

MISSION

To prepare all English language learners for academic, social and professional success in Canada and around the world.

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EAP PROGRAM

EAP Preparation for beginners.
Six EAP levels with direct pathways to UOIT and Durham College programs.

**FOR MORE INFORMATION ON AVAILABLE
EAP CURRICULUM TRAINING, PLEASE
EMAIL US AT: elc@uoit.ca**

EAP CURRICULUM FRAMEWORK

ENGLISH FOR ACADEMIC PURPOSES

The UOIT-English Language Centre programs are integrated-skills, task-based programs. Students are exposed to academically relevant language learning tasks, group work to enhance communication opportunities, and to out-of-class learning activities that re-inforce formal learning in real life contexts. The EAP program outcomes are determined in conjunction with the Canadian Language Benchmarks.

Our program provides ample learning opportunities to develop English, and other types of essential skills, such as intercultural awareness, academic readiness, and engagement. Upon graduating, our students should have the confidence they need to be successful in their program and to be active participants of a diverse campus and community life.

Our integrated-skills approach offers students hands-on teaching and learning environments. In the same way, the learning tasks aim at providing contexts where students, through group work, presentations, research assignments, etc., learn to prepare to enter a North American academic environment emphasizing critical thinking skills and effective classroom interaction. In addition to in-class learning, our curriculum includes mandatory out-of-class activities designed with specific measurable learning outcomes. These activities are meant to re-inforce in-class learning in real-world contexts and to develop relevant social and cultural skills.

Our dedicated support team works with students to ensure they are engaged and involved, have tools to develop their language skills, make meaningful intercultural friendships with fellow students and Canadians, express their creativity, learn more about themselves, and make the most of their time studying in Canada.

CURRICULUM DESIGN

INTEGRATED SKILLS – TASK-BASED APPROACH

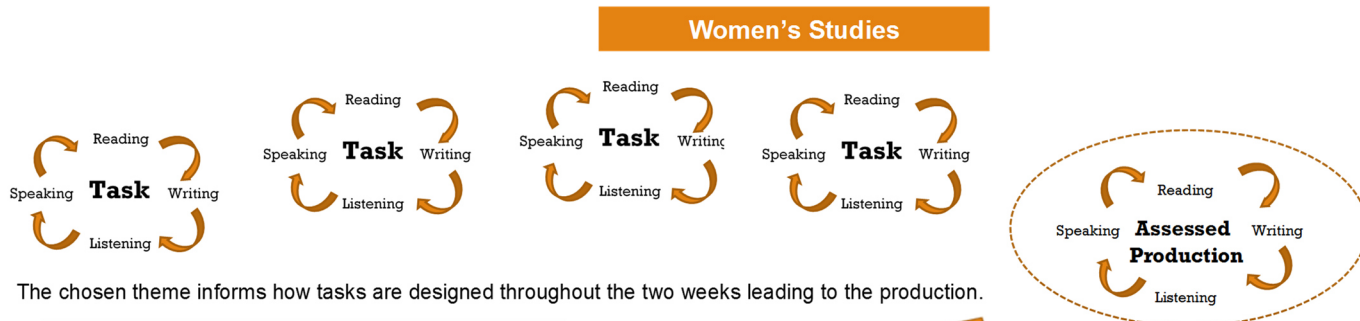
The ELC uses a task-based, integrated-skills approach to learning. Instead of separating each of the four language skills (reading, writing, speaking, listening) into separate classes, each of our classes incorporates all language skills as students complete meaningful tasks using the target language. Students are exposed to authentic and academically relevant language that emphasizes oral and written fluency. The ELC’s learning outcomes are based on the Canadian Language Benchmarks.

GENERAL STRUCTURE OF THE PROGRAM

Learning at the ELC revolves around set themes. Each theme lasts for two weeks and culminates in one of the session’s formally assessed tasks. Examples of themes include, “Survival,” “Diversity,” “Advertizing.” Themes are used as a way to engage and motivate students as we work toward achieving our learning outcomes.

ELC students are formally assessed using two production rubrics (oral and written) and one participation rubric (engagement) throughout each session. In keeping with the ELC’s integrated skills approach to learning, these holistic assessments enable a focus on overall student performance.

SAMPLE 2-WEEK THEME-WORK LEADING TO ASSESSED PRODUCTION



The chosen theme informs how tasks are designed throughout the two weeks leading to the production.

PRE-EAP ORAL PRODUCTION

In Pre-EAP, instructors will introduce and provide support with **speaking with one person at a time** in a familiar situation, or in a very small supportive group. Students focus on **familiar personal topics** and tasks that require **short simple connected discourse**, which may include opinions. Upon successful completion, students should be able to express basic ideas in predictable contexts using a **variety of sentences**, and provide **logical coherency** between sentences.

Interacting with others (dialogues); Giving Instructions (4-5 steps), Sharing Information (5-7 sentences), Reporting Facts or Opinion

- Speak in short sentences using some longer compound/complex structures.
- 2-5 minutes in length.
- Speech rate is slow to normal.
- Vocabulary is adequate for basic everyday, routine communication.
- Adequate control over basic grammar structures and tenses.

Grammar, vocabulary and pronunciation difficulties may impede communication.

PRE-EAP WRITTEN PRODUCTION

In Pre-EAP, instructors will introduce and provide support with writing **single, stand-alone paragraphs**. Students are introduced to Western writing style with a heavy focus on **process and organization**. Upon successful completion, students should be able to express basic ideas in a non-demanding context, use a **variety of sentences**, and provide **logical coherency** between sentences.

Single-paragraph assignments (50-200 words)

- Simple and compound sentences.
- Paragraph is 5-10 sentences long relating to a familiar context.
- Paragraph includes topic sentence, 2-3 supporting details, concluding sentence.
- Emphasis on sentence and paragraph structure with a goal of clarity and logical coherency within a paragraph.

