

Конечно, то и другое будет возможно, если мы правильно уясним себе иностранный язык как объект изучения в неязыковом вузе. (См.: Копанев П.И. Обучение пониманию и переводу — главное звено преподавания иностранных языков и неязыковых вузах // Вопросы филологии и методики преподавания иностранных языков. Вып. 2. Саранск, 1975 С. 173—179).

5. В заключение позволю себе обнародовать мое методическое требование к студентам: в овладении иностранным языком необходимо неукоснительно осуществлять органический синтез теоретических положений и парадигм (плюс языковые и речевые модели) — первые обильно воссоздаются вторыми. Назову и путь студентов к этому синтезу: виды работы над иностранным языком должны осуществляться посредством освоения и заучивания наизусть его закономерностей в виде а) определений и терминов и б) их конкретных парадигм (склонение, спряжение и др.) и моделей. Одним словом, студенты должны отказаться от манеры учиться не заучивая.

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ENGLISH FOR ACADEMIC PURPOSES (EAP): COURSE DESIGN FOR INTERNATIONAL EXCHANGE STUDENTS

Background

The Escola d'Idiomes Moderns (EIM) of the University of Barcelona has been involved with the European student-exchange programme ERASMUS since its initiation. In collaboration with the University's International Relations Office, the EIM has sought to provide students taking up ERASMUS scholarships with linguistic support. In the case of students going to universities in Italy, Sweden, Norway, Greece, Portugal and Holland this has meant the design of 40-hour "survival language" courses. Typically, these deal with basic communication skills, while syllabuses include dialogue practice based on a situational approach, e.g. opening a bank account, dealing with accommodation services, etc. In the case of students going to France, Germany and England exchange students can enroll on pre-departure courses, where the focus is more specifically on the use of the foreign language for academic purposes.

Here, I shall describe the courses offered for ERASMUS exchange students by the English Department of the EIM and

describe how we have undertaken the design of these courses. Course design is a dynamic interaction between the results of needs analyses, the approach which is adopted in drawing up a syllabus and the methodology to be employed, the materials that are already available for use and clearly the contextual constraints in which the course is being offered. For reasons of space, I will focus primarily on needs analysis and how this influences syllabus design. However, let me begin by looking at the constraints determining many features of these pre-departure EAP courses run at the EIM.

Constraints

Courses are usually offered at lower-intermediate and higher-intermediate levels (approximately IELTS 4.5 to 6.0, or TOEFL 450 to 580) and comprise a maximum of twenty students drawn from a range of faculties, though predominantly from the Humanities and the Social Sciences. Courses cannot therefore be specific subject, that is the language needed for a particular academic subject, but have to focus on a common core element — usually labelled “study skills”. This gives rise to problems in selecting appropriate material. We have tried to overcome this by giving the courses a content that examines current debates in British Higher Education and issues affecting students e.g. job prospects, finding funding for their education. The material is found primarily in the *Times Higher Education Supplement* and the Education sections of the serious press as well as BBC television news reports. The courses are typically run over a three-week period in July and comprise 40 hours of teacher-contact time — courses are therefore short and cannot hope to fulfil all the requirements but concentrate on the areas causing the most difficulty. Thus appropriate needs analyses are essential.

Needs Analysis

The conducting of a needs analysis is the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place on an ERASMUS course in the EIM. This first requires fact-finding. Typically this information is collected from the results of a **skills-based test** which students sit before starting the language course, **self-assessment procedures** administered to students at the start of the course and **feedback** at the end of the course.

We have also initiated a **follow-up investigation** of those students who completed an EAP course with the EIM in July 1998. This involves contacting them during their year abroad to ascertain, in the light of their experiences, which part of the course they found the most and the least useful. The staff in the

receiving universities also being encouraged to describe their perceptions of students' needs. From this information we should be able to determine the extent to which our perceptions match up, and in which areas course content or emphasis need to be changed.

The various dimensions involved in analysing needs can be seen in the following imaginary, but plausible, case study.

An Imaginary Case Study

Nuria, a 22-Year old student in her final year of her Law Degree at the University of Barcelona, wants to go to the Law Faculty of a University in the UK on an ERASMUS exchange programme. Her reasons for going are primarily linguistic — “At last I should learn to speak English properly” and this will enhance her possibilities of getting a job when she graduates. Nuria's needs, apart from the subject matter of Law and the requirements of the department, are mainly language and study skills. However, from Nuria's point of view there are a number of other considerations e.g. orientation in an alien academic environment and adaptation to different study modes and expectations; adjustment to a foreign culture with its social language, customs and conventions and so on.

Our needs analysis can be sub-divided into what Hutchinson and Waters [1] call “objective and subjective elements”. The objective elements are “**necessities**”, that is what Nuria will need to know in order to function effectively in the new faculty. This involves obtaining information about the situations in which the language will be used e.g. lectures, seminars and the discourse and linguistic features commonly used in them e.g. functions, structures, vocabulary, etc. “**Lacks**” represent the gap between this required proficiency and what Nuria knows already. The subjective elements — in this case Nuria's “**wants**” also require analysis — “Bearing in mind the importance of learner motivation in the learning process, learner perceived wants cannot be ignored” [1]. In this way learners obtain a clearer idea of what can be achieved, the processes involved in meeting their objectives, and the time needed.

Let's now look at various aspect of needs analysis as applied to our student, Nuria. Her language difficulties are varied, but lie largely in:

- a) taking an active part in discussions and seminars;
- b) asking questions for: repetition, clarification and information;
- c) answering questions, explaining;
- d) agreeing and disagreeing, stating points of view, giving reasons, interrupting;
- e) speaking with(out) notes, giving an oral presentation, initiating comments, responding, verbalising data;

- f) understanding lectures and taking notes;
- g) communicating functionally;
- h) using the polite conventions of the language;
- i) pronunciation.

Syllabus Design

The needs analysis and examination of student's difficulties provides the necessary background for drawing up a syllabus. Broadly speaking the approaches adopted are a combination of other syllabus types — a multi-syllabus- including content-product — notional, functional, situational — skills, and method — process syllabuses — task-based.

Final Reflections

The design of pre-departure courses at the EIM is conducted in a highly pragmatic fashion and is very much an on-going process. In preparing for this year courses we are currently reflecting on what happened last year and making amendments in the light of feedback and continue to introduce changes according to perceived needs and constraints.

References

Hutchinson T., Waters A. English for Specific Purposes: A learning-centred approach. Cambridge: Cambridge University Press, 1987.

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КАК ПРАВИЛЬНО ОЦЕНИТЬ НА ЭКЗАМЕНЕ У СТУДЕНТОВ УРОВЕНЬ ВЛАДЕНИЯ УСТНОЙ ИНОСТРАННОЙ РЕЧЬЮ

Известно, что в практике преподавания иностранных языков в вузе нередко следующие ситуации: целью обучения является одно, а проверке на зачетах и экзаменах подвергается нечто другое, т.е. не всегда объекты контроля идентичны объектам усвоения в каждый данный момент обучения. Действительно, очень сложно подобрать систему критериев, которые обеспечивали бы адекватную проверку знаний и уме-