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П78 Програма з англійської мови для професійного спілкування. Колектив авторів: Г.Є.Бакаєва, О.А.Борисенко, І.І.Зуєнок, В.О.Іваніщева, Л.Й.Клименко, Т.І.Козимирська, С.І.Кострицька, Т.І.Скрипник, Н.Ю.Тодорова, А.О.Ходцева. – К.: Ленвіт, 2005 – 119 с.

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Програма призначена для вищих навчальних закладів, які здійснюють підготовку фахівців з різних спеціальностей. Укладачами програми враховані Загальноєвропейські рекомендації з мовної освіти щодо рівнів володіння мовою, компетенцій користувача, можливих контекстів користування мовою, процедур складання програм та контролю результатів навчання. Програма є загальною за характером і може використовуватись для різних спеціальностей та спеціалізацій професійної підготовки студентів. Програма дозволяє розробляти навчальні модулі у відповідності до вимог кредитно-модульної системи. Принципи, цілі, завдання, зміст навчання і методика підготовки фахівців відповідають сучасним досягненням лінгвістики, педагогіки, психології, психолінгвістики та методики викладання іноземних мов. У програмі також наведені додаткові матеріали.

Для викладачів англійської мови, студентів, науковців, керівників освіти.

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Professional communicative competence – which is the focus of the ESP Core Curriculum – is acquired by students of different specialism for real-life academic and job-related areas and situations. These generic job-related areas and situations are not specified in the Curriculum as they will be defined within the individual specialism areas of the Curriculum users (see Section 6.2).

There is no prescribed or unified ESP course content. This is because the students' needs are diverse. Course developers should draw on the ESP Core Curriculum Learning Objectives, refer to Vantage (2001) and their own needs analyses to design syllabuses for their own ESP specialist courses in order to achieve the target B2 level of language proficiency.

6 ESP Core Curriculum

6.1 Objectives

The ESP Core Curriculum is designed to achieve the B2 language proficiency level as the standard of achievement for the Bachelor's degree. The Curriculum is intended to serve a wide range of needs: those of university administrations, faculties, departments and individual students.

The national EQS for the Bachelor's qualification level in conjunction with the recommendations of the CEF determine the learning objectives of the ESP Core Curriculum. Such objectives are designed to meet both the needs of future professionals and societal expectations. The core learning objectives for the B2 language proficiency level are generic by nature, and transferable to a variety of specialisms. The objectives incorporate professional communicative competences in terms of generic language/study skills; language knowledge; and socio-linguistic and pragmatic competences.

Syllabus designers should draw on the generic learning objectives relevant to their students' specific needs. The objectives can then be adapted as appropriate for the particular specialism. Topic areas, situations and text types should be specified according to job-related academic and/or professional needs and contexts. Thus, for example, students of tourism should be able to operate within tourism-related areas and situations (i.e. deal with clients at a travel agency, participate in travel industry fairs, etc.). Students of medicine, on the other hand, should be able to deal with patients at clinics and hospitals, and take part in meetings and conferences on topics related to medicine, etc.

The ESP Core Curriculum learning objectives for B2 level are specified in Fig. 4.

The generic learning objectives for the C1 level of language proficiency, if required to qualify for a Master's Degree in a verbally demanding specialism (at the discretion of the university) are listed in Appendices I – L. The inventory of functional exponents for individual specialisms should be determined by a needs analysis and in close cooperation with subject teachers. Professional communicative competence develops with the performance of job-related tasks (projects, research, etc.) which become highly specialised in terms of vocabulary and profession-bound behaviour. Team teaching by language and subject specialists becomes essential and the amount of self-study increases. Assessment of the learning outcomes adheres to the principles similar to those of the B2 proficiency level.

Fig. 4. Objectives level B2 (Bachelor's language proficiency)

Language Skills			
Listening	Speaking		Writing
	Spoken Interaction	Spoken Production	
<ul style="list-style-type: none"> understand main ideas and identify relevant information in extended discussions, debates, formal talks, lectures, conversations etc., on study- or specialism-related topics understand in detail non-routine telephone conversations: understand gist and much of relevant detail in authentic radio and TV programmes related to academic or professional area understand fairly complex messages and instructions in academic or professional environment identify speaker's purpose and appreciate impact (e.g. telling off, etc.) identify speakers' attitude and point of view comprehend different registers: how people talk and write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes 	<ul style="list-style-type: none"> respond to main ideas and identify relevant information in extended discussions, debates, talks, conversations etc., on study- or specialism-related topics participate in clear argument on topical issue in academic and professional areas (e.g. seminars, discussions, debates, etc.) participate appropriately in common social, academic and professional settings (e.g. meeting, coffee break, party, etc.) react to non-routine telephone conversations make telephone calls for specific purpose related to academic or professional area offer opinions on content of authentic radio and TV programmes related to academic or professional area react to announcements, fairly complex messages and instructions in academic or professional environment respond appropriately to speaker's attitude / point of view adjust to changes of direction, style and emphasis normally found in conversation perform and respond to a wide range of language functions, using their exponents flexibly 	<ul style="list-style-type: none"> give clear prepared individual presentation on wide range of topics within academic or professional field produce clear, detailed monologue on wide range of study and specialism-related topics use basic cohesive devices to link utterances into clear, coherent discourse 	<ul style="list-style-type: none"> write clear, detailed texts for variety of purposes related to personal and professional areas (e.g. letter of application, etc.) write detailed study- and specialism-related assignments and reports in standard format draft and produce business and professional correspondence take messages from telephone and word of mouth accurately write summaries, minutes, etc. with high degree of accuracy fill in forms for academic or professional purposes with high degree of accuracy use basic cohesive devices to link their utterances into clear, coherent discourse perform and respond to a wide range of language functions, using exponents flexibly
		<ul style="list-style-type: none"> understand authentic texts related to study or specialism areas from textbooks, newspapers, magazines, specialist journals or Web-based sources identify writer's attitudes and viewpoints in authentic texts related to academic or professional area identify writer's purpose and appreciate the impact of writing (e.g. memos, letters, reports, etc.) understand details in fairly complex instructions; specifications (e.g. for operation of devices / equipment); advertising materials understand authentic academic and professional correspondence (e.g. letters, faxes, e-mails, etc.) comprehend different registers: how people talk and write to friends, strangers, colleagues, employers, and people of different ages and social status for different purposes 	