



THE UNIVERSITY OF BRITISH COLUMBIA

English Language Institute
Faculty of Education

ASPIRE

*Direct your hopes and ambitions to a more inclusive
and sustainable world*



Program Description ASPIRE and ASPIRE Intensive 3 or 4 Week On-Campus Program

ENGLISH LANGUAGE INSTITUTE
2121 WEST MALL VANCOUVER BC CANADA
NOVEMBER 2023

Land Acknowledgement:

UBC Vancouver is located on the traditional, ancestral and unceded territory of the Musqueam people.

ASPIRE AND ASPIRE INTENSIVE ON CAMPUS (C): PROGRAM OVERVIEW

The **ASPIRE AND ASPIRE Intensive** programs are designed to immerse students in an English language environment which centers themes of social justice, inclusiveness and sustainability. By actively engaging students in contemporary issues that shape our world, ASPIRE programs provides a dynamic learning experience that, not only advances communication skills, but also cultivates a deep understanding of today's global challenges and opportunities. Through the Content and Language Integrated Learning (CLIL) approach, students *"learn to use language and use language to learn"* (Coyle, 2005). The integration of language with the content-guided curriculum draws students' attention to the relationship between subject matter, lexis, grammar, and usage.

Improve your English skills and embrace the future you aspire to create

The ASPIRE program is unique in that it integrates language learning within the framework of UBC's Vision of *"inspiring people, ideas and actions for a better world."* Rooted in the Faculty of Education's perspective of "education as a social good," ASPIRE programs embody our collective aspirations for equity, sustainability and technological advancements as being at the forefront of social justice learning. Students learn English through contemporary topics which reflect UBC core values, such as Climate Action, Anti-Racism/Inclusive Excellence, and Digital Literacy (AI). Students' individual interests and levels are prioritized, ensuring course topics connect to personal experiences and everyday life and are directly integrated with ASPIRE's linguistic objectives.

ASPIRE is a journey of inclusive learning and positive impact through meaningful engagement. The program seeks to inspire ideas and actions while cultivating a sense of global citizenship in individuals and communities.

Experiential Learning

ASPIRE also engages students in experiential learning, moving students beyond the classroom where UBC's campus as well as Vancouver destinations and communities serve as vibrant extensions of the classroom. Language learning becomes a memorable journey of discovery, preparing students for success in an interconnected world.

Diversity and Inclusion

- The content focuses on interconnections; students' backgrounds and experience are essential
- The tasks and materials encourage students to approach the topics from diverse perspectives
- The instructors encourage classroom interaction for building friendships and creating a sense of belong
- The classroom is a place of inclusiveness, equity, open-mindedness, curiosity and humility

This is an integrated skills program (reading, writing, speaking, and listening), with a dominant component dedicated to speaking fluency and accuracy. Students learn and practice language (vocabulary development, pronunciation skills, spoken grammar). Activities include English lessons, group discussions, mini-presentations, role-plays, contact assignments, guest speakers and game-based learning. It is a very active program, with maximum student engagement, classroom interaction and individualized instructor feedback.

ASPIRE classes are offered from the **Upper Elementary 200 to Advanced 700 levels (CEFR A2 to C1+)**. Registered students are requested to complete the ELI Online Placement Test prior to the start of the program. If required, online interviews are conducted by ELI Instructors to further assess the level of students' English language skills.

COURSE STRATEGIES AND GOALS

The curriculum leverages current educational trends that cater to the interests and needs of learners in preparing them for future skills, knowledge and actions.

Leadership Skills Empower learners with skills and confidence in communicating clearly and confidently in order to create and lead diverse, collaborative and inclusive communities	Experiential and Real-world Learning Provide real-world, authentic language and experiences	Multimodality and Microlearning Engage with multiple sensory and communitive modes of learning (visual, print, images, video, music, games)	Collaborative Learning and Community Building Encourage teamwork, communication, problem-solving, critical thinking and reflection
Digital Media Literacy Leverage digital platforms while critically, effectively and responsibly reflecting on access and engagement	Gamification and Game-Based Learning Enjoy learning by integrating game design elements to facilitate learning and enhance student engagement and motivation	Self-reflection Foster personal growth by identifying personal strengths and areas for improvement, setting goals and celebrating successes	Health and Well-Being Support wellbeing and promote a positive and enjoyable environment

ASPIRE SCHEDULE

9:00AM- 12:30 PM Monday – Friday*

Integrated Skills

Level-appropriate language skills are taught and developed through weekly social justice topics

**ASPIRE Schedule also includes 2.5 hours of Directed Independent Study (e.g. monitored contact assignment, research, online discussion board/journal entry, online assignment)*

ASPIRE INTENSIVE SCHEDULE

9:00AM- 12:30 PM Monday – Friday

Integrated Skills

Level-appropriate language skills are taught and developed through weekly global citizenship themes

12:30PM - 1:30 PM Lunch

1:30PM- 3:45 PM Monday – Thursday

Project Based Learning

Integrated skills morning classes are complemented by project-based classes in the afternoon. Practice application of language is re-enforced through student-centered tasks and projects that explore and investigate contemporary topics.

PROGRAM THEMES

The ASPIRE program has three different thematic modules. Students can take all three modules without repeating themes. In each module, students learn and practice English by looking at contemporary themes.

4-Week Modules, Weekly Themes, & Possible Topics

Module 1			
INTERCULTURAL COMMUNICATION	FOOD IN SOCIETY	DIGITAL LITERACY AND AI	LIFE IN SOCIETY
Communication Styles Culture Shock Stereotypes Values & Norms	Eating Habits & Trends Ethical Agriculture Food Marketing Food Sources	Advertising Arts & Entertainment News Media Social Media Current Trends in Technology	Educational Approaches Housing Law & Justice Quality of Life University Life

Module 2			
DIVERSITY IN CANADA	ENVIRONMENT/CLIMATE ACTION	WORKING WORLD	HUMAN RIGHTS
Indigenous Peoples Immigration Interculturalism Equity, Diversity, Inclusion and Decolonization (EDID) Anti-Racism	Ecosystems Green Businesses Renewable Energy Waste Reduction Climate Justice	Career Planning Job Search Workplace Conditions Working Life Workplace Inclusiveness	Children's Roles & Rights Free Speech Gender Roles & Equity The Rights of Historically Marginalized Groups (HMS)

Module 3			
LIVING IN COMMUNITIES	SPORTS IN THE WORLD	THE CONSUMER	GLOBAL CITIZEN
Family Generations Local Communities Marginalized Groups The Differently Abled and Ableism Intersectionality	Active Lifestyles Commercialization Ethics & Competition Inclusion in Sports Sports Celebrities	Branding & Marketing Consumer Choices Fair Trade Small vs Big Business The Global Marketplace	Cultural Appropriation Effects of Globalization Identity & Belonging NGOs & Volunteering Responsible Travelling

COURSE OUTCOMES

By the end of the course, students will improve their general speaking and listening skills, increase their knowledge and use of level- specific lexical content (vocabulary, collocations, idioms), improve their accuracy of spoken grammar and identify pronunciation aspects for individual improvement. Short reading and writing activities will be integrated to enhance thematic content and language objectives. Students will be introduced to multiple activities and tasks that support practicing functional language, applying critical thinking skills and developing strategies for self-error correction. Students will communicate with improved accuracy, fluency and complexity and with increased confidence and comfort.

ASSESSMENT

The following scale is used to measure student achievement:

- **EXCELLENT:** Student exceeds language learning outcomes for the level. (90-100%)
- **VERY GOOD:** Student fully meets language learning outcomes for the level and at times exceeds language learning outcomes for this level. (80-89%)
- **GOOD:** Student meets language learning outcomes for the level. (68-79%)
- **SATISFACTORY:** Student mostly meets language learning outcomes for the level. (50-67%)
- **IN PROGRESS/INCOMPLETE:** Student is in the process of meeting the language learning outcomes for the level. (0-49%)

CORE LANGUAGE OBJECTIVES

SAMPLE: Upper Intermediate 500 (CEFR B1+)

The language objectives below indicate the range and depth of language points that are covered; specific language points are identified based on student needs and the content of the themes.

Listening

- Understand gist of extended conversations
- Identify the main ideas and specific details
- Recognize facts, opinions, and bias
- Distinguish between formal and informal speech

Speaking

- Use extended narrative & effective use of transitions
- Lead and participate in group discussions
- Asking questions and clarifying information
- Demonstrate conversational fluency – responding promptly and appropriately, paraphrasing, turn-taking, and concluding
- Give reasons for an opinion
- Agree and disagree appropriately
- Present information formally and informally
- Interview others and summarize responses
- Report findings of guided research

Vocabulary

- Use theme-related vocabulary with collocations
- Recognize and use phrasal verbs and idioms in context
- Use time references
- Use qualifying adverbs

Pronunciation

- Practice discrete consonants and vowels according to need
- Identify thought groups and use effective pausing
- Recognize and use linking patterns and reduced pronunciations of function words
- Understand and use syllable stress and sentence stress to indicate focus

Spoken Grammar in Context

- Verb tenses - accuracy and usage
- Modals of assumption & hearsay
- Modals of necessity & obligation
- Comparisons
- Tag questions & responses
- Question formation -varying register
- Reported speech – word order, tense shifting
- Relative clauses
- Expressing cause, effect, result

CORE CONTENT (TOPICS AND ACTIVITIES)

SAMPLE: Module 1 (Week 1) Upper Intermediate 500 (CEFR B1+)

Week 1 Interculturalism, Inclusiveness and Communication

- The Cultural Iceberg and You
Using comparing language in discussion of 'Surface Culture' vs 'Deep Culture' in Canada and home country
- Intercultural Literacy and Understanding
Reading and engaging with text and related vocabulary
Video listening for main ideas and supporting details
- Diversity in Canada -Stereotypes vs Generalizations
Developing question formation language and interviewing guest speakers in an in-class forum
Developing discussion language- giving opinions, agreeing/disagreeing, clarifying, reporting
- Pronunciation Study:
Practicing syllable stress for topic related vocabulary and sentence stress/focus words for discussion gambits
- Weekly Assignment/Journal:
Writing a short personal reflection of a Week 1 topic
- Weekly PM Project:
Developing presentation language and preparing a group mini Pecha Kucha presentation on "Canadian and Home Country Etiquette/Values/Interactions"

SOCIOCULTURAL ACTIVITIES

Students will have the opportunity to participate in a variety of activities offered on evenings and weekends. The socio-cultural activities are led by ELI Cultural Assistants who are all UBC students.

Note some activities may require a charge.

Examples of Social Activities

- Whistler Day/Overnight Trip
- Victoria Day Trip
- Tours of Vancouver
- Watching Hockey, Football, Soccer and Baseball Games
- Volunteer Activities (Vancouver Food Bank, Local Festivals etc.)
- Valentine's Day Chocolate-Making Workshop
- International Night
- Lunch time Mixers
- Sports Nights

ALIGNMENT OF UBC ELI LEVELS WITH OTHER MEASURES OF PROFICIENCY

ALIGNMENT OF UBC ENGLISH LANGUAGE INSTITUTE ENGLISH PROGRAM W/ RECOGNIZED PROFICIENCY MEASURES*

COMMON EUROPEAN FRAMEWORK OF REFERENCE (CEFR)		UBC EAP EXIT LEVELS	IELTS	TOEFL iBT	CAMBRIDGE ESOL EXAMS	CELP	CAEL		CANADA LANGUAGE BENCHMARKS
	C1+	700	7.0+	90+	CAE-CPE	8-12	70+	12-9	
	C1							8	
	B2+	600 UBC Certificate of English Language (CEL)**	6.5 no skill less than 6	90 R-22 W-21 S-21 L-22	CPE – C CAE – B	7	70	7	
	B2								
	B1+	500	5.0 - 5.5	50-77	FCE	5-6		5-6	
	B1	400	4.0 - 4.5	35-49	PET	4		4	
	A2+	300	>4.0	>35	KET	3		3	
	A2	200			KET			2	
	A1	100						1	

UBC ADMISSION STANDARD

Notes:

* This chart is intended only as a reference and general guide and is not meant to provide exact equivalencies.

** EAP 600 only meets UBC's English Language Admission Standard.