmatic concerns** of the communicators (a fixed relationship between addresser and addressee, communicative intention, communicative roles, a communicative context/situation which allows dialogic interaction, strategies for influencing communicators); **secondly**, the identification of the most typical **functional types of address**, namely:

- **appellative** (rousing the addressee/recipient to action or an emotional reaction);

- **phatic** (the function of establishing contact and co-operation);

- **descriptive** (for describing the addressee according to various criteria – social class, profession etc.);

- **emotive** (the function of encouraging an assessment from the addressee);

- **appellative-descriptive**(rousing-assessing).

(iv) the study of the **dialogic nature** of communication caused the appearance not only the **purely pragmatic** approach but two other lines of communication analysis: the **communicative** and the **functional**;

(v) the communicative analysis of communication has identified: firstly, the **conceptual-, logical-communicative-, pragmatic-, discourse-based lines of research into communi-**

cation; secondly, a different set of categories (compared to the **purely pragmatic approach**) for describing communication, namely: the **character of communicative co-operation, aims of communication, communicative intentions, situational factors, social context, emotional sub-context, relationship between communicators, form and meaning of utterances etc.**;

(vi) In the functional analysis of the dialogic nature of communication, researchers have **identified the 'speech act'** as **unit of verbal communication** (a 'speech act' is speech production = an individual's intention + completed minimal part of speech + outcome achieved). Three aspects of the speech act have been established (a) the fixing and description of the final number of its functions (b) the mechanism for the latter's integrative functioning (c) the typology of speech acts themselves (the locutionary: the synthesized reflection of referent and meaning; the illocutionary - the establishment of the communicative purpose of an utterance; the perlocutionary – the subsequent psychological impact on the addressee).

(vii) R.Jakobson's aforementioned model occupies an intermediary position between the linguistic, pragmatic and socio-psychological approaches to modeling communication though, strictly speaking, it is classified as a linguistic approach. The complex nature of this model is based on the six-component scheme of communication. According to R.Jakobson, the **six** components fulfill **six communicative** functions: the **emotive** (addresser), **referential** and **poetic** (context, message), **phatic** and **metalingual** (contact, code) and **conative** (addressee).

(viiii) Lu.M.Lotman's psychological-culturological model postulates that an essential requirement for the generation of new knowledge during communication is the presence of dissimilar

des since if both sides possess the same information then
are is no exchange of information and thus, by definition, no
mmunication actually takes place.

Although this model is based on R. Jakobson's set of compo-
nts for communication, it does not accept R.Jakobson's idea
at there should be a **unity of codes** in order to stimulate
mmunication and avoid conflict. Rather it maintains that the
ssimilarity and **not the unity of codes** allows for the re-
ipt of 'new meaning (information)'.

As regards Russian works on the psycholinguistic under-
anding of 'intercultural communication' one should mention
V. Privalova's psycholinguistic model and its core idea
'ethno-linguocultural consciousness'. Although, in one sense,
s idea is just a further development of the existing extremely
dical **hypothesis of two types of consciousness** (orien-
and European), I.V.Privalova's model has the main virtue of
aintaining that primary language consciousness is based upon
one's native language but that, after the transition to a new
reign) language, it is not completely transformed into a sec-
d consciousness.

Rather, a synthesis and transformation of language conscious-
ss occurs where (i) the cognitive models of a foreign cul-
re now coexist with those of one's native language (ii) during
ercultural communication, models which are appropriate to
e situation and have already been developed in an individual's
mparative-informational reflex, are selected and used for
mmunication (iii) according to researchers, these mental con-
ucts are found in three types of realm (the linguistic, cognitive
d cultural) within the general realm of the ethno-linguocultur-
consciousness. It follows that (a) these **mental constructs**
t as units of the **cognitive** realm which categorize reality
culturemes, cultural stereotypes and symbols etc. act as the

operational **units of the cultural realm** (c) **linguistic universals and markers** of a national-cultural consciousness act as the **units of the linguistic realm**.

Although it is not possible to agree with all of her theory and model, what is important for our purposes, is the idea that we are not concerned with the modeling of an entirely **new cognitive consciousness** but rather the adaptation of an individual's existing national-cultural language consciousness by new mental constructs (assimilated foreign culture models of consciousness) for the purposes of organizing the process of developing the so-called second language consciousness which, in effect, is an **integrated language consciousness**.

In I.V. Privalova's proposed model of intercultural communication:

(i) the core idea is the **model of the consciousness of language personality** which reflects an individual's ethno-linguoculture;

(ii) the model of intercultural communication is a process of communication between language personalities, during the course of which ,a **comparison of their respective conceptual and language pictures of the world occurs**;

(iii) the ethno-linguocultural consciousness of the communicators acts as the **leading** variable within this model of intercultural communication;

(iv) due to the psycholinguistic foundations of this model, intercultural communication is viewed as a process of interaction between the respective languages consciousnesses of the communicators;

(v) the anthropocentric orientation of the model is shown by the fact that it can take into account all the **differences between the communicators** be they linguistic, national-cultural, psychological, social etc. in nature;

(vi) the model's combination of **the universal and the concrete** allows it to project itself upon all ethno-linguocultures since the **cognitive, linguistic and cultural realms form the basis of any ethno-linguocultural consciousness**. Moreover, the particular features that arise when different, specific **linguocultures** come into contact with each other are reflected through **the 'filling up' of these three realms with concrete content** from each of the ethno-linguocultures.

As regards the modeling of intercultural communication, I.V.Privalova considers that the communicative act should be represented as a hypothetical model of the process of intercultural communication i.e. **within the modeling of intercultural communication, the communicative act may be represented**.

(i) by separate phases;

(ii) by a specific collection of mechanisms which realize each phase;

(iii) by a collection of variable (elementary) constituent parts of the communicative model which reflect conceptual approaches to the modeling of intercultural communication;

(iv) by the ability of models to pass information (linear, rounded, transactional and spiral types of modeling content).

The above-described psycholinguistic models of intercultural communication serve as yet more confirmation for the justification of the **cognito-linguoculturological methodology of MFL education** outlined in this work since they accept:

(i) the ethno-linguocultural character of the consciousness of bilingual communicators;

(ii) the parallel co-existence of native language consciousness with that of an assimilated consciousness of a foreign culture;

(iii) the definition of the **process of intercultural communication as being the reflexive activity of bilingual communicators** in comparing their respective conceptual and linguistic pictures of the world and in providing the mutual-transition (interactive transaction) of their consciousness types during the reception and production of spoken messages during intercultural communication.

The modeling of MFL education can involve, variously:

(i) a model of the entire system of MFL education in order to formulate a theory and practice of education;

(ii) a model of the language learning process as a description and account of the mechanisms and internal processes of MFL learning;

(iii) a methodical model in the sense of a teaching system;

(iv)a model of communication as a multi-staged continuum of communicative acts;

(v) a model of communication for different situations.

The definition of 'communication' in the sense of a multi-functional phenomenon varies depending upon which of its characteristics are emphasized: (i) as a process of interaction and co-operation between individuals (**social-philosophical aspect**) (ii) as linguistic interaction (**social communicative aspect**) (iii) subject-subject or subject-object relations (**psychological aspect**) (iv) as a form of interaction between individuals during work-related activity (**socio-activity aspect**).

A. A. Leont'ev understood 'communication' as a 'process of establishing and supporting, through various means, purpose-driven, direct or indirect contact between people who are in one way or another connected to each other and who have as their aim either a change in the course of collective activity or to exert influence upon a particular individual during the

course of collective or individual but socially-mediated communication'.

This is a **socio-psychological interpretation of the meaning of 'communication'**.

Within the theory of MFL teaching, apart from the intercultural communicative approach, which has had a virtual monopoly in recent times as regards influence on the system of MFL education, there also exists the **method of the integrative teaching of communication** which constitutes an attempt to model intercultural communication as a managed process of organizing interpersonal communication. This approach, unfortunately, does not meet the demands of being a conceptually-complete theory since it understands the formation of the ability for intercultural communication as a process whereby students are taught how to overcome various 'barriers' to communication caused by 'an individual's subjective ideas and worries regarding the difficulty and unusual nature…of the situation'. Its teaching system is directed towards overcoming barriers to communication and proposes a choice of various types of knowledge about these barriers and a conscious approach towards tackling any obstacles that may arise.

The most important tasks in the interactive teaching of communication are: the teaching of techniques for mutual-understanding such as **identification** (a means for understanding one's communication partner), **stereotyping** (the classification of types of communicative behaviour as indicative of a particular socio-culture), **reflection** (a student's consciousness of the progress and results of learning), **reciprocity** (the receipt by the addresser of information concerning the impact of his message upon the addressee and others).

This demonstrates both that the **interactive approach of teaching communication** is focused on the socio-psycholog-

ical aspects of communication and that the linguo-pedagogical research field is not clearly defined. This approach, as a method of teaching intercultural communication, does not fit neatly into any aspect of the existing theories of MFL teaching.

We may make the following conclusions regarding our analysis of the existing approaches towards the modeling of communication and its use for pedagogical purposes:

- the modeling of the entire system of MFL education within a single comprehensive model is a complex task. It is achievable only through a conceptual-methodological approach which serves as the basis for the formulation of variant subsystems of teaching communication;

- the aforementioned **cognito-linguistic, socio-psychological, communicative-functional, psycholinguistic and other models of intercultural communication** serve as a rich foundation for the modeling of the constituent parts of **intercultural communication** within a complex, integrated form of education;

- the experience of the cognito-linguistic and psycholinguistic attempts at modeling can, for example, assist in making sure that the model includes the entire range of MFL educational components, mechanisms or operational units which are 'responsible' for the processes of learning a MFL and the functioning of mechanisms which 'launch ' the internal processes of verbal co-operation during intercultural communication;

- the information gained from previous socio-psychological, communicative-functional and psycholinguistic attempts at the modeling of intercultural communication can create a database for the description or construction of a model of communication not only in the sense of a system or hierarchy of individual communicative acts but, in the best case scenario, as a multi-staged continuum of communicative acts;

- when attempting a systematic construction of a **common model of MFL education or methodical model for a system of teaching and learning intercultural communication**, the concept 'modeling' should be used not so much for the construction of an imagined analogy of reality, than as an **instrument for the theoretical description and transformation of the 'original object' i.e. the existing teaching system**. In this respect, any attempt at pedagogical modeling should take the following considerations into account:

-**systematic pedagogical models are theoretical descriptive constructs of complex objects** which reflect the methodological and conceptual base of a proposed new model of the original object and which provide new information about the latter, though this may not require its formalization or reconstruction.

- When modeling a complex organizational system such as intercultural communication, it is correct to use an **additional principle from the theory of modeling, namely, that, in the study of large systems it is sufficient to identify as the main research object a specific subsystem, element or constituent part which represents and reflects, in miniature, the general characteristics, connections, structure, purposes, content etc. of the overall object under study**.

- Since the process of intercultural communication can be represented as a string of communicative acts for the purposes of facilitating co-operation between communicators then, as has been mentioned, an individual, specific communicative act is still able to reflect the characteristics of the overall process of communication. This means that modeling can occur within reduced parameters whilst still corresponding to the original object overall.

- It therefore is correct to begin the modeling of the teaching process with stereotypical communicative situations which reflect socio-cultural or linguocultural models of co-operation between individuals that are typical for representatives from a particular socio- and linguoculture. The 'communicative situation', as **an integral component of intercultural communication**, possesses all the inherent characteristics and features of intercultural communication, both intra-linguistic and extra-linguistic.

- In view of the interconnection between **activity and communication**, as well as the widely-accepted definition of verbal communication as a specific type of activity, the features of speech coincide with those of any form of activity. I. L. Bim has identified the following features as being fundamental to the possibility of communication.

Practical Tasks and Case Studies

1. What are the functional and empirical features of 'modeling' as a method for knowledge acquisition? Define the relationship between the concepts 'modeling' and 'model' within the theory of knowledge. Is the concept 'model' used in its traditional functional sense within the cognito-linguoculturological paradigm?

2. What are the existing interpretations of the concept 'communication' and to what degree can the technology of modeling and model construction be applied to 'communication'?

3. What are the main activity functions of 'communication' and by what means do they reflect the aims-based purpose of 'communication'?

4. Identify the most significant components of the of communicators speech patterns for structuring of a model of dialogic

communication. Analyze several models of dialogic communication and identify the basic set of communication patterns found within them.

5. Give examples of the use of the phatic, emotive, appellative language functions typically found in dialogic communication.

6. Define the existing approaches towards a communicative analysis of communication and any additional set of components that are used to characterize communication.

7. Analyze the nature of I.V. Privalova's psycholinguistic model of 'communication' and its potential for use in teaching.

8. What is the role and function of the 'communicative situation'? Through an analysis of its features and set of components explain why it is an appropriate object of research for the model of intercultural communication.

Chapter 9. The Modern Conceptually- and Methodologically-Based Model of MFL Education

It is well known that the category 'educational content' is both predetermined by and dependent on the theory that puts it into practice. The determinacy (in terms of aim) and content of any given theory of teaching provides the systematic comprehensiveness and interdependence of all the categories found within a single system of education and is reflected in the choice of the type of modeling both for that of the educational system in its entirety as well as its significant constituent parts. The conceptual-methodological paradigm of any given teaching system directs the latter towards the achievement of some intended outcome through the subject content.

This dependence of the category 'educational content', in the sense of it being the reflection of a pedagogical/didactic theory and a model of education which puts it into practice, has caused the appearance not only of the aforementioned multiplicity of types of 'educational content' but also the reflection of the conception of 'educational content' in the means for its construction and the modeling of an adequate conception or model of 'educational content'.

Thus, for example, in a culturological conception of the model 'educational content', 'comprehensiveness' is viewed as the main feature and, as a result, its educational content reflects the tripartite model of 'cultural space' which includes the three basic components of culture (ethical, social, technological) in the three basic forms of its comprehension (cognitive, values-based, regulatory) during the personal and intellectual development of an individual. It follows that teaching should therefore be organized as a cultural, values-orientated process based on the integration of the aforementioned components of culture and through the personal comprehension of the universal meaning and significance of its content (V. N. Rudenko).

It is obvious that, as regards 'educational content, out of all the numerous definitions of 'modeling' and 'model' (the process or means of acquiring scientific knowledge which reflects, reproduces or replaces aspects of a real-life object and which formularises or reconstructs this object through its constituent parts) it would be wise to adopt a definition of 'model' that is based on the latter's ability to fulfill two functions of modeling:

(i) systemic-empirical function which allows the category **'educational content' to be represented as a systematic and comprehensive structure reflecting the original object** (in this case 'educational content' or 'MFL education');

(iii) a **formational function** which allows the use of the

model as both an instrument of knowledge acquisition, which is especially important in the pedagogical process and as a means for **forming a prototype of the potential future states of the object being modeled** and presenting it as a structure upon which the intended new object can be constructed.

One of the main conclusions of the last section of this work was that the **modeling of the entire system of MFL education** is so complex that the only possibility of achieving this is through the **introduction of a new conceptual-methodological approach**. Our proposed new MFL educational paradigm based on a cognito-linguoculturological methodology and theory of intercultural communication and put into practice by a competency-based theory and practice of education **can also serve as the foundation of the modeling of the whole educational system along with its subsystems**.

All attempts at modeling without a conceptual-methodological base are doomed to remain purely theoretical-descriptive or narrowly-focused constructs since the **absence of a methodological core will render even the most promising theory overly abstract**. In general, such models reflect or describe individual elements, functions, system features etc. This idea has been confirmed by the long experience of modeling 'educational content' which was often conducted with the hope that if content determines the entire system, then modeling can lead to a 'revolution' against the established educational system. This, however, though this did not lead to the desired result since 'content' is just one element within a wider system.

The proposed cognito-linguoculturological methodology can serve as the **conceptual-methodological basis** of a new approach towards the **systematic modeling of such a comprehensive educational system as 'MFL education'** for

didactic purposes and specifically for the formulation of a theory and practice of MFL teaching based on a new conceptual-methodological platform.

The noted depth of the interdependence and conceptual-methodological determinacy of the whole set of components of the educational model secures the comprehensiveness, systemization and integration of the proposed model of MFL education as a **complete system**.

The proposed model of modeling MFL education reflects the following five **basic sets of requirements of modern MFL education** (as already outlined in this work) which are essential for ensuring the model **is complete, system-based and transformational**:

I. The presence of a conceptual-methodological platform

- the modeling of MFL educational processes is based on the conceptual base of the cognito-linguoculturological methodology;

- the subject content and learning progression of MFL education is based on:

- the **cognito-linguoculturological methodology** as the universal conceptual base of the modern theory of MFL education;

- the **theory of intercultural communication** as the theory of teaching which puts this methodology into practice;

- a **competency-based modeling of MFL education.**

Thus, the first basic set of requirements is based on the idea that the cognito-linguoculturological methodology, as the universal platform of MFL education, creates the conditions for the formulation of **internationally-acceptable, multi-level, educational models** which represent a harmonization of CIS (Commonwealth of Independent States) and international edu-

cational models.

This internationally-adapted MFL educational model represents the **organizational and technological basis** of the **theory of intercultural communication** within the parameters of a **competency-based pedagogical theory**. It is **modeled** as the interconnected set of components of the **intercultural-communicative competency** which forms a 'intermediator of intercultural communication' (as the intended learning outcome).

II. - the conceptual-methodological determinacy of the whole set of the model's components as a system.

The subject content and teaching progression of the MFL educational process is based on an integrated conceptual-methodological educational platform since the modeled educational process (which is based **on adequate methodological principles and is appropriate for the pedagogical object under study**) is organized as a '**teaching model**' which:

(i) is directed towards a competency-based learning outcome;

(ii) replicates as closely as possible real-life communication;

(iii) involves learning the linguocultural norms of the MFL under study.

III. The communication model constitutes a new model of education/communication and a structure which can be transformed and improved.

The modeling of communicative situations is directed towards reproducing real-life communication during the teaching process by reflecting the main motivational, content, organizational and functional features found in different types of situation.

IV. The category 'educational content' is, from a con-

ceptual-methodological point of view, predetermined by and dependent upon, the theory of education proposed in this work:

The model's subject content is organized into new cognito-linguoculturological complexes (CLC) which reflect the combined expression of the methodological principles of the cognito-social, linguo-culturological, socio-culturological, conceptual, and personality-centred aspects of the **structure of the new cognitive knowledge/consciousness** which allows the cognito-linguoculturological **reconceptualization of the world by an individual** and serves as the content base for developing a student as a 'intermediator of intercultural communication'.

V. When dealing with the modeling of a complex system, a single element can reflect all the aspects of the entire system for the purposes of research.

The cognito-linguoculturological complexes (CLC), as identified according to spheres of communication, represent the element which reflects the entire system of the cognito-linguo-culturological paradigm **via the integrated unit of content**.

Thus this modeling of communication reflects all five basic sets of requirements as set by our new paradigm of MFL education.

Practical Tasks and Case Studies

1. In what way is the **conceptualization** of 'educational content' reflected in the means for its structuring and modeling? Demonstrate how the concept of educational content is reflected in the culturological concept of MFL teaching.

2. Which functions of modeling and the concept 'model' can

be applied to the structuring of the category 'educational content'?

3. Outline the arguments for and against the view that it is possible to model the **entire system of MFL education**. How justified is it to use the new MFL educational paradigm as a prototype for the potential future states of the modeled object? What are your own views on this matter?

4. What allows the proposed model of MFL education to function as a **complete system**?

5. Which **basic requirements** allow the educational model outlined in this work to be presented as complete, system-based and transformational?

Chapter 10. The Modeling of the Subject Content of Communicative Complexes

The subject content of the communication model which reflects cognito-linguoculturological complexes (CLC) is structured via the components of the CLC as individual teaching blocks allocated to different proficiency levels. It includes: (i) **typical communicative spheres** (ii) a set of thematic-textual units (compositional or genre textual variations which are united by some common theme or issue) (iii) a set of typical situations and their modeling variations (non-standard circumstances of communication) (iv) a set of **communicative-orientated tasks** (problem-based communicative tasks and exercises, use of problems to stimulate communication, language and spoken-language materials as the linguistic basis of communication).

- the subject content of the model is assimilated through appropriate **technologies, methods and techniques**, includ-

ing information technology, the technology of situational analysis (case-studies), the use of project-based, contextual, creative teaching, role-plays etc.;

- the final **learning outcome** is the formation of intercultural-communicative competency.

The Kazakhstan Ablai Khan University of International Relations and World Languages has, in its official statutes on MFL education, established various models to rank proficiency levels and structure various aspects of MFL subject content. It has (i) structured subject content according to proficiency level in two forms of communication (spoken, written); (ii) modeled the integrated interaction of the components of the **cognito-linguoculturological complex (CLC)** (iii) created an international, comparative model of proficiency levels for language and foreign language education.

The essence of the model for structuring MFL subject-content according to proficiency level and written/spoken forms of communication is as follows / Table 7»

I. Model for assigning communicative proficiency levels in two forms of communication (written/spoken)

This model assigns successive communicative proficiency levels in written and spoken forms of language with a corresponding ranking of types of speech and forms of communication. It is divided into six internationally-adapted levels which allow the standardization of proficiency levels.

II There is also a **second model** which reflects the aforementioned fifth set of requirements for modeling - when one of the system's **elements,** as an integrated unit of content (CLC), is able to reflect all the features of a complex system.

Since the **organizational basis of the subject-related aspect of content** (directed towards acquiring new **cognito-linguoculturological complexes**) **is an integrated unit**

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of **content** which, depending upon the researcher's chosen **key principle of subject- and progression-related content** (within our overall approach), can be defined as:

- 'thematic-textual unity/units'(TTU) – D.N. Kulibaeva

- 'communicative-functional block' (CFB) – A. B. Tynyshtyk-baeva

- 'thematic complex' (TC) – N. K. Stamgalieva

- 'situational-thematic block' (STB) – G. D. Zakirova et al.

This **integrated unit of content** is simultaneously also **a teaching unit** providing the subject content for the development of conceptual, pragmatic, socio-/linguo-culturological and other elements of the intercultural-communicative competency of a intermediator of intercultural communication.

Thus if one were to take the 'thematic-textual unity' (TTU) principle (which groups teaching materials according to content-functional themes and is based on **foreign-language texts** which realizes the basic communicative purpose of TTU) as the integrated unit, then, during modeling, the **teaching progression** aspect of content would be limited to being a continuation of systemizing-empirical functions of the subject-related aspect of content which functions as the base for the development of intercultural-communicative skills.

- The development of communicative skills (or sub-competencies of the intercultural-communicative competency) is provided by the inclusion of TTU (or for that matter TC, CFB etc.) as the key **units of the 'subject-content communicative complexes'**;

- the 'communicative complexes' (CC) constitute a **system for managing** the development of communicative skills and competencies within the parameters of particular spheres of communication;

- the set of components of the communicative complexes

Tab 7

CEF	Equivalent Levels	Oral communication monologue / dialogue	Written Communication
A1 A2	Minimum Acceptable Level I-NS (National Standard)		
B1	Basic Level II-NS	**Types of Speech** Narration, Description, Conveying Message, Dialogue - Questioning, Dialogue - Exchange of Opinion, Dialogue - Conversation **Forms of Communication** Description, Narration, Explanation, Definition, Discussing / Giving Opinion, Conveying message with element of discussion and giving opinion, Assessment	Informal email, Discourse, Text, Message, Account, Autobiography, CV
B2	Standard Level III-NS	**Types of Speech** Narration, Description, Conveying message with element of discussion/and giving opinion, 1. Dialogue – Questioning, 2 Dialogue – Exchange of opinion, 3. Dialogue – Conversation, 4. Group/Discussion / Polylogue **Forms of Communication** Conversation, Interview, Discussion, Interpretation, Overview, Summary/CV/ Commentary, Assessment.	CV, Telefax, Formal letter, Formal Report, Essay
C1 C2	Upper Standard Level IV-NS	**Types of Speech** Narration, Description, Conveying a Message, Discussing / Giving Opinion, Open Conversation, Polemic, Debate **Forms of Communication** Interview, Open Conversation, Polemic, Debate, Dispute, Justifying an Assessment, Interpretation, Commentary, Overview, Summary Cit Polemic and other combinations of the aforementioned types of communication	Private and Official Letter, Analysis, Official Assessment, Report, Essay (on social, political, pedagogical and national themes using maxims, proverbs, quotations)
C3	Highest Achievable Level V-NS		

includes the communicative sphere (with a collection of specific themes), typical communicative situations, meta-lingual linguistic material, foreign-language texts reflecting different composition and speech types (description, specification, account etc.), and speech genres (interview, discourse, presentation, press-conference etc);

- these communicative complexes, which are educational-management structures centred around particular communicative spheres and which have their subject content realized through a progressive and functionally-differentiated collection of thematic-textual units, provide the organization and management of a **system of progressively** developing communicative skills or sub-competencies directed towards the assimilation of subject content;

- the teaching progression of 'thematic-textual units' (TTE) is based on a **progression from the simplest to most complex aspects of subject content** which is essential for the development, in stages, of the intercultural-communicative competency (or the subject content in the **context** of a future profession; in this case, the CC will contain 'context-based teaching'):

- the conceptual-cognitive TTU of the subject content of CC;

- the information-accumulation TTU of the subject content of CC;

- the pragmatic-representative TTU of the subject content of CC;

- the contextual-communicative TTU of the subject content of CC.

The **teaching progression** aspect of MFL educational content is provided by the development, in stages, of intercultural-communicative skills (sub-competencies) within the context of the thematic-textual unity (usually relating to the context of

a future profession) by the so-called **production phase**.

(i) The **production phase** actually consists of three stages which correspond to the three essential stages required for **verbal communication**:

(a) reception stage;
(b) reproduction stage;
(c) production stage;

(ii) the context-based phase of communication – i.e. the intercultural communicative competency with a given context (in this case, within a profession).

The reproduction stage of speech activity develops the skill of assimilating and using meta-linguistic teaching materials and then including them in the reproduction of text-based speech reproduction. The system of aims-based communicative tasks develops skills for the transformation, synthesis and interpretation of texts containing professional/vocational content. The **reception stage** of speech activity develops receptive skills (listening and reading) through a system of aims-based communicative tasks and exercises. The **production stage of activity** develops communicative speaking (both monologue and dialogue) and writing skills. It also develops intellectual-communicative skills used during work-related communication through the study of communicative situations and work-related subject content.

Within this three-stage progression aspect of content, the highlighted stages of the subject-related aspects of content are allocated the following functional-content purposes: the **conceptual-cognitive TTU and stage is realized at the reproductions stage of speech activity; the information-accumulation TTU and stage** is, naturally, realized at all levels but particularly at the **reception stage** of speech activity; the **pragmatic-representative** level and stage is realized

t the **production stage** of speech and communication; the **ontext-communicative stage** of TTU provides the level of **luent communication**.

According to these function-based types of activity of the **roduction phase (and its three internal stages)**, in the **nethodical** system of developing the vocational intercultur-**l-communicative** competency of students, the **first three tages of the subject-social content of future activity the conceptual-cognitive, information-accumulation nd pragmatic-representative stages)** are realized at the reparatory stage of vocationally-based communication

At the next stage – the modeling of typical situations, stu-ents are exposed to models of typical situations which reflect, n different communicative spheres, all the types of possible sit-ations found within the context of a given profession. These ituations involve students listening to native speech which are hen repeated or used in role-plays. At the content assimilation tage, the CC is developed by the students independently, as-isted by relevant prompts and involving them changing the cir-umstances of basic situations and the creating new variations. t the stage of developing the teaching-progression aspect of ontent, students create new variations of basic communicative ituations which greatly widen the borders of the basic model. fter a sufficient period of working with models of communi-ative situations, we suggest moving to the stage of intercultur-l-communicative work-related communication.

At the stage of direct, **work-related communication**, the **ontext-communicative stage** of the subject content of the tudent's future profession is realized.

Table 8 presents 'The modeling of a context-based content f communicative complexes (CC) during the development of ntercultural-communicative competencies responsible for the

preparatory communicative and fluent communicative stages'.

As noted in the previous chapter, the **modeling of MFL education can involve**, variously:

-a model of the entire system of MFL education in order to formulate a theory and practice of education;

-a model of the language learning process as a description and account of the mechanisms and internal processes of MFL learning;

-a methodical model in the sense of a teaching system;

-a model of communication as a multi-staged continuum of communicative acts;

-a model of communication for different situations.

In our presentation of a new paradigm of MFL education, we have endeavoured, as far as possible, to present (i) a model of the entire system of education (ii) an account of all the mechanisms and processes involved in learning a MFL (iii) a **methodical model** (teaching method) (iii) a model of communication with a basic structure and features which presents **communication** as multi-staged continuum of communicative acts. We also began the modeling of different communicative situations which will be presented in the final part of this work.

Our demonstration that the modeling of the entire system of MFL education is, in fact, possible and the presentation of this modeling as an comprehensive model which structures the elements of its system in all their interconnectivity and interdependence serves as **yet another confirmation of the objective justification for establishing the cognito-linguoculturological paradigm as the modern basis of MFL education as an independent branch of pedagogy**.

The cognito-linguoculturological paradigm of MFL education represents a complete educational system and is capable, during modeling, not only of providing a system that can deliver the

desired level of educational quality but also a general system for assessing the quality and standards of education.

The national (Kazakhstan) standards, which have been designed by us as domestic scale for measuring educational quality standards and learning outcomes corresponds to the six-point scale of the 'Common European Language Competencies' of the 'Common European Framework'(CEF). It has been also adapted to take into account the particular features of Kazakhstan's educational system, reworked into the universal national scale of measuring quality and standards (National Standards) and for assigning levels of proficiency in all languages (foreign, Kazakh, Russian, and others). The Kazakhstan national scale for assigning levels of language competency consists of five levels which have been balanced out within the common European scale, resulting in some changes in nomenclature.

I The minimum acceptable level is known in CIS as the **first national standard level (I NS)** and corresponds to CEF A1 and A2.

II The basic level (II NS) corresponds to CEF B1 (intermediate level)

III The standard level (III NS) corresponds to CEF B2 (upper intermediate)

IV The higher standard level (IV NS) corresponds to the CEF C1 and C2 (proficiency and mastery)

V The highest achievable level (V NS) relates to the learning of a native language (C3).

Naturally, there is an argument against including level C3 into the national scale but the development of this level is essential for the learning of a native language in all its rich diversity of usage.

Practical Tasks and Case Studies

1. The acknowledgement that the CLC (communicative linguoculturological complex) is capable of acting as a processing element, reflecting the system in its entirety, allows it to be defined as an integrated block, reflecting the subject content of the model of communication. Which features of the CLC have **the function of providing a systemic reflection of the subject content of communication** (communication topics) and the ability to synthesize them organically in the form of a model of communication.

2. What package of MFL educational aims can be realized as a result of combining the competency-based modeling of subject content with subject content-based modeling of CLC?

3. Describe the procedure for modeling the subject content of communicative complexes during the development of the communicative competency. What are the functions of each stage of the development of communicative skills? The stages involving the subject- and progression-related aspects of content are directed towards the development of which activity operations?

4. Describe the proposed internationally-adapted scale for measuring the quality of educational learning outcomes. Comment on the correspondence between the five Kazakhstan levels of language proficiency with that of the Common European Framework.

Table 8

'The modeling of a context-based content of communicative complexes (CC) during the development of intercultural-communicative competencies.'

preparatory stage for context-based communication			stage of modeling typical communicative situations	stage of intercultural-communicative communication
reproduction stage of the production phase of speech activity	reception stage of the production phase of speech activity	production stage of production phase of speech activity	creation of new variations of the basic model	polemical-argumentative function of communication
conceptual-cognitive stage of the assimilation of the subject content of CC	information-accumulation stage of the assimilation of the subject content of CC	pragmatic-representative stage of the assimilation of the subject content of CC	creation of variations to the basic model	analytical-assessment function of communication
meta-lingual communicative skills (TTU) of the conceptual-cognitive subject content of CC	meta-speech skills (TTU) of the information-accumulation stage of the subject content of CC	meta-pragmatic communicative skills (TTU) of the pragmatic-representative subject content of CC	familiarization with typical situational models of communication	regulating-communicative function of communication
stage of developing the speech-communicative aspect of the content of CC	stage of assimilating the subject-related aspect of the content of CC	stage of assimilating the subject-related aspect of the content of CC		meta-content communicative skills (TTU) of the context-based subject content of CC

The educational process may, in its widest sense, be defined as specially-organized co-operation between students and teachers for educational, pastoral and developmental purposes.

The educational process, as an organic means for realizing educational content and as a key component of the educational system overall, naturally has its own systemic set of components, a structure, progression, driving forces, methods, techniques and so forth.

This set of components of the structure of the educational process is determined by the factors of constant change and the interaction between the participants in the educational process.

The overall component structure of the educational process is established by taking in account the character, purpose and content of every individual component.

Depending upon which of the aforementioned features are to be considered the most significant, we can highlight the following **types of structures of the educational process** and their respective sets of components:

(i) the **traditional model** (T. I. Shamova, T. M. Davydenko, K. N. Shibanova) of the educational process with a six-componental structure of the interaction between the participants of the process;

- **stimulation-motivation component**: the creation by teachers of a system of stimulants to motivate the students;

- **aims-formulation component**: the formulation by teachers of educational tasks for the students;

- **content-orientated educational process component**: the teaching progression chosen to present content to

students, bearing in mind their learning styles and interests;

- **operational component**: relates to the teaching progression and the educational structure of the educational process (methods, techniques, means);

- **control-regulatory component**: provides teachers with a form of control and students with self-control;

- **reflexive**: self-assessment and self-analysis of one's educational activity.

(ii) The **personality-centred interpretation of the educational process** (P. F. Kapterov).

- the essence of the educational process is **personal development;**

- the educational process has both an internal and external aspect;

- the **internal** aspect – personal self-development; **external** aspect – the teaching and passing of cultural values from the older generation to the younger.

(iii) the **social-pedagogical** interpretation of the educational process (A. N. Shchukin, V. K. D'iachenko)

- the **collective educational activity of the participants of the educational process** is the systemizing and unifying basis of all components (aim, content, methods, means, activity and interaction between teacher and student, learning outcome) represent;

- the **quality** of the educational process is defined by the learning outcome ;

(iv) the **systemic-didactic interpretation** of the educational process may be understood as the **combined total of all the educational processes** which reflect the activity-related aspect of the co-operation between participants in the educational process and where every single process is a reflection f the overall educational system (N. D. Gal'skova).

In our analysis, we have encountered different views regarding the **essence of the educational process** as well as **establishing** the proper object of this process.

The educational process can be understood as either (i) general idea in the sense of being an **educational system** with an inherent, system-governed set of components directed towards the achievement of a certain intended result (P. K. Anokhin, I. V. Blauberg, N. D. Gal'skova and others); or, (ii) can be understood more narrowly as relating only to the **teaching process**, where the interaction between the student and teacher constitutes an aims- and content-based teaching process directed towards a learning outcome (T. I. Shamova, T. M. Davydenko, G. N. Shabanova, A. N. Shchukin, V. K. D'iachenko and others).

A. In accordance with the conceptual and methodical base of the modern system MFL education outlined in this work, we may define the educational **object** of the modern MFL **educational process** as the **teaching process** which puts this educational platform into practice.

Although the basis of the cognito-linguoculturological methodology, the intercultural-communicative theory and competency-based teaching process which puts it into practice has already been outlined in the previous sections of this work, due to the newness and systemic nature (since all its elements are functionally closely interrelated) of the approach, it is necessary to return to the modern system of MFL education in order to give an account of the MFL educational process.

It is widely-accepted that the educational process is present in an organizational format within the teaching process. The aim-orientated nature of the modern educational process which, within higher education, has a **competency-based** learning outcome, is modeled as being a reflection of the concept and content of the MFL educational paradigm.

B. The aims- and content-related tasks of the educational process are realized by the component '**teaching process**' with the assistance of a **structure, chosen by the teacher.** The structure should be able to organize integratively and methodologically the entire educational process through **its set of components** using the necessary **context (in this case, professional development), content and technology** required for the intended learning outcome – in this case, the formation of 'intermediator of intercultural communication'.

C. The structure able to manage the teaching process and organize its content is known as the **category 'educational programme'.** The latter can take the form of different types depending on its aims and content.

An educational system and the educational process which puts it into practice, has the following generally-accepted components (i) a **methodological-conceptual component**, which integratively reflects basic pedagogical foundations (ii) a **theoretical-professional component** comprised of the structural, content-related, functional-professional, personality-related, activity-related/reflexive and other features relating to the development of the student as a **professional** (iii) an **educational technology component** which selects appropriate and innovative technologies, methods and techniques for developing the student as a professional.

The educational programme should be able to realize **collectively** all these three components of the educational process within the teaching process (methodological-conceptual, theoretical-professional, educational-technology).

G. A modeled vocational **educational programme** should be able to meet the following requirements which, if integrated into a system, determine the nature of the training of appropriately-qualified specialists:

(i) the programme should be **systematic and comprehensive**, so it can determine the dialectic interconnection between the intercultural, linguistic, interpersonal-communicative, discourse-related and other aspects of MFL educational content;

(ii) It should be **hierarchical and have an aims-based form** of teaching which includes basic, fundamental communicative skills and abilities as well as more specialist ones;

(iii) the content and technologies of teaching resources should be **vocational and problem-based** and relate as closely as possible to real working practices;

(iv) the programme should **vocationally-motivated** so that it fosters professional growth and the continued improvement of vocational skills;

(v) the programme should have an element of **prognostics**. In developing the personal qualities, skills and abilities of students, teachers should select teaching resources that are predictable and contain both the situational conditions needed to develop communicative competency and tasks of increasing difficulty that are connected to actual professional activity;

(vi) the programme should have an element of **diagnostics** which guides teachers in their selection of content for communicative teaching according to the students' level of communicative competency;

(vii) the programme should be **adequately assessed and accredited**. The latter is established through a system for the qualimetric measurement of levels of professional competency.

Within the systematic approach, in addition to the aforementioned requirements for the training of professionals, the teaching process (as a category of the educational process) is a multi-component structure which provides teaching with a: (i) **motivation component** (system of stimuli) (ii) **orientation component** (consciousness of teaching aims and content) (iii)

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content-operational component (the use of appropriate and innovative technologies to aid students in the formation of their competency) (iv) **values** (synergetic) **component** relating to the emotional and psycho-physiological issues that have a bearing on the students' learning process (v) **reflection-assessment component** (students' self-management, self-motivation and self-development).

The modern interpretation of 'reflection' (*refleksiia*) differs significantly from its former philosophical definition where it was understood as meaning the capacity for self-analysis or the acquisition of knowledge generally and not a means for self-development or self-assessment. In modern theories, 'reflection'/'reflective practice' is a multi-functional idea, relating to:

- the stimulation of self-development, continuous learning, self-organization and self-construing according to a model created in one's consciousness;

- the idea of an individual's inner activity being independent, reflective, developmental activity for creative and self-developmental purposes;

- reflective self-analysis of one's learning, achievements, self-correction and self-development according to the assessment structure of, as yet, unattained levels of self-development.

Thus, in order to secure the proper functioning of the modern MFL educational process, we have: (i) established the modern typology for constructing the educational process (ii) chosen the organizational structure '**teaching process**' for systemizing and integrating the educational process. (iii) established the integrative, **organizational-educational category 'educational programme'** which realizes the conceptual and content-related platform of the educational process.

Chapter 12. The Educational Programme as the Organizational Basis of Context-Based and Competency-Based MFL Education

The educational programme should be structured in such a fashion that it can realize the goals of the educational system through an optimized system for the selection, preparation and organization of teaching resources using modern technologies for the assimilation and development of competencies. It should be able to model adequately the teaching process an integrated whole which **(i)reflects the conceptual-methodological foundation of education(ii) develops the theoretical-professional knowledge** and creative activity of students **(iii) develops the students' personal and professional potential(iv) organizes the teaching process as a model of professional activity** (v) develops the reflective competency of students as the basis of their future self-organization and self-development.

The previous sections of this work (dealing with the modeling of communication within the proposed paradigm of MFL education) outlined the structure of the proposed communicative model and how it conformed to the five sets of MFL educational requirements needed for it to be comprehensive and reflect the new approach to MFL teaching.

Within an **educational programme**, the subject and vocational content is organised, as a rule, around a **key block of knowledge** which: (i) integrates **subject content** (ii) serves as an **integrated element of a system** which is able to reflect the entire set of features inherent in the system and thus is an appropriate object of research (ii) is able to **identify** the integrated subject/teaching progression **unit** (or element) which

can act as a **unit** of content as well as a **teaching unit** (iv) refreshes key blocks of knowledge (in our case he TTU) through the inclusion of the **teaching progression aspect** of content via 'communication complexes' (CC) which puts them into practice (v) provides through these 'communicative complexes' the management of the formation of communicative and inter-cultural-communicative competencies within the parameters of **individual spheres of communication** (vi) organizes **key knowledge blocks** within the educational programme both **vertically** (in the sense of a teaching progression of increasing difficulty) and **horizontally**, since every unit of the TTU is directed towards the development of a specific competency/sub-competency/subject content which realizes the relevant communicative complex through a teaching progression and system of exercises.

Thus, for example, the conceptual-cognitive TTU, which is provided by various selected concepts and phenomena (e.g. **international trade**)are elevated from the level of a presentation of their meaning to that of communicative realization through a system of elementary communicative exercises of the following types: explaining, expanding, expressing doubt etc. This elementary communicative stage is provided by the **conceptual-cognitive communicative complex (CC)**. The role of the latter is not only to assign meaning to concepts and phenomena (the **cognitive** aspect of comprehension) but also to use it not so much a language/speech structure and context as their inclusion in a range of communicative possibilities such as the aforementioned micro-dialogues for communicative situations.

Thus, the proposed structure for realizing the subject content and teaching progression aspects of content is a communicative-based realization of content and its assimilation, not within a **formalized** presentation of language/speech as **units**

of language or speech but their inclusion in direct, albeit elementary, communication.

During the three-stage production phase, each of the thematic-textual units is progressively filtered through three stages of the communicative-based preparation for fluent communication according to thematic complex of the relevant spheres of communication. These stages are directed towards the development of the four fundamental types of speech activity within the subject content of the relevant TTU at the following stages: reception, reproduction and production.

The aforementioned modular system of constructing content is the most effective form of organizing MFL subject content, since the latter is conceptualized by new cognito-linguoculturological complexes (CLC) and the modular system of constructing content according to CLC builds up in stages the cognito-linguoculturological concept of a new 'language picture of the world'. The processing of each TTU within the CLC amounts to the construction of new 'cognitive structures of knowledge' within the 'second cognitive consciousness' of students which, thanks to the proposed thematic-textual and modular organization of subject content, is formed within the mechanism of 'reconceptualization' of the language picture of the world as developed blocks of knowledge.

The proposed method of selecting, preparing and organizing teaching resources upon the principles of communicative ideas, intercultural-communicative aims, cognito-linguoculturological projection of the 'reconceptualization' of the subject content of MFL education, the intercultural-communicative-based modular construction of subject content as teaching-progression system for MFL education within the structure of an educational programme which allows the broadening of the borders of an individual's 'language consciousness' and the reconstruction of the

mechanism for developing 'secondary mental constructs' etc. – all of this represents the foundation of the organization and management of the modern MFL educational process.

The difference between this approach and traditional ones is that the communicative-based organization of the teaching process keeps out of sight the linguistic and speech knowledge blocks which are usually thematically-organized for preliminary teaching and the production/reproduction stages without any reference to their communicative function.

In reality, the subject content foundation of MFL competency-based education contains the following constituent parts:

(i) through the TTUs, as content-thematic and differentiating functional units (based on foreign language texts) the main intercultural communicative purpose of these TTUs are realized;

(ii) the content of the TTU is provided by the **subject content** of specific context- and vocational-based **MFL educational programmes**;

(iii) the TTU content, serves as the **foundation** for forming the **intercultural-communicative competency** upon the base of the educational programme and the **teaching progression- /technology-related content block**, which is provided by the so-called 'communicative complex' (CC);

(iv) the 'communicative complex' (CC), which manages the teaching progression/technology-related aspects of content, serves as the 'launching mechanism' for the communicative-activity system which, alongside the subject content base (TTU), deals with: (a) the **differentiation** of intercultural communication **according to communicative spheres** (b) an account of the features of these spheres (c) the specific TTU for each sphere (d) typical **communicative situations**; typical **discourses** which manifest to various degrees the three types of communicative requirements (creating contact, informational,

influencing) during the realization of their pragmatic communicative functions(e) the identification of a **set of communicative skills and sub-competencies** according to their function within the intercultural-communicative competency (knowledge acquisition-stratification; factual-generalizing; interpreting-synthesizing etc.)(f) **linguistic material relating to meta-language**(g) foreign language texts of different compositional types (description, account, definition etc.)(h) different speech genres (interview, discourse, presentation, press conference etc.).

(v) The organization and management of a teaching-progression system involving the formation of vocational skills and knowledge (i.e. 'context-based' teaching, in the sense of having teaching based around the context and activity of a specific profession) is provided through the medium of the 'communicative complexes' (CC) which act as an educational management structure, centred around individual communicative spheres, the subject content of which is realized by a range of functionally-differentiated thematic-textual units (conceptual-cognitive TTU; information accumulation TTU; pragmatic-representative TTU; context-communicative TTU).

(vi) The 'communicative complex', with its **four teaching stages** (conceptual-cognitive, information accumulative, pragmatic-representative, context-communicative) in conjunction with the TTU allows the formation of a continuous, logically complete teaching model which can achieve the intended learning outcome, namely, the formation of the intercultural communicative competency which is provided by the aforementioned four stages of this complex and the relevant TTU to which it correspond as regards content and functional purpose.

The developed intercultural communicative competency, 'intermediator of intercultural communication' is an integrat-

ed entity composed of a whole range of communicative skills and sub-competencies which reflects the aim of assimilating and mastering the various aspects of the vocationally-based subject content of MFL education, namely:

- skills relating to knowledge acquisition-stratification and the generalization of facts, developed at the **conceptual-cognitive stage** during the assimilation of the conceptual-cognitive TTU;

- skills relating to the ability to synthesize and interpret, developed at the **information accumulation stage** during the assimilation of the TTU of the same name;

- regulating-communicative skills, developed at the **pragmatics-representative stage** during the assimilation of the TTU of the same name;

- debating/polemical communicative skills, developed at the **context communicative stage** during the assimilation of the TTU of the same name.
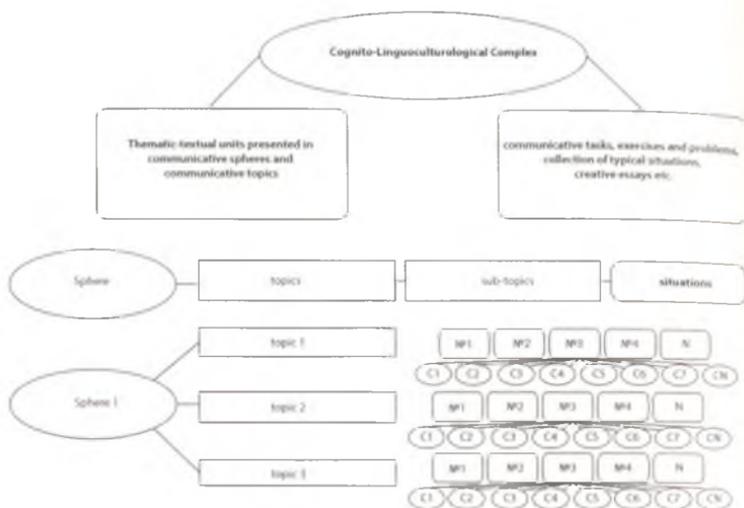
(vii) Language material, structured around lexical and grammatical blocks, which are selected and organized according to all forms and types of speech activity (speech, reading, listening, writing).

I During the process of assimilating the **conceptual-cognitive TTU** at the stage of the same name, the following meta-lingual skills are developed:

- the ability to understand the system of concepts and categories relating to the object of communication (i.e. the person one is communicating with) within the context of a future profession;

- the ability to distinguish between and classify systems of vocational-related concepts and objects according to comparative criteria;

- the ability to identify the essence of communication and reproduce various definitions of professional concepts during

Cognito-Linguoculturological Complex

Thematic textual units presented in communicative spheres and communicative topics

communicative tasks, exercises and problems, collection of typical situations, creative essays etc.

| Sphere | topics | sub-topics | situations |

Sphere I	topic 1	№1 №2 №3 №4 N
		C1 C2 C3 C4 C5 C6 C7 CN
	topic 2	№1 №2 №3 №4 N
		C1 C2 C3 C4 C5 C6 C7 CN
	topic 3	№1 №2 №3 №4 N
		C1 C2 C3 C4 C5 C6 C7 CN

the solution of communicative tasks;

- the ability to order and structure information logically and conceptually according to its degree of significance or importance;

- the ability to unify fragments of micro-texts into a complete text and then presenting them in an orderly, logical fashion which also demonstrating the vocational knowledge and meta-linguistic skills of a future profession.

Within the aforementioned set of universal-normative skills relating to the conceptual-cognitive stage, two types of skills may be identified: (i) oral language skills which allow the assimilation and classification of vocationally-significant objects and concepts as well as reproducing their definitions; bearing in mind the main functional purpose of the this type of skill,

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we may define them as **knowledge-acquisition and strati-fication skills** (ii) we may define receptive-reproduction skills relating to the identification of the essence of information, its logical and conceptual interpretation, it generalization and subsequent reproduction, as **factual-generalizing skills**.

Thus at the conceptual-cognitive stage of the assimilation of the subject content of communication two types of universal-normative skills may be identified: **knowledge acquisition-stratification and factual-generalizing**.

II During the accumulation of vocational subject content at the **information-accumulation stage**, the following meta-communicative skills are developed:

- the ability to accumulate and synthesize vocationally-relevant information within a text/dialogue;

- the ability to acquire and use additional information for communicative purposes;

- the ability to analyse and assess information gained aurally and visually in order to solve work-related problems;

- the ability to condense information into a plan and work out a structure for independent speech acts;

- the ability to construct one's own speech acts according to a plan which has been proposed by the students and which is based on vocationally-relevant information drawn from a variety of sources.

Due to the differences in the function and quality of communicative skills developed at the information accumulation stage, we may identify the following universal-normative skills:

(i) skills which allow the accumulation, synthesis and condensing of information drawn from various channels and used by communicators to solve work-related problems may be termed **condensing-synthesizing skills;**

(ii) skills which allow the analysis of information, its use for

the resolution of work-related tasks and the planning of a body of texts/dialogues which can be used for examination purposes can be termed **interpretative-construction skills**.

III The pragmatics-representative stage involves developing the pragmatics of a speaker as well as the ability to persuade, influence and present one's opinion and achieve the reactive behaviour of a conversation partner; the ability to choose the most appropriate form of influencing someone based on the pragmatics of the situation and with a view to predicting the reaction of the conversation partner.

The main communicative skills which allow the realization of the aforementioned aspects of the MFL competency are as follows:

- the ability to identify the main object being presented and formulate the main thesis of the message;

- the ability to choose the most concise and effective means of presenting the object of communication bearing in mind the pragmatics of the situation;

- the ability to attract and concentrate the attention of the recipients on the key ideas in a speech act;

- the ability to choose forms of establishing contact that are correct in terms of etiquette and are appropriate to the situation;

- the ability to choose the correct tactics for one's own speech behaviour (convincing, insisting, influencing etc.) whilst taking into account the strategic pragmatics of the situation;

- the ability to construct a compositional skeleton for presentations according to the logic and structure of the processes of cause and effect;

- the ability to influence and spur one's conversation partner into actively participating in discussions about work-related issues using a specialized system of means for influencing the

communicators;

- the ability to construct a chain of theses, logical-conceptual blocks and concrete illustrative facts to strengthen the influencing effect of the text/speech act;

- the ability to react appropriately to one's conversation partner's counter-arguments by proposing a compromise which retains the main points of one's position.

Due to fact that in all of the skills of the pragmatics-representative stage of assimilating the content of communication there are represented all the aforementioned skills which have spurring-influencing functions as well as the ability to construct a logical and conceptual text/dialogue, it makes sense to define them as **regulative-communicative types of skills**.

The definition of such skills as regulative-communicative is governed by the fact that all skills which are based on spurring-influencing, conceptually-organized, logical-evidenced-based, etc. are united by the necessity of formulating skills which have the function of regulating and directing the process and result of communication with an appropriate and flexible use of essential pragmatics-representative means and methods.

Thus, their main function is the regulation of communication and this governs their identification as **regulative-communicative** skills within the set of universal-normative communicative skills.

IV. At the context-communicative stage of the assimilation of the subject content of communication there also exists a specialized block of universal-normative skills. Their function is to develop fluent communication in the subject content of a future profession. This type of universal-normative communication involves the ability to perform a wide range of vocational-related communicative acts such a professional discussions, interviews, conversations and to create debates on controversial issues i.e.

to communicate within the context of a future profession.

Specifically, this aspect of the MFL competency involves fluent meta-communicative skills involving:

- the ability to promote and formulate controversial issues and debates;

- the ability to predict the likely course of a debate and to create one's own strategy for oral debates;

- the ability to foresee possible alternative or opposing arguments and to establish the nature of counter-arguments;

- upon a prediction of the course of a debate, the ability to construct an oral presentation which answers the majority of opposing views;

- the ability to choose an appropriate logic and tactics for one's oral presentation which is based on an anticipation of opposing views and the character of one's debating partners and their likely reaction;

- the ability to use meta-communicative methods of influencing successfully to gain support for one's point of view;

- the ability to make contact with an audience, support an argument, maintain interest and to attract an ever greater number of persons into the debate;

- the ability to sum up a debate using socially-appropriate forms of argumentation and reasoning.

Due to the presence within the skills of the context-communicative stage of the assimilation of the subject content of communication of certain key features such as controversial issues, the existence of opposing arguments, the necessity of maintaining a consistent line of argument during a debate, it has been deemed appropriate to define these types of skills as **debating communicative skills** which are essential for stimulating discussion and making decisions regarding work-related issues within the context of a future professional activity.

As has already been demonstrated, the idea of selecting and organizing MFL subject content according to communicative spheres is based on the objective change that has taken place regarding the aims of intercultural-communicative teaching which is now directed towards the development of a competency in real-life communication under the circumstances of intercultural co-operation. The context of such co-operation is the routine situations of daily life. One cannot but agree with a theoretical platform based on the central idea of the 'category of daily life' which systemizes and integrates through language consciousness all the 'relations of daily life' in which individuals may find themselves. Communication, as a feature of everyday life, should, during the process of learning a MFL, be organized in accordance with people's communicative needs and within the parameters of communicative spheres. The main spheres of 'daily life' and individual activity are as follows:

(i) professional-productive;
(ii) social-domestic;
(iii) social-cultural;
(iv) social-political;

The present reality regarding the broadening of international contacts and professional exchanges, and growing work and educational mobility has made knowledge of vocational-based communication skills to be greatly in demand. This situation accounts for the growth in MFL teaching for special purposes, the organization of MFL subject content and teaching progression around professional/vocational communicative spheres and the appearance of teaching methods directed towards the development of vocational-based communicative skills.

Professional communication can be defined as a form of interaction between subjects of communication during work-related activity and which provides a common fund of vocation-

al-related information. At the core of communication lies the professional requirement for the acquisition of vocational-related knowledge. The idea of the vocational-based teaching of professional communicative skills has been termed the 'theory of context-based education' (A. A. Verbitskii, A. M. Smolkin, O. B. Tarnopol'skii, N. K. Stamgalieva, D. N. Kulibaeva et al.). Context-based teaching is generally defined as teaching that uses the entire system of pedagogical methods and techniques to model the subject content of the professional working life of a specialist and that the learning of abstract knowledge and systems occurs against the backdrop of this activity.

Context-based teaching is one of the active types of teaching methods which, according to A. M. Smolkin, is capable of achieving a range of complex tasks. Context-based teaching involves:

- an intensification of the learning and communicative activity of students;

- a more creative approach towards teaching which stimulates students' interest;

- allows students to gain experience of creativity and values within the context of future vocational activity;

- not only the acquisition of knowledge but develops an interest in work-related issues;

- develops a comprehensive approach towards vocational activity;

- the teaching of collective theoretical and practical work, the development of skills relating to co-operation and communication, skills developing the individual and the collective resolution of problems, the development of social and vocational values.

Proponents of the context-based theory of MFL teaching present their ideas as a model of future vocational activity, a selection of stereotypical, problematic or unusual vocational-related situations or as the solution of work-related issues.

Thus, the context-based subject content for the development of vocational communicative skills and spoken-language has **communicative teaching resources** which develop:

(i) **meta-linguistic communicative skills and sub-competencies** based on the content of the conceptual-cognitive TTU (extracts from texts: 'definitions', 'descriptions' of objects, 'specifications') and the technological complex of the same stage which includes exercises for each stage of the production phase (reception, reproduction and production stages);

(ii) **meta-speech skills and sub-competencies**, based on the content of the **information-accumulation TTU** (compositional spoken language forms: 'descriptions' and 'messages' which inform, instruct, advertise, present, argue, etc.) and a system which develops the exercises for the aforementioned stage and all the stages of the production phase;

(iii) **meta-pragmatics communicative skills and sub-competencies**, based on the content of the **pragmatics-representative TTU** (communicative dialogues: different dialogue genres, explanations, adverts, recommendations, consultations etc.) and a system of exercises for the same stage of the communicative complex and all stages of the three production phase;

(iv) **meta-context-based communicative skills and sub-competencies** of the intercultural communicative competency formed by the content of the context-based communicative TTU (texts and problems which stimulate professional communication – debates, discussions, interviews, conversations) and through a system of exercises which stimulate professional communication for the TTU stage of the same stage and all the stages of its production phase.

The abovementioned features of each TTU, the teaching-progression stage of the CC (communicative complex) and the set

of communicative skills and sub-competencies of the intercultural-communicative competency differ in terms of their function within the parameters of each communicative complex.

I. At the conceptual-cognitive stage of the communicative complex, meta-linguistic skills are mainly developed: (i) which provide the assimilation, categorization and grouping of the characteristic features of objects; the communicative reproduction of these objects using techniques for interviewing, questioning, doubting, clarifying etc. D. N. Kulibaeva defines these types of meta-linguistic skills as **knowledge-acquisition-stratification skills**; (ii) reception-reproduction skills for developing skills for summarizing and interpreting information which may be defined as **factual-generalizing meta-communicative types of skills**.

II. meta-communicative skills and sub-competencies developed at the information-accumulation stage may be sub-divided into: (i) those which provide the **accumulation, synthesis, summarization of information** received from different channels (audio, written sources, communication etc.) during the resolution of work-related issues. These may be defined as **summarizing-synthesizing skills** (ii) those which involve the **analysis of information** in order to prepare a draft of a text/dialogue which summarizes information and adds one's own creative input. These skills may be defined as interpretative skills.

III. The meta-pragmatics communicative skills and sub-competencies of the **pragmatics-representative stage** may be defined as a type of **regulative-communicative skill** involving spurring, influencing, analysing and demonstrating. These skills have the function of managing and regulating the communication process through the stimulation and encouragement of communication.

IV. The **context-based communicative stage** of the as-

similation of the subject content of communication within the parameters of a particular TTU involves **debating skills** which provide the controversial content of communication, the presentation of opposing views and the necessity of having logical and evidence-based arguments during discussions on work-related issues.

This list of skills is developed within the parameters of the abovementioned stages through a series of exercises corresponding to different stages and production phases.

Thus, within the 'modeling of the subject content and teaching progression aspects of the communicative complexes (CC)' presented in this work, three main stages may be identified for the formation of communicative complexes within a context-based MFL educational programme: **(i) the preparatory stage of context-based communication (ii) the stage of the modeling of typical communicative situations (iii) the stage of professional communication. Within the first stage, three sub-stages may be identified: (i) the stage of the familiarization with and study of the subject content of the TTU within the parameters of the communicative spheres of communication (ii) the stage of the assimilation of the subject content of the communicative complexes (CC) (iii) the formation stage of the content is teaching process aspect in communication.**

The second stage – the stage of the modeling typical communicative situations – also has its own sub-stages at each of the three stages of the subject content and teaching progression aspects of content, namely: (i) the stage of the familiarization with different types of models of communicative situations (ii) the ability to create numerous variations of basic situations (iii) the creation of one's own communicative variations upon the basis of typical communicative models.

The second and third stages, which develop intercultural communicative competencies, are united by a common **level of development of meta-context-based communicative skills.** This level of skills is developed through the two parallel three-staged verticals of the second and third levels. This is based on the fact that the aim of the **second stage – the modeling of communicative situations(three stages) and the three sub-stages of the third stage (the stage of intercultural communication) allow the development of meta-context-based communicative skills** upon the foundation of context-based communicative TTUs and the communicative complexes which form them.

After the preparatory stage of the familiarization with all the meta-units relating to the topic of banks through a reading of a range of short texts (definitions, descriptions, specifications etc.) which provide information about financial institutions such as banks, their main types, their principle differences and functions, their range of services etc. at the **conceptual-cognitive and information accumulation stage of the assimilation of the context-based subject content within the structure of a TTU**, there is a transition to the **stage of the assimilation of the context-based subject content** of these TTUs within the communicative complexes through a **system of exercises, directed towards the development of knowledge-acquisition-stratification and factual-generalizing skills**.

At every stage and its sub-stages, the abovementioned functionally-different types of meta-linguistic and meta-communicative skills and sub-competencies of the intercultural-communicative vocational competency are developed. Before embarking on a description of the technology of the latter's development, it is first necessary to establish the modern status, functional

and categorical significance, role and current typology of 'exercises' as the organizational form of the MFL educational process.

Practical Tasks and Case Studies

1. Define 'teaching process' and list its set of components and functions. What is the relationship between 'teaching process' and 'educational process' and the 'educational programme' which puts these processes into practice?

2. Familiarise yourself with the existing types of structuresof the educational process and, with reference to its models, define the aim and content learning outcome of the components of different types of **structures of the educational process**.

3. Which **definitionof the educational process** most closely corresponds to its functions? Which constituent parts of the educational process reflect the specifics of the educational system?

4. Which components of the **educational process** must be realized by an **educational programme**?

5. Define and analyse the aims behind the 'educational programme' system of requirement.

6. Which educational factors allow the functioning of the contemporary MFL educational process?

7. Which basic features of the educational programme can model the teaching process as an integrated whole and in a manner that is appropriate for educational purposes? What is included in the concept 'key block of knowledge' which organises the subject content of the 'educational programme'? What are the main functions of this block of knowledge? Select an individual TTU of a teaching complex and show how it has been organised as a 'key block of knowledge' according to the three

stages of the communicative-based teaching of fluent communication.

8. What are the circumstances behind the acceptance of the CLC as being the result of the modular construction of the content of the 'cognito-linguoculturological concept' of a new linguistic world? How are new 'cognitive structures of knowledge' built up within the secondary cognitive consciousness of students? Study the modular construction of subject content within the structure of the educational programme and then present the modeling of subject content andthe teaching-progression and technological aspects behind the formation of any content-thematic TTU.

9. Define the set of skills formed at every stage and assess the means for developing a differentiated set of communication skills.

Chapter 13. The Existing Typology of Exercises as the Organizational and Technological Means of the MFL Educational Process

The place and role of exercises, just like the whole system of units and categories of the traditional teaching method of MFL and indeed, pedagogy in general, reflects the conceptual approaches of pedagogues and researchers. Depending upon the approach used, exercises can relate either to (i) the components of the content of a textbook, thus reflecting a **narrow practical role and the function of establishing, solely in a printed form, the units of a textbook** (A. Sh. Shabanov, V. D. Arakin);

(ii) or to 'potential acts of communication, differentiated according to the purpose of utterances', in the sense of again being components of the content of a textbook, i.e. exercises are understood as being **communicative-orientated teaching materials based on the content of texts and thus as also being a component of the content of a textbook** (I. M. Berman, I. V. Rakhmanov, A. A. Miroliubov et al.) (iii) or can be based on the modern intercultural-communicative conception of MFL education which allows an escape from the confines of the traditional means of MFL teaching such as textbooks. Thus, this allows us to define exercises as **one of the organizational-technological means (or forms) of MFL education for the purpose of developing MFL competencies (S. S. Kunanbaeva).** The understanding of text-based exercises as the foundation for the development of practical communicative skills allows exercises to escape from the confines of the textbook and be raised to the level of a **structural unit of the methodical organizationof teaching material or a**

minimal unit of speech activity teaching (I. L. Bim, N. D. Gal'skova).

These approaches regarding the understanding of 'exercises' and the clarification of their functional role have allowed researchers holding differing views regarding this concept, to view 'exercises' using the criterion of the **organizational-activity-based forms of the assimilation of the subject content of MFL education** which is, in fact, the main role and function of exercises.

The justification of selecting this criterion as the basis for establishing the essence of 'exercises' is supported by the fact that it reveals the latter's **activity-based, operational, aims-based, results-based, structural-standardised, content-based, organizationally-fixed nature as a form of the assimilation of teaching material or as a unit of the development of speech activity** (L. B. Itel'son, S. F. Shatilov, V. L. Skalkin, I. L. Bim, S. S. Kunanbaeva, N. D. Gal'skova et al.).

Any classification of exercises is necessarily a reflection of researchers' attachment to different methodical approaches.

The criteria for classifying exercises can be based on: (i) the **psychological aspects of learning** (knowledge acquisition, memory, comprehension, etc.) (K. A. Ganshin, I. A. Gruzinskaia, I. D. Salistra et al.) (ii) **spoken-language operations formed in a progressive and synthesized manner through targeted exercises** (I. V. Rakhmanov, M. S. Il'in, A. D. Klimentenko, I. V. Karpov, S. F. Shatilov et al.) (iii) In a much later period, exercises were classified according to the **role and character of exercises** in the development of spoken-communicative and communicative skills (B. A. Lapidus, E. I. Passov, I. L. Bim, A. N. Shamov, V. G. Skalkin et al.).

In our analysis of the existing classifications of exercise types, we have encountered typologies based on various approaches

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ranging from linguistic and psychological ones to modern communicative-orientated ones which include: (i) language and oral exercises (I.V. Rakhmanov, G. M. Haiser ,A. D. Klimentenko, S. K. Folomkina) (ii) preparatory exercises for spoken language (S. F. Shatilov, V. S. Tsetlin, A. A. Miroliubov et al.) (iii)type I exercises, sub-divided into (a) purely training exercises (b) elementary combined (c) combined exercises; type II exercises for more advanced spoken-comprehension operations (B.A. Lapidus) (iv) (a) uslovno spoken-language exercises developing skills (b) spoken language exercises developing ability (E. I. Passov) (vi) preparatory exercises for communication according to the different types of speech activity (reception, reproduction-production) and communicative (or situational) exercises (V. G. Skalkin, G.A. Rubinstein, N. D. Gal'skova et al.).

At present, exercises are also divided into non-spoken and spoken language varieties (K. F. Fokina) but these are understood as involving not for the practice of isolated units of language but as operations directed towards speech and for preparing students for speech activity. These exercises develop different types of language skills (phonetic, lexical, grammatical aspects).

Language exercises (directed towards speech) employ many common operations such transformation, substitution, concluding, imitation, analogy etc.

Spoken-language exercises are understood as referring to those which develop oral skills which 'have a communicative task, adequate to the task of real-life utterances' (K. V. Fokina). The latter argues that oral exercises are communicative and creative exercises. Such 'communicative' exercises can (i) take the **form of a means for establishing contacts**(request, clarification, confirmation, message, agreement, etc.) or (ii) are descriptions of a situation/problem containing a complete set ns, components for stimulating artificially-created communic-

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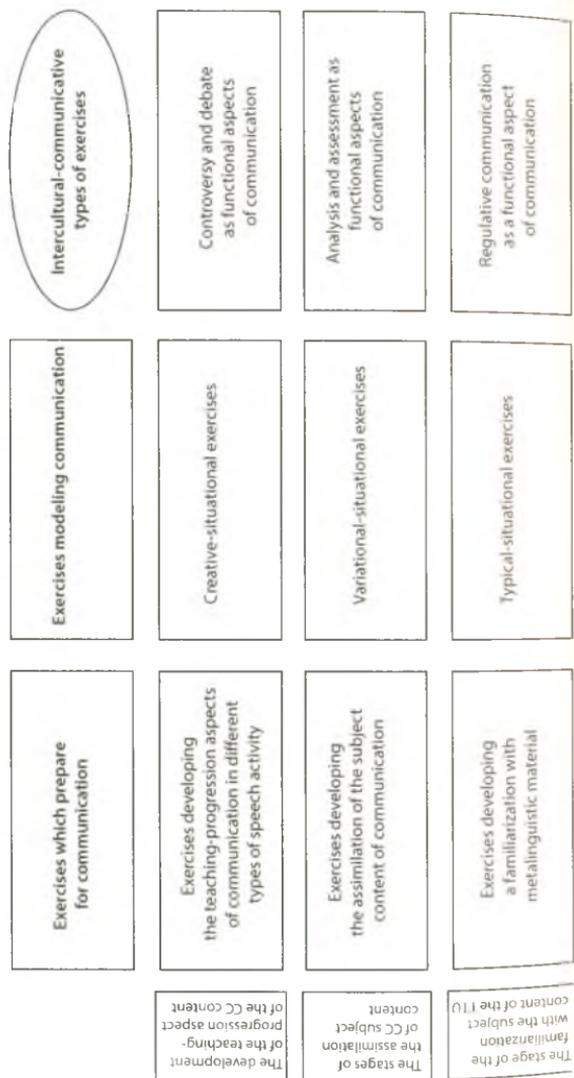
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Tab 10

The Complex of Exercises which Develop the Subject-Content Aspects
of the Intercultural-Communicative Competencies (ICC)

Exercises which prepare for communication	Exercises modeling communication	Intercultural-communicative types of exercises
Exercises developing the teaching-progression aspects of communication in different types of speech activity	Creative-situational exercises	Controversy and debate as functional aspects of communication
Exercises developing the assimilation of the subject content of communication	Variational-situational exercises	Analysis and assessment as functional aspects of communication
Exercises developing a familiarization with metalinguistic material	Typical-situational exercises	Regulative communication as a functional aspect of communication

The development of the teaching-progression aspect of the CC content	The stages of the assimilation of CC subject content	The stage of the familiarization with the subject content of the ITU

which approximates real-life communicative situations. This is yet another superfluous expansive interpretation of the meaning of 'oral' exercises.

In accordance with our proposed approach –which **reflects the above-described model of modeling context-based communication with three developmental stages** (subject content, teaching progression, oral-communicative) which, in turn, **develop three stages of modeling communication** (stage 1: preparation for context-based communication; stage 2: situational-modelled communication; stage 3: intercultural-communicative vocational communication) – the aforementioned algorithm for developing intercultural-communicative competencies using a context-based subject content can **easily be applied to any level of teaching or developmental stage of the intercultural-communicative competencies**.

Should the algorithm for the development of intercultural communication be applied at the level of MFL communication and in the most common communicative spheres relating to the daily lives of individuals and society (socio-domestic, socio-cultural, educational-creative etc.) then the format of modeling, the technology for developing the subject content aspect of the intercultural-communicative competency and the complex of exercises will take the following form (see table 10).

The following example (see below) is a cognito-linguoculturological complex based on the topic of 'banking' which develops the intercultural-communicative competency for the conceptual-cognitive stage of the assimilation of the context-based subject content of a TTU

1. Exercises developing knowledge-acquisition and stratification and factual-generalising skills:

1.1 Exercise for checking the understanding of items, concepts and definitions within a given context:

What is the main purpose of banks?

Can they be considered financial institutions?

Is it true that banks are the main intermediaries of trade transactions?

When operations do banks carry out?

What are the main types of bank and how do they differ?

How do commercial banks differ from merchant banks?

Do we have 'investment' banks in our country? If not, why?

Why are 'credit' banks popular?

List the main services provided by different types of bank; do these services act as the criteria for differentiating different types of bank?

What are the most popular types of banking service used by (a) the public (b) owners of private firms and companies (c) large corporations?

What do you think of modern ATMs and the types of service they provide?

1.2 Exercises developing metalinguistic skills through the use of definitions in varying contexts (tasks involving alternative choice, classification, support or rejection etc.).

People keep their money in banks because

- they want to get rid of it

- money is safer in banks

- banks provide an easy way to pay bills

-they could save some extra money

- they want to receive interest

Newly-issued stocks and bonds can be purchased from corporations only by...

- merchant banks

- investment banks

- central banks

- commercial banks

Credit banks and loan associations are not true banks because...

-their chief purpose is to encourage savings
- they do not perform international banking operations
- they are not involved in international trade and finance
- making loans is not popular with customers because...
- they are not confident they can get their money back
- they cannot get money on the day it is claimed
- banks often experience heavy withdrawals and may not have cash on hand

1.3 Exercises involving definitions and their extended interpretation during the solution of communicative tasks.

- *Give advice to your partner who wants to buy new equipment but does not have enough money.*

- *A customer wants to pay by bank cheque which your shop does not accept. Explain the situation to the customer.*

- *Your friend is going abroad for an extended period and does not want to carry cash - give him some advice on this issue.*

- *You want to mortgage your house but cannot choose a bank - seek legal advice*

1.4 Exercises involving the classification and comparison of items, concepts and arguments:

I see no difference between commercial and merchant banks since they provide the same services and are both owned by stockholders.

- *Sorry, but they differ in many respects. Merchant banks tend to...*

- *If credit banks or unions cannot meet the needs of individuals or lend to businesses they are doomed to fail, I guess.*

- *No, so far, they are not bad. They are more than secure. Credit banks...*

1.5 Exercises involving the logical-conceptual interpretation of information and correct reproduction (these exercises stimulate the search for and use of additional information; tasks may take the form of individual projects)

The history of the birth of banks. Their initial functions and the reasons behind the appearance of such financial institutions.

The modern banking system and hierarchy of banks; the classification of banks according to the degree of their importance.

National or central banks have the function of coordinating the activity of all types of banks and control the circulation of the national currency.

What is the justification for having different types of bank? In whose interest is it to have such a varied banking system?

Banks are not always interested in international banking operations. Explain why.

Prepare a presentation about the banking system in (i) the UK (ii) the USA (iii) Kazakhstan

2. Exercises which develop summarizing-synthesizing and interpreting-constructing skills at the information-accumulation stage.

2.1 Exercises developing skills relating to the search, accumulation and synthesis of information on micro-topics:

Propose a presentation on the following topics:

(a) The banking regulatory system

(b) Types of credit and the conditions required for their receipt

(c) The role of banks in the market economy

(d) The relationship between banks and their clients

Within your plan include information taken from texts for each point; summarise your information in a micro-presentation

Classify your extracts from texts according to whether they are of primary or secondary importance

2.2 Exercises involving the conceptual analysis and critical assessment of material:

Study the terms for receiving credit, then give your assessment regarding:

(a) the terms of repayment

(b) the guarantee of repayment

(c) its accessibility for private clients

Give a critical assessment of the activity of:

(a)brokerage firms

(b)commercial firms

(c) banks, in terms of their:

P220

Legal status (private limited company, trust, trade centre)

Registered capital

Annual turnover

Time of registration

Current financial state

Trading records, well-established company, credit worthiness

Contract of co-operation with the said firm (bank)

2.3 Preparatory exercises according to the set model

(a) advertisements in a specialist journal about internet banking

(b) advertisements about the advantages of using modern credit cards

(c) issues regarding a delay in loan repayments to the bank etc.

(d) a message to the firm containing information concerning the activities of your bank and their set of services

Using the models and information given, prepare:

(a) a presentation advertising a bank's new services for long-distance clients

(b) a bank's response to a client's complaint concerning a delayed

international bank transfer

(c) an information package to firms about your bank's activities and services

3. Exercises developing the regulative-communicative skills at the pragmatic-representative stage.

3.1 Exercises developing the skills of functionally-adequate speech reaction:

Match the expressions below with their function:

1. I think we should move on now a. starting the meeting

2. To sum up then... b. dealing with interruptions

3. That's it then, we've covered everything c. speeding up the meeting

4. That sounds reasonable d. asking for reactions

5. Let's get down to business e. summarizing

6. I'm sorry, I can't accept that f. understanding clearly

7. How do you feel about that? g. making an offer

8. Could you let John finish, please? h. refusing an offer or suggestion

9. If you order 5000 more, we can give you a discount i. accepting an offer or suggestion

10. When you say there are problems, what do you mean? j. closing the meeting

11. We've got to find out what our competitors are doing k. asking for facts

12. Alternatively, we could try speeding up production l. making a suggestion

13. The solution then is to discontinue the product m. balancing arguments

14. We should cut costs as far as possible n. expressing doubt

15. If we do that, everyone will have to work overtime o. identifying needs

16. Max, could you please bring us up to date, please? p. changing

your approach

17. *I'm worried about the motivation of the staff q. considering other options*

18. *Let's look at the pros and cons r. discussing possible effects*

19. *So the next thing is to find another product s. making a decision*

20. *Let's look at this another way t. stating future action*

Match the following most commonly-used questions in business with appropriate answers:

1. *What do you think? a. Well, what I meant was…*

2. *Could you prepare a report on that? b. I really can't agree. That's too late.*

3. *Could you explain your idea more clearly? c. Yes, sure!*

4. *I think you should wait until next month d. That's right. We can't make a decision until we know the facts*

5. *We really need more information on this e. I think it's an interesting idea but making it work is something else*

Match the following phrases for establishing contact and advancing communication with their appropriate endings:

Thank you a. for not replying to your letter earlier

I apologize b. on helping you prepare the report

I insist c. to seeing you soon

They succeeded d. on getting everything ready on time

We look forward e. for sending the documents

Choose the most polite and persuasive expressions from the following lists of complaints:

a. I'm sorry but I'm not satisfied with this product.

b. There is a small problem with this product.

c. Unfortunately, we had some problems with this product.

d. The product doesn't seem to work very well.

e. What is the problem then?

f. I'm very sorry to hear about your problem.

g. You could be using it incorrectly.

h. It's not our fault the equipment wasn't installed correctly.

Which of the following assessments of a company's activities is the most categorical and constructive in nature?

a. This is a graph of the company's turnover during the past three months. As you can see, sales rose slightly in April and May before falling sharply in June. The future is not promising.

b. The company must change its product range and improve its image if it wants to survive. This is why it's so important to have the right advertising targeted at the right customer.

c. Frankly, the company's attitude reminds me of something a journalist once said to me, 'you can never underestimate the intelligence of the general public'. Well, in this case, I think that's exactly what the company has done. But let me get back to my main point.

3.2 Exercises developing influencing skills and correct pragmatics.

Choose the most appropriate request regarding credit facilities. Justify your selection.

a. I am writing to ask you if it would be possible to have credit facilities in the terms of payment by a 60-day bill of exchange.

b. Thank you for your catalogue and letter. As there was no indication of your credit terms could you let me know if you would allow us to settle on monthly statements?

c. We appreciate your answering our inquiry so promptly. As I pointed out in my letter to you, our suppliers usually allow us open account facilities with quarterly settlements and I hope that this method of payment will be acceptable to you also.

Compose you own variation.

If you believe that it is more persuasive to tie in the period of co-operation with the company's reputation, include this in your own variation.

Assess the following concluding sentences in a letter to a

bank. Which are the (a) most direct (b) most categorical. Does the tone of these letters correspond to the pragmatics of the situation?

1. *Referring to your advice of 16 August we now have the pleasure of enclosing the shipping documents as called for in your letter.*

As required by your customer, we have included all charges in our invoice, which amounts to 601.53. Our draft for this sum is enclosed and we ask you to discount it, after acceptance, at the agreed rate. Kindly, remit the net amount to our no.2 account at The South Midland Bank, Birmingham.

2. *Please follow up the references we have submitted. We look forward to your confirmation that payment by 30-day bill of exchange is acceptable.*

3. *As soon as we receive your confirmation that you will allow the open account facilities we have asked for, we will send our next order.*

Create mini-dialogues of telephone conversations with a bank manager regarding the following payment requests from companies:

a. *The following drafts will shortly be presented to you by foreign drawers. Please accept them on my behalf and meet them at maturity to the debit of my account number.*

b. *No.2 account. Your charges are for the account of the drawers.*

c. *I enclose an accepted bill drawn on me by F.Antonio and I would be glad to receive the documents relating to the goods in question.*

d. *Please note that we have domiciled the following acceptances with you. Will you kindly honour them at the due date and confirm this at the time of payment.*

e. *Can you please make arrangements with a bank in Berlin for the payment of our East European suppliers' draft on us? Your advice on the necessary formalities would be appreciated.*

Select an appropriate form of address and prepare the introduction of a presentation for the following situation:

Situation 1: Your bank wishes to encourage young people to save money. Audience: a group of students.

4. Exercises developing **debating communicative skills** (situations, business games, individual projects/presentations, role play) at the context-based communicative stage:

4.1 Prepare and act out the following situation: At a bank directors' meeting, the president has raised the following matter for discussion – the bank has exceeded its limit of cash holdings and it wants to invest the latter in a manner that is both profitable yet secure in (i) the purchase of municipal bonds with a yield of 3.5% (general obligation bonds which are tax-exempt) (ii) the purchase of offerings, though there is some doubt regarding the scale of the return on investment (iii) the purchase of company shares which are guaranteed by profitable income sources. You, as the president, consider an investment in municipal bonds to be the most secure option, however, a few board members are interested in the more obvious returns that would be gained through purchasing shares. Argue in support of your idea in a concise format, predicting opposing views, preparing persuasive counter-arguments and citing evidence which will stimulate a debate and move the discussion forwards.

You may use the following vocabulary list and the dialogue of a preliminary discussion between the president and a board member as a model.

1. *cash*
2. *cash-in-banks*
3. *Bond*
4. *Bond issue*
5. *Diversify*
6. *General obligation bond*
7. *Municipal bond*
8. *Offering*

9. Rate of return
10. Revenue
11. Revenue bonds
12. AA rating
13. Shares
14. Yield
15. Yield interest
16. Tax-exempt
17. Speculative
18. Fluctuation

Example dialogue

Board member: I notice that our cash and cash-in-banks has been building up above the amount required by law

President: I've had the same thoughts and right now there is a new offering of municipal bonds that can be bought at a price that yields 3.5%.

BM. Are they general obligation bonds?

P. Yes, they are. I prefer those to revenue bonds, don't you?

BM. I do. Does this issue have an AA rating?

P. Yes, and they can be had in five- to ten-year maturities. They're tax exempt you know.

BM. Do you think we might also buy some stocks to keep our portfolio well-diversified?

P. Well, we might but stocks are much more speculative.

BM. Unless we stick to blue chip issue, they show less price fluctuation.

4.2 For an interested audience composed of professionals from an expert group, prepare presentations and organize debates on the following issues:

a) What determines the pattern and volume of trade between nations and what are the effects of tariffs and quotas on international trade?

b) How does government spending and taxation influence the economy and what are the consequences of a budget deficit as is presently the case?

c) What causes differences in wealth amongst nations, making some rich and others poor?

d) If capital is not an economic resource, why is interest paid for its use? What factors account for the differing amounts of interest paid on various types of loan?

4.3 a) Within each of the proposed problems, identify and structure in a logical manner, the main issues which will comprise the core of your argument.

b) Identify the main possible discussion points in your presentation. Consider the tactics of how to present these points by taking into account the likely reaction of your potential opponents.

c) What meta-communicative means of influence can be used for creating a positive atmosphere in favour of your point of view?

d) Prepare several variations of a debate which take into account the usual forms critical discussions take within the socio-cultural environment of the country where the MFL is spoken. Depending upon the situation, choose the most appropriate variation.

The various proposed role-plays, likely vocational situations and educational projects serve as models and allow the creation of the subject and social content of future professional activity and model a system of relations which is characteristic of this activity. Vocational-topical situations allow the development not only of professionally-orientated thought but also the skills for solving them using a MFL.

5. Thematic-textual units (TTU) at the context-based communicative stage of the development of communicative skills, competencies and sub-competencies for the fluent vocational-based communication contain texts **involving problem- and vocational-based tasks and texts containing the in-**

formation and instructions for their solution.

These individual tasks are a way of realizing the project-based technology of learning MFLs. They require that students search for additional information, although they are also presented with sufficient information for completing the tasks. Here are some examples of tasks and texts which contain sufficient information for their completion.

Task 1. *A foreign customer has been buying from your firm for a year and has honoured your sight drafts on presentation. He is now asking for open account terms with quarterly settlement by B/E. Write two letters, one agreeing to his request and the other asking for an irrevocable letter of credit covering the amount of his quarterly requirements.*

Task 2. *Your firm's representative in an English-speaking country has sent you an order and advises you that payment will be made by irrevocable L/C. Reply to the customer. Also, write the customer's letter confirming the order and making payment arrangements.*

Task 3. *Your bank informs you that a 60 d/s bill drawn by you on a foreign customer has been dishonoured without any explanation. Write to the customer and include banking instructions.*

Task 4. *Write to your bank manager asking him to advance 70 per cent of the value of a consignment of goods you have just exported to a foreign customer.*

To complete these tasks, texts are provided which (i) explain the meaning of abbreviations (ii) provide information and instructions on the conditions for the receipt of certain services. These texts help students find the optimal solutions to the vocationally-related tasks that they have been set.

Text 1. *The abbreviations B/E for 'bill of exchange' and d/s for 'days after sight' are often used. D/P means 'documents against payment', and D/A 'documents against acceptance'.*

Text 2. *Overseas bills in the UK are known as foreign bills and*

those used within the UK as inland bills. A clean bill is one that is not accompanied by shipping documents. A 'sight draft' or 'sight bill' is paid on presentation. In a 'documents against payment' (D/P) transaction, the sight draft is presented to the importer with the shipping documents and the importer pays immediately i.e. 'on presentation' or 'at sight'.

A bill paid 'after sight' must be paid within the number of days specified on the bill. Thus, '30 days after sight' means that the bill can be paid up to 30 days after it has been presented.

Text 3. The two main methods used in settling overseas accounts – bills of exchange and documentary credits – involve banks at home and abroad. A bill of exchange can be at sight i.e. payable of presentation or after sight, payable by a stipulated future date. The exporter can send the bill to the importer direct or to his bank with the documents and will receive either payment upon presentation or acceptance against the bill. The advantage of a bill is that the exporter can receive the money immediately if the bill is discounted and the exporter can receive the credit if the bill is not a sight draft. The disadvantage is that the bill can be cancelled or not paid on the due date.

Text 4. A bill of exchange is an order sent by the drawer (the person requesting payment) sent to the drawer(the person paying) stating that the drawer will pay the amount shown on the bill on demand or at a specified time. If the drawer accepts the bill he will sign and date it. The bill can be paid to a bank named by the drawer or the drawer can name a bank which will clear the clear. In this case, the bill will be kept in the drawer's bank until it is to be paid. When the bill is due, it is presented to the paying bank. Such bills are said to be domiciled to the bank holding them.

The complex of exercises cited above, develops the preparatory stage of context-based communication and allows a transition to **the stage of modeling the typical situations and variations within the base model of situations**. The

creators and adherents of the cognito-linguoculturological methodology of MFL education have proposed different sets of successive actions which prepare the modeling of situations but retain the logic of having a single, common algorithm for the progression of stages for the modeling of typical situations and their variations.

Thus, for example, during the research and formulation of the intercultural-communicative competency within the sphere of **commercial international-communicative communication** (A. B. Tynyshtykbaeva) – the so-called **commercial-communicative stage** of teaching includes a succession of levels modeling real-life communication, namely:

1. familiarization with a model (dialogue) corresponding to a standard (typical) situation as well as its analytical preparation and comprehension through a series of communicative-orientated exercises.

2. development of strategic and tactical skills for every standard situation model.

3. modeling of situations similar to that of the standard one in order to develop flexible vocational-communicative skills.

4. business and professional games to illustrate the level of communicative-vocational competency achieved.

There are a whole range of models for commercial international communication. If one were to take one type of 'commercial communication', namely, the model of '**offering goods and services**' (MOG) then a situation according to **OG** would look like a situational variant in which a head company and producer has expanded its sales market and is searching for company involved in dealership in order to export its goods. The resulting negotiation process, as a rule, would involve a discussion of the

terms of co-operation and the creation of subsidiary companies or affiliates in different countries. In such a situation, communication would usually take the form of a 'dialogue on the planning of collective action'. In terms of the content and function of its components, the **OG** situation usually takes the following form:

1. The communicative partners, who represent the two interested parties, are the **'producer company' (PC)** and the **'dealer company' (DC)** which is the prospective partner or affiliate of the head company.

2. During communication, certain psychological relations are established. Social roles and psychological relations allow the possibility of predicting the content of communication. Social roles define the communicative need of individuals. It follows that the range of typical situations of vocational communication is fixed by the repertoire of social roles performed by specialists.

Within the latter's specific sphere of activity, these roles are dependent upon the social experience of the communicators, their level of intellect and a range of surrounding social influences. The concept of social role is understood only within the parameters of co-operation. By participating in a communicative act, the members of the linguistic collective can be seen not just as abstract individuals but as bearers of certain social relations. The 'sum' of social-functional roles forms an individual's social-functional position, at the heart of which is the social position of an individual within society. A social role is a given professional role. The **social-role relations of partners** within **OG** situations will vary depending upon the level of co-operation already achieved. Typically, the partners will find themselves at an early stage of co-operation and are involved in negotiations on the terms of their co-operation. In this case, the partners' social-role relations will be 'symmetrical' i.e. equal. In terms of
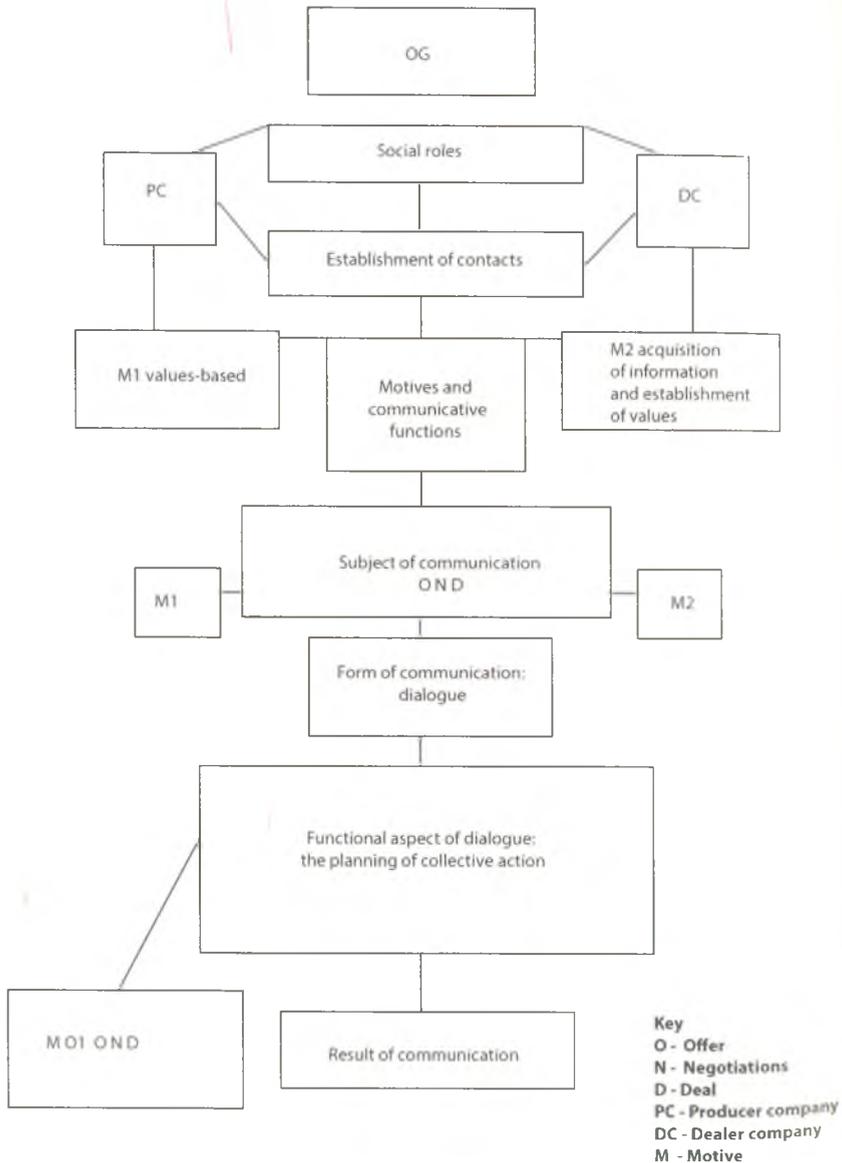
function, the type of dialogue is usually that of an 'exchange of opinion' at the start of relations and subsequently becomes that of the 'planning of collective action'.

3. The motives of communication during this co-operation have the following interdependence: the **PC**'s aim is to propose a partnership and persuade the **DC** of the advantages of its offer. At the same time, the **DC** wants to establish the terms of future co-operation and the benefits it can gain from it. The motives of communication and, thus, the functions of communication during co-operation between partners are, for the **DS**, the regulation of relations, the establishment of values and, especially, the acquisition of information; for the **PC**, they are the establishment of contacts, the regulation of relations and, in particular, the establishment of values.

4. The subject and content of communication can be generally defined as either the 'offering of goods and services' in its strictest sense or the 'offer of co-operation'. In either case, the basis of co-operation is provided by the interrelationship of **OG** (offering of goods and services) whilst the content of communication is formed from the combination of **'offering', 'negotiations' and 'deals'** as being the overall result of negotiations.

The general **OG** model, as a standard variant of a typical situation involving the co-operation of the **PC** and **DC**, can be represented in its functional sense in the following diagram:

Table 11

Table 11

OG

Social roles

PC

DC

Establishment of contacts

M1 values-based

Motives and communicative functions

M2 acquisition of information and establishment of values

Subject of communication
O N D

M1

M2

Form of communication: dialogue

Functional aspect of dialogue: the planning of collective action

M O1 O N D

Result of communication

Key
O - Offer
N - Negotiations
D - Deal
PC - Producer company
DC - Dealer company
M - Motive

The following standard situation corresponds to the OG model:

Dialogue

A Canadian agency firm has entered into contact with Soyuzexport to discuss the direction of their future business.

S. Mr. Vane, we know that your firm has considerable experience in selling watches and we're prepared to discuss with you the possibility of signing an agency agreement.

V. Thank you, Mr. Sokolov, I'm very glad to hear that. The point I want to clarify first concerns the period of validity of the agreement. We'd also like to be granted exclusive rights to sell your watches in the provinces of Canada.

S. Well, we'd prefer a short-term agreement of perhaps one year to start with. As to the second point, we do grant exclusive rights to our agents but only after two or three years of successful sales.

V. The fact is that in our country's market there's strong competition from US, Swiss and Japanese firms. The exclusive rights would enable us to compete with these well-established firms and give us protection.

S. I understand your position Mr. Vane and to support you I think we can agree to grant you exclusivity for one year. We'd obviously like to see how successfully you develop sales before committing ourselves to a longer term agreement.

V. You see, Mr. Sokolov, we're planning to invest considerably in advertising, distribution and technical services for your watches. We are unlikely to cover all these expences in the short term.

S. Taking this into account we can include the following words: 'The agreement will be renewed automatically unless either party notifies the other of its intention to terminate the agreement by giving the other three months' notice prior to the termination date'.

V. This wording sounds quite reasonable, but, as to validity, from our

point of view, it should be longer.

S. All right. We can compromise on three years provided the sale's targets are reached. If they aren't, then we naturally want the option of terminating the agreement. In this case we will have to take our business elsewhere.

V. That sounds reasonable. Thank you, Mr. Sokolov. I appreciate the business-like atmosphere of our talks and can assure you that we'll do our best to carry out our commitments on the agreement.

The variant of the **OGI** model reflects various other possible situations in which the 'producer company's' proposal is preceded by a verbal advertisement about the producer company or the goods proposed by the dealer company. The above-presented schematic modeling of situations with its collection of situational components eases the identification of both the components of a basic, typical situation as well as the creating the possibility within the very scheme of the model of introducing **changing conditions** in order to produce new variations of the standard situation and numerous transformations to the basic **situation**. The schematic representation of the model dialogue along with an analysis and development, in stages, of communicative skills, rationalizes and accelerates learning by, on one hand, allowing the students to become fully conscious of their activity and, on the other, developing, from the point of view of pragmalinguistics, logical-analytical skills for the prognosis and planning of one's own speech-thought communicative acts which constitute the foundation for the formation of strategic communicative skills.

The main models of 'commercial communication' as outlined in above diagram - which we have presented and analyzed in terms of their set of components and given an example of a model dialogue, have been termed by N. D. Tynyshtykbaeva as **'cognito-visual support'** since a visual model of the log-

ical-functional interconnections in communication accelerates the learning process and the assimilation of the content and functional-communicative specifics of each standard situation found within 'commercial communication'. The students' comprehension of the dialogue is tested by a timed task involving the analysis of the compositional structure and the interaction of the components of communication. This is achieved through the following series of tasks and exercises using the MFL in question:

(i) What type of commercial proposal was presented in the dialogue?

(ii) Who do the two speakers in the dialogue represent?

(iii) What forms of proposals do 'producer companies' (PC) usually offer in other countries?

(iv) Under what conditions is the 'dealer company' prepared to accept the proposal?

(v) Is the DC satisfied with the terms offered by the PC?

(vi) Why does the PC want to limit the agreement to one year? Do you consider this justified?

(vii) What caused the PC do compromise regarding the 'period of validity'?

(viii) Why do distributors/dealers often insist on exclusive rights for the sale of certain goods?

(ix) What can be said about the commercial and business qualities of the partners?

(x) What terms of address and phrases used in the dialogue demonstrated the official relationship of the partners?

(xi) What phrases were used by the partners to begin their meeting and summarize the result of their negotiations?

(xii) What were the motives and communicative intentions of each communicator? Identify the phrases used which demonstrate this.

(xiii) How would assess the result of communication? Can the deal

be considered advantageous for the PC? If yes, then why?

(xiv) Why is the PC trying to sell its goods abroad through an intermediary company?

In order to complete the development of competencies through the formation of strategic and tactical skills facilitating communication in a standard (typical) situational model, one must proceed to a **modeling of variant situations**. The aim of this stage is to perfect an individual's MFL communicative competency and fluent variable speech behaviour so that the student can adapt to variant situations and differing relations between the communicators. At this stage, all linguistic support in the form of communicative tasks, is removed. An example of an exercise from this stage is the business game, which develop and perfect strategic and tactical skills for vocational communication. This game comprises a model of interaction based on specialists performing certain professionally-related tasks. At this stage it is important to use situations which can accommodate business games in circumstances which model productive activity. The following exercises are examples of the modeling of variant situations.

Exercise 1

Using the model provided, create a dialogue around negotiations concerning a proposal from a Japanese company that a Kazakh dealer company agrees to become its permanent agent for selling its technical products.

You must conduct some preliminary negotiations over the terms of partnership between your company and a Dutch one which has agreed to become a distributor of your raw copper.

Using the phrases provided, complete this dialogue between colleagues from a producer company regarding the selection of a new sales market.

Exercise 2

Use the business correspondence provided to create an OG situation on the following model. Establish the possible roles, aims and intentions of the partners as well as the topic of discussion, the course of negotiations and the end result.

1. Teaching resource for modeled situation
Sears, Thornton and Co.

Rhodes Square
Marare, Zimbabwe
Caran d'ache
1200 Geneva
Switzerland
22 February 19...,
<u>Export order for pencils</u>

Dear Sirs

We have received your catalogue and samples sent under cover of your letter, dated the 14th of this month. After testing the pencils we are pleased to confirm that they are of a satisfactory quality and we therefore request you to supply:

5000 gross HB pencils at 9.90 per dozen f.o.b. Genoa on the terms quoted in your above-mentioned letter.

Shipping instructions will be sent to you by our forwarding agents, Messrs Guardi and Co. of Genoa, Italy. Please let us have your invoice in duplicate.

If this first order is carried out successfully, it will almost certainly lead to repeat orders.

Yours faithfully,

2. Teaching resource for modeled situation

Worldwide dealers Ltd
Connaught Centre
Hong Kong
The Victoria Cycle Works
PO Box 9271
Melbourne

June 14, 19…

Dear Sirs
Our business agents in India have asked us for a quote for
10,000 bicycles for export to Sri Lanka, India, Pakistan and Ne-
pal. Please let us know the quantity you are able to deliver at
regular intervals, quoting your best terms for f.o.b. Brisbane. We
will handle export formalities but would ask you to calculate
container transport to Brisbane for forward shipment.
Yours faithfully
P. King
Assistant Export Manager

The final stage of the development of the vocational-commu-
nicative competency involves the use of business games which,
in terms of content and function, correspond to the models of
both standard and variant situations.

Here are some tasks involving business games and role-plays.

Model of a business game for an OG situation

You are the manager of a research and development department
of a Scottish firm which produces heavy-goods vehicles. After studying

the market, you have chosen the 'Talleks' company, based in Tallin, as a possible agent to sell your vehicles. At the directors' meeting, discussions are being held concerning possible co-operation with this company which handle the export of your excavators to all countries of the CIS for road construction.

You have conducted some preliminary research into the demand for these vehicles, market potential and capacity and the reliability of your prospective partner firm. You were also tasked with writing up the terms of the delivery and sale of the first batch of excavators (10 vehicles). The board members are due to make a decision and begin planning for future co-operation with this firm. You must defend your proposals to the board since the Managing Director has some doubts concerning their future potential.

Members of the Meeting

Managing director, Sales manager, Export manager, Production manager, General Manager

During your presentation, the Managing Director first asks all the other managers what type of 'proposal' is appropriate, the specifics of the CIS market and the possible advantageous terms of delivery etc. A parallel line of discussion involves the answering of questions raised by the heads of the different departments.

Prepare a preliminary plan for the defence of your proposals and the strategic behaviour you will employ when presenting your project.

The teacher, after studying all the components and features of the above situation and discussing the probable course of the business game, should assign roles to the students and explain the content and topic of communication. If the students are not yet prepared for such a task, then the teacher should create a preliminary gist task based on the same model and then play the game with any appropriate modifications.

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The idea behind a business game is the collective search for an optimal solution to the problems faced in any given situation.

The advantages of business games are beyond question - they can be conducted outside a native language environment yet allow the learning process to approximate the practical and natural use of a MFL. Through these games, students learn certain modes of behaviour and gain oral practice within the context of vocational-related communication. These games provide a modeling of communication between bearers of different professional and social roles which allows the practice of appropriate role-related communication in a MFL.

The planning of a business game should involve the following stages:

- establishing the scope of the game; assigning the game a name and aim; establishing an idea for the tasks; setting up the organization of the game and setting a time-limit;

- establishing the game's scenario;

- a description of the scenario and how it is to be conducted;

- creating tasks;

- establishing rules and guidelines for the conduct of the game – both as a whole and for each of its individual parts.

During the preparation and conduct of a business game, the teacher should mainly concentrate on the vocational aspects of the specialists' activity i.e. develop the speech and business behaviour of specialists so that they correspond to the international norms and conventions of professional communication. The games should correspond to the vocational study of the students, as well as to the etiquette, working practice and code of conduct of the profession in question.

It is important to note that, since these games are, to a large degree, creative in nature and successfully teach vocational MFL communication, they also serve as a form of assessment. The

teacher can observe and assess the students' language and role-play skills as they imitate natural communication. The content of a business game facilitates the psychological development of its participants: creativity, logic and the ability to select the most optimal solution. Through their imitation of vocational communication, business games allow the teaching of appropriate verbal and non-verbal means of communication in different vocational-related scenarios and combine this with the ideas of intercultural communication.

The above stages and exercise types allow the progressive, staged completion of two levels of competencies and sub-competencies, namely: **(i) the preparatory stage of context-based communication (ii) the stage of modeled typical communicative situations**. After the formation of the competency of these two stages there comes a final stage where students demonstrate their developed intercultural-communicative skills through fluent communication under artificially-created conditions of a context-based, vocational, international nature, involving a problem or conflict of interests, where students must communicate without any preliminary preparation or assistance.

This final stage – the intercultural-communicative stage – is composed of three sub-stages which progressively develop increasingly complex communicative functions beginning with the most elementary functions (the **regulative-communicative function of communication**) to the more advanced – the **analytical-assessment communicative function**, to the most complex – the **debating function**.

As already described, these functions are progressively developed following the exercises of the **stage of modeled typical situations** which is a **competency-based stage**, illustrating the **meta-context communicative** skills of the

context-based communicative subject content of the communicative complexes (CC). The exercises of this stage are distinguished from those of the stage of modeled typical situations primarily by the fact that the students' attention is concentrated on developing the target functions of each communicative stage (the regulative-communicative, analytical-assessment and debating stages)

1. In order to develop regulative-communicative skills and sub-competencies we suggest using exercises of a regulative nature such as those which 'establish contact', encourage and influence, stimulate communication, stereotypical forms of greeting and address, attracting attention, thanking, acknowledging etc. which are commonly used in business and vocational contexts.

Whereas the previous stages (preparation for communication and modelled communicative situations) have targeted language- and oral-based exercises in order to develop communicative skills and abilities, in this stage, exercises take the form of tasks based on discussion topics.

Problem 1.1

You are the general director of a Kazakh production company and a Canadian company has offered to act as your distributer in Canada. You have monitored the potential of this company and found it to be satisfactory.

What negotiation position should you adopt bearing in mind your knowledge about this company and its representative?

Explain the various ways you could establish contact and open negotiations.

Should you make your strong interest in co-operation apparent? If not, how will you formulate the main aim of the meeting?

What possible terms of co-operation might the other side may propose during negotiations?

What possible compromises might be offered to the other

side which do not harm your company?

If it proves difficult for you to take an independent decision regarding a compromise, what other means for a solution will you have at your disposal? How will you avoid making a definite decision?

If the latter occurs, could the result of the negotiations still be considered successful?

Problem 1.2

You must meet a representative of a foreign company from a credit card department – write an agenda for the meeting.

Which meta-communicative techniques do you propose using (those based on emotions, influence, attempt to convince, facts etc.)?

Problem 1.3

You have doubts regarding the possibility of a client, Mr Grey, being granted credit. Using the necessary influencing techniques:

(a) raise the matter with the management with a report on the client's request and his proposed means of guaranteeing repayment.

(b) after receiving a refusal from the management, advise the client to apply to a commercial bank with a credit request.

(c) Inform the client that interest repayments are higher at a commercial bank

(d) In writing your letter of refusal to the client, use the appropriate etiquette and the following address:

Grey and Co. Ltd, Bridgend Road, Bridgend IF31 3DF

Beginning of letter:

Dear Mr. Grey,

I am sorry to inform you that we will not be able to offer the credit you have asked for on the terms you have proposed.

End of letter:

I am sorry that we have to disappoint you in this matter and hope

that we may be of more help in the future.

Yours sincerely,

Frank Stevens, Manager

(e) Taking into account the clients' business reputation, the requested credit terms and the level of the bank's trust in Mr. Grey/Mr. Regan, choose one of the following phrases refusing credit for each of the two clients.

We are sorry to inform you that we never grant credit facilities to customers until they have worked with us for over a year.

We really are sorry that we cannot be more helpful in this instance.

We are sorry that we cannot offer credit facilities of any kind at the present time owing to rising inflation.

However, perhaps if things settle down in future we may be able to reconsider your request.

We regret that we are unable to offer open account terms to customers as our products are competitively-priced and have small profit margins and so it is not financially-viable for us to allow credit facilities.

(f) Transform the above written refusals into appropriate oral forms, beginning with:

I am so sorry, Mr. Grey, but we never allow credit facilities to customers until…

Problem 2.1

Give the management your assessment of the activity of the agent company regarding trade deals between your producers and foreign firms.

Give an opinion supporting the advantages of:

Direct trade deals between your producers and foreign firms – the method of foreign trade with the greatest prospects

Trade through intermediary companies which is often accompanied by many complexities

Problem 2.2

At a board meeting of directors, a proposal has been forwarded for the creation of joint-stock companies with foreign firms as the most profitable method of your selling domestic goods.

Raise doubts concerning that:

Joint-stock companies are the most profitable way on conducting foreign trade

The delivery and sale of goods through foreign firms as a means of trade

Problem 2.3

Which of the credit requests found in the two columns below are most likely to convince a bank?

(a) As we have been dealing with you for more than a year we feel that you know us well enough to grant our request

(b) We believe we have established our reliability with you over the past six months and would now like to settle accounts on a quarterly basis

(c) During the past few months we have always settled our accounts promptly and therefore we feel we can ask you for better credit facilities

(a) We are a well-established firm and can offer references if necessary

(b) We can certainly pay on the due dates but if you would like confirmation concerning our credit worthiness then please contact any of the following who will act as our referees.

(c) We deal with most of our suppliers on a quarterly basis and you may contact any of those listed below for a reference

Problem 2.4

Which of the following **assessments of a company's activities** is the most categorical and constructive in nature?

a. This is a graph of the company's turnover during the past

three months. As you can see, sales rose slightly in April and May before falling sharply in June. The future is not promising.

b. The company must change its product range and improve its image if it wants to survive. This is why it's so important to have the right advertising targeted at the right customer.

c. Frankly, the company's attitude reminds me of something a journalist once said to me, 'you can never underestimate the intelligence of the general public'. Well, in this case, I think that's exactly what the company has done. But let me get back to my main point.

3. The debating function of communication also requires attention and is developed by special problem-based tasks which concentrate on the development of the students' debating competency within the context of intercultural communication (foreign trade, international finance etc.). This communicative function may be formed by the following examples.

Problem 3.1

As a company's marketing and advertising manager, propose to the director that you order a television version of one of your adverts which promotes three types of your services. The board of directors has differing views regarding the necessity of such an advert. The majority support the idea of advertising 'telephone banking' but are cool towards that of 'foreign travel services'. They are unanimously against the idea of advertising 'competitive low-interest mortgages'. You must convince them of the necessity of advertising all three services. Use the following vocabulary in your reports:

To develop loyalty amongst existing customers

To attract new customers

Competitive low-interest mortgages

Foreign travel services

Problem 3.2

For an interested audience composed of professionals from

an expert group, prepare presentations and organize debates on the following issues:

a) What determines the pattern and volume of trade between nations and what are the effects of tariffs and quotas on international trade?

b) How does government spending and taxation influence the economy and what are the consequences of a budget deficit as is presently the case?

c) What causes differences in wealth amongst nations, making some rich and others poor?

d) If capital is not an economic resource, why is interest paid for its use? What factors account for the differing amounts of interest paid on various types of loan?

5. Within each of the proposed problems, identify and structure in a logical manner, the main issues which will comprise the core of your argument.

- Identify the main possible discussion points in your presentation. Consider the tactics of how to present these points by taking into account the likely reaction of your potential opponents.

- What meta-communicative means of influence can be used for creating a positive atmosphere in favour of your point of view?

- Prepare several variations of a debate which take into account the usual forms critical discussions take within the socio-cultural environment of the country where the MFL is spoken. Depending upon the situation, choose the most appropriate variation.

Problem 3.3

Organize a briefing with journalists about your bank's services and your refusal to offer privileged terms for banking operations. Explain the reasons for the change in the bank's customer service policy. Predict the likely criticism from journalists and plan a logical structure for your presentation, counter-arguments and evidence to counter the views of your opponents.

Thus, the modeling of the context-based content of communicative complexes during the formation of intercultural-communicative complexes, the organization of the latter as a teaching process and the technology for their development through three differentiated stages (each containing three sub-stages) will provide, through the set of targeted exercises, a competency-based final learning outcome which approximates as closely as possible the conditions of real-life communication requiring a command of the linguocultural norms of the MFL being studied.

The proposed new methodology, theory and technology of MFL education will facilitate the achievement of the end result of this type of education, namely, the formation of a 'intermediator of intercultural communication'.

The subject content of the model is organized into new cognito-linguoculturological complexes (CLC) whose set of components includes:

(i) a communicative sphere, reflecting the content of this teaching level. Within it, one can identity socio-domestic, socio-cultural, educational-vocational, socio-political, general professional, and specialized professional spheres.

(ii) A collection of topics and sub-topics for oral communication corresponding to the above-mentioned spheres.

(iii) Typical communication situations/scenarios corresponding to each of the above-mentioned topics.

The function of subject content is to facilitate the learning of communicative content and the formation of the intercultural-communicative competency which is, itself, composed from linguoculturological, socio-culturological, cognitive, communicative, vocational, professional content and specialized professional sub-competencies.

Each of these sub-competencies is developed through a specific set of targeted exercises and, subsequently, by CLCs. These

CLCs integrate these sub-competencies within the framework of individual communicative situations or problems which are set for students both within and outside the classroom.

Practical Tasks and Case Studies

1. On what is the proposed definition of exercises as the organizational-technological means of the MFL educational process within the context of the development of MFL competencies based?

2. What are the main characteristics of those approaches which use as their main criteria, the typology and delimitation of exercises which develop the subject-content aspects of the intercultural-communicative competencies (ICC)?

3. Using the proposed complex of exercises as your foundation, create your own programme for the modeling and development of intercultural communication based on individual TTUs.

4. Choose a dialogue model for communicative situations. Represent this model in a diagrammatical form.

5. Using the above-described basic model for communicative situations, show its variants by altering the components or context of its scenarios.

Chapter 14: A Comparative Description of Modern Forms of Assessment in MFL Education

The term **'assessment'** has been traditionally understood within MFL teaching as meaning the collective activity of teacher and students to establish [the latter's] proficiency level in a language. This has been due to the fact that 'assessment' is closely connected to and predetermined by 'aims' and 'content' as well as due to the predominance of teacher-centred teaching.

The main **component** of the assessment system for establishing an individual's proficiency level, namely the **object of assessment**, has varied, depending upon the developmental stage of the MFL teaching method being used. Although the term 'proficiency' and its means of assessment are innovations (in the CIS) which were introduced following the adoption of the European model of establishing MFL proficiency and the ranking of proficiency and its assessment into six general-European levels of MFL competency, it is nevertheless true that the objects of assessment were not considered to signify a level or degree of **proficiency** until that time that **the idea of 'proficiency' was made to correspond to the concept of 'competency'**. Prior to this, objects of assessment were formulated as being 'assessments of knowledge' or an 'assessments of speech activity' (M. L. Weizburd, M. M. Berman, A. A. Miroliubov, A. D. Klimetenko et al.).

In much later works, the objects of assessment were clearly defined by the triad of 'knowledge', 'ability' and 'skills' (the ZUN system) which dominated the entire language system (linguistic ability and skills) and all aspects of speech activity (spoken ability and skills) (G. L. Liakhovitskii, N. I. Gez, N. F. Komkov, M. M. Gokhlerner, G. V. Eiger et al.).

In the 1990s, the object of assessment came to be centred on communicative skills in a MFL (I. L. Bim, E. I. Passov, R. P. Milrood, V. G. Skalkin et al.).

It was only with the creation of so-called 'language competencies' by the Council of Europe's commission on languages, that proficiency levels began to be defined in terms of competencies (V. V. Safonova, E. N. Solovova, A. N. Shchukin). Despite this positive turn regarding the assessment and quality control of 'competencies' and 'proficiency levels', the selection of assessed competencies chosen for MFL education remained limited and did not include the most-demanded, modern learning outcome – the **intercultural-communicative competency**. The 'general European competencies' established a '**general competency and communicative language competency**' with three components (**linguistic, pragmatics, socio-linguistic**). In the modified system of European competencies which were established and published in 1992, the set of components of the 'communicative language competency' was broadened considerably to include components such as the **social, discourse-based, socio-cultural and strategic**. The assessment of the European levels included the whole set of competencies with their components. A. N. Shchukin has identified the following objects of assessment found in MFL teaching: (i) language competencies (ii) communicative competencies (iii) socio-cultural competencies.

As regards the **functions of assessment** in MFL teaching, the majority of researchers are unanimous in their understanding of them as consisting of the simultaneous ability to teach and to assess the learning outcome. They have, therefore, defined the functions of assessment as: **teaching, diagnostics, correction, direction, assessment and stimulation** (A. A. Miroliubov, N. I. Gez, A. D. Klimentenko, A. N. Shchukin et al.).

Researchers are also in agreement regarding the main features (or requirements) of the assessment process for MFL teaching. In order that the form of assessment can correspond adequately to the targeted tasks of MFL teaching, it should possess the following features: **aims-based**, **objective**, **representative** (the resources used for assessing the learning outcome should be sufficient and appropriate both in terms of quantity and quality), **systematic** (as regards the regularity of assessments), and be **capable of differentiation** depending upon the **object** of assessment, teaching aims, set tasks etc.

It may be noted that in all the above-mentioned types of assessment, the latter totally isolation from the important category '**quality of education**'. Moreover, if one has in mind the regular, short-term grading of students' achievements then we are in fact referring to the students' 'quality of academic achievement' which can be clearly established by the forms and levels of proficiency, the degree of development of the constituent parts of a competency or the overall development of a competency according to normative, established proficiency levels.

Assessment in modern education, including that of MFL education, is modeled as an **integrated model of managing the quality of education** where the qualitative result is defined, directed and assessed by two main manifestations of quality:

(i) a **qualitative result**, which meets the expectations of the consumer and corresponds to the integrated national and international standardized system of educational quality;

(ii) the **features of this quality-assurance system** which includes all the components of the educational system: content, structure, educational technology, the innovativeness of the educational system, the adequacy of the management organization.

The **concept of an 'assessment of educational quality'** is understood as being the definition of the general inter-

relationship between the aim, forms and process of assessing the quality of results within the educational system. Educational quality is also established by the grades awarded to students for academic achievement which constitutes an educational result/ learning outcome characterized by knowledge, skills and ability relating to the subject area (in the Kazakhstan system of education) or by the students' abilities and competencies (in Western countries).

There are many different views regarding the definition of 'quality' and this is demonstrated by the existence of differing interpretations of it as a category within various, particular fields.

In philosophy, the category 'quality' relates to the nature of objects but does not imply any assessment of its features (quality is a certain **definiteness** that is directly connected to existence).

In sociology, the category 'quality' is a measure of assessment and the degree of correspondence to the expectations and needs of society, describing the condition and end result of an educational process which develops intellectual and vocational competencies.

Within the sphere of the standardization and the assessment of goods and services, the International Organization for Standardization (ISO) defines **quality** as those features and characteristics of a product which give the latter the ability to fulfill its proposed function.

In education, the category 'quality' may be used as (a) an assessment of the educational system in general, in the sense of referring to the execution of the **main aim** of the system's function, namely, the achievement by the students of a certain level of education and knowledge (b) an integral description of the educational process and its result which expresses the degree to which the latter corresponds to society's ideas about

the purposes of education.

It is clear that any modern definition of **quality** presupposes not just an assessment but some connection to the demands of the consumer. In such an interpretation, the true sign of **quality** becomes the presence in a product of certain features which are valued by the consumer and which can be measured and assessed.

Thus, researchers have viewed education from different pedagogical, sociological and culturological positions and in the sense of education being a form of activity, a process, a result, an aim, a means and as a value…It is of no surprise therefore that there exists many broad and all-encompassing understandings of the concept 'quality of education'.

Despite the many existing definitions of 'quality' in education, it is clear that with the change of the 'knowledge-based' educational platform to that of a 'competency-based' one, **'quality' as a category of assessment** should, in the qualimetric sense, be understood as the **'quality of competencies'** which are developed and achieved as the final, standardized learning outcome of the educational process.

The set of these competencies, as already described, represents a predictable final result, namely, a product which has been modeled within this work as a comprehensive specialist model. Naturally, the assessment of planned educational quality represents an **integrated, comprehensive,** multi-structured entity where quality is assessed according to **MFL proficiency levels** and where, at each level, content and the **criteria and parameters of achieved quality are defined by the degree to which quality and the set of competencies/ sub-competencies have been developed**.

One particular difficulty in understanding and using the European system for determining MFL proficiency levels ('survival',

'waystage', 'threshold', 'vantage', 'proficiency', mastery' levels) is the absence of any correspondence with the commonly-used proficiency levels of CIS (Commonwealth of Independent States). This requires us to formulate a special **system for the criteria for measuring and assessing levels of MFL proficiency** which contains the following system of levels for measuring qualitative and quantitative achievement: **'minimum adequacy', 'basic adequacy', 'basic standard', 'advanced standard' ''maximum adequacy'**.

This international-adapted version of the **European six-level competency system** takes into account the particular conditions of Kazakhstan system of education and results in the former's compression into the above-mentioned five levels of quality and the five corresponding MFL competency levels used as the national standard in CIS system of education(National Standards I-V).

The examination and assessment mechanism for establishing MFL proficiency levels in intercultural communication uses the following scale of criteria and parameters for measuring the intercultural-communicative competency.

The criteria used for assessing the achievement of a particular proficiency level are:

1. The realization of the intercultural-communicative idea

2. Logical and structured use of language

3. Knowledge of subject content

4. Knowledge and use of linguocultural norms used by the native speakers of the MFL

5. Linguistic accuracy of speech, use of meta-language

The assessment of a proficiency level (see table 12) may be expressed as:

(1) A four-point scale: **'optimal'** (corresponding to the traditional Kazakhstan/Russian grade 'excellent'), **'higher'** (which

corresponding to the traditional Kazakhstan/Russian grade 'good'), **'average'** (corresponding to the traditional Kazakhstan/Russian grade 'satisfactory', **'lower'** (corresponding to the traditional Kazakhstan/Russian grade 'unsatisfactory');

(2) The letter-based system (A-F) used in credit-oriented educational programmes;

(3) As a pure percentage out of 100.

Table 12

Grade according to letter-based system	Percentage	Grade (grade according to traditional system)
A	95-100	Optimal (excellent)
A-	90-94	
B+	85-89	Higher (Good)
B	80-84	
B-	75-79	
C+	70-74	Average (Satisfactory)
C	65-69	
C-	60-64	
D+	55-59	
D	50-54	
F	0-49	Lower (unsatisfactory)

According to the (i) ECTS system (European Credit Transfer and accumulation System) for the organization, examination and assessment of student achievement and the (ii) credit-oriented technology for the planning, organization and examination of the educational process, a flexible system has been introduced into the modern management of education for the planning and division of the educational process into contact (teaching) hours

and independent-learning tasks. The need to prepare specialists of a new type who possess an innovative and analytical mode of thinking and have the ability to react to, and, work in, the modern, changing, dynamic professional world has caused the rejection of the existing educational platform, based on the fact-based delivery of content, the discrete topic-based approach of organizing the teaching process, the vertical structure of the latter's planning and traditional methods and technologies of education. The modern agenda for the preparation of specialists has raised the need for the introduction of new, innovative technologies into education. Therefore, the teaching process should be planned so as to emphasis the independent learning of students which will result in the reduction of the number of teaching (so called 'contact') hours. Independent learning, first and foremost, presupposes a transition to a personality/student-centred educational model and an approach, directed towards the fulfillment of individual potential. This, in turn, presupposes the organization of the students' self-developmental activity upon the foundation of creative-developmental, innovative, competency-forming and knowledge-forming modern technologies.

The innovative-technological methods which are used in the credit-oriented technology found in MFL education, really allow us to sense the degree of importance attached to the introduction of intercultural-communicative interaction into vocational-based situations during work experience provided by social partners and client companies (domestic and international companies, firms, banks etc.), both on-line and in-situations, which **facilitates vocational-based independent learning and practice**.

The following recommendations may be proposed for an educational process based the development of competencies and credit-based learning:

- a **method of corporate education and social partnership** through the organization of teaching in consultation with client companies which create parameters for the **modeling of practical-vocational scenarios** which require students to resolve problems in partnership with real professionals from the above-mentioned organizations. As regards independent learning, this method can be extended by means of student participation in professional forums where they take an active part in developing new projects in online discussions with client companies.

The reflexive method involves the collective solution of vocational, problem-based scenarios/case studies. The method includes the (i) analysis of **incidents that may occur at the work place** as a means of examining and discussing vocational, intercultural-communicative situations involving professionals from different cultures (ii) analysis of a **key informant** who presents students with a model of assessing speech and behaviour in various situations (iii) **analysis of the culturally-identifiable, foreign language resources** from different professional fields which allows students to become acquainted with the formation of terminology in a foreign language.

All these methods can be actively incorporated into independent learning with the use of original, authentic materials taken from television, video, e-resources and the internet. The technical possibilities of e-resources as an alternative choice, a non-linear algorithm, a source of unique situations, furthering student autonomy, self-management and self-assessment of progress, all allow the creation of individualized learning trajectories and optimal learning strategies for each student.

The innovative technological resources used to realize the aims of multi-leveled educational models in MFL should embody the following principles:

The **cognitive principle**, which acts the manager of the process of developing a 'intermediator of intercultural communication' and the formation of appropriate mental constructs within the structure of student's new knowledge/consciousness by means of the creation of: visual models, logical and structural models, associations, interaction, the synthesis of written-language, symbol-based, aural and abstract-based learning aids, the creation of problem-based situations etc.

The **principle of conceptualization** allows the assimilation of a new linguoculture by the student during the learning process within an information-based and educational environment created both by the internet and by electronic educational resources containing audio, video, multimedia aids on the linguistic, cultural, ethnic, sociological and other features of different nations in order to immerse the student in the cultural and linguistic environment of the MFL being studied.

The **reflexive principle** realizes the idea of student-centred education and develops its potential and particular strategy of knowledge acquisition and self-development through its opportunities for creating individualized learning trajectories and optimal learning strategies depending upon the ability and characteristics of the student. This principle also provides alternative choice, a non-linear algorithm, a source of unique situations, the furthering of student autonomy, self-management and the self-assessment of progress.

The clear vocational direction of these intercultural-communicative-based methods allows the creation of a special system of thematic-organized language resources for different professional fields. The process of assimilating and interacting with the linguoculture of different ethnic groups within a single state justifies the division of the subject field into '**language education**' and '**foreign language education**' which are united

only by their social-functional purpose within the linguoculture.

In these circumstances, it is correct to review and formulate the methodological base of contemporary language and foreign language education which conforms to the educational needs of society and upon which it will become possible to create a national, integrated and continuous system of MFL education which is variable in terms of its content, function, aims and tasks and structurally unites within the parameters of a single MFL space all the existing and possible future forms and levels of MFL teaching.

On the basis of our summary of and, expansion on, the existing works in the field of the theory of intercultural communication we have established the cognito-linguoculturological methodology and theory of intercultural communication as modern methodological basis of language and MFL education. Its key points are:

- the understanding of **language as the interdisciplinary construct 'language-culture-personality'** as opposed to the traditional idea of language as more a static, formal system;

- the selection of the **cognito-linguoculturological methodology as the modern methodology of language education;**

- the establishment of the **theory of intercultural communication as the educational paradigm for language and foreign language education;**

- the broadening of the subject field to the level of '**language education'**;

- the establishment of a mechanism for its realization through a system of **methodological principles: cognitive, conceptual, communicative, linguocultural, socio-cultural, reflexive developmental which form the founding basis for the formation of a comprehensive educational par-**

adigm and which, collectively, identity the demands to be made from the educational process as a whole and in terms of its individual parts (aims, content, methods, technologies, teaching resources) which in turn establishes teaching strategy and tactics;

- the acceptance of the **methodological category 'linguoculture' which in its capacity as an educational unit already constitutes as a cognito-linguoculturological complex (CLC) and its 'teaching aim and outcome' category, defined as 'intercultural competency'**, which represents the competency-based system of learning outcomes in language and MFL education;

- an examination of the **final learning outcome of language and MFL education from the level of 'intermediator of intercultural communication' up to that of 'primary language personality'** depending upon the **process of the formation of a multilingual personality within an multilingual domestic environment**;

- the identification of the specific features of language education has allowed the differentiation of the technologies for its teaching and the use of existing developments regarding the international standardization of proficiency levels.

The ranking of the degree of language preparation and proficiency level is based upon an integration of the well-established model of 'General European Competencies in MFL Learning' with that of the vocationally-orientated model of MFL teaching.

The cognito-linguoculturological methodology is the fundamental conceptual basis of the modern theory of MFL and multilingual education and it represents an innovative approach towards the modeling of the language educational process for the creation of national, internationally-adapted models of language

education within a multilingual domestic environment through the establishment of proficiency levels for its final learning outcome. This will have a great impact on the traditional organization of the educational process.

According to this methodology and theory:

- the **subject field has been extended from 'foreign language' to that of 'foreign language education'** which not only maintains the socially-important fundament 'culture' but elevates it to the level of being an independent sphere of education;

- the **complex object 'foreign language education' has been established as the interdisciplinary construct and comprehensive pedagogical entity 'language – culture - personality'** which represents the object of scientific enquiry in all its constituent parts;

- the synthesised entity 'linguoculture' acts as the **methodological category** allowing **integration into the organic entity 'language-culture-personality'**;

- a set of **methodological principles** for the cognito-linguoculturological methodology of MFL education has been established: the **cognitive, communicative, sociocultural, linguocultural, conceptual and reflexive developmental**. The latter fully and systematically represent this methodology through the leading cognitive principle and allow the development of a concept of a different language world;

-the **'teaching aim and outcome' category** has been defined as **'intercultural communication'**, the formation of which constitutes a unified, cognitive-based process of developing a **'intermediator of intercultural communication'**. The students' level of achievement is assessed according to the degree to which they are able to demonstrate integratively the above-mentioned six methodological principles;

- bearing in mind that teaching occurs outside the linguocultural and sociocultural environment of the MFL being studied, the **final achievable learning outcome and proficiency level** has been defined as that of the development of a student into a '**intermediator of intercultural communication**' who is capable of adequate intercultural communication in various vocational and daily situations and who is aware of the communicative-behavioural culture and national mentality of native speakers.

In order to justify the use of unified models in language education which are based on a **unified modern theoretical and methodological foundation – the cognito-linguoculturological methodology**, an account has been given of the **processes and specific features relating to the formation of a multilingual personality within a multilingual environment where sociolinguistic differences are to be found**.

Upon the basis of differentiating between languages according to their three possible statuses: native language, second language, foreign language - an account has been given of the processes for the assimilation of a new language whilst taking into account the influencing ontogenetic features of any neighbouring languages. These are:

- **sociocultural environment;**
- **linguocultural foundation;**
- **form of language consciousness;**
- **object of formation and its corresponding learning outcome.**

This approach, based upon the psycholinguistic and sociocultural features of language development, allows us to divide the subject fields of language education into 'language' and 'foreign language' education.

Problems for Discussion and Assessment

1. Which features of 'modeling' (in the sense of an episte-mological method or instrument for transforming the original object) allow the possibility of modeling 'communication'?

2. List the existing models of communication and explain the foundation supon which these models are constructed and structured.

3. What is the principle difference between purely psycholin-guistic models of communication and those of the cognito-lin-guoculturological approach?

4. Which other principle of modeling theory outlined in this work is also applicable to the modeling of 'intercultural commu-nication'?

5. Which **basic requirements** should a modern model of MFL education meet?

6. Which constituent features can be found in a cognito-lin-guoculturological complex (CLC) - a **unified teaching block** which structures the teaching-progression aspects of the **con-tent** of a model of communication?

7. Which theories and teaching circumstances require the integrated interaction of the following in the modeling of inter-cultural communication: **the structuring of subject content into levels; the structuring of the teaching-progression aspects of the content of a cognito-linguoculturological complex into stages; the competency-based modeling of an educational programme**?

8. Demonstrate the use of the technological system for MFL proposed in this work in the planning and defence of your teaching **project** on any 'cognito-linguoculturological complex'. Justify your educational project.

9. Outline the reasons for and results of the adaptation of the 'General European Competencies in MFL Learning' for national educational systems. What is your assessment of the current system of national standards for language competencies?

10. What are the distinguishing features of context-based, competency-based MFL programmes?

11. Analyze the features of the technologies, subject content and sets of exercises which are progressively developed at each stage of a CC.

12. What has caused a review of the role and function of exercises in MFL?

13. Prepare a draft for the planning and technological organization of a 'cognito-linguoculturological complex' based on any communicative sphere and TTU using a set of exercises, differentiated according to purpose. Justify and defend your plan and variations for modeling communicative situations.

14. Give a comparative account of modern forms of assessment in MFL.

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This textbook is the first of its kind in Kazakhstan to be devoted to the theory and practice of foreign language education. It has been written primarily for future teachers of foreign languages and in a wider sense for all those who to be interested in the question (in the problems?) of the study and use of foreign languages. This book outlines an integrated theory of modern foreign language learning (FLL) which has been drawn up and approved under the auspices of the school of science and methodology of Kazakhstan's Ablai Khan University of International Relations and World Languages.