

entiert zu gestalten, um jedem Kursteilnehmer genügend Raum zu geben sich zu äußern, ohne irgendwelche negativen Konsequenzen oder Sanktionen befürchten zu müssen.

### 3.3 Der Einsatz von Lehrbüchern

Was den Einsatz von Lehrbüchern betrifft, so gibt es in Österreich einen Mangel an Materialien, die den Bedürfnissen dieser Zielgruppe tatsächlich entsprechen. Aus diesem Grund hat es sich die Sprachschule Germanica zum Ziel gemacht, ein Lehrbuch mit vorwiegend österreichischer Landeskunde zu gestalten. Dieses Lehrbuch soll vor allem auch für jugendliche Lerner ansprechend sein und auch die Arbeit mit neuen Medien und Filmen forcieren, ohne aber das vorrangige Ziel, nämlich die sprachliche Bewältigung alltäglicher Herausforderungen wie Jobsuche und Wohnungssuche, zu vernachlässigen.

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### ESP in LMD Curricula: Impossibility or Realism

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Over the last fifteen years, research has examined the evolution of the universities in relation with the economy. Both at European and national levels, critical voices have denounced the subordination of higher education to "market" pressures (in particular at the doctoral level) and worried about the declining autonomy of essential or "disinterested" research. In fact, the various positions taken on the question of higher education reform are implicitly founded on a misunderstanding or rather confusion between the logic of the scientific field and that of the academic field.

The actual attempts to transform graduate programs as well as the career counselling of graduate students (2) face much increasing autonomy of the academic field from the scientific field. The former monopoly of the latter over the definition of the legitimate graduate and post-graduate curricula is thus probably gradually disappearing as universities must reorganise themselves along LMD patterns.

I have no answers to give but part of my reflection in the form of questioning. Ideally a student is an educated person, i.e. the foundation of a knowledge society. So, it is said that the academic staffs need to be cognizant of their responsibility to define what students need to know and how it is best learnt. That is teachers need to be fully engaged in the mission of undergraduate education. They need to see that student mentoring and advising is part of their core activity.

But what is required to educate a person in the rapidly expanding and changing sciences of the 21<sup>st</sup> century? What parts of the curriculum represent best practice in an ESP context? And thus what parts of our university curriculum require renewal?

We have:

- Those students who are present to obtain a general education in English licence
- Those students who are really positioning themselves to enter a professional degree
- Those students who see science in general as a worthwhile career and will proceed to probably a Doctorate

How do we teachers enable a student to become broadly educated and at the same time gain in-depth knowledge in a particular field in an ESP context?

How best to balance broad-based educational goals with the need to allow great numbers of students to specialize?

We language teachers have: An ESP curriculum requires much structure so that the breadth of an area can be appropriately covered, particularly important in areas that bridge discipline boundaries as in sociology, maths or medicine...

One main objective of LMD curricula is supposed to provide education of excellence in a particular field to a limited number of students, covering both theoretical and practical levels, followed by specialisation in the same subject areas. This involves interactive teaching and stresses the rigorous methodology and experimental practices needed for future work as teachers or for e.g. professional scientists.

The programme aims at providing students with the methodological concepts and tools needed to acquire top-level skills in the field concerned. Initially in-depth courses are broad in scope, so that students acquire an extensive and sound knowl-

edge base. Next comes the acquisition of language skills required for each subject area, with specialised courses and classes in theory (lectures and seminars) plus practical work (workshops and labs), covering a number of basic aspects in these subject areas.

But, is it possible for all students to acquire the ability to analyse a situation., the ability to establish documentary records and summarise them.-the ability to carry out a project the ability to work in a foreign language (English in this context), the ability to work as part of a team , and thus to improve literary, scientific and technical knowledge of a specific subject matter.

Therefore, are we language teachers ready for an LMD system including much hard work, time, designing curricula for each ESP and different from one year to the other and from one university to the other. How best to meet students 'needs and respond to the objective concerned? Indeed, ESP in an LMD curriculum faces many problems: teachers 'competence', students' language needs and requirements and probably ignorance of an LMD structuration.

#### Notes:

##### (1)-LMD Reform:

A reform taking place in September 2004: The Bachelor - Master - Doctorate system (LMD). The reform known as "LMD" reorganizes all the university degrees, to harmonize and facilitate comparison among Europe's higher education programs. The French system is organized around four degrees:

High school diploma, Bachelor, Master, Doctorate

The studies are composed of Training Units (UE) accompanied by transferable credits between French and European universities which allow a certain flexibility inside the curriculum.

The Bachelor corresponds to 180 credits and the Master to an additional 120 credits. The objective is to facilitate student mobility during and after the degree.