



## **A Multilevel Approach to Language Teaching in the Framework of Academic Mobility in Novosibirsk State Pedagogical University**

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### **Abstract**

*Currently Novosibirsk State Pedagogical University is an active participant of international cooperation in science, education and culture. International activities intensively developing in the University includes such priority directions as: invitation of foreign scientists for reading lectures; cooperation between foreign universities and companies; mobility's schemes development for students and teachers as a form of internships, participation in educational and exchange programs, international projects and competitions; innovative programs development of languages teaching.*

*These tasks' implementation requires recourse new approaches to educational process, in particular to new forms of language teaching to an audience that should be interested in practical use of their knowledge. Meeting the needs of increased requirements of students' language proficiency was development and implementation of new technologies of educational process organization in the result of carried out within the framework of Novosibirsk State Pedagogical University research, which is based on a multilevel approach to learning.*

*The purpose of this article is generalization of practical implementation experience of multilevel approach to language teaching in the framework of solving actual problems of academic mobility.*

*This approach involves: transition to teaching by a single technology and a limited number of programs; using mobile technologies in educational process; using high-tech, efficient authentic textbooks; create a motivating environment in the University.*

*Keywords: language teaching, academic mobility, innovative programs, multi-level approach*

### **1. Multilevel Approach to Language Teaching**

In the framework of internationalization of higher education mobility today serves as its instrument, the essence of which is interdisciplinary. Mobility's promotion creates opportunities for personal growth, fosters international cooperation, enhances quality of higher education and scientific researches. Mobility includes not only physical movement of individuals to achieve educational and research goals, but also interaction between businesses and education, vocational training and science [2].

Academic exchange has become a necessary part of international activities in domestic higher education. Indicators of mobility are indicators of universities' effectiveness. The reason of the growth in the field of student's mobility is not only the market processes but it is the process based on state policy directed on increase to support liberalization and innovation of education [1]. Speaking of the main trends of higher education, mobility contributes productively to solve problems of modern education: changes of educational content, educational programs, nature of teaching, pedagogical support of foreign students. The task of most universities is in priority professional programs against basic disciplines [2, p. 632].

However, realization of the limitless opportunities offered in the academic mobility's framework in terms of obtaining and improving their education is the problem of students' low language proficiency. Experience shows that low level of foreign languages' knowledge of students and graduates in Russian universities become a limiting factor in academic mobility programs' realization.

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Currently the Novosibirsk State Pedagogical University is an active participant of international cooperation in science, education and culture. International activity, a rapidly developing the University, comprises, among others, such priorities as:

- increasing of foreign students;
- invitation of foreign scientists for reading lectures at the departments and in structural units;
- development of cooperation between foreign universities and companies through signing of treaties and agreements;
  - development of schemes of students` mobility and faculty of NSPU in the form of internships, participation in educational programs and exchange programs;
  - searching for partners, writing applications for participation in international projects;
  - organization of joint programs;
  - development of innovative programs of foreign languages learning.

The Department of international relations of the Novosibirsk State Pedagogical University, coordinates joint work of all University`s departments and divisions to develop international activities, to identify the purpose of academic mobility as follows:

- formation of employment`s portfolio;
- Improvement of quality;
- gaining international experience;
- communication in an international team and learning the culture of another country;
- increasing the level of foreign language proficiency.

Design and implementation radically new and practically important problems require recourse to fundamentally new approaches in educational process, new forms of foreign language learning to an audience that should be interested in practical use of obtained knowledge and skills. The answer to increased requirements to students` language proficiency was development and implementation new technologies in organization of educational process in the result of carried out within the framework of the Novosibirsk State Pedagogical University, which is based on a multilevel approach to learning.

The purpose of this article is generalization of experience of multilevel approach practical implementation to foreign language learning in the context of academic mobility`s solving actual problems.

Multi-level approach involves:

1. The separation of students` flow in learning by subgroups, and level of their knowledge and internal motivation
2. Transition to teaching according to the common technology and a limited number of programs
3. The using of high-tech, efficient, modern authentic textbooks
4. Creation a motivating environment in the University.

Students` division for language subgroups are on the basis of test computer and interview results, which gives an objective picture of students` proficiency. Taking into account the changed status of foreign language as means of communication and understanding in the world community, methods of foreign language learning in education is aimed primarily strengthen pragmatic aspects of the subject`s study. In the learning process takes into account not only the achievement of quality results in a foreign language mastering, but also search real output on a different culture and its speakers. It is not just about knowledge of language, and the ability to use it in real communication, i.e. on the practical command of the language, and, consequently, the development of intercultural pragmatic competence. In this case, we believe that learning should be based on personal and individual approaches for their further development.

Appealing to authentic textbooks is also essential for solving problems of academic mobility. In program built on their basis is a common communication part, irrespective of areas and specialties. The indisputable advantages of authentic textbooks are their multilevel and grade.

Appearance a sufficiently large number of foreign educational materials, courses and manuals on foreign languages learning on the domestic market could not be reflected in the methodology of foreign languages teaching in high school. It should be noted a huge interest in the results of studies conducted



abroad in the field of theory and practice foreign languages learning. At different historical stages and periods of time in foreign practice was popular grammar-translation, audio-lingually, consciously practical, cognitive, and communicative methods. These are reliable, last a long test of strength in Russian and foreign universities textbooks designed to teach students of secondary and higher educational institutions with zero to medium or high. Besides became already a standard Student's Book and Workbook, they contain electronic resources such as iTutor DVD-ROM and Student website. The choice of an appropriate course, meeting academic goals and having a volume of hours that is comparable to the net hours included in the programme of the University is quite a daunting task. As for the number of levels, the first year of implementation of multilevel approach showed that it is enough to select 3 levels in which students will study.

These levels are Elementary, Pre-Intermediate and Upper-Intermediate. Indispensable from the point of view of communicative and intercultural competence's formation, data of educational and methodical complexes are characterized by topics meeting the interests of young people and reflects the realities of the modern world; the presence of sections, developing skills in intercultural communication; language portfolio; a variety of tasks for project learning.

Students participating in programs that usually face such problems as:

- necessity to learn to think in English;
- problem of understanding other students-native speakers;
- difficulties of everyday communication;
- problems of intercultural differences;
- problems of non-verbal communication;
- lack of self-confidence.

In recent years, in connection with the entering of Russia into uniform European educational space, actively there is a group of methods used for foreign languages learning in professional activities, due to the emergence of a large number of professionally-oriented language programmes, aimed at language skills' formation related to professional activities. Using of authentic textbooks allows you to implement tasks on communicative and intercultural competences' formation in the most efficient and economical manner. The presence of ethno-cultural pragmatic component in the textbook's structure at any level greatly facilitates the adaptation of students to foreign-language social environment.

In conclusion, we can say that all the components of a multilevel approach: forming groups based on actual knowledge students' level, the involvement of world learning experiences through hi-tech tutorials, unified communication programs and English working atmosphere creation in the international conference, bring a process to the solution of one of the most actual modern education tasks – increase the level of students' motivation and the foreign language competence's formation is necessary for modern people to integrate into the world educational space.

Also it is important that academic mobility promotes personal and professional formation's process of a future specialist by developing such qualities and abilities as [1, p. 68]:

- ability to interact with the outside world choosing appropriate methods and forms;
- ability to think in a comparative aspect;
- ability for intercultural communication;
- ability to recognize insufficiency of knowledge that is defining motivation to learn;
- ability to change self-perception;
- ability to look their country in the cross-cultural aspect and etc.

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**International Conference  
ICT for Language Learning**



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