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Principles of the New National ESP Curriculum

The latest initiatives of Ministry of Education & Science, IATEFL and TESOL events demonstrated educators understanding of the urgent need of cardinal decisions in teaching ESP and their readiness to participate in working out a new ESP curriculum.

A working team comprising eleven lecturers from the eight higher educational institutions of Ukraine was formed to develop the Baseline Study & to design the ESP curriculum. As one of its members I'll limit myself to analyses of the principles this curriculum should be based on & its key features.

In the interest of quality and credibility, validity and transparency, the new National Curriculum, should take into account modern tendencies in language learning and teaching and the findings of the Baseline Study. It should thus be based on the following principles:

- Internationalism and plurilingualism
- Democracy and equality
- Transparency and Flexibility
- Plurality
- Integration.

The new ESP curriculum should:

- be relevant to the professional needs of learners and societal expectations, and relevant to the target situations in which ESP students will function as specialists.
- encourage life-long learning and autonomy
- follow a modular design

The innovative character of the New National ESP Curriculum stems from the pioneering nature of the Common European Framework of Reference from which it derives. It will reflect the latest national and international methodological developments, such as learner- and learning-centred approaches, communicative language teaching and learning, task-based and project-based approaches, etc.

The New Curriculum will be a synergistic document incorporating the best from international and national language teaching and learning theory and practice, it will satisfy the demands of the day.