

ESAP Curriculum at New Economic School in Future Perfect

Tatiana Skopintseva,
Chair, Humanities and Languages Department
New Economic School
Moscow, Russia

tskopintseva@nes.ru



OUTLINE

- NES academic environment
- Development of the ESAP curriculum
- Key issues for curricular designers

NES IN RANKINGS

- 2nd place in the Top 25% Institutions in Russia RePEc.
- Top 25% European Economics Departments RePEc.
- 1st place in the category "Universities of the scope of management (economics, finance, management)" by "Rating demand for higher education institutions in Russia-2016", prepared by the project "Social Navigator" MIA "Russia today" with the participation of the Center for the study of the labor market.
- 12th place in the top 50 universities in the scope of "economic and governance areas" of objective reputation rating by "Expert RA".
- QS BRICS 2018
- QS EECA 2019
- Top Russian University according to Forbes

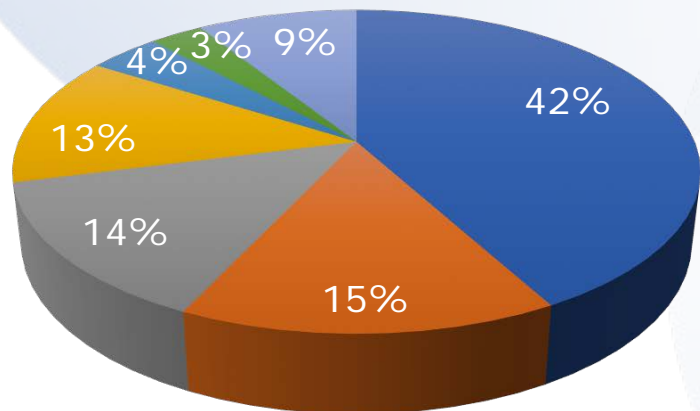
1. Academic Environment: EMI and ELF

- Professors of Economics have different L1s
- Course materials are in English
- Seminars are conducted in the language of a professor
- Home assignments are done in the language of a professor
- Professors publish in top-ranking professional journals
- English courses are mandatory
- Length of English courses is fixed across programs



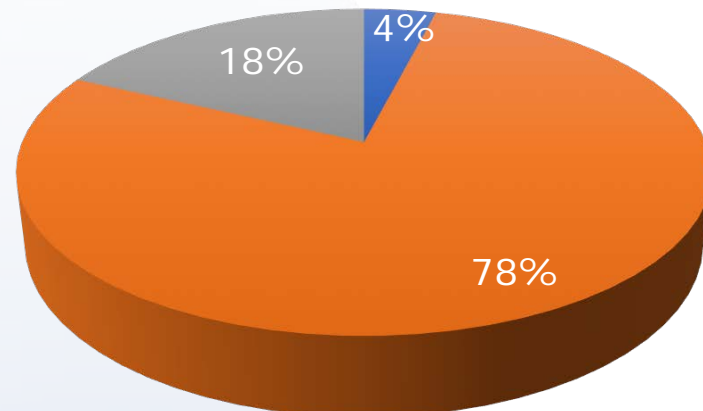
Career paths

- Finances
- Academia
- Research Centres
- Other
- Real Sector
- Consulting
- General Institutions



Employment

- Government
- Business
- Academia





NES today



ACADEMIC PROGRAMS

- Master of Arts in Economics (MAE)
- Masters in Finance (MIF)
- Bachelor of Arts in Economics (joint with HSE)
- Masters in Energy Economics (MAEE)
- Master of Science in Energy Economics (MSEE)
- Master of Science in Finance (MSF)
- Master of Arts in Finance (MAF)

MINIMUM ENTRANCE TEST SCORES

*required by Master's/Graduate programs of Central European University (CEU),
Harvard Kennedy School of Government (HKS), London School of
Economics (LSE) compared to NES*

Test type	CEU	HKS	LSE (different across departments)	NES
TOEFL IBT	88	100	100-109	65
TOEFL PBT	570	600	-	525
CEU-administered TOEFL PBT	570			
IELTS	6.5	7	6.5-7.5	5.5
PTE (Academic)	59	-		-
CPE	C	-		C
CAE	B	-		C
BEC Higher	-	-	-	C

2. 1992– 2009 ELT Curriculum

Previously, the Department set excellent curriculum for teaching English for academic purposes (**EAP**) ensuring academic writing and presenting skills for high proficiency NES graduates who were generally aimed at entering **PhD programs** abroad and ensured coping with academic curriculum in economics. The ELT curriculum was based on **EFL conventions**:

- Advanced: high – order competences (*Advanced Writing and Presentation Skills*)
- Upper-Intermediate: up to their proficiency level (*Business English and General English*)

After the school started admitting **lower proficiency students** and diversified to other sectors of economy, the curriculum became outdated and could not fully cater for the **employers' demands** and needed revision.

Needs Analysis

Economics Faculty: Students need developing writing and speaking abilities

Alumni: Enhance speaking and writing ability, and teach soft skills

Students: More classes developing presentation skills, speaking, and writing.

English faculty: Russian students are strong at reading, study skills, and listening.

BUT

- Lack rhetorical competence (structure, organization, coherence)
- Are shy/direct to express their opinion in debating and negotiating
- Always look for the 'correct answer' to a controversial issue
- Have a vague idea of the different kinds of plagiarism

BAE

Students are placed in 100, 200, and 300-level courses after their test scores have been converted to CEFR English proficiency designations:

100-level courses = A1, A2, B1

200-level courses = B2, C1

300-level courses = C1 and higher

Students must take a total of 6 full-semester English courses within four years

Students are required to take two writing courses

The English Faculty Profile

American teachers

- Experienced in teaching rhetoric and composition courses
- Ph.D. degrees in Literature/English
- International teaching experience (no Russian)
- Promote academic freedom in:
 - ✓ designing syllabi
 - ✓ developing content
 - ✓ elaborating assessment and testing materials

Russian teachers

- Strong linguistic background
- High English language proficiency
- International studying experience
- Experienced in teaching monolingual classes (Russian)
- ~~Lack in designing assessment materials~~
- ~~Little experience in teaching writing~~
- ~~Used to teaching classes drawn on textbooks~~

MA

- 1) Designated the learners' outcomes for the 3 levels of NES students' proficiency drawn upon the CEFR proficiency descriptors that should foster major language skills with emphases on writing and speaking.
- 2) The outcomes for each level were broken down into expected linguistic knowledge, cultural knowledge, and critical thinking skills:

Speaking
Reading

Writing
Grammar
Pragmatics/Cultural Knowledge

Listening

Critical Thinking Skills

**ELT CURRICULUM IS WHERE RHETORIC,
CULTURAL KNOWLEDGE AND LANGUAGE MEET IN
TERMS OF WRITING AND SPEAKING
COMPETENCES**

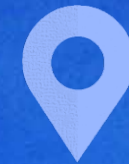
Teaching and Learning Methodology

- **Writing as a Process (summary-response-3-part text – 5-paragraph essay/persuasive presentation(rhetorical modes)**
- **Theme-based.** The themes are viewed in the cross-cultural and global contexts and discussed in a problematic key to develop student critical thinking and confidence.
- **Materials** chosen by instructors are **authentic**, challenging and thought-provoking. They should present **rhetorically rich** examples that students could emulate.
- **Communicative and task-based. Assignments and cases strive to bridge the gap between classroom theory and real world practice**
- Language material selected in accordance with communicative objectives and CEFR criteria for **specific proficiency levels**
- Collaborative learning class methods are combined with **tutorials** and detailed recommendations to improve student performance
- **Similar** cumulative course **assessment** across levels and courses
- **Teachers act as facilitators challenging students' assumptions and teaching ethics and language of a balanced discussion (Socratic discussion methods)**
- Upon teacher's recommendation students are obliged to attend workshops and tutorials organized by instructors and **Writing and Communication Center.**

3. ELT Challenges and Implications

- Build on the students' and professors' **intellectual capacity**
- Boost collaborative and collegial atmosphere and promote **academic freedom**
- Elaborate and customize teaching **philosophy and methods of teaching**
- Raise **prestige** of the **English faculty** and **courses** in your institution
- Hire open-minded, and **motivated professionals**
- **Share**

THANK YOU on behalf of the New Economic School



www.nes.ru
45 Skolkovskoye shosse
Moscow, Russia