

EAP: CHARTING THE CANADIAN POST-SECONDARY LANDSCAPE

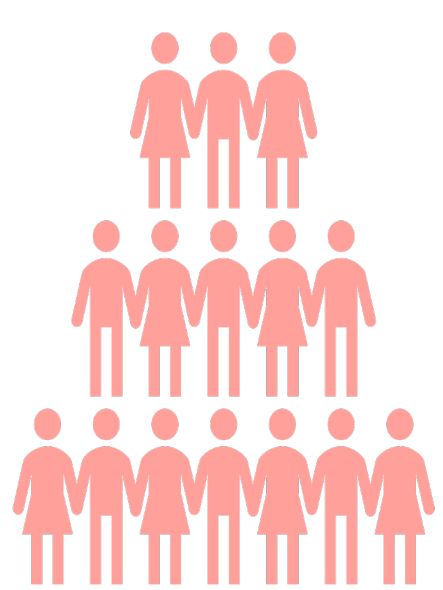
ABSTRACT

This two-phased project examines English for Academic Purposes (EAP) programming and practitioners across Canada. **Phase One** involves a Canada-wide survey of 481 EAP program directors and instructors, inquiring about EAP programs, practitioner backgrounds, and satisfaction levels. Findings provide insight into i) diversity of EAP programming and practitioners, and ii) practitioner satisfaction and legitimacy, potentially expanding EAP's visibility and recognition.

RESEARCH QUESTIONS

1. Where, how, by whom and for whom is EAP instruction offered across Canadian colleges and universities?
2. What is the professional satisfaction and self-perceived legitimacy of those working in these EAP programs?

EAP PROGRAM MODELS



Program sizes comprise of small, medium, large, and super-sized, ranging from **less than 100** to **more than 1000** students, and **one** to **more than 30** practitioners.

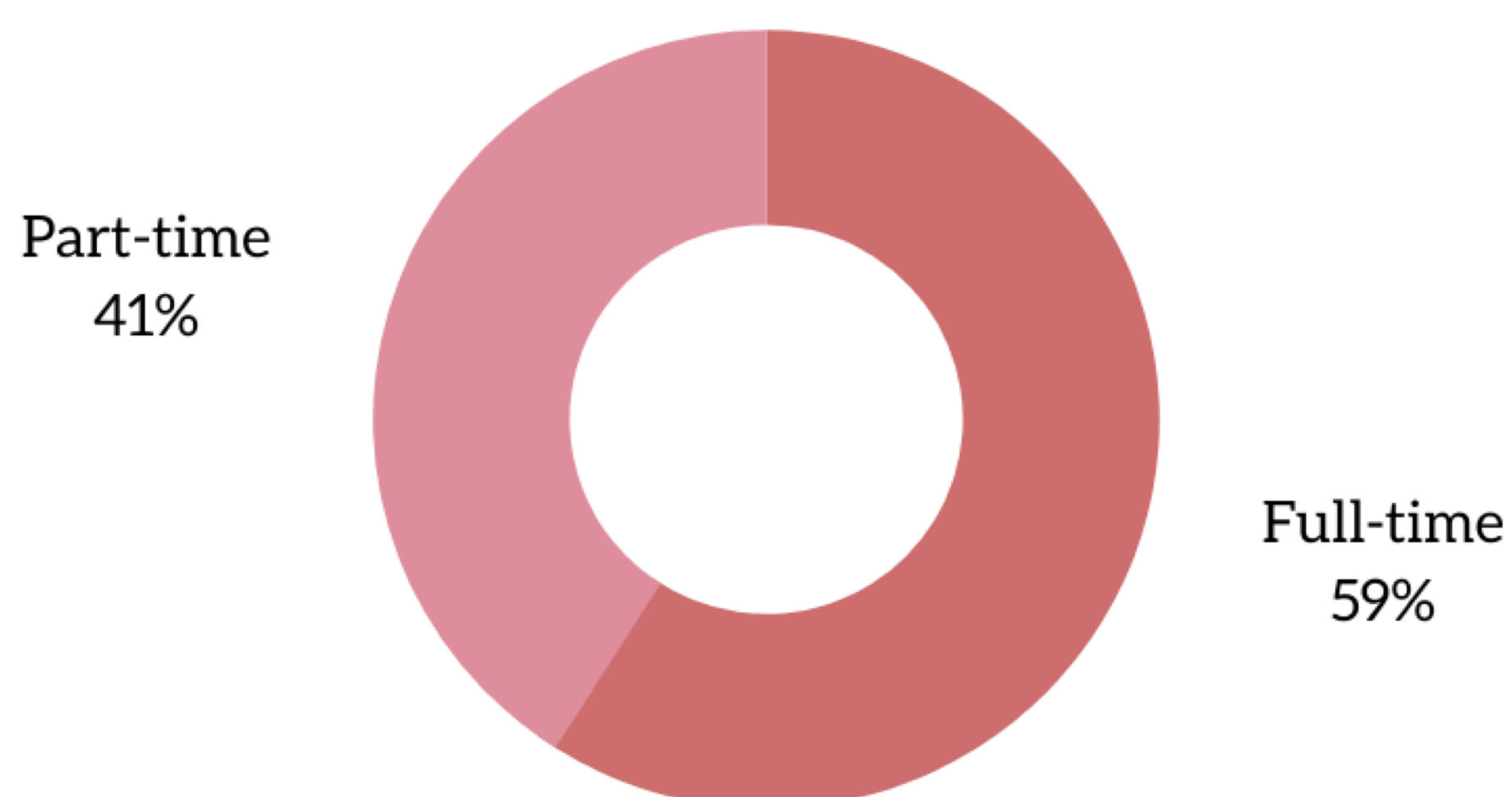


Figure 1: Distribution of practitioner part-time/full-time statuses.

PROGRAMS INCLUDE:

- General English for academic purposes
- English for specific purposes
- Content and language integration
- Bridging/pathways to post-secondary institutions
- Content orientation

EDUCATION AND EXPERIENCE

100% of survey participants hold at least an undergraduate degree.

Over **50%** hold a graduate degree.

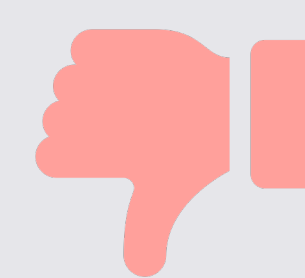
Over **40%** have **16+** years of post-secondary teaching experience.

SATISFACTION



Practitioners working in colleges are generally more satisfied than those working in universities or English language institutes.

Directors are generally more satisfied than instructors.



For instructors, dissatisfaction appears to stem from **employment precarity**, lack of benefits, and insufficient remuneration.

Participants who are employed full-time are significantly more satisfied than those working part-time.



IMPLICATIONS

- Programs and institutions should consider how to promote collaboration and bi-directional knowledge flow between EAP and other institutional stakeholders
- Institutions should consider how to reduce precarity of employment

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