

APPROACHES TO ESP CURRICULA DESIGN

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Nowadays the quality of higher education is a topical issue as the country's present and future depends on training highly qualified specialists. It is also closely connected with the market requirements and it must satisfy today's needs.

The quality of higher education includes a variety of aspects. First and foremost, it means the quality of curricula which are designed by university teaching staffs. The curricula content is designed in such a way as to help students obtain B2 English language proficiency level to qualify for a Bachelor's degree that is in conformity with the Common European Framework of Reference for Languages that will contribute to greater mobility for Ukrainian students.

The curricula include students' learning outcomes aimed to develop general and professionally-oriented communicative language competences for their effective communication in their academic and professional environments. These competences are generic for students of different specialisms.

The curricula should encourage the development of independent students in academic and specialism-related areas by developing students' abilities to make effective use of the learning opportunities created by teaching situations. The study skills include a wide range of abilities such as:

- ability to identify one's own needs and goals in language learning;
- ability to plan one's own planning;
- ability to reflect on one's own learning;
- awareness of one's own strengths and weaknesses as a learner;
- ability to organise one's own strategies in order to activate skills and maximise effectiveness;
- ability to search for appropriate learning materials and use them for independent learning;
- ability to co-operate effectively in pair and group work;
- ability to monitor and evaluate one's own progress that helps students to watch the changes in their progress and learn to correct themselves;
- ability to take responsibility for one's own progress and work independently.

Self-study which is an integral part of the study process should develop students' creative approach to the tasks and encourage the development of skills of problem solving. The study process itself should motivate students' self-education.

The task of the teacher is to help students organise their self-study thoughtfully and carefully, find effective ways of working, so that they can continue working efficiently and usefully even when away from their teacher and the classroom. The teacher should provide an environment and create the atmosphere in the language classroom in which students can learn.

A special emphasis should be given to assessing students' self-study. It must be done regularly; students must be aware of assessment criteria. The purpose of assessment lies in receiving quality feedback, which encourages students to become self-motivated independent learners. Therefore, teachers should give positive feedback to support students' beliefs that they can do well.

It is essential for assessment criteria to be understandable and measurable. Students should be aware of assessment criteria without which teachers can neither teach nor assess the requisite skills. Besides, students carry out self- and peer-assessment.

Assessment and self-assessment are the most important elements in the system of higher education. Assessment should match the aims and the objectives of the curriculum. It does not only determine students' progress and achievement in acquiring skills and knowledge, it also enables staff to evaluate the effectiveness of their teaching.

The aim of self-assessment is to promote autonomous lifelong learning. The Language Portfolio helps to make the language learning process more transparent to students, to help them develop their capacity for reflection and self-assessment, and thus to enable them gradually to assume more responsibility for their own learning.

The coursebook for mining engineers 'English for Study and Work' designed by the teaching staff of the department of foreign languages of the National Mining University (Dnipropetrovsk) meets the requirements of ESP students majoring in mining. Each unit of the coursebook module starts with the objectives and expected outcomes. The tasks and activities relate to the course content and students' interests and experiences and are aimed to develop a whole range of competences – language skills and language knowledge, communicative, socio-linguistic, pragmatic, socio-cultural competences, study skills and certain job-related skills.

The 'Resources for Self-study' part is a pack of resources to be used by students individually during their self-study to develop their study skills, enhance their job-related skills developed in the class, as well as cognitive skills and learning strategies, including self-organisation. It is aimed at independent and autonomous learning of general and professionally-oriented English and developing communicative language competences. Self-assessment section helps students can check their progress by using the key answers at the end-of-module test accompanied with the explanations.

References:

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