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PROPOSED COLLABORATIVE LANGUAGES' SYLLABUS: ACTUAL INTERCULTURAL EDUCATION SUPPLIED BY THE UNIVERSITIES

Annotation. With the globalization propensity it is getting imperative to determine a postgraduate training with worldwide encounters, so as to succeed, the colleges ought to have the capacity to give a foundation on how to provide genuine outside condition. The present analysis was led to evaluate whether the postgraduates have built up a required level of affectability and self-discernments to grow better scholastic English collaboration. The point is to enter word associated surrounding; to help with worldwide skill possibilities, so the outcomes have mirrored these achievements.

Keywords: English for special purpose, Academic English, methodology and strategy, focused methodology, collaboration in target language, research-based targets, postgraduate students, linguistic structure, effective and consistent assessment.

Аннотация. С учетом склонности к глобализации крайне важно определить последипломное обучение; добиться успеха, университеты должны обладать способностью дать основание для того, чтобы обеспечить подлинное внешнее состояние. Настоящий анализ позволил оценить необходимый уровень влияния и самооценки, чтобы лучше развиваться английское сотрудничество. Суть заключается в анализе возможностей мирового сообщества и университета в овладении иностранным языком.

Ключевые слова: английский специального назначения, академический английский, методология и стратегия, целенаправленная методология, сотрудничество на целевом языке, ориентированные на исследования цели, аспиранты, лингвистическая структура, эффективная и последовательная оценка.

Introduction. Growing interest towards the English education can be explained in many ways but mainly the increase in inter-connected, multilingualism and intercultural skills have grown in importance on a global scale (Nurutdinova, Dmitrieva, Gazizulina, Tarasova & Galiullina, 2016 c.). English is a corporate language: business, politics and internationalized society (Nurutdinova & Dmitrieva, 2016a, Nurutdinova & Dmitrieva, 2016 b.).

Key Hypotheses for the Design of Academic Course.

Study in Second Language Acquisition has shown that postgraduate students need to interrelate in the target language in a focussed way. *"Conversational interaction is an essential, if not sufficient, condition for second language acquisition. [...] what learners need is an opportunity to interact and to reach mutual comprehension; as well as what they need to do to keep the conversation going and make the response comprehensible. [...] And when communication is difficult it is the opportunity for language development."* (Lightbown & Spada, 2006:43).

The fundamental in second language acquisition are these five key hypotheses, identified by Lourdes Ortega (2009) as the five environmental constituents of success: (see figure 1):

1. *Acculturated attitudes*: the language and the community speaking this language. The variety of the many characters (like videos, ages, occupations and locations throughout the world), all contribute to give the postgraduate students a positive attitude towards the language and the communities speaking this language.

2. *Comprehensible input*: frequent exposure to language. Being visible to frequent foreign comprehensible effort is an essential element for successful foreign-language acquisition: the contact to valid documents (texts, audio, videos, images) in the target language is the Academic English foundation. The use of such materials to be performed by the postgraduate students is different for beginners, intermediate or advanced learners.
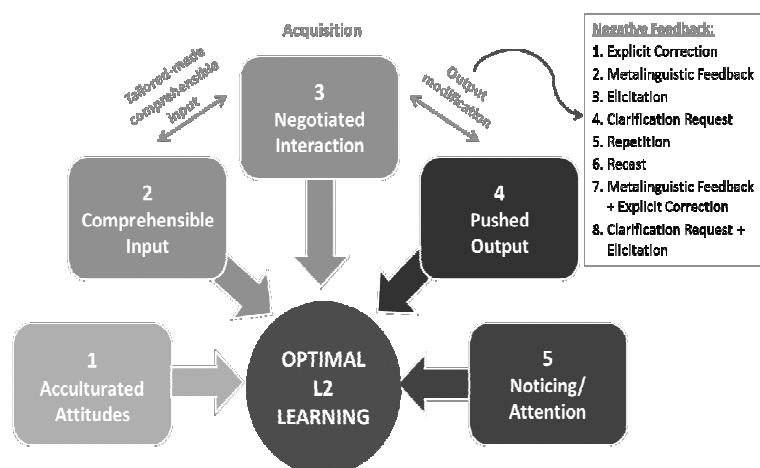

Figure 1: Five key hypotheses to optimize Second Language Learning
(Adapted from Ortega, 2009)

"Exposing a listener only to graded material is like feeding a child exclusively on baby food and then wondering why the child cannot cope with an adult diet. [...] It is essential that a listener is given practice in handling recorded material which contains passages that go beyond what s/he is capable of producing as a speaker, and that s/he learns either to ignore these passages or to devise ways of inferring their meaning from the wider context." (Field, 2008:271).

Below are three corresponding sets of criteria recognizing the fact that language simplification is not the answer:

1. Corresponding set of criteria by Compte (1993).

From the simpler ….	…. to the more complex
Low level of complexity in the 'reading' of the video	*High level of complexity* in the 'reading' of the video
Presence on the screen of the topic being discussed	*Evocation* of the topic being discussed
Dialogued scenes	*Commented scenes*
Use of *familiar narrative and cultural structures*	Use of *unfamiliar and unpredictable narrative and cultural structures*
Use of *universal stereotypes*	*Use of cultural specific schemata*
Moderate use of local socio-cultural humour	*Excessive use of specific socio-cultural references in the target language*

2. Corresponding set of criteria by Lancien (1993).
- *Redundancy* between the image and the audio track (the audio track repeats the information presented visually);
- *Complementarities* (the audio track adds to the image, or inversely the image adds to the audio track);
- *Domination* (the audio-track's domination over image with the journalist in a TV studio speaking about a news items);
- *Autonomy* (the image and the audio tracks have no direct link);
- *Contradiction* (the image is contrary to the audio-track or vice versa).
3. Corresponding set of criteria by Field (2008).

Focusing on lower-level skills (decoding)	Focusing on higher-level skills (building meaning)
Speech rate: slow careful rapid, relaxed; *Adjustment to speaker one familiar speaker to many unknown;* *Variety: one familiar accent many accents, potentially unknown;* *Speaker fluency: fluent and planned dysfluent and spontaneous*	*Number of different ideas present in the clip, from small to excessive amount.* *Level of complexity of ideas from low to high.* *Level of familiarity with the topic, from very familiar to totally new.* *The specifics of the task the learner has to perform (i.e. from simple note-taking to contrasting information heard from several speakers)*

3. *Negotiated interactions:* when networking postgraduate students create comprehensible input by modifying and adjusting it: using clarification requests, confirmation checks and comprehension checks.

Therefore, negotiated interaction creates just-in-time learning at the right point of need (Ortega, 2009). The number of studies have shown that "*the more interlocutors negotiated, the more they comprehended, and that opportunities to negotiate led to better levels of comprehension than providing exposure to either unmodified or pre- modified input*" (Pica et al., 1987; Yano et al., 1994). The research-based approach allows to interact and transfer meaning as they work collaboratively on the several projects proposed in each course module.

4. *Pushed output:* produce language in meaningful interactions.

Though research on comprehension-based approaches for foreign language command demonstrates that students make considerable progress.

Swain's 'comprehensible output hypothesis' (1985) shows that learners have also to produce language in order to process language deeply: "*Producing the target language may be the trigger that forces the learner to pay attention to the means of expression needed in order to successfully convey the intended meaning.*" (Swain 1985: 249)

Struggling to produce meaningful and comprehensible output in an interaction, students begin to see the limitations of their interlanguage and have to find other ways of expressing their meaning to reach related comprehension: "*What learners need is not necessarily simplification of the linguistic forms but rather an opportunity to interact with other speakers working together to reach mutual comprehension.*" (Lightbown & Spada, 2006:43)

While receiving instant response within the interaction, students have to "negotiate for meaning", a process seen as the opportunity for language development. The Academic English course provides many opportunities to engage in activities – "interpersonal mode" is characterized by active negotiation of meaning among individuals to carry out the research-based and task-based activities.

5. *Noticing/attention:* involve relevant linguistic forms in oral/written conversation.

A positive outlook to comprehensible input and opportunities to meaningfully interact, though essential to build an optimal environment for second language learning, aren't sufficient for the learning to happen (Schmidt, 1993).

The postgraduate students need also to engage in an active process of identifying gaps as they negotiate in their interactions with others, of testing new forms and of reflecting upon them using the feedback received during the interaction.

"*Whereas the content of lessons is the forms themselves, a syllabus with a focus on form teaches something else – [...] and overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication*". (Long, 1991:45-46)

There are the implications for language teachers who want to follow this approach, according to Ellis (1994), linguistic structures, in other words, grammar, should be taught the following ways:
- *implicitly* via *insensible instinctive abstraction*;
- *explicitly* through *selective learning*;
- *explicitly via rules*, integrating rules after explanations.

In Academic course, the English language is taught both implicitly and explicitly. Postgrad students have many opportunities to process by forming hypotheses in meaning-focused activities: problem solving or research-based activities. In addition, the use numerous *input enhancing* techniques to make forms perceptually *significant* (Wong 2003). Among the different techniques that Wong recommends the following:

Input flooding, highlighting, and color-coding.

The core language activities of Academic course allow students to develop an explicit knowledge of the target language structures, increasing their language learning efficiency and proficiency. "*The overall results of the [literature] provide support*

for the hypothesis that form-focused instruction and corrective feedback within communicative and content-based second and foreign language programs can help learners improve their knowledge and use of particular grammatical features." (Lightbown & Spada, 2006:175).

1. Instructive Methodology

Academic course's instructive methodology is built on four principal research-based training and learning tactics:

1. Content-oriented processing and linguistic-processing.

Content-based instruction deals with advantages in language learning, such as increasing the amount of time in terms of realistic target language experience, adding cognitively thought-provoking content, increasing the students' motivation to understand the content (Lightbown & Spada, 2006). The cultural information are consistent with the content-oriented processing approach. As Stryker and Leaver put it, *"Experience in foreign language has convinced that content-based approaches [...] have the potential to enhance students' motivation, to accelerate student's acquisition of language and to make the language learning experience more enjoyable and fulfilling. Students are more likely to become autonomous, lifelong learners." (1997:5)*

2. Metacognitive Strategies.

Students' motivation and commitment increases greatly once they can understand daily speech in the target language: the design and implementation of this course is consistent with this knowledge. However, we have to help students to cope with the difficulty of not understanding everything from prior knowledge. Appealing in activities to develop achievement strategies, inferring meaning from contextual and co-textual hints will provide the students with the necessary tools to compensate for absences in their receptive and productive skills. Numerous linguistics studies tend to show that *strategy training*, interconnected with *metacognitive training*, has a positive effect on language learning. Studies may differ in the way learning strategies are named, organized and/or categorized, but in essence they describe the same processes.

Rebecca Oxford (1990) makes a distinction between direct and indirect strategies (Table 1).

Direct Strategies	Indirect Strategies
1. **Memory**	**1.** **Metacognitive Strategies**
1. Creating mental linkages	**3.** Centring your learning
2. Applying images and sounds	**4.** Arranging and planning your learning
3. Reviewing well	
4. Employing action	**5.** Evaluating your learning
2. **Cognitive**	*2.* **Affective Strategies**
– Practicing	**A.** Lowering your anxiety
– Receiving/sending messages strategies	**B.** Encouraging yourself
– Analysing and reasoning	**C.** Taking your emotional temperature
– Creating structure for input and output	
3. **Compensation Strategies**	**3.** **Social Strategies**
1. Guessing intelligently	1. Asking questions
2. Overcoming limitations in speaking and writing	2. Cooperating with others
	3. Empathizing with others

For instance, John Field (2008), working on listening strategies, regroups them into four categories (Table 2). The combination of reflective tools (as self- diagnostics, self-evaluation checklists, rubrics, and other numerous activities) throughout Academic course – promotes such metacognitive training.

Avoidance Strategies	Reparation Strategies
A. Message abandonment	A. Direct appeal for help
B. Generalization	B. Indirect appeal for help
C. Message reduction	C. Request for repetition
	D. Request for clarification
	E. Request for confirmation
	F. Circumlocution, paraphrase
Success Strategies	**Pre-emptive Strategies**
A. Hypothesis formation	A. Task evaluation
B. Translation	B. Rehearsing
C. Key words	C. Activating appropriate format
D. Prominence	D. Anticipating likely issues
E. Reliability	E. Self-assessing
F. Approximation	
G. L1 / L2 analogy	
H. Similar sounding words	

3. Assignment Contact

An assignment-based contact to linguistic training positions the assignments at the centre of the learning process as the

endeavour with a specific goal and includes communicative language use; it goes beyond the common exercise because an assignment has a direct connection with the real world, and the kind of discourse that arises from an assignment is intended to resemble naturally in the real world (Ellis, 2000). Assignments don't need to be complex, and this approach fits all levels of instruction from beginners to the more advanced learners.

For instance, a simple task such as "Spotting the difference" can provoke real-life types of interaction (adapted from Ellis, 2003):

Task Design Features	Description of the Task
1. Goal	- to elicit use of preposition of location;
2. Input	- two pictures differing in the location of specific objects;
3. Conditions	- the information is split;
4. Procedures	- planning time allowed;
5. Predicted outcomes: a. Process b. Product	- pair work: - description of the location of objects; questions and answers. - written list of the differences in the picture

The defining criteria of an assignment involve (Skehan, 1998; Ellis, 2000): a primary focus on meaning; some thoughtful 'gap'; an objective, which needs to be worked towards; real-world processes of language practise; result and assessment. In Academic courses, most of the learning activities are partly or fully assignment-based and contextualized in an accurate interaction situation.

4.   Educational Perception

The steady practise of valid videos and texts in Academic course emphasises the inseparability of linguistic and art, music, and literature: all language knowledge accomplishments are fixed within culture and vice versa, besides in accordance with the ACTFL National Standards, Academic course contributes recognizable consideration to cultures and educational supportive thought by specifying various undertakings which allow for cultural study; networks with other disciplines; contrasts among different cultures and with the student's own cultural practices.

4.   Assessment: a complicated methodology

The primary purpose of assessment/evaluation is to improve postgraduate students' knowledge. Assessment is the procedure for collecting information from a range of sources (assignments, demonstrations, projects, performances, tests, etc.) which precisely mirrors how well a student is accomplishing the syllabus outlooks in a particular subject.

As part of assessment, Academic course provide students with descriptive feedback to guide their efforts towards improvement. Assessment refers to the process of judging the student's work quality on the basis of established criteria, and conveying a quality. Assessment is based on the ACTFL competence scales.

In order to ensure that assessment is effective and consistent, and that they lead to the students' progress, the course uses assessment strategies like:
- address both what and how good students learn;
- based both on comprehension and abilities as well as on accomplishment;
- diverse in nature;
- administered over an interval, planned to specify prospects, to express the complete variety of learning;
- appropriate for the studying accomplishments, the trainings' purposes, and the requirements and proficiencies;
- designed to be objective;
- ensure to give clear directions for perfection;
- promote the ability to assess their own studying and to set specific goals;
- include work samples that provide achievement's evidence;
- communicated clearly throughout the course.

5.   Conclusions

The studies have proved that the language education supported by international materials will help to prepare graduates for Academic English. Acquiring knowledge and understanding is the key to successful communication, which highly depends on how well the developers understand the intercultural sensitivity and the way they arrange the process. It is believed that when both sides in the education system are willing to get and accept the required knowledge about different cultures, ask the proper questions and enjoy these differences, the success in international environment is inevitable and easily supported by the necessary programs.

Limitations and Further Research

The results required further analysis like including different departments, different universities from different cities and countries for the purpose of generalization, making better judgments and recommendations about actual intercultural education supplied by the universities.

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