



## **Addendum to New EAP Program.**

### **The English for Academic Purposes Program or EAP Program**

(Formerly known as the English as a Second Language Program or ESL)

is designed for non-native speakers of English and consists of 4 levels from beginning to advanced. The beginner's level is non-credit and consists of 18 clock hours of instruction per week. Levels 2, 3 and 4 are credit-bearing and consist of 12 credit hours per week.

Depending on each student's degree requirements, the student will be enrolled in a combination of regular and EAP classes and part of the credit-bearing coursework will be transferrable to the curricular requirements of a certified degree program.

In order to foster improvement and overcome language and cultural barriers, students are engaged in various learning experiences that enhance overall English usage in an inclusive and welcoming environment. Graduates of St. John Vianney College Seminary need to feel confident about their command of the English language. For students whose native language is not English, St. John Vianney College Seminary offers the EAP Program structured according to each student's English language proficiency.

At the time of a student's admission, the level of instruction in which the student should matriculate is determined by the results of a college administered ACCUPLACER ESL test. The exam tests knowledge of grammar, listening, reading and writing skills.

### **Mission and Learning Outcomes.**

Students enrolled in the EAP Program at St. John Vianney College Seminary are primarily non-native speakers of English who are discerning their vocation to the priesthood in the Catholic church. The academically oriented program prepares students to attain proficiency levels needed to successfully transition from EAP to an English language curriculum in post-secondary institutions.



Upon completion of the EAP program, the student should be able to:

1. Read and discuss college level materials
2. Write class assignments in academic English
3. Improve ability to speak in terms of fluency and comprehensibility
4. Comprehend spoken English and most academic lectures
5. Reach a level of proficiency that would enable the student to attain a minimum score of 65 on the TOEFL

It is important to note, however, that exiting the program is not based on a single score and many kinds of assessment data can be used in determining when a student is ready for mainstream courses.

## **Methodology**

In order to engage learners so that they are interested and will strive to do their best, a balanced instructional approach is vital. A number of different approaches to language acquisition and techniques are employed that match the diverse needs, motivations, and goals of the learners and promote interaction. Effective instruction includes direct teaching, systematic practice involving rules and grammar, and plenty of opportunities for conversation. Technology is also used to expand or individualize learning inside and outside the classroom in accordance with learners' language proficiency, preferences, and needs.

## **Instruction Levels**

To carry out their academic objectives, EAP students receive instruction in the core language skills in 4 levels from beginning to advanced. A TOEFL preparation course is also offered at the upper levels. In addition, courses in English pronunciation and American culture are taught as part of the program. As students progress in the EAP Program, they gradually begin to make the transition to the regular undergraduate curriculum. The four-level academic program for non-native speakers is as follows:



- Level 1 is noncredit-bearing and comprised of 18 clock hours of EAP instruction per week.
- Level 2 is comprised of 12 credit hours of EAP instruction per week.
- Level 3 is comprised of 12 credit hours of EAP instruction per week.
- Level 4 is comprised of 12 credit hours of EAP instruction per week.

According to the requirements of their major, EAP students need to be concurrently enrolled in additional for-credit courses. Some of these courses may be offered in both English and Spanish.

### **Beginning EAP (Clock Hours)**

Students who score in the beginner range as determined by the ACCUPLACER test will register for the non-credit EAP courses consisting of 18 clock hours per week. This means that to be considered full-time, students are required to have a total of 18 hours per week of teacher-fronted classroom instruction.

Students will enter the propaedeutic year program as EAP seminarians or as non-resident students. Resident seminarians live with the college seminary community and during their EAP studies are fully integrated into the college seminary's human, spiritual, and pastoral formation program.

Upon completing their propaedeutic year, EAP students who have maintained a C average in their course work will be able to continue in the Program. A C average is considered 73% according to the seminary's grading scale. However, seminarians or non-resident students who are unable to show the necessary progress in the EAP curriculum for full admission into the seminary academic program may need to take additional course work in a separate institution, or the EAP Department may continue working with them until they achieve expected learning objectives.



## **Intermediate and Advanced EAP (Credit Hours)**

All students whose native language is not English but who have earned a placement score in the intermediate to advanced range according to ACCUPLACER will register for the EAP credit-bearing courses. Each semester, students are required to take 12 or more credits to be considered full-time.

## **Completion of the EAP Program**

In order to be able to continue with their studies in the regular post-secondary curriculum, students need to be adequately prepared for higher level courses. Consequently, after completing the EAP program, they will need to take the TOEFL exam and should be able to attain a minimum TOEFL score of 65 or achieve a proficient score on the institution's exit test. In addition to standardized assessment, multiple measures are also used to present a more complete picture of what has been learned (e.g., performance assessments).

Students who have successfully passed the EAP program will be assessed in their writing. Depending on their essay scores, they will then enroll either in a developmental writing course or continue on to Reading and Composition English 101.



<b>First Semester</b>	<b>Second Semester</b>	<b>Third Semester</b>	<b>Fourth Semester</b>
LEVEL 1 <b>(Beginner)</b> Non-credit/Clock hours	LEVEL 2 <b>(Intermediate)</b> Credit-Bearing	LEVEL 3 <b>(High Intermediate)</b> Credit Bearing	LEVEL 4 <b>(Advanced)</b> Credit Bearing
EAP 010 Grammar I (3 clock hours)	EAP 220 Grammar II (3 credit hours)	EAP 310 Grammar III (3 credit hours)	EAP 455 American Culture and Conversation (3 credit hours)
EAP 012/015 Reading/Vocabulary I (6 clock hours)	EAP 222 Reading/Vocabulary II (3 credit hours)	EAP 312 Reading/Vocabulary III (3 credit hours)	EAP 428-II TOEFL Prep II Reading/Listening (3 credit hours)
EAP 016 Writing I (3 clock hours)	EAP 226 Writing II (3 credit hours)	EAP 328-I TOEFL Prep. Writing/Speaking (3 credit hours)	EAP 426 Writing 4 Writing for Academic Purposes (3 credit hours)
EAP 017/019 Listening/Speaking I (6 clock hours)	EAP 227 Listening/Speaking II (3 credit hours)	EAP 353 Pronunciation-I (Consonants) (3 credit hours)	EAP 454 Pronunciation-II (Vowels) (3 credit hours)
18 clock hours	12 credit hours	12 credit hours	12 credit hours



## **Course Description**

### **FIRST SEMESTER**

### **BEGINNER LEVEL**

#### **EAP LEVEL 1**

**(Clock Hours)**

#### **EAP 010 GRAMMAR 1 (3 clock hours)**

This course is designed for beginners. Students use grammar to begin learning to communicate accurately and effectively in both writing and speaking.

#### **EAP 012 READING/VOCABULARY 1 (6 clock hours)**

This is a beginner's level course. Students start establishing the foundation for higher-level academic success in reading. They learn language that is contemporary, natural and accurate. They expand their vocabulary and learn words in context. Students develop their reading skills through step-by-step instruction and learn the most important and useful words at early stages of language learning.



## **EAP 016 WRITING 1 (3 clock hours)**

In this beginner's course, the focus is on basic composition. Students learn to write sentences and short paragraphs. The writing process is introduced with step-by-step instruction. Students are guided in the complete writing process and provided with clear explanations, extensive practice as well as coverage of sentence mechanics and grammar.

## **EAP 017 LISTENING/SPEAKING 1 (6 clock hours)**

Designed for beginners, students practice and improve listening and speaking. They begin to develop language proficiency and build academic skills using authentic and relevant content. Pronunciation practice is also integrated.



## **SECOND SEMESTER**

### **INTERMEDIATE**

#### **EAP LEVEL 2**

**(Credit-bearing)**

#### **EAP 220 GRAMMAR 2 (3 credit hours)**

This course is designed for students at the intermediate level. Students use grammar as the springboard to practice speaking, writing, listening, and reading skills. And with carefully sequenced practice, they continue to develop language skills.

#### **EAP 222 READING/VOCABULARY 2 (3 credit hours)**

This course is for students at the intermediate level. Students continue to develop reading and vocabulary skills. They learn words in context and language that is contemporary, natural and accurate. They expand their vocabulary and increase their fluency in personal and academic-content areas.





## **EAP 226 WRITING 2**

**(3 credit hours)**

In this intermediate course, students learn to become more competent writers. They receive detailed guidance through the writing process and continue to develop critical thinking skills. They focus on writing paragraphs and short essays. They learn common organizational structures: narrative, description, opinion, persuasion, compare-contrast, problem-solution, and cause-effect.

## **EAP 227 LISTENING/SPEAKING 2**

**(3 credit hours)**

This course is designed for students at the intermediate level. Using authentic and relevant content, students' listening comprehension skills and communicative competence are further developed. Students recognize and produce high-frequency idioms, phrases, and contemporary expressions. Pronunciation practice is integrated.



**THIRD SEMESTER**  
**HIGH INTERMEDIATE**

**EAP LEVEL 3**  
**(Credit-bearing)**

**EAP 310 GRAMMAR 3**  
**(3 credit hours)**

Designed for advanced students, learners move from comprehension to communication. Grammar coverage with abundant practice in all four skills, critical thinking, and ongoing assessment, helps students communicate accurately and fluently in everyday situations, as well as in academic settings.

**EAP 312 READING/VOCABULARY 3**  
**(3 credit hours)**

At this advanced level integrated course, students **become better readers**. They learn how to read texts and prepare for college or university studies in English. They apply critical-thinking skills as they engage in academic reading. Students learn useful words, phrases and expressions. They learn words in context and language that is contemporary, natural and accurate. They increase their fluency and exposure to a more diverse word base.



**EAP 328-I TOEFL PREPARATION-I (Writing and Speaking)  
(3 credit hours)**

In this course, advanced students learn what content to expect on the TOEFL exam. They prepare for the writing and speaking parts of the TOEFL test through comprehensive reviews, test strategies, and practice test questions.

**EAP 353 High Intermediate PRONUNCIATION-I Level 3 (Consonants)  
(3 credit hours)**

Designed for learners at the high intermediate level, students focus on learning pronunciation in a progressive, logical sequence. Consonant phonemes in English are reviewed from a phonetic/phonological perspective, particularly using the IPA (International Phonetic Alphabet). Students practice the Standard American English pronunciation of these sounds extensively in connected speech.

They recognize and produce high-frequency idioms, phrases, and contemporary expressions and continue to build fluency in listening and speaking skills.



## **FOURTH SEMESTER**

### **ADVANCED**

#### **EAP LEVEL 4**

**(Credit-bearing)**

#### **EAP 426 WRITING 4: WRITING FOR ACADEMIC PURPOSES (3 credit hours)**

In this advanced level of writing, students learn skills needed to write academic papers. In order to write well, they will work on improving their grammar and developing their vocabulary. Students refine composition skills and become stronger writers. They receive detailed and more advanced guidance in the writing of longer academic essays.

#### **EAP 428-II TOEFL PREPARATION-II (Reading and Listening) (3 credit hours)**

A continuation of TOEFL Prep-I, in this course advanced students prepare for the reading and listening parts of the TOEFL test through comprehensive reviews, test strategies, and practice test questions.



### **EAP 454 PRONUNCIATION-II (Vowels)** **(3 credit hours)**

A continuation of Pronunciation I, students concentrate on learning vowel sounds. Students master the most important features of spoken English. By focusing on stress, rhythm, and intonation, students learn to speak clearly. Students practice the Standard American English pronunciation of these sounds extensively in connected speech. Contrast and comparison of English sounds and the students' native language(s) is encouraged as didactic methodology, as are self-correction and peer input.

### **EAP 455 AMERICAN CULTURE AND CONVERSATION** **(3 credit hours)**

This course helps advanced EAP students prepare to study in American universities. Students are encouraged to make oral reports and participate in formal discussions. They develop critical thinking skills and use of academic English. Students focus on the most important academic words from the academic word list and on collocations. They increase their awareness of American culture as well as their own and other cultures. The course promotes discussion and conversation through readings, presentations and interviews.