

## **Modular organization of an ESP course: problems and possible solutions.**

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1. The intention of our country to join the European Higher Education Area sets challenging tasks for the whole system of national education and language one in particular. The overall aim of ESP course in national universities is to develop students' professional language competences enabling them to function effectively in culturally diverse academic and professional environments. To achieve this aim new ESP syllabuses and courses relevant to the professional needs of students and societal expectations were designed at our institution. The standardized basis for them was provided by the ESP Curriculum, which allows the design of syllabus modules to meet the requirements of the Modular Credit Transfer System (MCTS) of National Higher Education introduced as a prerequisite of Ukraine's full participation in the Bologna process.

2. The course we provide for students of Economics and Business consists of the following 5 compulsory modules: Socializing, Telephoning, Presentations, Meetings and Reading for Academic and Professional purposes. The order and balance of modules in the course is arranged according to students needs, Education Qualification Standards and number of hours allotted.

These modules cover the main generic job-related skills which can be transferable to a variety of economic specialisms. We hope that as a result of new course higher levels of students' language proficiency will facilitate their individual mobility and competitiveness in the job market.

3. In the process of course reorganization we face some problems which I plan to explore in my report. The following processes are to be initiated to cope with them and to contribute to quality ESP teaching-learning:

- the ESP syllabus is to comprise alongside with compulsory modules optional ones to meet diverse language needs of students across a range of discipline areas;

- as language proficiency level of most entrants to the academy is below B1, we are to encourage them to bridge the gap through extra language training and offer optional language courses to take them to B1 level before they do compulsory ESP course;
- as a result of an entry test students are to be grouped in consistency with their proficiency level within the framework of broad specialism “Economics and Business” instead of streaming into “strong” and “weak” groups of Finance, Banking, Accounting and Audit etc.;
- as modular organization of the course emphasizes flexibility of students work loading we consider it more effectively to provide the ESP course intensively within 4-5 months instead of 2 years;
- to insure transparency and validity of assessment internationally recognized language tests are to be used until National Quality Assurance System is developed as a reliable tool for quality assurance in tertiary education;
- to obtain better access to information as for innovative achievements in teaching/learning and assessment in ESP and to stimulate students self-study work a resource center is to be founded.