

From EAP to EPIC

Course syllabus



Rationale

This module aims to provide EPIC practitioners with the knowledge and tools they need in order to teach within a CEFR-aligned EPIC framework. The module's title, From EAP to EPIC, signifies the transition English language instructors at the tertiary level have to make as part of Israel's Council of Higher Education's English Reform of 2020. The module is composed of nine units which can be grouped into three parts. The first part, Units 1-4, provides a general overview of the major components of the 2020 CEFR Companion Volume. The second part, Units 5-8, is a deep dive into each one of the four modes of communication. Throughout the module, language instructors will be working with their own materials and will apply what they learn in each unit to align their materials to the new framework. In the third part, Unit 9, we tie it all together, and language instructors will leave the module with resources that they can use in their classrooms, but more importantly, they should be able to apply the new pedagogies to future units they want to develop and teach. The module is designed to be completed collaboratively, working in pairs or small groups either among practitioners in a single institution or across institutions.

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Unit 1

This unit provides a general introduction about the move to EPIC - English for the Purposes of International Communication and the general principles of the module. The unit begins to build a base from which to explore the three pillars of EPIC – real-world communicative needs, action-oriented approach, and integration of 4 modes of communication. This base will enable participants to start adapting their lesson plans in order to implement what they learn in the module.

Unit 2

This unit familiarizes participants with the 2020 revised version of the CEFR. Participants will practice benchmarking examples of students' reading and writing tasks according to CEFR levels. In addition, participants will have the opportunity to practice adapting or creating can do descriptors as a means of clarifying the types of outcomes – and tasks – they want their students to work towards.

Unit 3

This unit demonstrates our suggested approach to vocabulary and provides participants with a practical set of steps for building their own Vocab Action Plan, based on their own course materials. This unit provides participants with the opportunity to use text-profiling technology to make informed, data-based decisions regarding which words in their course materials to focus on first.

Unit 4

The unit presents a sample Unit of Study with the rationale, students' activities and tasks, as well as suggestions for teachers. This unit demonstrates how the “puzzle pieces” fit together and how key components of the module can be implemented in the classroom. This unit also helps participants identify how an EPIC unit differs from our traditional EAP units.

Unit 5 - Mediation

This mode of communication centers around adapting and adjusting our messages to build bridges between people and across contexts. The unit unpacks Mediation, identifies its core building blocks, and demonstrates what Mediation activities can look like in the classroom. The unit focuses on Mediation as a set of lenses – types of questions students need to ask themselves to communicate appropriately and effectively in the other three modes of communication. Because Mediation is so closely interwoven with these other modes, the unit on Mediation comes before we spotlight Reception, Production and Interaction.

Unit 6 - Reception (Reading and Listening)

This unit demonstrates how reading and listening are repositioned and integrated into larger tasks. The central focus in this unit is on providing students with opportunities to integrate information, construct meaning, and write down their thoughts and understandings – all in preparation for another task.

Unit 7 - Production (Speaking and Writing)

This unit focuses on how to prepare students for the real world by providing them with opportunities to work on articulating and delivering their ideas as appropriately and as effectively as possible to different audiences.

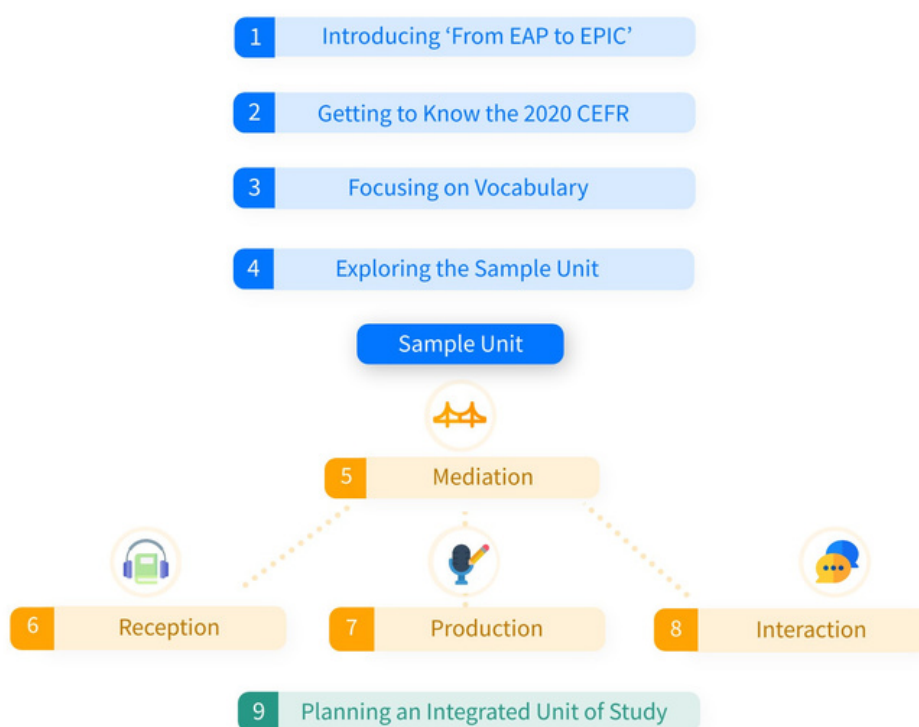
Unit 8 - Interaction

The unit focuses on equipping students with the tools they need to ‘think on their feet’ and communicate more easily in real-time: to know what to say or ask, and how to respond.

Unit 9

The purpose of Unit 9 is to tie all of the work done in the previous units together in a unit outline that applies the lessons of the module and can be used as a resource in future teaching. This unit outline should be action-oriented, incorporating all four modes of communication within a real-world scenario and for a real-world task, and thus aligned in both letter and spirit to the 2020 CEFR.

Course Map



Schedule

Content	Weekly Schedule	Approximated Time-on-Task
Independent Study: Units 1-4	Weeks 1-3	6 hours
Facilitated Study: Zoom Meeting with Group	Week 4	1.5 hours
Independent Study: Unit 5	Weeks 5-6	4 hours
Facilitated Study: Zoom Meeting with Group	Week 6	1.5 hours
Independent Study: Unit 6	Weeks 6-7	4 hours
Facilitated Study: Zoom Meeting with Group	Week 8	1.5 hours
Independent Study: Units 7-8	Weeks 9-11	8 hours
Facilitated Study: Zoom Meeting with Group	Week 12	1.5 hours
Independent Study: Unit 9	Weeks 13-14	3 hours
Facilitated Study: Zoom Meeting with Group	Week 15	2 hours