

**Articulation Guide for English as an Additional  
Language Programs in the British Columbia Post-  
Secondary Transfer System**

Twentieth Edition

2020-2021

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## Introduction

### Message from the Co-chairs Fall 2020 20<sup>th</sup> edition of the EAL Articulation Guide

The 2020 articulation season was impacted by the start of the COVID-19 pandemic in the spring. The EAL articulation meeting that usually happens in May was postponed to October. For the first time ever, the steering committee met virtually via Zoom.

One important outcome of the meeting was that the steering committee determined that the reference to ESL (English as a Second Language) was no longer appropriate in capturing our discipline or describing our learners, many of whom are multilingual. As a result, the committee voted to change the name of our committee to EAL (English as an Additional Language).

Discussions at this year's articulation meeting highlighted the following common issues and trends across our institutions:

- Increased interest in post-admissions language proficiency testing and support
- Continued improvements to the BCCAT EAL Articulation Guide and the addition of an EAL EAP Transfer Grid on the BC Transfer Guide
- Encouragement for those institutions that have EAP IV courses for to pursue BCCAT's credit articulation process (through requesting institution's ICP).
- Concerns with Duolingo over the accuracy, validity, and rigour of the DET. Among other issues, the DET is a computer-adaptive test (CAT) that adjusts the difficulty of the questions to the test taker's proficiency levels (i.e., test-takers are getting different tests, thus, the scores are hard to compare). Members report misplacement of students with current DET cut-off scores.

#### Emerging Issues

- Overall, programs have seen a decline in enrollment. This decline is causing the cancellation of sections, levels, and programs (especially at lower levels), which in turn results in impacts faculty work. There are reports of many layoffs for faculty and instructional staff.
- While the pivot to online delivery in spring 2020 generally averted the collapse of education, many of our EAL programs have not been developed for online delivery and outcomes are being affected. Looking ahead, more curriculum development work will be required if continued online delivery is to be the norm.
- The online delivery mode is having serious impact on the lower levels of EAP programs as well as LINC. There is likely an intersection of various critical factors related to greatly reduced numbers of incoming immigrants, low literacy, low digital literacy, connectivity issues, and financial implications of this mode of delivery.

*Andrea Matthews*, BC Institute of Technology

*Marta Tejero*, College of New Caledonia

**EAL Steering Committee Co-Chairs**

## History of EAL (ESL) Articulation

In May 1989 the Ministry of Advanced Education, Training and Technology established a Committee for the Development of an Adult English as a Second Language Provincial Framework. The Committee was charged with investigating a process for articulation of Adult ESL courses in BC, with the goal of improving communication and cooperation across the growing range of ESL offerings in the Province. The initial descriptive framework was published in the Report to the Ministry of Advanced Education, Training and Technology on the Development of an Adult ESL Provincial Framework, known informally as the Purple Document. The Purple Document established the fundamental concepts that continue to play an important role in Articulation, including the establishment of three program areas of Provincial ESL: General Communication Skills (now English for Access), Preparation for Academic Study (now English for Academic Purposes) and Preparation for Employment (now English for Work).

In 1998, the ESL Articulation Committees of the British Columbia post-secondary system published their ground-breaking first edition of the *Articulation Guide*, where institutions identified for articulation a number, if not all, of their ESL course offerings. This work made it possible for the first time to use a single system-wide document to facilitate student transfer among adult ESL programs in the BC post-secondary system.

Two years earlier, across the country in Ottawa, the Centre for Canadian Language Benchmarks (CCLB) had published its original set of language benchmarks, the Canadian Language Benchmarks (CLB). The view at the time was that, after some exposure, the original CLB would need some (possibly extensive) revisions. However, the work continued to hold up well and there was no pressing need for a revised set of Benchmarks. But the promise to revise had been made and improvements were suggested, and a revision process was begun in early 1999. In September 2000 the new edition was released, *Canadian Language Benchmarks 2000*. The culmination of this nation-wide initiative meant that adult ESL students would now be able to transfer more easily and accurately among ESL programs from province to province, as well as within provinces, without repeating costly and time-consuming placement tests.

In 2009, the CCLB began a National Consultation process with a view to further revising the Benchmarks and in March 2010 the revision work was begun. That work was completed in the spring of 2012.

ESL Articulation Committees in BC were aware of the work being done on the national stage, and early in 2000 the time was right for BC to formally align itself with the latest version of the national ESL standard. For post-secondary institutions in BC, the correlation improved the facility of transfer for Canadian adult ESL students not only within, but also outside the province. It was recognized that we needed to tailor as close a fit as possible between our own Guide and the *Benchmarks 2000*. At the same time, the original Guide needed to be updated to reflect additions and changes that had taken place since the publication of the 1998 edition.

## Process, Challenges and Choices

In February 2000 the provincial government announced that it would provide the necessary financial resources for the provincial Articulation Committee to carry out a revision of the Guide that would include the correlation of that document with the CLB. The work began at a special meeting held at Vancouver Community College (VCC) during the BC TEAL 2000 conference. Faculty volunteers agreed to meet and begin matching the BC EAP (English for Academic Purposes) and Access Levels to the new CLB document. By 2001, this work was complete and the CLB Correlations were added to the 2001 Articulation Guide. However, as a result of more extensive work done with the CLBs in 2004-2005, it became apparent that the alignment was not, in many cases, accurate. Greater familiarity with the CLB revealed the task of alignment to be more complex than initially recognized. The correlations were withdrawn from the 2006-2007 edition of the Articulation Guide in order to review them and make changes as required.

At the November 2005 Articulation meeting, a subcommittee was tasked with re-aligning the ESL Articulation levels with the CLB. The BC Council of Admissions and Transfer supported this project, and the work for EAP realignments was completed between May and December of 2006. The editions of the guide since then have included these re-alignments. (Details of the process and results of the CLB realignment project are described fully in the final report, "An Alignment of the Canadian Language Benchmarks to the BC ESL Articulation Levels," <https://www.bccat.ca/pubs/Reports/ESLreport2007.pdf>.) In 2009, the English for Access working group completed their own project to substantially revise the Access outcome descriptors using CLB language. Access courses are still in the process of being re-articulated.

The next major project for the ESL Articulation Committee, completed in December 2008, was the benchmarking of first year English with the Canadian Language Benchmarks. This work describes the minimum language competencies required for entry into first year English, and the full report is found at <https://www.bccat.ca/pubs/Reports/ESLreport2008.pdf>. Finally, a comprehensive study of ESL assessment practices of post-secondary institutions in BC was completed in September 2010. This report is available, along with the others, on the ESL page of the BCCAT website: <https://www.bccat.ca/articulation/committees/eal>.

With the publication of the revised Benchmarks in 2012, there was a need to evaluate whether or not adjustments should be made to the existing alignment of ESL Articulation levels with the CLB. Following the award of Transfer Innovations Funds from BCCAT, a project working group of six people from the ESL Articulation Committee was established in order to review the newly revised *Canadian Language Benchmarks (2012)* levels with the current ESL Articulation descriptors. The working committee divided into pairs and examined the descriptors for each sub-section (English for Academic Purposes, English for Access, and English for Work). An overview report was submitted to BCCAT and the revised outcomes listed in this guide are a result of that process.

Recommendations of the 2010 ESL assessment practices report, which includes a recommendation to examine the use of commercial tests such as IELTS for ESL program placement, are still in need of tracking. Additionally, while there has been some progress at

some institutions regarding graduation credit for EAP courses, there continues to be a need for recognition of English language learning as academic study at post-secondary institutions throughout the province. Finally, a key recommendation from the CLB 2012 Review project was to use the review data collected to update the EAP outcomes. A volunteer committee was formed at the May 2014 meeting to look at the feasibility of this work.

## Acknowledgements

### *To the Centre for Canadian Language Benchmarks*

In the second edition of the Articulation Guide (2001) some of the phrasing of the level descriptors (especially in the English for Access section) was adapted to conform to the phrasing used in the *Canadian Language Benchmarks 2000* document. Likewise, with the publication of the revised Canadian Language Benchmarks<sup>1</sup> in 2012, the British Columbia Adult ESL Articulation Committee wishes to acknowledge that some of our phrasing in the 14<sup>th</sup> edition is identical to that in the Benchmarks and to explain that this was done specifically to facilitate ease of determining transferability of courses among a wide variety of Canadian educational institutions and in recognition of the Canadian Language Benchmarks as a national standard.

### *To the BC Government*

Website: <https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-upgrading-learn-english>

## EAL Articulation Process

### Purpose

The purpose of the provincial EAL articulation process is to maintain high standards of quality in EAL programming at the public post-secondary institutions of British Columbia, as well as to facilitate access to programs at other public institutions for students wishing to transfer.

### Goals

The goals of the provincial articulation process are

- To provide a mechanism for the exchange of information and to enhance cooperation and coordination among those providing adult EAL instruction at British Columbia's public post-secondary institutions
- To aid in the process of transferring EAL students between post-secondary institutions in BC
- To promote EAL course equivalency among post-secondary institutions' offerings where appropriate
- To facilitate inter-provincial transfer among Canadian EAL programs using the Canadian Language Benchmarks.

<sup>1</sup> October 2012 edition. *Canadian Language Benchmarks*. Ministry of Citizenship and Immigration, Government of Canada



## EAL Articulation Steering Committee

- Membership
  - All publicly funded colleges, institutes, and universities in British Columbia, as well as privately funded institutions currently admitted into the BC Transfer System, are entitled to representation on the Articulation Steering Committee.
  - This representation normally consists of one faculty member familiar with programs at each college, university or institute. Institutions with multiple courses and/or programs may have more than one representative, if the Steering Committee so approves.
- Role
  - Members are expected to act as conduits of information between their institutions and the committee. They are advocates at the committee for changes proposed by their institutions, and, conversely, advocates at their institutions for changes proposed by the committee.

### Chair

The committee chair (or co-chairs) will be elected by the membership of the Steering Committee for a two-year term. An institution whose representative is chosen as chair may send a replacement Steering Committee member since the chair is normally a non-voting member.

- Role: The chair is responsible for
  - Gathering agenda items from members and preparing the agenda for the Steering Committee meetings
  - Ensuring that the host institution has made all room bookings and meeting arrangements
  - Conducting the meetings
  - Keeping up-to-date on the progress of the working committees
  - Representing the Articulation Committee as appropriate.

### Secretary

The secretary is elected from the membership for a two-year term. The secretary remains a voting member.

- Role: The secretary is responsible for recording and distributing the minutes of the Steering Committee meetings.

### Site Manager

The Site Manager maintains the user accounts for the committee's Moodle site and assists the Co-Chairs in setting up and adjusting the site's design and functions.

## Working Committees

- Membership
  - Members of the Steering Committee are simultaneously members of one or more Working Committees. The Steering Committee chair is a non-voting observer at all of the Working Committees.
  - Institutions are also encouraged to send additional representatives to the Working Committees that their Steering Committee member does not sit on. Such representatives will participate as voting members of the Working Committees.
- Role: The role of the Working Committees is central to the articulation process. These committees do the actual work of articulating courses as follows:
  - Revising generic course descriptions for each level as needed
  - Articulating courses by referring to the course outcomes as described in this Guide and in Canadian Language Benchmarks.
  - Producing transfer guides.

### Working Committee Chair

The chair of each Working Committee is elected by the members of that committee for a two-year term.

- Role: The chair is responsible for setting the agenda for the meetings of the Working Committees, chairing the meetings, ensuring that notes from the meetings are recorded and distributed as needed, and that changes to course descriptors or to the guide are made, liaising with the chair of the Steering Committee and reporting back developments to the Steering Committee.

### List of Working Committees

- English for Academic Purposes
- English for Access
- English for Work [not active since 2020]

*Current membership lists for each of these committees are in the Appendices.*

Detailed information on the important role articulation committees play in the British Columbia transfer system can be found on the website of the BC Council on Admissions and Transfer.

## Strategies for Using the Guide

- Be aware that there is some overlap in the skill levels between the higher Access levels and the lower EAP levels. If the course you are seeking does not appear on the EAP grid, check the Access grid, and vice versa.
- With some learner assessments there may be doubt about correct placement due to more than one Articulation Level being involved. In these cases, it may be helpful to glance through the list of sample texts and materials for the relevant EAP or Access levels or both (if this list is not in this Articulation Guide, ask the Working Group Chair for it). Some skill levels may suggest a possibility of placement on both grids (i.e., higher Access levels overlap in skill sets with lower EAP levels; it is the purpose of the courses at these levels that determines which grid they are placed on).
- Learners coming from programs with integrated skill courses who are going into programs with separate skill courses may need to be placed at different levels for different skills if their proficiency levels for each skill are not the same. For example, a learner who has completed an integrated skill course that has been articulated in the guide at EAP III may need to be placed at the new institution in an EAP III course for speaking/listening and EAP IV for reading and/or writing.
- Keep in mind that not all courses fit precisely onto the complete set of course outcomes for a particular level. As a guideline, a course may be considered to “fit” at a level if its outcomes are 70-80% similar to those on the grid.
- Many of the courses within the system that have *not* been articulated for credit appear under the heading “Miscellaneous Adjunct and Elective Courses and Integrated Programs.” This list is by no means comprehensive. Rather, it is representative of the changing array of not-for-credit courses offered by the various institutions in the system based on changing student needs. Such courses are not transferable with any of the articulated courses listed in this guide.
- To articulate new courses, use the guide and forms listed in Appendix A. Refer to Appendix B to find the name of the Articulation Committee member for your institution.

## English for Academic Purposes

Learning English as a second or additional language is an ongoing process that involves a synthesis of core skills and competencies. The core skills are reading, writing, and oral/aural skills. The competencies include study skills, critical thinking, problem solving, and group interaction skills. These skills and competencies are necessary at each level, but become increasingly complex as language proficiency increases. The course outcomes that follow the EAP equivalency guide are meant to be descriptive and inclusive, rather than prescriptive and exclusive. In the course of developing skills and competencies, various types of materials may be employed. Different programs have different goals; for example, at the same level, literature may be emphasized in one program and business preparation in another.

***All participating institutions agree that courses listed in the following grids are equivalent. Students who have successfully completed Level IV of English for Academic Purposes will have the language skills necessary to enter post-secondary level academic, technology, career and vocational programs, including those requiring English 12 prerequisites.*** They will be capable of functioning effectively in formal, extended, unpredictable, and challenging situations typical of the teaching and learning environments at Canadian colleges, vocational institutes, and universities.

Different institutions may have quite distinct programming policies and configurations depending on factors such as demographics, institutional mandates and funding sources. To assess course content, look for equivalent courses in the *Articulation Guide*. To clarify issues such as grade equivalence or skill content of integrated courses, consult with the other institution.

## Equivalency Guide: University Transfer Level

*Note: No correlation with Canadian Language Benchmarks was attempted at this level.*

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
<b>Vancouver Community College</b>				<p><b>English 1101</b> (first year UT English) <i>Literature and Composition</i> with ESL Adjunct, first half 3 university transfer credits 120 hours</p> <p><b>English 1102</b> (first year UT English) <i>Literature and Composition</i> with ESL Adjunct, (second half) 3 university transfer credits 120 hours</p>

## English for Academic Purposes: Level IV

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

**Students who have successfully completed Level IV of English for Academic Purposes will have the language skills necessary to enter post-secondary level academic, technology, career and vocational programs, including those requiring English 12 prerequisites. They will be capable of functioning effectively in formal, extended, unpredictable, and challenging situations typical of the teaching and learning environments at Canadian colleges, vocational institutes, and universities.**

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Alexander College				<b>ENGL 099</b> <i>English for Academic Purposes</i> 140 hours [Effective 2015]
Acsenda School of Management				<b>EAPP 100</b> <i>English for Academic Purposes</i> 100 168 hours
BC Institute of Technology			<b>COMM 0030</b> <i>Speaking and Listening Skills for EAL Students 2</i> 50 hours Effective 2020	<b>COMM 0005</b> <i>Technical English for EAL students</i> 88 hours [Artic. w/ABE English 12]
Camosun College *(See reference documents)	<b>ELD 094</b> <i>Prov. Eng. Lit.</i> [w/092 Artic w/English 094] (3 credits) 70 hours*	<b>ELD 092</b> <i>Prov.Eng.Comp</i> [w/094 Artic w/English 092] (3 credits) 70 hours*		
Note: * ELD 094 and 092 are equivalent to Provincial Grade 12 English				

## English for Academic Purposes: Level IV (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Capilano University				<b>EAP 100</b> <i>English for Academic Purposes 4A +</i> <b>EAP 101</b> <i>English for Academic Purposes 4B</i>  9 credits 180 hours <i>(Previously ESLF 080            College Academic            English Prep. 3</i>
College of the Rockies	<b>ELP 98</b> <i>Academic Skills for College Preparation</i> 135 hours Effective 2020		<b>ELP 95</b> <i>Interactive Communication for College Preparation Skills</i> 90 hours Effective 2020	
Douglas College		<b>ELLA 0330</b> <i>Writing about Global Issues</i> 54 hours  and  <b>ELLA 0340</b> <i>Advancing Academic Accuracy</i> 54 hours  Effective 2019	<b>ELLA 0310</b> <i>Discussing Global Issues</i> 54 hours Effective 2019	<b>*ELLA 0320</b> <i>Understanding Global Issues</i> 54 hours + 22 lab hours <b>*Note: Integrated Skills Listening and Reading</b> Effective 2019

## English for Academic Purposes: Level IV (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>CLB Level Outcomes</b>	<b>CLB 9</b>	<b>CLB 9</b>	<b>Oral CLB 8 Aural CLB 8</b>	
<b>INSTITUTION</b>	<b>READING</b>	<b>WRITING</b>	<b>ORAL/AURAL</b>	<b>INTEGRATED SKILLS</b>
<b>Kwantlen Polytechnic University</b>			<b>ELST 0383</b> 60 hours	<b>ELST 0381</b> <i>Integrated Reading &amp; Writing</i> 120 hours
<b>Langara College</b>				<b>LEAP 7 and 8</b> 224 hours or <b>LEAP 8</b> 84 hours
<b>North Island College</b>	<b>ESL 089</b> <i>College Prep Reading</i> 90 hours	<b>ESL 090</b> <i>College Prep Writing</i> 90 hours		
<b>Okanagan College</b>	<b>EAPR 040</b> <i>Academic Reading Skills 4</i> 80 hours (EAPR 040 & EAPW 040 Artic. With ABE English 12) (Formerly ESLR 062 <i>Advanced Reading Skills for Academic Purposes</i> )	<b>EAPW 040</b> <i>Academic Writing Skills 4</i> 80 hours (EAPR 040 & EAPW 040 Artic. With ABE English 12) (Formerly ESLW 061 <i>Advanced Writing Skills for Academic Purposes</i> )	<b>EAPD 040</b> <i>Academic Discussion Skills 4</i> 80 hours (Formerly ELSE 060 <i>English Essentials</i> )	
<b>Selkirk College</b>	<b>EASL 067</b> <i>College Preparation: Integrated Studies</i> 60 hours	<b>EASL 066</b> <i>College Preparation: Research Writing</i> 60 hours [Effective 2015]	<b>EASL 068</b> <i>College Preparation: Community Outreach</i> 60 hours	



## English for Academic Purposes: Level IV (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Simon Fraser University	(see integrated	skills column	for equivalent)	<b>Culture and Community</b> <i>Low Advanced</i> 48 hours + <b>Listening and Speaking</b> <i>Low Advanced</i> 48 hours + <b>Reading and Writing</b> <i>Low Advanced</i> 48 hours + <b>Applied Grammar</b> <i>Low Advanced</i> 16 hours + <b>Cultural Specialization Course</b> (5 possible subcourses) <i>Low Advanced</i> 32 hours  Effective 2020
Thompson Rivers University	<b>ESAL 0570</b> <i>Academic Reading Skills</i> 52 hours	<b>ESAL 0580</b> <i>Academic Writing</i> 78 hours		
University Canada West				<b>UAC 030</b> <i>Academic English Preparation</i> <i>Advanced</i> 240 hours [Effective 2017]
University of British Columbia	<b>620R</b> <i>Academic Reading</i> 96 hours	<b>620W</b> <i>Academic Writing</i> 96 hours	<b>620SL</b> <i>Academic Speaking &amp; Listening</i> 96 hours	

## English for Academic Purposes: Level IV (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>University of the Fraser Valley</b>	<b>Reading 80</b> <i>Reading Bridge</i> 45 hours (and)  <b>Vocabulary 83</b> <i>Vocabulary Bridge</i> 45 hours	<b>084</b> <i>EAP Writing for Academic Success: University Bridge Level</i> 90 hours <i>(Formerly WG84 Writing + Grammar Bridge)</i>	<b>L 87</b> <i>Listening Bridge</i> 45 hours	
<b>University of Northern British Columbia</b>				<b>ELS 50 + ELS 170</b> <i>University Bridge Program</i> 276 hours
<b>University of Victoria</b>				<b>UAPC</b> <i>College Prep</i> 240 hours
<b>Vancouver Community College</b>	<b>CPEN 0996</b> Reading 78 hours  Or  <b>SESL* 090</b> <i>*Self-Paced Reading</i>	<b>CPEN 0995</b> Writing 78 hours  Or  <b>SESL* 091</b> <i>*Self-Paced Writing</i>	<b>CPEN 0992</b> Oral Skills 78 hours (optional for International Ed students)  <b>Academic Oral Skills 0890</b> (International Education) 120hours  <b>SESL *092</b> <i>*Self-Paced</i>	<b>English 099</b> (0995 Writing, 0996 Reading + 0992 Oral Skills integrated) 360 hours  <b>English 098</b> (Level III) + English 099 (Artic. with Eng 12 + S.11, ABE Prov Dip)  <b>TPE Technical &amp; Professional Eng.</b> Self-Paced (Artic/TPE 12)
	<b>ELSK 0820</b> 120 hours [Effective 2015]		<b>ELSK 0815</b> 120 hours [Effective 2015]	
<b>Vancouver Island University</b>				<b>ESLA 050</b> <i>Modules: short stories/film; Research/Presentations Business Writing Media and Lit. Studies</i> 280 hours

## English for Academic Purposes: Level III

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
BC Institute of Technology				<b>Comm 0004</b> <i>Introduction to BCIT for ESL students</i> 84 hours
Camosun College			<b>ELD 074</b> <i>Academic Communications Skills</i> 70 hours (2 college credits)  <b>ELD 079</b> <i>Advanced Workplace Communications Skills</i> 70 hours	<b>ELD 072</b> <i>Advanced English Reading &amp; Writing</i> 140 hours (3 college credits)
Capilano University				<b>EAP 090</b> <i>English for Academic Purposes 3</i> (Previously <b>ESLF 070</b> <i>College Academic English Prep. 2</i> 12 college credits) 208 hours
College of New Caledonia	<b>ENLA 045</b> <i>EAP 3 Reading</i> 90 hours	<b>ENLA 043</b> <i>EAP 3 Writing &amp; Grammar</i> 90 hours	<b>ENLA 041</b> <i>EAP 3 Listening &amp; Speaking</i> 90 hours	
College of the Rockies			<b>ELP 075</b> <i>Listening/Speaking</i> 151 hours	<b>ELP 070</b> <i>Integrated Reading &amp; Writing</i> 188 hours

## English for Academic Purposes: Level III (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Douglas College		<b>ELLA 0230</b> <i>Writing about Academic Issues</i> 54 hours and <b>ELLA 0240</b> <i>Improving Academic Accuracy</i> 54 hours Effective 2019	<b>ELLA 0210</b> <i>Discussing Academic Issues</i> 54 hours Effective 2019	<b>*ELLA 0220</b> <i>Understanding Academic Issues</i> 54 hours + 22 lab hours <b>*Note: Integrated Skills (Listening and Reading)</b> Effective 2019
Kwantlen Polytechnic University			<b>ELST 0283</b> 60 hours	<b>ELST 0281</b> <i>Integrated Reading &amp; Writing</i> 120 hours
Langara College				<b>LEAP 6</b> 140 hours
North Island College				<b>ESL 052</b> <i>Writing Level 2</i> 135 hours + <b>ESL 055</b> <i>Advanced Speaking + Listening 2</i> 135hours
Okanagan College	<b>EAPR 030</b> <i>Academic Reading Skills 3</i> 80 hours (Formerly ESLR 052 Reading for Academic Purposes)	<b>EAPW 030</b> <i>Academic Writing Skills 3</i> 80 hours (Formerly ESLW 051 Writing for Academic Purposes)	<b>EAPD 030</b> <i>Academic Discussion Skills 3</i> 80 hours (Formerly ESLE 050 English Essentials)	

## English for Academic Purposes: Level III (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
<b>Selkirk College</b>	<b>EASL 057</b> <i>Advanced Reading Literature/Academic/Media</i> 90 hours	<b>EASL 056</b> <i>Advanced College/Technical Writing</i> 60 hours  <b>EASL 055</b> <i>Advanced Grammar Structures</i> 60 hours	<b>EASL 058</b> <i>Advanced Communication – Exploring Issues</i> 60 hours	
<b>Simon Fraser University</b>	(see integrated	skills column	for equivalent)	<b>Reading Skills</b> <i>High Intermediate</i> (32 hours) and <b>Composition</b> <i>High Intermediate</i> (32 hours) and <b>Listening Skills</b> <i>High Intermediate</i> (32 hours) and <b>Oral Skills</b> <i>High Intermediate</i> (32 hours) and <b>Canadian Studies</b> <i>High Intermediate</i> (32 hours) and <b>News Media</b> <i>High Intermediate</i> (32 hours)
<b>Thompson Rivers University</b>	<b>ESAL 0470</b> <i>Advanced Reading &amp; Study Skills</i> 52 hours	<b>ESAL 0480</b> <i>Advanced Composition</i> 52 hours  <b>ESAL 0420</b> <i>Advanced Grammar</i> 52 hours	<b>ESAL 0450</b> <i>Advanced Oral Communication</i> 52 hours	

## English for Academic Purposes: Level III (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
<b>University of the Fraser Valley</b>	<b>070</b> <i>EAP Reading for Academic Success: University Foundation Level</i> 45 hours (and) <b>073</b> <i>Academic Vocabulary: University Foundation Level</i> 45 hours <i>(Formerly R70 Reading 70 Reading Advanced II and V73)</i>	<b>074</b> <i>EAP Writing for Academic Success: University Foundation Level</i> 90 hours <i>(Formerly WG 74 Writing + Grammar Advanced II)</i>	<b>076</b> <i>EAP Academic Interactive Communications: University Foundation Level</i> 45 hours <i>(Formerly S 76 Listening + Speaking Advanced II)</i>	
<b>University of Northern British Columbia</b>				<b>ELS 40</b> 300 hours
<b>University of Victoria</b>				<b>ELPI 570A</b> 240 hours
<b>Vancouver Community College</b>	<b>CPEN 0886</b> Reading 78 hours  Or  <b>SESL 080</b> <i>Self-Paced Reading</i>	<b>CPEN 0885</b> Writing 78 hours  Or  <b>SESL 081</b> <i>Self-Paced Writing</i>	<b>CPEN 0882</b> Oral Skills 78 hours (optional for International Ed students) Or  <b>Academic Oral Skills 0890</b> <i>(International Education.)</i> 120 hours  Or  <b>SESL 082</b> <i>Self-Paced Speaking and Listening</i>	<b>English 098</b> <i>(Writing 0885, Reading 0886 + Oral Skills 0882 integrated)</i> 270 hours  <b>[English 098 (Level III) + English 099 Artic w/ Eng 12]</b>
	<b>ELSK 0720</b> 120 hours <i>[Effective 2015]</i>		<b>ELSK 0715</b> 120 hours <i>[Effective 2015]</i>	

## English for Academic Purposes: Level III (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>CLB Level Outcomes</b>	<b>CLB 8</b>	<b>CLB 8</b>	<b>Oral CLB 7/8 Aural CLB 7/8</b>	
<b>INSTITUTION</b>	<b>READING</b>	<b>WRITING</b>	<b>ORAL/AURAL</b>	<b>INTEGRATED SKILLS</b>
<b>Vancouver Island University</b>				<b>ESLA 040</b> <i>Integrated course w/R/W core and modules</i> 280 hours

## English for Academic Purposes: Level II

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
<b>Capilano University</b>	<b>ESL 078</b> <i>Reading &amp; Vocabulary College Prep (3 college credits) 60 hours</i>	<b>ESL 079</b> <i>Writing College Prep (3 college credits) 60 hours</i>	<b>ESL 071</b> <i>Listening /Speaking College Prep (3 college credits) 60 hours</i>	<b>EAP 080</b> <i>English for Academic Purposes2 (Formerly ESLF 060 College Academic English Prep. 1 15 college credits) 260 hours</i>
<b>College of New Caledonia</b>	<b>ENLA 035</b> <i>EAP 2 Reading 90 hours Effective 2019</i>	<b>ENLA 033</b> <i>EAP 2 Writing 112.5 hours Effective 2019</i>	<b>ENLA 031</b> <i>EAP 2 Listening + Speaking 112.5 hours Effective 2019</i>	
<b>College of the Rockies</b>			<b>ELP 065</b> <i>Listening &amp; Speaking 151 hours</i>	<b>ELP 060</b> <i>Integrated Reading &amp; Writing 188 hours</i>
<b>Douglas College</b>	<b>ELLA 0120</b> <i>Understanding Culture and Communication 54 hours + 22 lab Effective 2020 (Formerly ELLA 0256)</i>	<b>ELLA 0130</b> <i>Writing about Culture and Communication 54 hours Effective 2020</i>  + <i>(Formerly ELLA 0275)</i>  <b>ELLA 0140</b> <i>Developing Academic Accuracy 54 hours Effective 2020</i>	<b>ELLA 0110</b> <i>Discussing Culture and Communication 54 hours Effective 2020 (Formerly ELLA 0255)</i>	



## English for Academic Purposes: Level II (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
<b>Kwantlen Polytechnic University</b>			<b>ELST 0183</b> <i>Oral/Aural</i> 120 hours (6 college credits)	<b>ELST 0181</b> <i>Reading &amp; Writing</i> 120 hours
<b>Langara College</b>				<b>LEAP 5</b> 140 hours
<b>North Island College</b>				<b>ESL 051</b> <i>Writing Level I</i> 135 hours +  <b>ESL 054</b> <i>Advanced Speaking and Listening</i> 135 hours
<b>Okanagan College</b>	<b>EAPR 020</b> <i>Academic Reading Skills 2</i> 80 hours <i>(formerly ESLR 042 Intro. To Reading for Academic Purposes)</i>	<b>EAPW 020</b> <i>Academic Writing Skills 2</i> 80 hours <i>(formerly ESLW 041 Composition Concepts)</i>	<b>EAPD 020</b> <i>Academic Discussion Skills 2</i> 160 hours <i>(formerly ELSE 040 English Essentials)</i>	
<b>Selkirk College</b>	<b>EASL 047</b> <i>Advanced Reading—Contemporary Reading</i> 90 hours	<b>EASL 046</b> <i>Advanced Writing—Paragraphs/ Essays</i> 60 hours  <b>EASL 045</b> <i>Advanced Grammar-Complex Verbs</i> 60 hours	<b>EASL 048</b> <i>Advanced Communications – Developing Discussions</i> 60 hours	

## English for Academic Purposes: Level II (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>CLB Level Outcomes</b>	<b>CLB 7/8</b>	<b>CLB 7</b>	<b>Oral CLB 7 Aural CLB 7</b>	
<b>INSTITUTION</b>	<b>READING</b>	<b>WRITING</b>	<b>ORAL/AURAL</b>	<b>INTEGRATED SKILLS</b>
<b>Simon Fraser University</b>	(See integrated	skills column	for equivalent)	<b>Reading Skills</b> <i>Mid-Intermediate</i> (32 hours) and <b>Composition</b> <i>Mid-Intermediate</i> (32 hours) and <b>Listening Skills</b> <i>Mid-Intermediate</i> (32hours) and <b>Oral Skills</b> <i>Mid-Intermediate</i> (32 hours) and <b>Canadian Studies</b> <i>Mid-Intermediate</i> (32 hours) and <b>News Media</b> <i>Mid-Intermediate</i> (32 hours)
<b>Thompson Rivers University</b>	<b>ESAL 0370</b> <i>Intermediate Reading and Study Skills</i> 52 hours	<b>ESAL 0380</b> <i>Intermediate Composition</i> 52 hours  <b>ESAL 0320</b> <i>Intermediate Grammar</i> 52 hours  <b>ESAL 0340</b> <i>Intermediate Grammar Study</i> 52 hours	<b>ESAL 0350</b> <i>Intermediate Oral Communication</i> 52 hours	
<b>University of British Columbia</b>	<b>420R</b> <i>Academic Reading</i> 96 hours	<b>420W</b> <i>Academic Writing</i> 96 hours		

## English for Academic Purposes: Level II (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>University of the Fraser Valley</b>	<b>068</b> <i>EAP Reading for Academic</i> Success: <i>Advanced Level</i> 90 hours <i>(formerly RV 68 Reading + Vocabulary Advanced I)</i>	<b>064</b> <i>EAP Writing for Academic</i> Success: <i>Advanced Level</i> 90 hours <i>(formerly WG 64 Writing + Grammar Advanced 1)</i>	<b>066</b> <i>EAP Academic Interactive Communications</i> : <i>Advanced Level</i> 45 hours <i>(formerly S 66 Listening + Speaking Advanced 1)</i>	
<b>University of Northern British Columbia</b>				<b>ELS 30</b> 300 hours
<b>University of Victoria</b>				<b>ELPI 490A</b> 240 hours
<b>Vancouver Community College</b>	<b>CPEN 0766 Reading</b> 78 hours  <b>SESL* 060</b> <i>Self-Paced Reading</i>	<b>CPEN 0765 Writing</b> 78 hours  <b>SESL* 061</b> <i>Self-Paced Writing</i>	<b>CPEN 0767 Oral Skills</b> 78 hours  <b>SESL* 062</b> <i>Self-Paced Aural/Oral</i>	<b>English 059</b> 270 hours (consists of Reading 0766, Writing 0765 and Oral Skills 0767)
	<b>ELSK 0620</b> 120 hours [Effective 2015]		<b>ELSK 0615</b> 120 hours [Effective 2015]	
<b>Vancouver Island University</b>				<b>ESLA 030</b> <i>Integrated Reading/Writing Core w/modules</i> 280 hours

## English for Academic Purposes: Level I

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

CLB Level Outcomes	CLB 6/7	CLB 5/6	Oral CLB 5/6 Aural CLB 5/6	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Capilano University				<b>EAP 070</b> <i>English for Academic Purposes</i>  (Previously <b>ESLF 050</b> <i>English Language Foundations 2</i> 15 college credits) 260 hours
College of New Caledonia	<b>ENLA 025</b> <i>EAP 1</i> <i>Reading</i> 90 hours Effective 2019	<b>ENLA 023</b> <i>EAP 1</i> <i>Writing</i> 112.5 hours Effective 2019	<b>ENLA 021</b> <i>EAP 1</i> <i>Listening + Speaking</i> 112.5 hours Effective 2019	
College of the Rockies			<b>ELP 055</b> <i>Speaking/Listening</i> 151 hours	<b>ELP 050</b> Integrated Reading & Writing 188 hours
Douglas College	<b>ELLA 0012</b> <i>Lower Intermediate Reading</i> 54 hours  Effective 2020  (Formerly <i>ELLA 0165</i> )	<b>ELLA 0175</b> <i>Lower Intermediate Writing and Grammar</i> 54 hours  Effective 2020  (Formerly <i>ELLA 0175</i> )	<b>ELLA 0145</b> <i>Lower Intermediate Listening</i> 54 hours  Effective 2020  (Formerly <i>ELLA 0145</i> )  <b>ELLA 0010</b> <i>Lower Intermediate Speaking and Pronunciation</i> 54 hours + 28 lab = 72 Effective 2020  (Formerly <i>EASL 0155</i> )	

## English for Academic Purposes: Level 1 (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>Kwantlen Polytechnic University</b>			<b>ELST 0043</b> <i>Foundations Listening/Speaking</i> 120 hours	<b>ELST 0041</b> <i>Foundations Reading/Writing</i> 120 hours
<b>Langara College</b>				<b>LEAP 3 + LEAP 4</b> 280 hours  Effective 2020  or  <b>LEAP 4</b> 140 hours
<b>Okanagan College</b>	<b>EAPR 010</b> <i>Academic Reading Skills 1</i> 80 hours (Formerly EAPR 012 Academic Reading Skills I)	<b>EAPW 010</b> <i>Academic Writing Skills 1</i> 80 hours	<b>EAPD 010</b> <i>Academic Discussion Skills I</i> 160 hours	
<b>Selkirk College</b>	<b>EASL 037</b> <i>Intermediate Reading— Current Ideas</i> 90 hours	<b>EASL 036</b> <i>Intermediate Writing— Expressing Ideas</i> 60 hours  <b>EASL 035</b> <i>Intermediate Grammar— Structures</i> 75 hours	<b>EASL 038</b> <i>Intermediate Communications Expressing Opinions</i> 60 hours	

## English for Academic Purposes: Level 1 (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>CLB Level Outcomes</b>	<b>CLB 6/7</b>	<b>CLB 5/6</b>	<b>Oral CLB 5/6 Aural CLB 5/6</b>	
<b>INSTITUTION</b>	<b>READING</b>	<b>WRITING</b>	<b>ORAL/AURAL</b>	<b>INTEGRATED SKILLS</b>
<b>Thompson Rivers University</b>	<b>ESAL 0270</b> <i>Pre-Intermediate Reading Skills</i> 52 hours	<b>ESAL 0280</b> <i>Pre-Intermediate Writing Skills</i> 52 hours  <b>ESAL 0220</b> <i>Pre-Intermediate Grammar</i> 52 hours	<b>ESAL 0250</b> <i>Pre-Intermediate Oral Skills</i> 52 hours	<b>ESAL 0230</b> <i>Pre-Intermediate Language Skills</i> 52 hours
<b>University of the Fraser Valley</b>	<b>058</b> <i>EAP Reading for Academic Success: High Intermediate Level</i>  90 hours (formerly RV 58 Reading _ Vocabulary Intermediate II)	<b>054</b> <i>EAP Writing for Academic Success: High Intermediate Level</i>  90 hours (formerly WG 54 Writing + Grammar Intermediate II)	<b>056</b> <i>EAP Academic Interactive Communications: High Intermediate Level</i> 45 hours (formerly S 56 Listening +Speaking Intermediate II)	
<b>University of Northern British Columbia</b>				<b>ELS 20</b> <i>English Language Studies</i> 300 hours
<b>University of Victoria</b>				<b>ELPI 410</b> 240 hours

## English for Academic Purposes: Level 1 (cont.)

*N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks. All participating institutions agree that courses listed in the following grids are equivalent.*

<b>Vancouver Community College</b>	<b>EASL 0661</b> <i>Reading Lower Advanced</i> 156 hours (and)  <b>EASL 0671</b> <i>Reading Upper Advanced</i> 156 hours (or)  <b>SESL 050</b> <i>Self-Paced Reading</i>	<b>EASL 0662</b> <i>Writing Lower Advanced</i> 156 hours (and)  <b>EASL 0672</b> <i>Writing Upper Advanced</i> 120 hours (or)  <b>CPEN 0755</b> (or)  <b>SESL 051</b> <i>Self-Paced Writing</i>	<b>EASL 0663</b> <i>Listening and Speaking- Lower Adv.</i> 156 Hours (and)  <b>EASL 0673</b> <i>Listening and Speaking- Lower Adv.</i> 156 Hours (or)  <b>SESL 052</b> <i>Self-Paced Speaking and Listening</i>	<b>EASL 0660</b> <i>Lower Advanced (and)</i>  <b>EASL 0670</b> <i>Upper Advanced</i> 156 or 312 hours
	<b>ELSK 0520</b> 120 hours [Effective 2015]		<b>ELSK 0515</b> 120 hours [Effective 2015]	
<b>Vancouver Island University</b>				<b>ESLA 120</b> <i>Intermediate II core courses</i> 336 hours

## English for Academic Purposes: Miscellaneous Adjunct and Elective Courses and Integrated Programs

(neither articulated, nor correlated to the CLB)

<b>INSTITUTION</b>	<b>COURSE</b>	<b>TITLE</b>	<b>HOURS</b>
<b>BC Institute of Technology</b>	Comm 0003	Writing, Speaking, Listening & Reading for Technical Communication for EAL students	84
	Comm 0016	Technology Entry with ELT (support for Comm 007)	45
	Comm 0071	Foundations of Business and Technical English for ESL students	45
<b>College of New Caledonia</b>	ENLA 011	EAP Prep Listening and Speaking	112.5
	ENLA 013	EAP Prep Writing	112.5
	ENLA 015	EAP Prep Reading	90
	ENLA 086	IELTS Prep Course	45
<b>Camosun College</b>	ELD 075	Grammar for Composition (2 credits)	42
	ELD 076	Understanding Lectures (2 credits)	42
	ELD 077	English Pronunciation (2 credits)	42
	ELD 078	Vocabulary for Academic Study (2 credits)	42
<b>Capilano University</b>	ESL 062	Advanced Listening & Speaking for Business	60
	ESL 067	Advanced Reading & Vocabulary for Business	60
	ESL 076	TOEFL Level I	60
	ESL 086	TOEFL Level II	60
	ESL 072	College Prep Listening & Speaking for Business	60



<b>INSTITUTION</b>	<b>COURSE</b>	<b>TITLE</b>	<b>HOURS</b>
<b>Kwantlen Polytechnic University</b>	ELST 0063	Intercultural awareness	60
	ELST 0064	Introduction to Canada	60
	ELST 0061	Pronunciation	60
	ELST 0261	Advanced Pronunciation	60
	ELST 0262	Grammar II	60
<b>Okanagan College</b>	ENGL 110	Adjunct	64
<b>Selkirk College</b>	TOFL 051	Standardized Test Preparation	30
	EASL 091A	Music and Pronunciation	30
	EASL 091C	Movies and Discussions	30
	EASL 091E	Theater	30
	EASL 092A	Volunteer Internship	30
	EASL 092B	Community Adventures	30
	EASL 092C	Canadian Studies	30
	EASL 092D	Leadership	30
	EASL 092E	Newspaper	30
	EASL 093A	Academic Preparation	30
	EASL 093B	Speaking Professionally	30
	EASL 093D	Teaching and Learning Languages	30
	EASL 093E	Independent Projects	30
	EASL 094A	Global Cooking	30
	EASL 094C	Outdoor Recreation	30
	EASL 094D	Nature Studies	30
	EASL 095A	Partnership	30
	EASL 095B	Pronunciation	30
	EASL 095C	Debates and Dialogue	30
EASL 095D	Global Discussions	30	
EASL 095E	Business Idioms		

<b>INSTITUTION</b>	<b>COURSE</b>	<b>TITLE</b>	<b>HOURS</b>
<b>Thompson Rivers University</b>	CESL 080	English for International Marketing	70
	CESL 081	Language through Activity	70
	CESL 082	Intermediate Listening Skills	56
	CESL 084	Success in Canadian Academic Culture	70
	CESL 086	ESL on the Internet	70
	CESL 088	Intermediate Pronunciation	70
	CESL 089	Canadian Studies	56
	CESL 092	Advanced Listening Skills	56
	CESL 093	Grammar	70
	CESL 094	Preparation for TOEFL	70
	CESL 095	Business Communication	140
	CESL 096	Vocabulary for Academic English	70
	CESL 097	ESL and Drama	70
	CESL 098	Pronunciation	70
CESL 099	Canadian Studies		
<b>TRU – Open Learning</b>	Tutoring	Integrated L, S, R, W Levels I & 2	
<b>University of British Columbia</b>	4/515 E	TOEFL Preparation	96
	400 G	Grammar	96
	4/515E	Cambridge Preparation	96
	510P	Pronunciation	96
<b>University of the Fraser Valley</b>	P45	Intermediate Pronunciation	45
	P55	Phonics	45
	P65	Advanced Pronunciation	45
	T85	TOEFL Preparation	45
	ESL FLM	Film	45
	075	Foundations of English for Business <i>(Formerly BU75, Pre-University Business English)</i>	45
<b>Vancouver Community College</b>	G&M 752	Grammar and Meaning	64
	TOEFL Skills 750	CBT TOEFL Score Improvement	64
	P&C 751	Pronunciation and Communication Skills	64

*Note:* Most institutions offer a changing array of short courses and workshops, many of which are not included on this list.

## English for Academic Purposes – Course Outcomes for Listening Subskills

### Listening IV

#### Performance Conditions

##### Features and characteristics of materials at this level include:

- A. a wide variety of situations and academic discourse (e.g., conversations, discussions, instructions, presentations, videos, speeches, and/or lectures).
- B. natural rate of speech.
- C. extended length.
- D. academic topics, some of which may be unfamiliar.
- E. unfamiliar and low frequency vocabulary.
- F. a variety of broadcast media (e.g., radio, television, film, and internet resources).
- G. abstract, theoretical, and philosophical ideas.
- H. an almost full range of both common and higher level grammatical, transitional, and sentence structures.
- I. a range of vocabulary, idioms, colloquial expressions, and technical terminology.

#### Learning Outcomes

##### Within the performance conditions above, by the end of this level, the learner will be able to:

1. demonstrate comprehension of listening material by successfully completing level-appropriate tasks that require description, discussion, explanation, categorization of ideas and details, paraphrasing, giving of examples, outlining, comparing, and/or contrasting.
2. identify major and minor points and rhetorical patterns in discourse.
3. distinguish between formal and informal register, style, attitude, and purpose in speech.
4. demonstrate an understanding of most social or study situations typical of an academic environment.
5. interpret long, detailed instructions and directions for academic tasks.
6. use critical thinking skills to formulate conclusions and opinions in level-appropriate contexts.
7. apply note-taking strategies.

## Listening III

### Performance Conditions

#### Features and characteristics of materials at this level include:

- A. a wide variety of situations, including academic discourse (e.g., conversations, discussions, instructions, presentations, videos, speeches, and/or lectures).
- B. natural speech with a varied rate of delivery.
- C. moderate to extended length.
- D. general academic topics.
- E. unfamiliar and low frequency vocabulary.
- F. a variety of broadcast media (e.g., radio, television, film, and internet resources).
- G. familiar and somewhat unfamiliar abstract topics.
- H. a range of common and some higher level grammatical, transitional, and sentence structures.
- I. some dependence on repetition and/or clarification.
- J. a range of idiomatic, abstract, technical, and conceptual language.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

- 1. demonstrate comprehension of listening material by successfully completing level-appropriate tasks that require description, discussion, explanation, categorization of ideas and details, paraphrasing, giving of examples, outlining, comparing, and/or contrasting.
- 2. identify main ideas and supporting details and rhetorical patterns.
- 3. distinguish between formal and informal register, style, attitude, and purpose in speech.
- 4. recognize order of clues to infer directions and instructions.
- 5. use critical thinking skills to formulate conclusions and opinions in level-appropriate contexts.
- 6. apply note-taking strategies.

## Listening II

### Performance Conditions

#### Features and characteristics of materials at this level include:

- A. a variety of modified oral discourse or authentic oral discourse (e.g., short talks/lectures, songs, CBC news, instructions, videos, conversations, presentations, and discussions).
- B. natural speech with a varied rate and some modified delivery.
- C. short to moderate length.
- D. general topics.
- E. variety of broadcast media (e.g., radio, television, film, and internet resources).
- F. familiar topics.
- G. a developing range of common grammatical, transitional, and sentence structures.
- H. some dependence on repetition and/or clarification.
- I. sufficient concrete and abstract vocabulary, idioms, expressions, and technical/conceptual language.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

1. demonstrate comprehension of listening material by successfully completing level-appropriate tasks that require description, discussion, some explanation, categorization of ideas and details, introductory paraphrasing, giving of examples, outlining, comparing, and/or contrasting.
2. identify main ideas and supporting details in keywords.
3. distinguish between formal and informal register in speech with some effectiveness.
4. recognize order and sequence of steps to comprehend directions and instructions.
5. use critical thinking skills to formulate conclusions and opinions in level-appropriate contexts.
6. apply note-taking strategies.

## Listening I

### Performance Conditions

#### Features and characteristics of materials at this level include:

- A. a variety of modified oral discourse (e.g., conversations, presentations, and discussions).
- B. natural speech with a varied rate and modified delivery.
- C. short to moderate length.
- D. general topics.
- E. a variety of broadcast media (e.g., radio, television, film, and internet resources).
- F. familiar topics/context.
- G. a developing range of basic grammatical, transitional, and sentence structures.
- H. dependence on repetition and/or clarification.
- I. sufficient vocabulary for the classroom.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

1. demonstrate an understanding of the gist of discourse.
2. demonstrate comprehension of listening material by successfully completing level-appropriate tasks that require some description, limited discussion, some explanation, categorization of ideas and details, giving of examples, outlining, comparing, and/or contrasting.
3. begin to identify main ideas and supporting details in key words.
4. begin to distinguish between formal and informal register in speech.
5. use short aural instructions to complete a task.
6. use critical thinking skills to formulate conclusions and opinions in level-appropriate contexts.
7. apply basic note-taking to identify main ideas and some details.

## English for Academic Purposes – Course Outcomes for Speaking Subskills

### Speaking IV

#### Performance Conditions

##### Parameters at this level include:

- A. interactions of an extended length of time (e.g., maintain or extend an exchange).
- B. presentations of an extended length of time (per speaker) which may include appropriate visual aids.
- C. a variety of complex academic activities, situations or purposes (e.g., group work, discussions, debates, seminars, and meetings).
- D. multiple participants.
- E. academic topics, subjects or environments.
- F. formal and informal situations.
- G. fluent speech with few major errors (errors may possibly impede communication of complex details, but not of main ideas).

#### Learning Outcomes

##### Within the performance conditions above, by the end of this level, the learner will be able to:

1. give a clear and well-organized presentation that includes information accessed and evaluated for use from online and/or print reference sources.
2. paraphrase and summarize sources orally and use citation practices appropriate for visual presentations.
3. respond to questions and feedback.
4. demonstrate level-appropriate use of conversation management skills (e.g., body language, timing, spatial relationships, turn-taking, eye contact).
5. use learned vocabulary, idioms, and colloquial expressions.
6. use specific vocabulary contextually with manipulation of tone, nuance, and register.
7. express critical thought appropriately.
8. use a wide variety of tenses and complex structures appropriately.
9. produce speech that is almost always comprehensible with accurate use of common patterns of intonation, linking, words stress, and sentence stress.

## Speaking III

### Performance Conditions

#### Parameters at this level include:

- A. interactions of a longer length of time (e.g., maintain or extend an exchange).
- B. presentations of longer lengths of time (per speaker), which may include some visual aids.
- C. a variety of increasingly complex academic activities, situations or purposes (e.g., group work, discussions, and debates).
- D. multiple participants.
- E. an expanded range of academic topics/subjects.
- F. an expanded range of familiar topics and an expanding range of less familiar topics.
- G. some formal and informal situations.
- H. limited rewording or rephrasing to clarify meaning.
- I. mostly fluent speech despite recurrent noticeable errors (errors may possibly impede communication of details, but not of main ideas).

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

1. give a clear and well-organized presentation that may include information accessed and chosen for use from online and/or print reference sources.
2. with some guidance, paraphrase and summarize sources orally, and use citation practices appropriate for visual presentations.
3. respond to questions and feedback.
4. demonstrate the level-appropriate use of a range of conversation management skills (e.g., body language, timing, spatial relationships, turn-taking, eye contact).
5. express critical thought appropriately.
6. use learned vocabulary, idioms, and colloquial expressions.
7. use specific vocabulary contextually demonstrating the difference between formal and informal language.
8. use a variety of tenses and complex structures.
9. produce speech that is mostly comprehensible with mostly accurate use of common patterns of intonation, linking, words stress, and sentence stress.



## Speaking II

### Performance Conditions

#### Parameters at this level include:

- A. interactions of a moderate length of time (e.g., maintain or extend an exchange).
- B. presentations of a moderate length of time (per speaker), which may include the use of visual aids.
- C. a variety of academic activities, situations or purposes (e.g., group work, discussions, and roleplays).
- D. multiple participants.
- E. a basic to expanding range of academic topics or subjects.
- F. less routine social contexts.
- G. an expanding range of familiar and some less familiar topics.
- H. some rewording or rephrasing to clarify meaning.
- I. generally fluent speech despite regular, noticeable errors (errors do not impede communication of basic main ideas and simple details).

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

1. give a presentation with a clear introduction, body, and conclusion. Outside sources of information (online and/or print) may be used; if used, sources should be indicated.
2. respond to questions and feedback.
3. demonstrate level appropriate use of (basic) conversation management skills (e.g., body language, timing, spatial relationships, turn-taking, eye contact).
4. use learned vocabulary, idioms, and expressions.
5. use specific vocabulary in a wide variety of common contexts.
6. use a variety of tenses and complex structures.
7. produce speech that is usually comprehensible (with increasingly developed use of common patterns of intonation, linking, words stress, and sentence stress).

## Speaking I

### Performance Conditions

#### Parameters at this level include:

- A. interactions of a shorter length of time (e.g., maintain a short exchange).
- B. presentations of a shorter length of time (per speaker) with little or no use of visual aids.
- C. a variety of activities, situations or purposes (e.g., group and pair work, discussions, and role plays).
- D. multiple participants.
- E. defined topics or subjects (e.g., personal, familiar, social).
- F. every day social interactions (e.g., daily conversations).
- G. an expanding range of familiar and some less familiar topics.
- H. frequent self-correction and/or rewording or rephrasing.
- I. speech with some fluency despite frequent, noticeable errors (errors do not impede communication of basic main ideas).

### Learning Outcomes

#### Within the performance conditions above, by the end of this level, the learner will be able to:

1. give a presentation with a clear introduction, body, and conclusion. Outside sources are not required; if used, sources should be indicated.
2. with some prompting, respond to questions and feedback.
3. demonstrate the level-appropriate use of some basic conversation management skills (e.g., body language, timing, spatial relationships, turn-taking, eye contact).
4. use learned vocabulary and idiomatic expressions.
5. use specific vocabulary in common contexts.
6. demonstrate control over simple tenses and simple and compound sentence structures, and start to use some complex structures.
7. produce speech that is generally comprehensible with a developing use of common patterns of intonation, linking, words stress, and sentence stress.

## English for Academic Purposes – Course Outcomes for Reading Subskills

### EAP Reading IV

#### Performance Conditions

##### Texts at this level include:

- A. a wide variety of mostly authentic, complex reading material (e.g., academic writing, technical manuals, research papers, journal articles, formal and informal reports).
- B. reading material that may be somewhat simplified with respect to vocabulary, phrasing, and sentence structures while retaining the complexity of thought typical in reading material for first year post-secondary study.
- C. lengthy texts.
- D. concrete, abstract, conceptual academic or technical topics in some unfamiliar contexts.
- E. complex formatted texts such as charts, graphs and diagrams.
- F. complex instructions for specialized tasks.
- G. an almost full range of grammatical, transition, and syntactic structures.
- H. a wide variety of conceptual and symbolic vocabulary and phrasing and high frequency idiomatic expressions introduced in class.
- I. level-appropriate literary writing.

#### Learning Outcomes

##### Within the performance conditions above, by the end of EAP Reading Level IV learners will be able to:

1. demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
2. analyze texts to discern major and minor points, discourse patterns, style, rhetorical devices, attitude, writer's purpose and bias, facts, and opinions.
3. make inferences and discern implied meanings independently.
4. respond to readings by expressing and supporting critical thought.
5. Identify major contradictions, inconsistencies, inaccuracies, incompleteness, and/or faulty reasoning within a reading text or a specified part of text.
6. select relevant materials and information for research purposes from a variety of sources (e.g., library print and online collections, electronic data bases, Internet sources, print and electronic media, interviews, and personal knowledge) which may include print or online materials provided by the instructor.
7. use context (including source, author information, and current themes, events, concerns, and perspectives), title, headings and format to predict and determine information about a text.
8. take effective study notes from readings that show recognition of main and supporting ideas and of important specific information.
9. adjust reading rate and reading strategies (e.g., preview, survey, skim, scan, search) according to the complexity of material and purpose for reading.
10. summarize longer texts and paraphrase parts of texts.
11. apply decoding skills to unfamiliar, low frequency words and expressions.
12. understand English definitions and explanations for unfamiliar words and phrases almost all the time (relying only occasionally on bilingual print material or bilingual oral, print, or electronic sources).
13. follow complex instructions for specialized tasks even where sequence or order must be inferred.
14. interpret information contained in complex formatted texts such as charts, graphs and diagrams.
15. recognize common literary devices and elements in a variety of literary genres.

## EAP Reading III

### Performance Conditions

#### Texts at this level include:

- A. a variety of moderately complex, authentic and simplified material (e.g., academic writing, technical manuals, short research papers, journal articles, formal and informal reports).
- B. texts of moderate length.
- C. concrete or abstract academic or technical topics in less familiar contexts.
- D. moderately complex formatted texts (e.g., tables, graphs, and diagrams).
- E. instructions for more specialized tasks.
- F. a wide range of complex and low frequency grammatical, transition, and syntactic structures.
- G. a range of content words, idiomatic expressions, phrasing, and some abstract, symbolic and technical language introduced in class.
- H. level-appropriate literary writing.

### Learning Outcomes

#### Within the performance conditions above, by the end of EAP Reading Level III learners will be able to:

1. demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
2. analyze sections of texts to identify major and minor supporting points, transitions, discourse patterns, bias, tone, purpose and audience, fact and opinion.
3. make inferences and discern implied meanings independently with increasing accuracy.
4. select reading materials of interest or relevant to an assigned task, using library resources and other sources of print media including instructor-provided materials and suggested electronic media.
5. use context (including source and author information), title, headings and format to predict and determine information about a text.
6. Identify appropriate resources and use standard reference materials (e.g., dictionaries, encyclopedias, catalogues, manuals, databases, Internet sites) to clarify terms or concepts from reading.
7. make useful study notes from readings that show recognition of most main and supporting ideas and of important specific information.
8. adjust reading rate and reading strategies (e.g., preview, skim, scan, search) according to the complexity of material and purpose for reading.
9. use a range of decoding strategies and context clues to determine meanings of unfamiliar and/or technical terms.
10. understand English definitions and explanations for unfamiliar words and phrases most of the time (relying only sometimes on bilingual print material or bilingual oral, print, or electronic sources).
11. compare and contrast the opinions or ideas of two or more writers on similar topics.
12. follow instructions for more specialized tasks even where sequence or order must be inferred.
13. locate and interpret information contained in moderately complex formatted texts such as forms, tables, graphs, schedules, and course calendars.

## EAP Reading II

### Performance Conditions

#### Texts at this level include:

- A. authentic texts and/or simplified materials (e.g., newspaper and magazine articles, manuals, forms, tables, short stories and novels).
- B. short to medium length.
- C. less familiar topics and contexts.
- D. simple formatted texts such as maps, diagrams, tables, and timelines.
- E. instructions for common tasks.
- F. a variety of high frequency grammatical, transition, and syntactic structures.
- G. mainly high frequency content words, common expressions, phrasing, and idioms introduced in class (may contain some low frequency idioms or abstract terms).

### Learning Outcomes

#### Within the performance conditions above, by the end of EAP Reading Level II learners will be able to:

1. demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
2. analyze sections of texts to discern main ideas, supporting details, fact and opinion, purpose and meaning.
3. make inferences with some accuracy.
4. use a variety of suggested or provided resources to get information (e.g., library catalogues, simple databases, handbooks, Internet sites).
5. use context, title, headings and format to predict and determine information about a text.
6. adjust reading rate according to task (skimming and scanning a variety of passages, including visually complex texts, to find general and specific information).
7. use strategies such as detailed outlines and graphic organizers to illustrate the organization and content of texts.
8. demonstrate comprehension of reading passages despite some ambiguity (e.g., low frequency idioms, abstract terms, or culturally-dependent references).
9. use the decoding strategies of context clues and recognition of affixes and roots to understand unfamiliar vocabulary.
10. understand somewhat modified or simplified English definitions and explanations for unfamiliar words and phrases much of the time (rather than relying only on bilingual print material or on definitions or explanations from first language oral, print, or electronic sources).
11. support opinions (about information or ideas presented in a text) based on personal experience and information from other text sources.
12. follow a set of instructions for common tasks even when steps are not listed in order.
13. locate and interpret information contained in simple formatted texts such as maps, diagrams, tables, and timelines.

## EAP Reading I

### Performance Conditions

#### **Texts at this level include:**

- A. simplified materials of various types.
- B. mainly short readings.
- C. familiar or general topics and contexts.
- D. basic formatted texts such as maps, tables and charts.
- E. clear instructions for basic concrete tasks.
- F. a variety of high frequency grammatical, transition, and syntactic structures.
- G. high frequency word and common expressions, basic content words, phrasing and idioms introduced in class.

### Learning Outcomes

#### **Within the performance conditions above, by the end of EAP Reading Level I learners will be able to:**

1. demonstrate comprehension of reading material by successfully completing level-appropriate tasks within the cognitive domain that require learners to describe, discuss, explain, categorize ideas and details, paraphrase, give examples, outline, compare, or contrast.
2. identify the gist of longer passages.
3. analyze sections of texts to identify key words, main ideas and supporting ideas or details.
4. make inferences with limited accuracy and effectiveness.
5. use context, title, headings, pictures and format to make predictions about the information and content of a text that are correct most of the time.
6. adjust reading rate according to task (skimming and scanning to find general and specific information).
7. use strategies such as basic outlines and graphic organizers to illustrate the organization and content of texts.
8. use context to guess some unfamiliar words and discern high frequency patterns and sound/symbol relationships.
9. understand modified or simplified English definitions and explanations for unfamiliar words and phrases some of the time (rather than relying exclusively on definitions and explanations from first language oral, print, or electronic source).
10. support personal opinions (about information or ideas presented in a text) based on personal experience.
11. follow a set of clear Instructions for basic concrete tasks.
12. locate and interpret information in basic formatted texts such as maps, tables and charts.

## English for Academic Purposes – Course Outcomes for Writing Subskills

### Writing IV

#### Performance Conditions

##### Writing tasks at this level include:

- A. concrete, abstract, or theoretical topics.
- B. various formatted compositions (e.g., reports, reviews, summaries, literary reviews) for academic purposes.
- C. extended length essays (minimum 5-8 paragraphs) with source documentation.
- D. persuasion, argument, or expository development that incorporates other development types (e.g., contrast, classification, narration).
- E. timed writing.

#### Learning Outcomes

##### Within the performance conditions above, by the end of this level students will be able to:

1. use a wide variety of pre-writing and planning techniques (free writing, outlining, graphic organizers, etc.).
2. edit composition drafts to significantly decrease errors related to grammar, mechanics, language (e.g., vocabulary, word form, or phrasing) and sentence structure).
3. revise composition drafts to improve clarity of expression, transitional structures, cohesion, organization and sequence, statement of main ideas, use of support details, logical thought, objectivity, tone and formality, and other writing features appropriate for the purpose of the composition.
4. with some guidance, use stylistically appropriate advanced level grammatical structures (reduced clauses, passive forms, conditional forms, noun phrases, etc.) with a variety of simple, compound, and complex sentence structures.
5. with some guidance, use a variety of vocabulary and phrasing consistently appropriate to the formality level, subject area, topic, and task.
6. with some guidance, write formatted compositions that present, explain, respond to, or defend a viewpoint and that include one or more opposing views using techniques such as objective analysis, logical reasoning, concession, refutation, and/or rebuttal
7. with some guidance, write formatted expository compositions that accurately and concisely summarize, report, or explain an event or viewpoint.
8. with some guidance, write essays with a clear, crafted thesis statement (within a leading introduction paragraph), fully detailed support paragraphs, and a conclusion paragraph in response to a writing task that requires the selection and organization of information, adherence to an appropriate style guide, specific formatting requirements, and source documentation (in-text citations and references). Selection of information may be from independently sourced print and/or online material or a provided variety of print materials and/or suggested online material.
9. incorporate quotations and paraphrases effectively into writing and use appropriate citation practices for each.
10. incorporate chosen sources into writing that are appropriate and relevant.
11. write accurate and concise paraphrases and summaries of sources that are lexically and structurally complex.
12. write essays with an appropriate balance of original writing and documented source writing.
13. within specific time restraints, plan, draft, and write well organized and well-written compositions (including 5-7 paragraph compositions) in response to given topics suitable for this level.

## Writing III

### Performance Conditions

#### Writing tasks at this level include:

- A. concrete or somewhat abstract or theoretical topics.
- B. short compositions (paragraph and multi-paragraph) for academic purposes (e.g., summaries, responses).
- C. short essays (minimum 3-7 paragraphs) with basic source documentation.
- D. expository, persuasive, or simple argument development that may incorporate various other development types (e.g., comparison, classification, contrast, description).
- E. timed writing.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level students will be able to:

1. use pre-writing and planning techniques (free writing, outlines, graphic organizers, etc.).
2. edit composition drafts to significantly decrease the number of errors related to grammar, mechanics, language (e.g., vocabulary, word form, or phrasing) and sentence structure.
3. revise composition drafts to improve clarity of expression, organization, selection and use of transitions, statements of main ideas, use of support details, and formality.
4. with some guidance, use more complex grammatical structures (some types of reduced clauses, more common passive forms, more common conditional forms, etc.) with simple, compound, and complex sentences.
5. with some guidance use vocabulary and phrasing appropriate to the formality level, subject area, topic, and task.
6. with guidance, write formatted compositions that rationally and reasonably present, explain, argue, or persuade for a viewpoint and that include some acknowledgment of possible opposing views.
7. with some guidance, write formatted expository compositions that accurately summarize, report, or explain an event or viewpoint.
8. with some guidance, write shorter length essays that incorporate an introduction (leading to a clear thesis statement), somewhat detailed paragraphs, and a conclusion paragraph. The writing task requires the selection and organization of information, adherence to a basic style guide, some specific formatting requirements, and basic source documentation (in-text citations and references). Selection of information may include some independently sourced print and/or online material or be only from a provided variety of print materials and/or suggested online material.
9. write accurate and concise paraphrases and summaries of sources that are moderately complex in vocabulary, phrasing, and structure.
10. incorporate quotations and paraphrases capably into writing using basic techniques to introduce and/or comment on the source material.
11. use appropriate citation practices for quotations and paraphrases originating from simple, straightforward sources (e.g., secondary sources, single authors).
12. within specific time restraints, plan, draft, and write well organized and well-written longer paragraph and short essay compositions in response to given topics suitable for this level.



## Writing II

### Performance Conditions

#### Writing tasks at this level include:

- A. concrete, less familiar, or introduced topics.
- B. longer expository paragraph compositions (minimum 8-12 sentences).
- C. basic multi-paragraph compositions (minimum 3-5 paragraphs).
- D. various development styles (e.g., chronological process, description, reason and example, contrast).
- E. timed writing.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level students will be able to:

1. use a number of pre-writing and planning techniques (free writing, outlining, brainstorming, etc.)
2. edit composition drafts to significantly decrease the number of errors related to grammar, mechanics, language (e.g., vocabulary, word form, or phrasing) and sentence structure.
3. revise composition drafts to improve organization, topic sentences, use of transitions, use of support details, purpose, and formality.
4. use basic and some advanced complex sentence patterns as well as an expanding range of simple and compound patterns.
5. with some guidance, use grammatical structures required for the writing topics and paragraph development styles at this level.
6. with some guidance use vocabulary and phrasing appropriate to the formality level, topic, and task.
7. write longer paragraph compositions with clear topic sentences, major supports with some details, and conclusion sentences.
8. write basic multi-paragraph compositions with a thesis statement contained in an introduction paragraph, clear support paragraphs (with both major details and some minor support details), and a conclusion paragraph.
9. use both personal experience and information from other sources (e.g., course textbooks, instructor-provided short articles) to develop assigned academic topics clearly and objectively.
10. incorporate both direct speech and reported speech into task appropriate writing (e.g., narrative writing, report writing).
11. within specific time restraints, plan, draft, and write well organized and well-written compositions in response to given topics suitable for this level.

## Writing I

### Performance Conditions

#### Writing tasks at this level include:

- A. familiar or concrete topics.
- B. descriptive, narrative, or basic expository development.
- C. short paragraph compositions (minimum 8 sentences).
- D. timed writing.

### Learning Outcomes

#### Within the performance conditions above, by the end of this level students will be able to:

1. use a limited number of simple pre-writing and planning techniques (e.g., free writing, basic outlines, brainstorming).
2. edit composition drafts to significantly decrease the number of errors related to grammar, mechanics, language (e.g., vocabulary, word form, or phrasing) and sentence structure.
3. with some guidance, revise drafts of compositions to improve organization, topic sentences, basic use of transitions, use of support details, and purpose.
4. write short paragraph compositions with clear topic sentences, major supports with some details, and conclusion sentences.
5. use very basic complex sentence patterns (e.g., most adverb clauses and simple adjective clauses with “that” and “who”) as well as simple and compound patterns.
6. with some guidance, use grammatical structures required for the writing topics and paragraph development styles at this level.
7. with some guidance use vocabulary and phrasing appropriate to the topic and task.
8. use personal experience to write compositions that are clearly explained, well organized, and incorporate basic elements of critical thinking (e.g., cause and effect, objective viewpoint).
9. incorporate short, simple direct speech patterns and reported speech patterns into writing.
10. within specific time restraints, plan, draft, and write well organized and well-written compositions in response to given topics suitable for this level.
11. use a variety of writing strategies in a sustained passage to improve fluency (e.g., journal writing).
12. complete functional writing tasks to meet personal and academic needs.

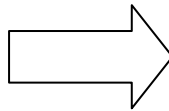
## English for Access

English for Access courses provide students with the language and socio-cultural competencies to function and participate effectively in Canadian society and international contexts. This is often their initial experience of learning English in Canada.

Access programs include a wide variety of courses teaching a comprehensive range of language and adaptive skills that span a range of levels commonly designated as pre-beginner to post-advanced. For articulation purposes, the levels are designated **Access Levels 1 to 8**. This numbering system is aligned with the levels of the Canadian Language Benchmarks outlined in *Canadian Language Benchmarks 2000*.

### Courses Include

<p><b>Integrated Skills</b></p> <p><b>Specific Skills</b></p> <p><b>ELSA Programs</b></p> <p><b>Literacy</b></p> <p><b>Settlement Skills</b></p> <p><b>Community-based ESL</b></p>
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### Courses provide Access to

<p>Vocational or Career Programs</p> <p>Academic Programs</p> <p>Domestic or International Employment</p> <p>Canadian Society</p> <p>Entrepreneurial Activities</p>
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<p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>• Listening Skills</li> <li>• Speaking Skills</li> <li>• Reading Skills</li> <li>• Writing Skills</li> </ul>	<p><b>Adaptive Skills</b></p> <ul style="list-style-type: none"> <li>• Learning Skills</li> <li>• Socio-cultural competencies</li> <li>• Essential workplace skills</li> <li>• Life Skills</li> </ul>
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## English for Access Equivalency Guide: Levels 1-9

### English for Access Equivalency Guide: Levels 5-9 (aligned to CLB 5-9)

INSTITUTION	SKILL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Camosun College</b>	L	ELD 032	ELD 033	ELD 034	ELD 044
	S	ELD 032	ELD 033	ELD 034	ELD 044
	R	ELD 032	ELD 033	ELD 034	ELD 042
	W	ELD 032	ELD 033	ELD 034	ELD 042
<b>Kwantlen Polytechnic</b>	L			ELST 0023	
	S			ELST 0023	
	R			ELST 0021	
	W			ELST 0021	
<b>North Island College</b>	L				ESL 034 ESL 035
	S				ESL 034 ESL 035
	R				
	W				

INSTITUTION	SKILL	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<b>Camosun College</b>	L	ELD 054	ELD 064			
	S	ELD 054	EDL 064			
	R	ELD 052	ELD 062			
	W	ELD 052	ELD 062			
<b>Kwantlen Polytechnic</b>	L				ELST 0273	
	S				ELST 0273	
	R			ELST 167		
	W			ELST 167 ELST 267		
<b>Langara College</b>	L	LEAP 1	LEAP 2			
	S	LEAP 1	LEAP 2			
	R	LEAP 1	LEAP 2			
	W	LEAP 1	LEAP 2			
<b>North Island College</b>	L	ESL 034	ESL 035	ESL 054		
	S	ESL 034	ESL 035	ESL 054		
	R	ESL 031	ESL 032	ESL 051		
	W	ESL 031	ESL 032	ESL 051		

## English for Access Equivalency Guide: Levels 1-4 (aligned to CLB 1-4)

English for Access Courses are under realignment. Courses on this grid have been realigned. Please contact the institution for information about courses not yet listed.

INSTITUTION	SKILL	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Okanagan College</b>	L				ELSE 010
	S				ELSE 010
	R				
	W				
<b>Vancouver Community College</b>	L		EASL 620	EASL 630 EASL 638	EASL 640 EASL 643 EASL 648
	S		EASL 620	EASL 630 EASL 638	EASL 640 EASL 643 EASL 648
	R		EASL 620		EASL 630 EASL 639 EASL 640 EASL 649
	W		EASL 620	EASL 630 EASL 639	EASL 640 EASL 649

INSTITUTION	SKILL	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<b>Vancouver Community College</b>	L	ELSK 515 EASL 650 EASL 653 EASL 658	ELSK 615 EASL 0660/0670 EASL 0663/0673	ELSK 715 EHS 1 ELSK 0723 EPA1	ELSK 815 EHS 2 ELSK 0823 EPA 2	ELSK 915
	S	ELSK 515 EASL 650 EASL 653 EASL 658	ELSK 615 EASL 0660/0670 EASL 0663/0673	ELSK 715 EHS 1 ELSK 0724 EPA1	ELSK 815 EHS 2 ELSK 0824 EPA2	ELSK 915
	R	ELSK 520 EASL 650 EASL 659	ELSK 620 EASL 0660/0670 EASL 0669/0679	ELSK 720 EHS 1	ELSK 820 EHS 2	ELSK 920
	W	ELSK 520 EASL 650 EASL 659	ELSK 620 EASL 0660/0670 EASL 0669/0679 EHS 1	ELSK 720 EHS 2	ELSK 820 EHS 2	ELSK 920

## English for Access Listening Skills Descriptors: Levels 1-9

### English for Access Level 1 Listening Skills Descriptors

Learner can understand in a very limited way very basic, short utterances where the context is clear, familiar, and strongly supported.

#### Context

- a. Topics are limited to very basic common and everyday matters.
- b. Communication is spoken clearly at a slow rate.
- c. Strongly supported by visuals or non-verbal communication.
- d. Communication is short, face to face, with a highly supportive speaker or via digital or video media (one on one).
- e. Monologues are a few phrases or a simple sentence.
- f. Dialogues of typically 1 to 2 turns using isolated words, strings of 2 to 3 words, or 1 short clause.
- g. Instructions have up to 5 words, require visual clues, and consist of simple clauses presented as a direct command.
- h. Utterances are single words, short phrases or simple sentences.

#### Outcomes

##### By the end of Level 1, the learner can

- A. Identify basic expressions used in introduction, greeting, and leave-taking.
- B. Identify 1 to 2 courtesy formulas.
- C. Recognize a simple request for repetition or clarification.
- D. Follow everyday instructions of up to 5 words in 1 clause.
- E. Follow clear, explicit, basic positive and negative commands and requests.
- F. Identify expressions used to attract attention and request assistance.
- G. Understand very few expressions used to attract attention and to request assistance.
- H. Identify requests for a few personal details.
- I. Understand a story about a person or family.
- J. Identify a few obvious details such as names, numbers, letters, time references, familiar places, and key words related to personal ID, time and date.

#### Indicators of Proficiency

1. Requires extensive assistance, including speech modification, demonstration, explanation, repetition, and translation.
2. Relies heavily on gestures and other visual cues.
3. Understands a very limited number of familiar, individual, high-frequency words and short or reduced phrases.
4. Understands a few factual details.

## English for Access Level 2 Listening Skills Descriptors

Learner can understand in a very limited way basic, short informal discourse where the context is clear, familiar and strongly supported.

### Context

- a. Topics are limited to very basic common and everyday matters.
- b. Communication is spoken clearly at a slow to normal rate.
- c. Strongly supported by visuals and/or gestures.
- d. Communication is short, face to face or via digital or video media, and with one person at a time.
- e. Monologues are a few phrases or sentences.
- f. Dialogues of typically 2 to 3 turns using 1 to 2 short clauses.
- g. Instructions have up to 7 words, require visual clues, and consist of simple and some compound clauses, presented as a direct command.
- h. Utterances are phrases or simple, short sentences.

### Outcomes

#### By the end of Level 2, the learner can

- A. Identify a few expressions of introduction, greeting and leave-taking.
- B. Identify a very limited range of expressions used to request assistance, attract attention.
- C. Identify a few common courtesy formulas.
- D. Recognize a few simple requests for repetition or clarification.
- E. Follow clear, explicit, direct commands and requests related to personal needs.
- F. Identify a very limited range of expressions used to request assistance, attract attention and express warnings.
- G. Identify and respond to requests for some personal details.
- H. Identify names, numbers, letters, time references, date, familiar places, and key words related to personal ID, colour, size, location and movement.
- I. Understand a very short story with 5 to 7 details.
- J. Follow 6 to 7 simple personal questions.

### Indicators of Proficiency

1. Requires considerable assistance, including speech modification, demonstration, explanation, repetition, and translation.
2. Relies on contextual and other visual cues.
3. Follows simple direct questions related to personal experience.
4. Understands a very limited number of familiar high-frequency words, simple phrases and simple short sentences.
5. Understands a few factual details.

## English for Access Level 3 Listening Skills Descriptors

Learner can understand, with considerable effort, short informal discourse where the context and situation are clear, familiar, predictable and supported.

### Context

- a. Topics are about basic, common and personally relevant everyday matters.
- b. Communication is spoken clearly at a slow to normal rate.
- c. Communication is face-to-face, with up to three participants, or via digital or video media.
- d. Monologues are a few short sentences.
- e. Dialogues are of typically 5 turns using 1 to 2 short clauses.
- f. Conversations are with 3 participants.
- g. Instructions have 2 to 4 steps, require visual clues, and consist mostly of simple and compound clauses presented in a clear numerical sequence.
- h. Utterances are mostly simple and compound, with some very basic complex sentences.

### Outcomes

#### By the end of Level 3, the learner can

- A. Identify a range of expressions for introduction, greeting and leave-taking.
- B. Identify a range of casual courtesy formulas.
- C. Begin to identify formal and casual register/style and some situational details, including participant roles, relationships.
- D. Identify a range of indicators of communication breakdown: explicit appeals for repetition, clarification, rewording or explanation.
- E. Follow sets of sequentially presented instructions and directions of 2-4 clauses. Identify expressions of movement, location, weights, measures, amounts and sizes.
- F. Identify factual details and a range of common functional expressions in everyday situations such as asking for/granting permission, warnings and asking for/offering/accepting assistance.
- G. Identify gist and details of short, simple descriptions of a person, object, situation, scene, personal experience or daily routine.
- H. Understand 7-8 details and personal questions in a short, personal interview.

### Indicators of Proficiency

1. Learner requires some assistance, including speech modification, demonstration, explanation, frequent repetitions, and occasional translation.
2. Understands the gist and an expanding range of factual details.
3. Often relies on contextual cues.
4. Follows simple direct questions related to personal experience.
5. Understands a limited number of key words, formulaic phrases and most simple sentences and structures.



## English for Access Level 4 Listening Skills Descriptors

Learner can understand, with much effort, short formal and informal oral discourse where the context and situation are clear, familiar, predictable and somewhat supported.

### Context

- a. Topics are about common and personally relevant everyday matters.
- b. Speech is clear and at a slow to normal rate.
- c. Communication is relatively short and in non-demanding contexts.
- d. Monologues and presentations are up to 10 sentences.
- e. Dialogues and conversations are with up to 3 participants, of up to 10 exchanges, each with 1 to 3 clauses.
- f. Communication is face to face or via digital, audio, or video media (one on one or in small groups).
- g. Instructions have 4 to 5 steps, require visual clues, and consist mostly of simple, compound and some common complex clauses presented in a clear sequence.
- h. Utterances are simple sentences and structures with some complex structures and sentences.

### Outcomes

#### By the end of Level 4, the learner can

- A. Identify specific key words, factual details and inferred meanings in casual small talk, introductions, leave-taking, and in short phone calls.
- B. Identify a broader range of courtesy formulas.
- C. Begin to identify some common registers, some situational details including participant roles, relationships.
- D. Identify a range of explicit and some implicit indicators of communication breakdown: appeals for repetition, clarification rewording or explanation.
- E. Follow sets of sequentially presented 4 to 5 clause everyday instructions and directions related to the immediate context: location and movement, manner, frequency, and duration.
- F. Follow a simple typical scenario phone call in familiar situations.
- G. Identify the main intent and idea, factual details, inferred meaning, key words, and a range of common functional expressions in persuasive oral discourse such as simple announcements, commercials and infomercials.
- H. Understand a short story or description with 10 key details.

### Indicators of Proficiency

1. Learner requires some assistance, including speech modification and frequent repetitions.
2. Understands the gist, overall meaning or intent.
3. Identifies, and responds to requests for many specific factual details (who/what/where/when) on familiar everyday topics.
4. Follows simple direct questions related to personal experience.
5. Identifies factual details, some implied meanings, key words and expressions.
6. Begins to identify some common registers and idioms.
7. Understands sufficient vocabulary to comprehend basic, everyday communication.

## English for Access Level 5 Listening Skills Descriptors

Learner can understand, with some effort, formal and informal oral discourse where the context and situation are clear, familiar, predictable and moderately demanding.

### Context

- a. Topics are about common, concrete, personally relevant matters.
- b. Communication is spoken clearly at a slow to normal rate.
- c. Communication is face to face, on the phone or via digital media (one on one or in small groups).
- d. Monologues, presentations are up to 5 minutes.
- e. Dialogues and conversations are with 3 to 4 participants, up to 10 turns, each turn up to 5 sentences, totalling 2 to 5 minutes.
- f. Instructions have 7 to 8 steps with up to 10 details (fewer on phone), may require some visual clues and consist of simple, compound and common complex clauses presented in a clear sequence.
- g. Utterances are simple, compound, and complex sentences.

### Outcomes

#### By the end of Level 5, the learner can

- A. Identify gist, some factual details, some implied meanings, and some language functions in social exchanges such as expressing compliments, invitations/ offers, likes, dislikes and preferences.
- B. Identify casual and formal style and register, situation and relationships.
- C. Identify the emotional state from tone and intonation.
- D. Follow clear, conceptualized sets of sequentially presented 7 to 8 step everyday instructions and directions for generally familiar and relevant procedures.
- E. Identify the intent/ purpose, main idea, factual details, opinions, inferred meaning, key words and a range of functional expressions in oral discourse/ messages such as announcements and commercials used to advise, influence and suggest.
- F. Identify and respond to requests for the gist, main intent or main idea, factual details, opinions, key words, and phrases of a description or narration of up to about 5 minutes and with 10 to 15 key details.

### Indicators of Proficiency

1. Learner sometimes requires repetition.
2. Understands gist and intent.
3. Identifies main ideas, supporting details and implied meanings.
4. Follows a range of basic cohesive devices other than numbers to comprehend the order of steps in a sequence and to comprehend comparison/contrast,
5. Identifies basic signals in speech for collaboration, turn-taking and interrupting.
6. Seeks clarification and confirmation if required.
7. Understands meaning based on a developing understanding of complex sentences and structures.
8. Understands language that is concrete and includes mostly common vocabulary and very common idiomatic language.

## English for Access Level 6 Listening Skills Descriptors

Learner can understand moderately complex formal and informal oral discourse where the context and situation are clear, familiar, and moderately demanding.

### Context

- a. Topics are personally relevant and related to life experience and include some abstract concepts.
- b. Speech is clear and at a slow to normal rate.
- h. Communication is face to face, live, on the phone, or via digital media (one on one or in small groups).
- c. Monologues, presentations are up to 10 minutes in length.
- d. Dialogues and conversations are with 3 to 4 participants, 10-12 turns, each turn up to 5 sentences, totalling 2 to 5 minutes.
- e. Instructions have 9 to 10 steps with up to 12 details (fewer on phone), presented clearly and explicitly, but not always in a clear sequence.
- f. Learner may require visual clues and supportive setting if topic unfamiliar or situation unpredictable.
- g. Utterances are simple, compound, and complex sentences.

### Outcomes

#### By the end of Level 6, the learner can

- A. Identify specific factual details, facts, opinions, inferred meanings and functional expressions in common social exchanges such as making/ cancelling appointments and expressing apologies/ regrets/ excuses/problems in communication.
- B. Identify formal and casual register, situation, relationship, intent, mood or emotional state.
- C. Follow sets of instructions for technical and non-technical tasks, including when sequence of steps must be inferred.
- D. Follow calls requiring some detail, where context is familiar and predictable.
- E. Identify the intent/ purpose, main idea, factual details, opinions, inferred meaning, key words, and functional expressions in everyday communication used to influence or persuade such as suggestions, advice, encouragement and requests.
- F. Understand short group interactions and discussions, identifying the signals for collaboration, turn-taking, and interruptions.
- G. Understand descriptive or narrative monologues or presentations, identifying main ideas, supporting details, factual details, opinions, key phrases/statements/examples, implied meanings, explanations and opinions.

### Indicators of Proficiency

1. May require repetition, clarification, and confirmation.
2. Understands overall meaning or intent.
3. Identifies main ideas, supporting details and implied meanings.
4. Can identify and follow a range of cohesive devices including those indicating order/sequence, comparison, contrast, condition, result, and cause.
5. Understands meaning based on a developing understanding of complex sentences and structures.
6. Understands common idioms and a range of common vocabulary, mostly concrete but with some abstract language.

## English for Access Level 7 Listening Skills Descriptors

Learner can understand formal and informal oral discourse where the context and situation are clear, familiar, and predictable but moderately demanding.

### Context

- a. Topics or issues are concrete or abstract and reflect general knowledge and life experience.
- b. Speech is clear and at a normal rate.
- c. Communication is face to face, live, on the phone or via digital media (one on one or in small groups).
- d. Monologues, presentations and simplified lectures are up to 15 min in length.
- e. Dialogues and conversations with 3 to 4 participants, with 12 to 15 turns, each turn 3 to 5 sentences or 5 minutes.
- f. Instructions have 10 to 12 steps with up to 15 details (fewer on phone), may require some visual clues, and may be presented out of sequence.
- g. Utterances are simple, compound, and complex sentences.

### Outcomes

#### By the end of Level 7, the learner can

- A. Identify stated and implicit details, facts, opinions, inferred meanings and functional expressions in social exchanges including gratitude, appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and/or disapproval.
- B. Follow sets of instructions related to familiar, moderately complex technical and non-technical tasks.
- C. Follow sequence markers, cohesive devices (connecting words, reference, parallel structure and substitution) and other linguistic clues to respond with actions to instructions and directions.
- D. Follow phone calls requiring some detail, where the context is unfamiliar.
- E. Identify the intent/purpose, main idea, factual details, opinions, implied meaning, key words and functional expressions/ techniques in oral discourse/ messages such as reminders, orders, pleas or directive requests.
- F. Predict consequences and outcomes.
- G. Identify and respond to requests for main ideas, specific details, facts, opinions, key phrases/sentences/ examples and supporting details in a description, narration or report.
- H. Interpret factual information, explanations and opinions.

### Indicators of Proficiency

1. Follows a faster conversation between native speakers with difficulty. Learner may require clarification or confirmation.
2. Identifies situation, relationship, intent, mood, emotional tone and attitude.
3. Identifies overall meaning, purpose, main ideas, implied meaning, unspecified details, as well as facts, opinions and attitudes.
4. Identifies organization, including sentences that mark topic introduction, development, shift and conclusion.
5. Recognizes an expanded range of registers and styles.
6. Recognizes meaning through an understanding of an adequate range of complex sentences and structures.
7. Identifies rhetorical patterns and discourse markers of chronological order, comparison/contrast and cause/effect.
8. Understands an expanded inventory of concrete, abstract, idiomatic and conceptual language to follow detailed stories of general popular interest.

## English for Access Level 8 Listening Skills Descriptors

Learner can understand formal and informal oral discourse where the context and situation are clear, familiar, only partly predictable and moderately demanding.

### Context

- a. Topics are generally familiar, concrete or abstract and may cover specialized or work-related discourse in own field.
- b. Speech is clear and at a normal rate.
- c. Communication is face to face, on the phone, live or via digital media. (one on one, with multiple speakers or in small groups).
- d. Monologues, presentations, lectures or group interactions are up to about 20 minutes
- e. Dialogues and conversations are with 3 to 5 participants, with over 15 turns, each turn 3 to 5 sentences or 5 minutes.
- f. Instructions have 12 or more steps, with up to 20 details (fewer on phone), but not always presented in sequence.
- g. Utterances are simple, compound, and complex sentences.

### Outcomes

#### By the end of Level 8, the learner can

- A. Identify stated and unspecified details, inferred meanings and functional expressions in social exchanges, such as expressing/responding to formal welcomes, farewells, toasts, congratulations, sympathy and condolences.
- B. Follow an extended set of multi-step instructions or directions on technical and non-technical tasks for familiar, moderately complex processes or procedures.
- C. Follow sequence markers and cohesive devices (connecting words, reference, parallel structure and substitution) to respond with actions to instructions and directions.
- D. Identify the intent/ purpose, main idea, factual details, opinions, implied meaning, key words, and functional expressions/techniques in oral discourse/messages such as warnings, threats, suggestions, recommendations or proposed solutions.
- E. Evaluate the validity of a suggestion or proposed solution from several viewpoints.
- F. Understand descriptive or narrative monologues or presentations, identifying main ideas, supporting details, factual details, key phrases, statements and examples.
- G. Identify and respond to requests for implied main idea, specific details, and key phrases in extended presentations.

### Indicators of Proficiency

1. Follows rapid, colloquial, idiomatic or regionally accented speech between nativespeakers with difficulty.
2. Identifies situation, relationship, intent, mood, emotional tone and some attitudinal nuance.
3. Identifies and interprets purpose, main ideas, implied meaning, unspecified details, as well as facts, explanations, opinions and attitudes.
4. Identifies organization, including sentences that mark topic introduction, development, shift and conclusion.
5. Recognizes an expanded range of registers and styles.
6. Identifies rhetorical discourse patterns of chronological order, comparison and contrast, and cause and effect.
7. Recognizes meaning through an understanding of an adequate range of complex sentences and structures.
8. Understands an expanded inventory of concrete, abstract, idiomatic and conceptual language sufficient to start advanced academic study and to follow detailed stories of general popular interest.

## English for Access Level 9 Listening Skills Descriptors

Learner can understand formal and informal oral discourse where the context and situation are clear, familiar or unfamiliar, and sometimes unpredictable and demanding.

### Context

- a. Topics are familiar or unfamiliar, concrete, abstract or conceptual, and may be academic, personal, general interest, technical (in own field), occupational, and professional.
- b. Speech is clear and at a normal rate.
- c. Communication is face to face, on the phone or via digital media (with individuals, small or larger groups).
- d. Monologues, presentations, lectures and panel discussions are up to about 30 minutes.
- e. Dialogues, conversations and debates and extended exchanges are between small groups of participants.
- f. Instructions are multi-step, complex, may be lengthy and in any order, for a familiar process or procedure
- g. Utterances are simple, compound, and complex sentences.

### Outcomes

#### By the end of Level 9, the learner can

- A. Identify stated, implied and some unstated meanings and functional expressions in complex formal social interactions between speakers with varying roles, relationships and status.
- B. Understand and integrate complex, somewhat detailed and extensive multistep directions and instructions for familiar processes or procedures.
- C. Follow cohesion links across utterances to carry out the procedure or process.
- D. Identify main intent, main idea, factual details, words and expressions and inferred meanings in oral persuasive texts.
- E. Evaluate extended oral suggestions for solutions to problems, recommendations and proposals and for appropriateness, usefulness, relevance and validity of the proposed solution.
- F. Demonstrate critical comprehension of an extensive lecture or presentation by one speaker/ an extended oral exchange between several speakers by identifying the main idea(s), explicit and implicit ways in which the supporting details develop the main ideas(s), bias and statements of fact and opinion for each speaker as well as by summarizing and evaluating development of positions.

### Indicators of Proficiency

1. Interprets verbal humour, low-frequency idioms and cultural references with difficulty.
2. Follows discourse with a clear organizational structure, clear discourse transition signals, delivered in a familiar accent. Sometimes may miss some details or transition signals and is temporarily lost.
3. Infers speaker's bias and purpose, and some other attitudinal and sociocultural information.
4. Identifies, extracts and evaluates/integrates main intent, main idea, factual details, words and expressions and inferred meaning.
5. Identifies rhetorical discourse markers for definition, generalization, summary, restatement, connecting examples to a point.
6. Recognizes the nuances in different styles, registers and language varieties.
7. Identifies rhetorical discourse patterns of narration, reporting, description, argument, expression of results and consequences.
8. Interprets meaning through knowledge of complex grammar and syntax.
9. Understands a range of concrete, abstract and technical language appropriate for a wide variety of content and purposes

## English for Access Speaking Skills Descriptors: Levels 1-9

### English for Access Level 1 Speaking Skills Descriptors

Learner can communicate in a very limited way some immediate personal needs where the context and situation are informal, non-demanding, familiar, predictable and strongly supported.

#### Context

- a. Topics are highly familiar, common, everyday, and routine, based on personal experience.
- b. Interactions are short, face-to-face with 1 person at a time.
- c. Interlocutor is highly supportive, empathetic and guides and leads learner's speech.
- d. Learner requires considerable assistance, including frequent repetition, encouragement and guiding questions.
- e. Communication is strongly supported by gestures and visual cues.
- f. Instructions are a short 2 to 3 word phrase.

#### Outcomes

##### By the end of Level 1 the learner can

- A. Greet and take leave from someone familiar, using a few basic courtesy formulas.
- B. Apologize.
- C. Indicate communication problems verbally or non-verbally by asking for repetition.
- D. Give basic, everyday instructions, directions and commands of 2 to 3 words.
- E. Make and respond to simple, personal requests such as attracting attention or requesting assistance.
- F. Ask about and tell time.
- G. Use expressions for money.
- H. Respond to questions regarding basic personal information.
- I. Use cardinal and ordinal numbers.
- J. Express ability/inability.
- K. Use some individual, high-frequency familiar words and a few simple expressions.

#### Indicators of Proficiency

1. Rate of speech is slow with long, frequent pauses. Fluency is not adequate to sustain simple conversations. May switch to first language.
2. Speaks in isolated words or strings of 2 to 3 words, with no evidence of connected discourse.
3. Uses limited vocabulary for basic everyday topics.
4. Shows almost no control of basic grammar structures and tenses.
5. Grammar, vocabulary and pronunciation difficulties may significantly impede communication.
6. Relies heavily on gestures.

## English for Access Level 2 Speaking Skills Descriptors

Learner can communicate in a very limited way some immediate personal needs and experiences where the context and situation are informal, non-demanding, familiar, predictable and supported.

### Context

- a. Topics are highly familiar, common, everyday matters, based on personal experience.
- b. Interactions are short, face-to-face with 1 person at a time.
- c. Interlocutor is highly supportive, empathetic and guides and leads learner's speech.
- d. Learner requires considerable assistance, including frequent repetition, and relies heavily on context: (gestures, objects, location).
- e. Instructions are 2 to 3 steps (simple imperatives, 2 to 7 words long).

### Outcomes

#### By the end of Level 2 the learner can

- A. Greet familiar people by using basic courtesy formulas in introductions, greetings, leave-takings.
- B. Open a short conversation.
- C. Indicate communication problems verbally in a limited number of ways by asking for repetition and clarification.
- D. Give a number of short, common, daily instructions and commands, both positive and negative.
- E. Express and respond to a number of requests.
- F. Express and respond to cautions and warnings.
- G. Ask and respond to questions regarding basic personal details.
- H. Give a basic description related to personal needs (in a few words or short phrases).
- I. Talk about likes/dislikes.

### Indicators of Proficiency

1. Rate of speech is slow and fluency is not adequate to sustain simple conversations. Long, frequent pauses.
2. Uses single words, short phrases and short single clauses, with very little evidence of connected discourse.
3. Uses limited vocabulary for basic everyday topics, high-frequency familiar words and a few simple expressions.
4. Shows little control of basic grammar structures and tenses.
5. Grammar, vocabulary and pronunciation difficulties may significantly impede communication.
6. Relies on gestures.



## English for Access Level 3 Speaking Skills Descriptors

Learner can communicate with some difficulty basic immediate needs and experiences where the context and situation are informal, non-demanding, familiar, predictable, and supported.

### Context

- a. Topics are familiar, common, everyday matters, based on personal experience.
- b. Interactions are short, face-to-face with 1 person at a time.
- c. Interlocutor is supportive and empathetic.
- d. Learner requires some assistance, including repetition and guided specific questions.
- e. Communication is supported with gestures and visual clues.
- f. Instructions are short, 2 to 3 steps in length.

### Outcomes

#### By the end of Level 3 the learner can

- A. Greet familiar people.
- B. Introduce self and ask about the other person by using a range of courtesy formulas.
- C. Indicate communication problems by asking for repetition, clarification and explanation.
- D. Give short, simple, everyday instructions, directions and commands relating to movement and location.
- E. Make and respond to a range of simple requests such as asking for/granting permission and asking for/offering assistance and advice.
- F. Advise of and report danger.
- G. Ask and respond to simple, familiar questions, including WH questions, about basic personal needs and experiences.
- H. Relate a brief personal story (3 to 4 sustained sentences).
- I. Briefly describe people, objects, situations, and simple, daily routines (3 to 4 sustained sentences).
- J. Express immediate and future needs, wants and plans, likes/dislikes, feelings.

### Indicators of Proficiency

1. Speaks with just barely adequate fluency for simple conversations. Rate of speech is slow with pauses.
2. Uses short sentences with some evidence of connected discourse (and, but).
3. Uses basic, context-immediate, routine vocabulary, which is somewhat limited for basic everyday topics. Avoids topics where vocabulary is unfamiliar.
4. Shows some control of basic grammar structures and tenses, including correct past tense of many verbs, with some reductions and omissions.
5. Grammar, vocabulary and pronunciation difficulties may impede communication.
6. May rely on gestures.

## English for Access Level 4 Speaking Skills Descriptors

Learner can communicate with some difficulty in short routine conversations about personal needs, where the context and situation are informal, non-demanding, predictable, and familiar.

### Context

- a. Topics are everyday, familiar and personally relevant.
- b. Interactions are short, face-to-face, with up to 3 familiar participants, or very briefly on the phone.
- c. Interlocutor is supportive and empathetic.
- d. Learner requires limited assistance, including some guided specific questions and gestures if needed.
- e. Phone conversations are short and simple.
- f. Instructions and directions have 4 to 5 steps.

### Outcomes

#### By the end of Level 4 the learner can

- A. Open, respond to, and close a casual short conversation or small talk, using appropriate courtesy formulas.
- B. Introduce two people.
- C. Indicate communication problems by asking for repetition, clarification and explanation.
- D. Manage short, simple, predictable phone exchanges and standard replies; leave a short, simple phone message.
- E. Give sets of simple everyday instructions and directions.
- F. Make and respond to a range of requests and offers such as requesting/accepting /rejecting goods, services or assistance.
- G. Ask and respond to simple, familiar questions, including WH questions.
- H. Relate a brief story about an everyday activity (5 to 7 sustained sentences).
- I. Briefly describe people, objects, situations, and simple, daily routines or processes (5 to 7 sustained sentences).
- J. Express needs, preference, (dis)satisfaction, likes and dislikes.

### Indicators of Proficiency

1. Speaks with adequate fluency for simple situations. Rate of speech is slow to normal with some pauses.
2. Uses short sentences and some longer compound sentences, with clear evidence of connected discourse.
3. Uses adequate vocabulary for routine, everyday communication, but avoid topics where vocabulary is unfamiliar.
4. Shows adequate control of basic grammar structures and tenses, including correct past tense of many verbs, with some omissions.
5. Grammar, vocabulary and pronunciation difficulties may impede communication.

## English for Access Level 5 Speaking Skills Descriptors

Learner can communicate with some effort in most routine, informal and somewhat formal, personal and social situations where the context is clear and familiar but somewhat predictable and moderately demanding.

### Context

- a. Topics are familiar, mostly concrete, and mostly personally relevant.
- b. Interactions are face-to-face, with groups of 3 to 5 familiar participants, or on the phone.
- c. Rate of speech in interactions is slow to normal.
- d. Interlocutor provides only limited support.
- e. Leader or moderator in a group is encouraging.
- f. Phone conversations convey simple, personal information
- g. Instructions have 5 to 6 steps and are given one step at a time.
- h. Presentations are informal/semiformal, 3 to 5 min. long in a familiar setting to a small audience.

### Outcomes

#### By the end of Level 5 the learner can

- A. Participate in basic, everyday social conversations such as opening/ responding to/closing small talk and casual conversation, extending/ accepting/declining an invitation or offer and expressing/responding to compliments and congratulations.
- B. Introduce a person to one or two people.
- C. Manage conversation by taking turns, by encouraging others verbally and non-verbally, and by indicating non-comprehension.
- D. Answer phone briefly, communicate simple information and take/leave simple phone messages.
- E. Give instructions/directions on daily routine actions in sequence.
- F. Give and get permission.
- G. Give simple informal advice.
- H. Interact one-on-one to ask for and provide information related to routine daily activities.
- I. Give a presentation to relate a sequence of events in the present, past or future; tell a detailed story; and describe a scene, picture or daily routine.
- J. Participate in a small group discussion to express agreement/disagreement, necessity, reasons, concern, opinions; gives and asks for information.

### Indicators of Proficiency

1. Learner discourse is simply connected and adequately fluent, but with some pauses and hesitations.
2. May require some visual support and clues.
3. Uses a range of everyday vocabulary and a limited number of idiomatic expressions, but may avoid topics where vocabulary is unfamiliar.
4. Uses a variety of simple structures and some complex ones, with occasional reductions. Shows initial control of the complex structures. Errors are frequent.
5. Grammar, vocabulary and pronunciation sometimes impede communication.
6. Demonstrates some awareness of appropriate non-verbal cues and signals.

## English for Access Level 6 Speaking Skills Descriptors

Learner can communicate with some confidence in most routine, informal and somewhat formal, personal and social situations where the context is clear and familiar but somewhat predictable and moderately demanding.

### Context

- a. Topics are familiar, mostly concrete, and personally relevant.
- b. Rate of speech in interactions is slow to normal.
- c. Interactions are face-to-face, with groups of 3 to 5 familiar participants, or on the phone.
- d. Interlocutor provides only limited support.
- e. Leader or moderator in a group is encouraging.
- f. Phone conversations convey familiar information.
- g. Presentations are 5 to 7 min. long; the setting is familiar and the audience is small.

### Outcomes

#### By the end of Level 6 the learner can

- A. Open, maintain and close a short, routine formal conversation such as making/cancelling an appointment or arrangement and expressing/responding to apology, regret and excuses.
- B. Introduce a person to a small familiar group.
- C. Manage conversation by indicating partial comprehension, by taking turns, by encouraging others and by avoiding answering questions.
- D. Answer phone, communicate on familiar information and take/leave phone messages with 3 to 5 details.
- E. Give a sequential set of instructions dealing with simple daily actions and routines.
- F. Make a simple informal or somewhat formal suggestion and provide reason(s).
- G. Make or renew a verbal request for an item or service.
- H. Make a simple prediction of consequences.
- I. Interact one-on-one to ask for and provide information in an interview related to daily activities.
- J. Give a structured presentation (introduction, development, conclusion) to relate a detailed sequence of events from the past, to tell a detailed story (including reasons and consequences), and to describe/compare people, places, objects, situations or a simple process.
- K. Participate in a small group discussion/meeting on familiar topics and issues to express opinions, feelings, obligation, ability, and certainty; give and ask for information in some detail.

### Indicators of Proficiency

1. Speaks reasonably fluently, with a slow to normal rate of speech and frequent normal hesitations.
2. Uses connected discourse with appropriate use of connective words and phrases.
3. Uses a range of everyday vocabulary and some common idiomatic expressions.
4. Uses a variety of structures (simple, compound and complex) with some omissions and reductions of morphemes. Shows developing control of more complex structures. Errors are frequent.
5. Grammar, vocabulary and pronunciation difficulties may sometimes impede communication.

6. Demonstrates developing use of appropriate non-verbal cues and signals.
7. Adapts speech to reflect some degrees of formality appropriate to the group.

## English for Access Level 7 Speaking Skills Descriptors

Learner can communicate comfortably in most formal and informal, personal and social situations where the context is clear and familiar but moderately demanding and possibly somewhat unpredictable.

### Context

- a. Topics or issues are familiar, mostly concrete but also abstract.
- b. Rate of speech in interactions is slow to normal.
- c. Interactions are face-to-face, with groups of 3 to 5 familiar participants, on the phone or video/audio mediated.
- d. Interlocutor provides only limited support.
- e. Leader or moderator is neutral.
- f. Phone conversations convey familiar or routine matters.
- g. Instructions are related to moderately complex familiar technical and non-technical tasks.
- h. Presentations are up to 10 min. long; setting is familiar, and the audience is small and familiar or unfamiliar.

### Outcomes

#### By the end of Level 7, the learner can

- A. Participate in less routine everyday social conversations such expressing/ responding to gratitude/ appreciation/ complaint/ disappointment/ (dis)satisfaction/hope and opening/maintaining/closing conversation.
- B. Introduce a guest speaker formally to a large familiar group.
- C. Manage conversations by confirming own comprehension and by using a number of strategies to keep the conversation going: holding the floor, resuming after interruption, and changing topic.
- D. Interact one-on-one to problem-solve and make decisions, and to ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- E. Communicate by phone on familiar routine matters and take/leave live phone messages with 5 to 7 details.
- F. Give an extended set of instructions/directions related to moderately complex, familiar technical and non-technical tasks.
- G. Ask for and respond to recommendations, advice or a warning; discourage others.
- H. Make an extended suggestion on how to solve an immediate problem or make an improvement.
- I. Participate in a small group discussion/meeting to express opinions and feelings, to qualify opinion, to express reservations, approval and disapproval, and to express or ask about possibility/probability.
- J. Give a structured presentation (introduction, development and conclusion) to summarize or report the main points of a presentation by someone else, to tell a story (including a future scenario), and to describe, compare and contrast in detail 2 events, jobs or procedures.

### Indicators of Proficiency

1. Learner discourse is connected and reasonably fluent, with speech often at a normal rate and with frequent self-correction or rephrasing.
2. Clarifying unknown details on the phone may cause communication problems.
3. Clarifies and confirms information.
4. Uses connective words and phrases appropriately.
5. Uses an expanded inventory of concrete and common idiomatic language, which may include cultural references.
6. Uses a variety of sentence structures, including compound and complex. Shows developing control of complex structures. Errors are frequent.

7. Uses adequate, appropriate non-verbal cues and signals.
8. Adapts speech style and register to different audiences and situations.
9. Grammar, vocabulary and pronunciation difficulties rarely impede communication.

## English for Access Level 8 Speaking Skills Descriptors

Learner can communicate effectively and with confidence in most informal and formal personal and social situations, where the context is clear and familiar and moderately demanding and possibly unpredictable.

### Context

1. Rate of speech in interactions is often normal.
2. Topics or issues are familiar, non-personal, concrete or abstract.
3. Interactions are face-to-face, with a group of up to 10 familiar participants, or on the phone.
4. Interlocutor provides only limited support.
5. Leader or moderator is neutral.
6. Phone conversations convey less familiar information or non-routine matters.
7. Instructions are related to moderately complex familiar technical and non-technical tasks.
8. Presentations are up to 20 min. long, setting is familiar or unfamiliar and the audience is small and familiar or unfamiliar.

### Outcomes

#### By the end of Level 8, the learner can

- A. Open, maintain and close a lengthy formal conversation such as expressing/ responding to a formal welcome/toast/sympathy/ minor conflict/complaint or comforting/reassuring a person in distress.
- B. Introduce a person formally to a large, unfamiliar audience.
- C. Manage a conversation by checking if listener can follow, and by using a variety of strategies to sustain conversation and encourage others to participate.
- D. Interact one-on-one to discuss options as well as to ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements.
- E. Carry on in a professional manner a brief phone conversation on less familiar and some non-routine matters; redirect phone calls.
- F. Give directions/instructions about established familiar process or procedure (technical and non-technical).
- G. Indicate problems in a familiar area; recommend/propose solutions or changes.
- H. Participate in a group debate/discussion/meeting on an abstract familiar topic /issue to ask and respond to questions; to gather, analyse, summarize and compare information needed for some decision making; to express, analyze and qualify opinions and feelings; to add information and elaborate; to express doubts and concerns; and to oppose or support a stand/ proposed solution.
- I. Give a structured presentation (introduction, development and conclusion) to describe and explain a complex structure, system or process based on research or to tell a story, including an anecdote.

### Indicators of Proficiency

1. Learner discourse is connected and fluent, with speech often at a normal rate.
2. Clarifies and confirms information.
3. Uses connective words and phrases appropriately.
4. Uses an expanded inventory of concrete, idiomatic, and conceptual language.
5. Uses a variety of sentence structures, including embedded/report structures. Shows adequate control of complex structures.
6. Uses adequate, appropriate non-verbal cues and signals.



7. Adapts speech style and register to different audiences and situations.
8. Grammatical, vocabulary and pronunciation difficulties seldom impede communication.

## English for Access Level 9 Speaking Skills Descriptors

Learner can communicate effectively, independently, and actively in informal and formal, complex social, educational and employment situations, where the context is familiar but sometimes non-routine, demanding and unpredictable.

### Context

1. Rate of speech in interactions is normal to fast.
2. Topics are abstract, conceptual and detailed and may be researched.
3. Interactions are face-to-face with a familiar or unfamiliar large group, or on the phone or via digital media.
4. Interlocutor may be a person in authority, and the interaction may result in personal consequences to the speaker.
5. Instructions are related to complex familiar technical and non-technical tasks, procedures and processes.
6. Presentations are up to 30 min. long, setting is familiar or unfamiliar and the audience is large and familiar or unfamiliar.

### Outcomes

#### By the end of Level 9, the learner can

- A. Manage a range of personal, business and academic interactions, using appropriate assertive communication strategies to express and/or respond to expressions of respect, friendliness, distance and indifference.
- B. Contribute to/co-manage a discussion or debate in small formal groups by negotiating discussion points and using strategies to keep the discussion on track.
- C. Interact one-on-one to provide, obtain and discuss detailed complex information and opinions in order to coordinate teamwork or assignments.
- D. Give multistep instructions about complex familiar technical and non-technical tasks, procedures and processes.
- E. Raise an issue with an authority figure/group in person or on the phone, present a persuasive argument on how to address it, and ask for agreement in a sensitive manner.
- F. Present a formal proposal to address concerns or deal with problems.
- G. Co-facilitate/contribute to a debate, discussion, or meeting to obtain, organize, present, exchange and debate information; to express opinions, feelings and doubts; to oppose, support, accept or reject a stand, motion, idea or proposed solution.
- H. Give a demonstration, briefing, oral report or position paper on familiar or researched topics. Argue a point persuasively if required.

### Indicators of Proficiency

1. Learner discourse is connected and coherent, at a normal to fast rate. Fluency may be affected in some demanding contexts.
2. Summarizes information and ideas to clarify and expand understanding.
3. Organizes, supports, sequences and connects information and ideas.
4. Uses a range of concrete, abstract and idiomatic language, including figures of speech and some cultural references.
5. Uses a variety of complex language forms and grammatical structures with good control.
6. Uses appropriate non-verbal behaviours and assertiveness and considers boundaries and degrees of distance to interact appropriately.
7. Adjusts speech style and register to a wide range of different audiences and situations.
8. Grammatical, vocabulary and pronunciation difficulties rarely impede communication.

## English for Access Reading Skills Descriptors: Levels 1-9

### English for Access Level 1 Reading Skills Descriptors

Learner can, in a very limited way, identify meaning in highly predictable, familiar contexts.  
NOTE: learner is literate in the alphabet and recognizes all letters, numbers and numerals.

#### Context

- a. Topics are personally relevant and related to immediate needs.
- b. Text is simple in format with clear layout in print or print-like handwriting.
- c. Text is 1 to 5 phrases or sentences, with an average of 2 to 3 content words in each.
- d. Forms are simple or adapted relating to personal identification.
- e. Instructions are short, 2 to 5 words, of 1 step, accompanied by illustrations.
- f. Pictures or symbols are common, highly familiar and almost always accompany text.
- g. Text types: stories, captions, very short lists, guided texts, signs and instructions with pictures.

#### Outcomes

##### By the end of Level 1, the learner can

- A. Identify a limited range of greetings and goodwill messages such as thanks, get well, bye.
- B. Locate specific written information (for whom, from whom) on a card or text.
- C. Follow short, common daily instructions and commands.
- D. Match signs with words.
- E. Identify familiar places on a simple map with a familiar layout.
- F. Identify where to write personal data on a simple, adapted form.
- G. Locate information in simple formatted text (e.g. receipt).
- H. Identify factual details in a 3 to 5 sentence guided text about self, family or other.
- I. Match 1 to 3 sentence captions with pictures.
- J. Scan for very few, predictable details (words, numbers).
- K. Use a limited knowledge of sound-symbol relationships and spelling rules to decode some familiar words or sequences of letters.

#### Indicators of Proficiency

1. Finds a few words and simple details.
2. Relies heavily on graphics or other visual clues to interpret meaning.
3. Demonstrates understanding of a few basic simple sentences.
4. Demonstrates understanding of a small number of familiar, concrete, factual, literal, individual and high-frequency words and short, common expressions, but almost no idioms.
5. Has almost no ability to decode unknown words, read connected discourse or guess the meaning of unknown words.
6. Relies heavily on a bilingual dictionary due to extremely limited vocabulary.

## English for Access Level 2 Reading Skills Descriptors

Learner can, in a limited way, identify meaning in short texts in highly predictable, familiar contexts.

### Context

- a. Topics are personally relevant and related to immediate needs.
- b. Text is legible, in print-like handwriting.
- c. Texts are short, up to 7 sentences, with an average of 3 to 5 content words in each.
- d. Forms are simple or adapted, very short, relating to personal identification.
- e. Instructions are clearly sequenced in 1 to 4 single clauses, up to about 4 steps.
- f. Pictorial symbols are common and familiar and often accompany text.
- g. Text types: short notices, ads, descriptions, longer lists, signs, short forms, and greeting cards.

### Outcomes

#### By the end of Level 2, the learner can

- A. Identify a range of greetings and goodwill messages, including invitations.
- B. Locate specific written information on a card or in a message.
- C. Follow clearly sequenced, short, common daily instructions, commands and requests.
- D. Get the gist of a 2 to 3 sentence common notice.
- E. Identify familiar places on a simple map or diagram with a familiar layout.
- F. Identify where to write personal identification and familiar details on an adapted or simple form.
- G. Identify main idea or key information and factual details in a 5 to 7 sentence guided text about self, family or other.
- H. Scan for some key details.
- I. Use a limited knowledge of sound-symbol relationships and spelling rules to decode some unfamiliar words.

### Indicators of Proficiency

1. Finds key words and simple details.
2. May be able to get the gist of short phrase and sentences based on familiar words and phrases.
3. Relies on graphics or other visual clues to interpret meaning.
4. Demonstrates understanding of very basic simple and compound sentences, in positive, negative and basic interrogative forms.
5. Demonstrates understanding of high-frequency familiar everyday concrete, factual and literal words, names and short expressions, but almost no idioms.
6. Has very limited ability to decode unknown words, read connected discourse or guess the meaning of unknown words.
7. Relies heavily on a bilingual dictionary due to limited vocabulary.

## English for Access Level 3 Reading Skills Descriptors

Learner can identify meaning in a simple paragraph within familiar, predictable contexts of routine daily life and experience.

### Context

- a. Topics are personally relevant and related to daily needs and experiences.
- b. Text is legible, in print-like handwriting.
- c. Texts are 1 to 2 paragraphs in length.
- d. Formatted texts are basic.
- e. Instructions are 1 to 5 steps.
- f. Pictures sometimes accompany text.
- g. Text types: simple narratives, descriptive stories in paragraphs, a set of simple instructions, very short plain language news, weather forecasts and sales.

### Outcomes

#### By the end of Level 3, the learner can

- A. Get the gist, key information, and important details from short personal notes and letters.
- B. Follow 1 to 5 step common everyday instructions and instructional texts.
- C. Identify purpose, topic and key information in formatted and continuous business/service texts such as short business brochures, notices, form letters and ads.
- D. Locate specific information in formatted texts such as forms, tables, schedules, flyers, directories, bills.
- E. Identify main idea, key information, and important details of simple, explicit 1 to 2 paragraph texts describing people, places and things and narrating simple stories.
- F. Demonstrate understanding of simple maps and diagrams.
- G. Scan for a number of details (numbers, words).
- H. Decode some unfamiliar words using sound-symbol relationships and spelling conventions.

### Indicators of Proficiency

1. Understands some simple connected discourse.
2. Gets the gist based on familiar words and phrases.
3. Interprets sequence and location signals (first, second, next, here, there).
4. May rely on graphics or other visual clues to interpret meaning.
5. Demonstrates understanding of a range of basic high frequency structures.
6. Recognizes a limited number of familiar, concrete, factual and literal words (usually not beyond the first 500 of the most frequent word families) but almost no idioms.
7. Guesses the meaning of unknown words with a limited ability.
8. Relies on a bilingual dictionary.

## English for Access Level 4 Reading Skills Descriptors

Learner can identify meaning in an adapted or simple authentic text in mostly familiar, predictable contexts of daily life and experience.

### Context

- a. Topics are personally relevant and related to a range of personal experiences.
- b. Text may require some low level inferencing, and may contain some ambiguity.
- c. Text is legible, in print-like handwriting.
- d. Text is 2 to 3 paragraphs in length.
- e. Formatted texts are basic.
- f. Instructions are 1 to 6 steps, common, everyday.
- g. Pictures occasionally accompany text.
- h. Text types: simple narrative, biographical, or descriptive prose, sets of simple instructions, plain language news items, classified ads, sales coupons and flyers.

### Outcomes

#### By the end of Level 4, the learner can

- A. Understand simple personal messages such as invitations, thanks, apologies, quick updates and arrangements, within the context of daily experience. Get the gist, key information and main idea.
- B. Identify specific important details and words that identify politeness and tone.
- C. Follow 1 to 6 step common everyday instructions and instructional texts.
- D. Identify purpose, topic, layout, key information and important details from short business brochures, notices, form letters, charts and flyers.
- E. Locate specific information in formatted texts such as schedules, forms, tables, directories.
- F. Identify main idea, key information and important details of simple, explicit 2 to 3 paragraph descriptive or narrative continuous text, in printed or electronic form.
- G. Demonstrate understanding of simple maps, diagrams and graphs.
- H. Scan for a range of details (words, phrases, and numbers).
- I. Identify facts and opinions.
- J. Compare and contrast pieces of information to make choices.

### Indicators of Proficiency

1. Understands most simple connected discourse.
2. Gets overall meaning, purpose, topic, main ideas some specific details and links between paragraphs.
3. Interprets sequence and location signals (first, next, before).
4. May rely on graphics or other visual clues to interpret meaning.
5. Demonstrates understanding of a range of high frequency structures and some initial understanding of a limited range of complex sentences and structures.
6. Recognizes a limited number of familiar, concrete, factual and literal words, with limited abstract vocabulary but few idioms (usually not beyond the first 800 of the most frequent word families).
7. Demonstrates some ability to use basic context clues and phonetics to decode or guess unknown words.
8. Relies on a bilingual dictionary.

## English for Access Level 5 Reading Skills Descriptors

Learner can identify the purpose, main ideas and some detail in adapted and some plain language authentic text in familiar, predictable, and moderately demanding contexts.

### Context

- a. Topics are related to personal or common experiences.
- b. Texts are concrete, factual and descriptive.
- c. Text may require low-level inferencing, rereading or clarification.
- d. Text is legible, easy to read, in print or neat handwriting.
- e. Text has clear organization, is 2 or 3 paragraphs long, in printed or electronic form.
- f. Texts are moderately complex.
- g. Instructions are in 7 to 10 steps, clear, explicit, relating to everyday situations, and presented in sequence.
- h. Visuals occasionally accompany text.
- i. Text types: prose texts, plain language news items, short notices, educational/content materials, charts and schedules, short stories and encyclopedia entries.

### Outcomes

#### By the end of Level 5 the learner can

- A. Understand moderately complex social messages such as notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences. Identify purpose, reader/writer relationship, mood and attitude, context, register, specific factual details and implied meanings.
- B. Follow 7 to 10 step instructions for everyday instructions and procedures.
- C. Identify purpose, gist, topic, layout, key information, factual details and some inferred meanings in moderately complex business/service texts, including formatted texts such as directories, website navigation menus, maps, charts, schedules, announcements, ads, business notices, or letters.
- D. Interpret information contained in standard formatted texts such as diagrams, tables, graphs or website navigation menus.
- E. Identify purpose, main idea, key information, and important, supporting details in a 2 to 3 paragraph moderately complex descriptive or narrative printed or electronic text.
- F. Access two pieces of relevant information from web sources, print reference sources, tables of content, indexes, and glossaries.
- G. Scan for a range of details (words, phrases, or numbers).
- H. Distinguish facts from opinions.
- I. Compare facts to make choices.

### Indicators of Proficiency

1. Often rereads and needs clarification.
2. Identifies purpose, main ideas, important details and links between paragraphs.
3. Interprets sequence and location signals.
4. Comprehension is based on knowledge of basic grammar and some developing understanding of complex sentences and structures.
5. Recognizes a range of common, concrete, and factual words with some abstract, conceptual and technical vocabulary (usually not beyond the first 1000 of the most frequent word families and top 100 words of Coxhead's academic word list), and a very limited number of idioms.
6. Occasionally guesses the meaning of unknown words, phrases or idioms from context.
7. Uses a bilingual dictionary, begins to use concise unilingual ESL/EFL dictionary.

## English for Access Level 6 Reading Skills Descriptors

Learner can identify the purpose, main ideas, key words and important details in plain language authentic text, in predictable, practical, relevant, and moderately demanding contexts.

### Context

- a. Topics are related to personal or common experiences or a familiar, predictable context.
- b. Text contains facts and opinion and may require low-level inferencing.
- c. Text is legible, easy to read; in print or neat handwriting.
- d. Text is 3 to 5 paragraphs, with clear organization, in printed or electronic form.
- e. Texts are moderately complex.
- f. Instructions are clear, explicit, up to 10 steps, and relate to everyday situations; presented in sequence or order, which may need to be inferred.
- g. Visuals occasionally accompany text.
- h. Text types: newspaper articles, educational/content materials, memos, letters, forms, tables, schedules, itineraries, directories, notices and announcements.

### Outcomes

#### By the end of Level 6 the learner can

- A. Identify factual details and inferred meanings in moderately complex social messages such as announcements containing cancellation of plans, apologies.
- B. Follow a set of common everyday instructions and procedures (up to 10 steps). Interprets sequence and location signals and implied meanings to infer the correct sequence.
- C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing advice, requests, or detailed specifications.
- D. Identify purpose, main ideas, key information, factual and supporting details, and inferred meanings in a one-page or 3 to 5 paragraph moderately complex descriptive or narrative printed or electronic text. Retell or summarize.
- E. Distinguish facts from opinions.
- F. Interpret information contained in formatted texts such as diagrams, tables, graphs or website navigation menus.
- G. Skim, scan and locate 2 or 3 pieces of information in moderately complex formatted texts such as charts or forms or website navigation menus. Identify layout and organization of text to find the information needed.
- H. Demonstrate understanding of cycle diagrams, timelines.
- I. Using effective search strategies, access, locate and compare 2 or 3 pieces of information from an on-line or print reference source.

### Indicators of Proficiency

1. Identifies text type and purpose, register, reader-writer relationship, mood, attitude and intent of writer.
2. Identifies organization of text and links between paragraphs.
3. Identifies main ideas, factual details and implied meanings.
4. Demonstrates understanding of a wide range of high-frequency complex structures and some low-frequency structures.
5. Recognizes a range of common concrete and factual words, with some abstract, conceptual and technical language and some idioms (usually not beyond the first 1500 of the most frequent word families and top 200 words of Coxhead's academic word list).
6. Sometimes guesses the meaning of unknown words, phrases or idioms from context clues.
7. Uses a concise unilingual ESL/EFL learner dictionary.



## English for Access Level 7 Reading Skills Descriptors

Learner can identify the purpose, main ideas, key words, and important details in authentic text, in less predictable, moderately demanding contexts.

### Context

- a. Topics are related to common experience or a familiar context.
- b. Linguistic and stylistic expression can be complex and demanding to follow.
- c. Texts are factual, descriptive or argumentative, containing facts and opinions including explicit and implicit information that requires some inferencing.
- d. Text is legible, easy to read, in print or neat handwriting.
- e. Text is up to 4 pages long with clear organization, in printed or electronic form.
- f. Formatted texts are moderately complex.
- g. Instructions are in 10 to 13 steps, clear, explicit, not always in sequence.
- h. Visuals may accompany text.
- i. Text types: public notices, business letters, form letters, news articles, stories, encyclopedia entries and reports, easy fiction (short popular novels), short stories.

### Outcomes

#### By the end of Level 7 the learner can

- A. Identify specific factual details and inferred meanings in moderately complex personal and public social messages such as e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, and dissatisfaction.
- B. Follow a set of 10 to 13 step instructions for procedures related to familiar technical and non-technical tasks.
- C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing assessments, evaluations and advice.
- D. Identify main ideas, factual and supporting details and inferred meanings in a moderately complex extended description, narration or report. Events may be presented out of sequence.
- E. Distinguish facts from opinions, and evaluate ideas in text to draw conclusions.
- F. Demonstrate understanding of moderately complex tables, graphs, and flow charts.
- G. Locate and compare 3 or 4 pieces of information in extensive and visually complex on-line or print reference sources.

### Indicators of Proficiency

1. Identifies purpose, context, reader-writer relationship, mood, attitude and intent of writer.
2. Identifies an expanding range of styles and registers.
3. Identifies organization of text and logical links between paragraphs.
4. Identifies main ideas, specific details and many implied meanings.
5. Distinguishes facts from opinions to integrate, compare, contrast, explain and interpret 3 to 4 pieces of specific information.
6. Identifies discourse markers of chronological order, comparison/ contrast, and sequence of narration.
7. Demonstrates understanding of an increasing range of complex structures, with some difficulty with low-frequency structures.
8. Recognizes an expanded inventory of concrete, abstract, conceptual and technical terms and some idioms (usually not beyond the first 2000 of the most frequent word families and top 400 words of Coxhead's academic word list).
9. Often guesses the meaning of unknown words, phrases or idioms from context clues.
10. Uses a unilingual dictionary when reading for confirmation or precision.

## English for Access Level 8 Reading Skills Descriptors

Learner can identify the purpose, main ideas and key details in authentic text in some unfamiliar and unpredictable contexts.

### Context

- a. Topics are related to common experience, or a familiar but only partially predictable context.
- b. Text includes specialized vocabulary and idiomatic, abstract, or technical language.
- c. Linguistic and stylistic expression can be complex and demanding to follow.
- d. Text is factual, descriptive, or argumentative, containing explicit and implicit information and opinions that may require inferencing.
- e. Handwriting or print is easy to read.
- f. Text is up to 5 pages long with clear organization in print or electronic form.
- g. Formatted texts are moderately complex.
- h. Instructions are extended, clear and explicit; not necessarily in sequence.
- i. Visuals may accompany text.
- j. Text types: news articles, stories, short articles, reports, editorials, opinion essays, commercials/advertising features, business/form letters, brochures and policy/procedure manuals.

### Outcomes

#### By the end of Level 8, the learner can

- A. Identify factual details and inferred meanings in moderately complex personal and public social messages such as e-mails, notes or letters containing general opinions and assessments of situations, responses to complaints and expressions of sympathy.
- B. Follow an extended set of coherent multi-step instructions and directions for an established process.
- C. Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted and unformatted texts and in extensive and visually complex online or print resources.
- D. Identify purpose, topic, key information, factual and inferred meanings in written proposed solutions, proposals, recommendations, statements of regulations, laws and norms.
- E. Identify main and supporting details in moderately complex extended descriptions, feature articles, reports and narrations, and present them in an alternate form such as a chart or visual display.
- F. Evaluate ideas in text, draws conclusions and compares with own opinion.
- G. Demonstrate understanding of moderately complex charts, graphs, diagrams, pictures or website navigation menus and present them in an alternate form.
- H. Access, locate, compare and integrate several pieces of information in reference sources, using effective online search strategies.

### Indicators of Proficiency

1. Identifies purpose of text, context, reader-writer relationship, mood, attitude and intent of writer.
2. Identifies a wide range of different styles and registers.
3. Identifies organization of text and links between paragraphs.
4. Identifies main ideas, factual and supporting details and inferred meanings in 8 to 10 paragraphs of a moderately complex description, narration or report.
5. Distinguishes facts from opinions to compare, contrast, explain and interpret.
6. Finds, integrates, compares, contrasts and analyzes and several specific pieces of information across paragraphs or sections of text.
7. Identifies discourse markers of chronological order, comparison/contrast cause/effect and illustration.
8. Demonstrates understanding of a wide range of simple and complex structures, but has occasional difficulty with some low-frequency complex structures.
9. Recognizes an expanded inventory of concrete, abstract, conceptual, technical and idiomatic terms (usually not beyond the first 2,000 to 3,000 of the most frequent word families and all 570 words of Coxhead's academic word list).
10. Usually guesses the meaning of unknown words, phrases or idioms from context clues.
11. Uses a unilingual dictionary to confirm and refine interpretations.

## English for Access Level 9 Reading Skills Descriptors

Learner can identify the purpose, main ideas and key details in authentic multi-purpose text, when the context may be unfamiliar and unpredictable.

### Context

- a. Topics may be on a familiar or unfamiliar topic, in a demanding context.
- b. Text includes specialized vocabulary and idiomatic, abstract, or technical language.
- c. Linguistic and stylistic expression is complex and may be demanding to follow.
- d. Text contains explicit and implicit information, opinions and personal perspectives that require inferencing.
- e. Handwriting may require some decoding.
- f. Text length is determined by the task.
- g. Formatted texts may be visually complex and lengthy or dense.
- h. Instructions are extended, clear and explicit, not necessarily in sequence, and require integrating several pieces of information.
- i. Text types: news articles, stories, short articles, reports, editorials, critiques, opinion essays, advertising features, business/form letters, brochures, policy and procedure manuals, employment contracts and public reports.

### Outcomes

#### By the end of Level 9, the learner can

- A. Identify factual details and inferred meanings in complex written communication such as editorials and letters to the editor, blogs, personal essays and fiction.
- B. Follow an extended set of formal multi-step instructions and directions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations.
- C. Locate, integrate and paraphrase several pieces of information contained in formatted and unformatted texts and in extensive and visually complex online or print resources.
- D. Identify purpose, topic, key information, factual and inferred meanings in complex texts to inform significant decisions, including fine print in proposed solutions, recommendations and statements of regulations, laws and norms.
- E. Identify main idea, relevant details, facts, concepts and inferred meaning in complex texts, and present them in an alternate form, such as a chart or visual display.
- F. Identify organization of text, topic sentences, relationships between paragraphs and thematic patterns in order to analyze or evaluate ideas.
- G. Demonstrate understanding of complex charts, graphs, diagrams, pictures or website navigation menus and present them in an alternate form.
- H. Access, compare and integrate several pieces of relevant and current information in reference sources, using effective online search strategies to research a defined topic that is limited in scope.

### Indicators of Proficiency

1. Identifies purpose of text, context, reader-writer relationship, mood, attitude, intent and point of view of writer from stated and implied information.
2. Uses knowledge of styles and registers to assist in comprehension.
3. Identifies organization of text and links between paragraphs and describes how ideas are developed and supported.
4. Identifies specific details, facts, concepts, ideas and opinions in complex text.
5. Separates relevant from irrelevant details.
6. Uses inference to integrate several pieces of stated information across paragraphs or sections of text.
7. Can follow a range of cohesion clues/discourse markers across sentences and paragraphs.
8. Uses knowledge of complex grammar and syntax to interpret nuances in text.
9. Recognizes between 5,000 to 9,000 of the most frequent word families in spoken English, and all 570 words of Coxhead's academic word list.
10. Often has difficulty interpreting low-frequency idioms, cultural references and figures of speech.
11. Uses a unilingual dictionary to confirm and refine interpretations.

## English for Access Writing Skills Descriptors: Levels 1-9

### English for Access Level 1 Writing Skills Descriptors

Learner demonstrates a very limited ability to write about immediate personal needs in highly predictable, familiar and everyday situations, when the context and addressee are familiar.

#### Context

- a. Expression of ideas is very limited.
- b. Text to reproduce is short (3 to 5 sentence prose or a short 10 to 15 item list), is in very legible handwriting or print, and has an easy layout.
- c. Forms are simple, with clear lines and boxes in which to write.

#### Outcomes

##### By the end of Level 1 the learner can

- A. Convey a very limited range of goodwill messages including thanks, getwell, goodbyes.
- B. Select an appropriate standard card and fill in very basic message.
- C. Copy or record words, numbers, letters, including times, addresses, names, numbers and prices, as well as short, familiar phrases and sentences.
- D. Write personal identification and basic personal and familiar details in appropriate sections of an adapted form.
- E. Describe a personal situation by completing a short text of 3 to 5 guided sentences about self and family.

#### Indicators of Proficiency

1. Produces text with inadequate control over simple structures, including basic tenses.
2. Demonstrates a very limited lexicon of single words or simple phrases related to self and family.
3. Follows very basic spelling rules and punctuation conventions.
4. Writes all letters, numbers and numerals but a limited knowledge of sound-symbol relationships and spelling conventions in English limits his/her ability to write unfamiliar words.
5. Writes legibly, but text may pose slight difficulties to the reader to decode a letter or number.

## English for Access Level 2 Writing Skills Descriptors

Learner demonstrates a very limited ability to write about immediate personal needs when the context is highly predictable and the addressee is familiar.

### Context

- a. Text uses simple, familiar, words and is of immediate, personal relevance.
- b. Expression of ideas is limited.
- c. Text to reproduce is a short, 10 to 20 item list or 5 to 7 sentences, is in very legible handwriting or print, and has an easy layout.
- d. Forms are simple and clear in format with 8 to 12 basic personal ID categories.

### Outcomes

#### By the end of Level 2 the learner can

- A. Convey a limited range of goodwill messages such as thanks, apologies, congratulations, get well, goodbyes and sympathy.
- B. Select an appropriate standard card and complete it with minimum required information.
- C. Copy or record words, numbers, letters, sentences, including capitalization and punctuation.
- D. Write personal identification and basic personal and familiar details in appropriate sections of a very simple form.
- E. Describe a personal situation by completing a short guided text about self and family, or by filling in the blanks in a 5 to 6 sentence text or by answering 5 to 6 questions about personal or familiar situations.

### Indicators of Proficiency

1. Produces text that may pose slight difficulties to the reader to decode a letter or number.
2. Produces text with very limited control over simple structure, including basic tenses.
3. Demonstrates a very limited lexicon related to self and family. Learner's ability to write unfamiliar words is limited by lack of knowledge of sound-symbol relationships and spelling conventions.
4. Follows very basic spelling rules and punctuation conventions.
5. Writes legibly.

## English for Access Level 3 Writing Skills Descriptors

Learner demonstrates a limited ability to write about everyday needs and to accomplish simple real personal tasks when the context is highly predictable and the addressee is familiar and supportive.

### Context

- a. Topics are familiar and of immediate, everyday relevance.
- b. Messages are a few short sentences.
- c. Expression of ideas is limited, highly predictable.
- d. Text to reproduce is equivalent to 1 paragraph, with a clear layout, in legible handwriting, print or electronic format.
- e. Forms are simple in format, 12-15 items long and have clear labels and areas in which to write.
- f. Messages/notes are short, up to 5 sentences, and can be a partially guided text with blanks/fragments to complete.

### Outcomes

#### By the end of Level 3 the learner can

- A. Convey a personal message in an informal written note such as invitations, sympathy, personal requests, cancellations, arrangements and apologies.
- B. Describe time, location and some feelings appropriate to the event.
- C. Copy short texts from dictionaries, directories, schedules, instructions.
- D. Fill out simple forms such as a driver's license application, following appropriate conventions for addresses, telephone numbers, etc.
- E. Complete guided notes to convey simple business or service message of about 5 sentences.
- F. Write a short text of 5-8 short sentences to describe a person, object, place, situation, or event.
- G. Describe likes and dislikes relevant to the topic.

### Indicators of Proficiency

1. Demonstrates adequate use of simple structures, including basic tenses, with few grammatical errors.
2. Uses a few connected sentences, with developing control of simple structures.
3. Demonstrates high frequency content vocabulary and formulaic expressions, adequate for topic.
4. Demonstrates an adequate use of simple spelling and punctuation conventions.
5. Writes legibly (handwriting or printing). Produces text with no major omissions, but which may contain a few copying errors and may pose a slight uncertainty for the reader in decoding a letter or number.

## English for Access Level 4 Writing Skills Descriptors

Learner demonstrates ability to convey simple ideas and information about personal experience in one basic paragraph, when the context is highly predictable, informal to formal, and the addressee is familiar.

### Context

- a. Topics are familiar and of immediate, everyday relevance.
- b. Texts to be reproduced are 1 to 2 paragraphs, with an easy layout, in legible handwriting or print.
- c. Messages are about 7 sentences long.
- d. Forms are simple in format, 20 items long.

### Outcomes

#### By the end of Level 4 the learner can

- A. Convey personal messages in an informal or formal personal short letter or note to express invitations, thanks, regrets, cancellations and apologies.
- B. Copy short texts from encyclopaedias, catalogues, directories, manuals to record information to complete tasks, or to learn information.
- C. Fill out simple forms such as basic job application or car rental form.
- D. Write short notes such as business or service messages, to convey simple messages.
- E. Write a short linked text using basic paragraph structure to describe or relate a personal or familiar situation, event, experience or a future plan, including reasons.
- F. Convey main ideas and supports them with some detail so that a reader can follow.
- G. Express preferences relevant to the content and with some supporting explanation.

### Indicators of Proficiency

1. Employs basic paragraph structure, consisting of loose strings of sentences. May use coordinated clauses.
2. Demonstrates adequate control over simple structures, including basic tenses in complete simple and compound sentences.
3. Demonstrates adequate vocabulary for communication of simple information, although difficulty with word order and word forms may sometimes interfere with comprehensibility.
4. Follows most basic spelling, punctuation and capitalization conventions.
5. Produces text that is legible, contains no major omissions, and only a few copying errors, and may pose a slight uncertainty for the reader in decoding a letter or number.

## English for Access Level 5 Writing Skills Descriptors

Learner demonstrates initial ability in performing moderately complex writing tasks, when the context is highly predictable, ranging from informal to more formal, and the addressee is familiar.

### Context

- a. Topics are familiar, concrete and of everyday, personal relevance.
- b. Information to reproduce is up to 1 page long, with easy layout, is in legible handwriting or print, or in clear live or pre-recorded form with 5 to 7 concrete details.
- c. Forms are moderately complex in format, 20 to 30 items long.

### Outcomes

#### By the end of Level 5 the learner can

- A. Convey a personal message in a formal short (about 1 paragraph) letter, note, or e-mail such as expressing/ responding to invitations, quick updates, and feelings.
- B. Reduce one page of written information to a list of 7 to 10 important points.
- C. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 5 to 7 accurate details.
- D. Produce text, including names, addresses, dates, directions and other details that are recorded correctly and legibly.
- E. Fill out moderately complex forms with required information (e.g. utility application, accident report).
- F. Write short (3 to 5 sentences) personal business or service correspondence (e.g. to request a refund or cancel a meeting with instructor).
- G. Write a basic paragraph to relate and narrate a sequence of events, to describe a person, place, object, scene, picture, or routine, and to explain reasons.

### Indicators of Proficiency

1. Addresses the purpose of the task.
2. Descriptions and accounts of events in a report or story are accurate.
3. Expresses and supports main ideas adequately with some details, using adequate paragraph structure.
4. Uses appropriate connecting words and phrases.
5. Demonstrates good use and control of simple structures, but has difficulty with complex structures.
6. Demonstrates adequate vocabulary for the topic; means of expression remain simple and include some awkward sounding phrases and word combinations.
7. Produces text using correct spelling, punctuation and capitalization.
8. Produces text, including names and numbers, which is legible.



## English for Access Level 6 Writing Skills Descriptors

Learner demonstrates developing ability in performing moderately complex writing tasks, when the context is highly predictable, ranges from informal to formal, and the addressee is familiar.

### Context

- a. Topics are familiar, concrete and of personal relevance.
- b. Text to reproduce is from 1 to 1.5 pages, in legible handwriting or print, or from a short oral text (10 to 15 min.) or pre-recorded, or from a board or screen.
- c. Texts are varied and may be of a specialized or technical nature and are supported by a prepared summary grid.
- d. Forms are moderately complex in format, 30 to 40 items long.

### Outcomes

#### By the end of Level 6 the learner can

- A. Convey familiar/personal information in standard 1 or 2 paragraph letters, messages, or emails, expressing or responding to congratulations, thanks, apologies or offers of assistance.
- B. Take notes and reduce oral and written information to important points, including 7 to 10 accurate details.
- C. Write down live phone messages, everyday voice mail messages or recorded information, reducing information to important points with 7 to 8 accurate details.
- D. Produce text, including names, addresses, dates, directions and other details that are recorded legibly, with correct spelling, punctuation and capitalization.
- E. Fill out moderately complex forms with required information (e.g. detailed job application forms, limited reports).
- F. Convey clear, appropriate messages as short notes or letters.
- G. Write 1 to 2 connected paragraphs to relate a sequence of events, tell a story, provide a detailed description or comparison of people, places, objects, animals, plants, or routines, or relate simple processes/procedures including information from other sources such as photos, drawings, flow charts or diagrams.

### Indicators of Proficiency

1. Addresses the purposes of the task.
2. Descriptions, comparisons, account of events in a report or story are accurate. Process/procedure stages are in sequence.
3. Expresses main ideas and support them with details in adequate paragraph structure (introduction, development, and conclusion).
4. Uses appropriate logical connectors (e.g. however, so, while) and correct format/layout.
5. Demonstrates good control over simple structures, but has difficulty with some complex structures.
6. Demonstrates adequate vocabulary for the topic, with some awkward sounding phrases.
7. Makes few errors in simple spelling and punctuation.
8. Produces text, including names and numbers, which is legible.

## English for Access Level 7 Writing Skills Descriptors

Learner can perform moderately complex writing tasks, where circumstances range from informal to more formal, contexts are predictable, practical and relevant, and where the audience is familiar or clearly defined.

### Context

- a. Topics are familiar, concrete, practical, personally relevant and connected to daily contexts of work, life and education.
- b. Text to reproduce is 1 to 2 pages in legible handwriting or print, or from a live or recorded oral text (10 to 15 min.), and may be technical or specialized.
- c. Communication is moderate in length.
- d. Forms are about 40 items/pieces of information long and may require short written responses.

### Outcomes

#### By the end of Level 7 the learner can

- A. Convey a personal message in a formal short letter, note, or e-mail, of 2 to 3 paragraphs, expressing or responding to a range of circumstances such as appreciation, complaint, disappointment, (dis)satisfaction or hope.
- B. Write an outline or a summary of a longer text by reducing information to main points, with accurate supporting details.
- C. Take notes in point form from a live or recorded presentation or podcast.
- D. Take notes and leave written messages from voice mail or clear pre-recorded public information, reducing information to main points with up to 10 accurate details.
- E. Fill out moderately complex/extended forms (e.g. a training application).
- F. Write business or service correspondence of up to 2 paragraphs for routine or less routine purposes such as making and responding to requests, recommendations or warnings.
- G. Write 2 to 3 connected paragraphs to narrate a sequence of events or to provide a detailed comparison or description of a person, system, routine or procedure.
- H. Write a paragraph to relate or explain information in a table, graph, flow chart, photo or diagram.

### Indicators of Proficiency

1. Clearly conveys essential or required information.
2. Includes information from other sources such as photos, drawings, reference texts, research information.
3. Provides accurate descriptions, explanations or accounts of events in a report or story, sequence/process.
4. Clearly expresses main ideas and supports them with relevant details in good paragraph structure (introduction, development, and conclusion).
5. Presents text as a coherent connected whole with good use of appropriate logical connectors (e.g., at the same time, or, even though).
6. Discourse patterns may sometimes seem foreign to an English-speaking reader.
7. Content, language and register are mostly appropriate for audience.
8. Demonstrates good use of most complex structures, but has occasional difficulty with some complex structures.
9. Demonstrates good range of vocabulary for the topic; appropriately uses a range of idiomatic language, and cultural references, although wording may seem unnatural.
10. Demonstrates good use of spelling and punctuation, as well as format.

## English for Access Level 8 Writing Skills Descriptors

Learner can fluently perform moderately complex writing tasks in moderately demanding, informal and some formal contexts where the addressees are familiar or clearly defined.

### Context

- a. Topics are familiar, and may be non-personal, abstract or cover work-related discourse in own field.
- b. Text to reproduce is 2 pages in legible handwriting or print, or of a live or recorded audio or visual text (up to 20 min.) and may be of a specialized or technical nature.
- c. Forms have over 40 items/pieces of information and may require several sentences in paragraph form.

### Outcomes

#### By the end of Level 8, the learner can

- A. Convey a personal message of up to 3 paragraphs in a formal short letter, note, or e-mail expressing or responding to a broad range of circumstances, including clarifying a minor conflict, giving reassurance, extending an invitation, or expressing gratitude, regret, apology or sympathy.
- B. Write an outline or summary of a 1 to 2 page text, reducing information to main points, with accurate supporting details and no major omissions.
- C. Take accurate, organized notes in point form from a live or recorded audio or visual presentation.
- D. Take notes and write accurate instructions about an established process or procedure given in a live demonstration, over the phone or from recorded audio or video material, with no major omissions.
- E. Fill out forms and other materials in pre-set formats with required brief texts up to 1 paragraph.
- F. Convey messages as written notes, memos, letters, work record log entries or reports to indicate a problem, to request a change or information.
- G. Write 3 to 4 paragraphs to relate a historical event, express or analyze opinions or to provide a detailed description and explanation of a phenomenon or process, or to express or analyze opinions.
- H. Write paragraphs to relate/explain information in a table, graph, flow chart, photo or diagram.

### Indicators of Proficiency

1. Clearly conveys essential or required information.
2. Includes information from other sources such as photographs, drawings, reference texts, research information, and diagrams.
3. Provides accurate and detailed descriptions and explanations in a clear sequence.
4. Clearly conveys main ideas and adequately supports them with details.
5. Presents text as a coherent connected whole with good use of appropriate logical connectors (e.g. at the same time, or, even if, regardless, as well).
6. Discourse patterns may show occasional problems with naturalness of expression, or with controlling organizational patterns and writing styles.
7. Conveys a sense of audience in content, language, including variety, register, and format.
8. Demonstrates good control over simple and complex sentences, coordination, and subordination to present text as a coherent connected whole. Has occasional difficulty with low-frequency complex structures (e.g. hypothetical actions, purpose or result).
9. Demonstrates good use and control of vocabulary adequate for the topic, uses a range of language, cultural references and figures of speech appropriately.
10. Demonstrates good use of spelling, punctuation and formatting with minor errors only.

## English for Access Level 9 Writing Skills Descriptors

Learner can fluently perform writing tasks of some complexity, in informal and formal contexts where the addressees are defined.

### Context

- a. Topics are unfamiliar, and may require research.
- b. Text to reproduce is up to 5 pages in legible handwriting or print, continuous or formatted, or of a live or recorded audio or visual text (up to 30 min.) and may be of a specialized or technical nature.
- c. Forms are extensive.

### Outcomes

#### By the end of Level 9, the learner can

- A. Convey a range of personal and business messages in semi-formal or formal correspondence (letter, note, e-mail) expressing or responding to a broad range of circumstances. Length is dictated by the requirements of the task.
- B. Write functional notes, an outline or summary for personal use or for defined audiences, conveying essential information and reducing it to main points, with accurate supporting details with no major factual omissions or errors.
- C. Take accurate, organized notes in point form from a live or recorded audio or visual presentation, such as recording decisions, action to be taken and policy statements in meeting minutes.
- D. Reduce complex information and ideas from multiple sources. Length is determined by the task.
- E. Complete extensive complex forms and report documents with pre-set formats.
- F. Write a range of business or service correspondence for a broad range of purposes (making and responding to requests for information, services or products).
- G. Write texts (essays, reports, narratives) up to about 1,500 words to relate past events, describe and compare complex ideas, phenomena, or processes, or to express or analyze opinions.
- H. Write a paragraph to summarize complex information in questionnaires, graphs, charts.

### Indicators of Proficiency

1. Adequately synthesizes information from several sources such as text, photographs, drawings, reference text/research information, and diagrams.
2. Clearly conveys main ideas and adequately supports them with details.
3. Presents text as a coherent connected whole with all parts required by the genre, using an effective range of connective words and phrases.
4. Uses discourse patterns and structures such as definition, classification, exemplification and cause/effect.
5. Conveys a sense of audience and intended tone in content, language, including variety, register, and format.
6. Demonstrates good control over a range of complex and diverse structures, to present text as a coherent connected whole.
7. Demonstrates very good use and control of vocabulary adequate for the topic, uses a range of language, cultural references and figures of speech appropriately, although flexibility of tone and style may be limited.
8. Proof reads and revises own work, with occasional input from others.

## Appendix A

### Guidelines for Articulating EAP and ACCESS Courses

#### *Overview*

The EAL Steering Articulation Committee is made up of representatives from institutions in the BC Transfer system. The Steering Committee meets once a year to conduct its business over two days. The Steering committee has two working groups: the English for Academic Purposes (EAP) Working Group and the English for Access (Access) Working Group. These two working groups do the actual business of articulation at a time set aside during the annual meeting.

Unlike the majority of BCCAT articulations which are bilateral (institution-institution), the kind of articulation that happens is multilateral articulation. Multilateral articulation occurs when institutions agree that their individual courses meet at 70%+ compliance on a common set of standards. This standard at the EAP level is made up of performance conditions and learning outcomes for four EAP Levels (I-IV) across four skill areas: Reading, Writing, Oral/Aural. For Access levels, the standard is made up of descriptors in four skill areas: Listening, Speaking, Reading, and Writing. The descriptors include Context which describes the features of the communication, the Outcomes and Indicators of Proficiency.

Institutions that have submitted courses for articulation must send a representative to the appropriate EAP or Access Working Group meeting to present the submission and answer questions.

#### *Submission Process:*

1. Inform EAL Committee Co-Chairs of your institution's intention to articulate.
2. Create the submission. Carefully look over the submission guidelines and fill out the necessary forms (available from the Co-Chairs, from the EAL Articulation Committee page on the BCCAT website, or from the EAL Articulation Moodle shell—see end of document).
3. Submit necessary documentation to the appropriate working group Chair **6-8 weeks** prior to the date of the articulation meeting. The Steering Committee Co-chairs will put out a call for submissions.
4. Prepare a presentation for the appropriate working committee (EAP or Access).
5. At the articulation meeting, the EAP and Access Working Committees will meet to do the business of articulating. As a proponent you must do the following:
  - a. Give a brief overview of your program and a summary of what you want articulated.
  - b. Describe how the course(s) being articulated fit into the structure of EAP or Access.
  - c. Show how your submission meets the 70%+ standard and how it fits on the grid. (Reference the submitted forms and supporting documentation).
  - d. Answer questions from other articulation representatives.

#### *Submission Guidelines*

Proponents may bring minor and major changes to the annual meeting. For multiple changes (major and/or minor) to existing courses, a cover sheet summarizing these changes should be included with the submission.

##### Minor Changes

Minor changes to listed courses/programs are defined as **course title changes, numbering changes, changes that do NOT substantially alter the performance conditions or learning outcomes, or additions/deletions to the miscellaneous course list**. These changes should be summarized and will be dealt with at the meeting as points of information. They may be discussed, if necessary.

##### Major Changes

Major changes include new courses or major changes to existing articulated courses.

*Definition of new course:* A course of studies with defined learning outcomes that is being offered at the institution for the first time either as a stand-alone course or as part of a larger program. A new course may also be one that has been offered at the institution for some time, but which has never been articulated for EAL.

*Definition of major changes to an existing course:* Any change to an articulated course that substantially alters the content and learning outcomes of the course such as an additional skill, a reduction in learning outcomes, substantial changes in hours, removal or addition of pre or co-requisites or admission requirements, etc.

#### *Submission Content*

- Submissions must include the following:
  - Completed Minor and/or Major Changes Forms
  - Official institutional course outlines (or equivalent)
  - Official institutional calendar course description (or equivalent, if not included in the course outline)
  - Copy of a recent course syllabus (or equivalent) which includes
    - Textbooks/materials to be used
    - Assignments required
    - Course grade evaluation scheme
  - Any other material that would be helpful to working members to understand the purpose, content, and outcomes of the course (Ex. general program description indicating the position of the course within the program)
  - How the institution is expecting the new information to appear in the relevant grid.
  - Explicit matching of the EAP or Access descriptors with the institution's outcomes (further details on the submission forms)

#### *How Working Group Meetings Usually Proceed*

The meetings have a three-part structure: minor changes first, new courses second and revisions to courses last. In the interests of time, institutions should prioritize their submissions (e.g. EAP V, EAP IV, EAP II, EAP I).

Articulation and/or review may be done together by the entire working group or, if there are many submissions and a good representation of experienced members, by small groups.

The following outlines the small group process for articulating new courses or major changes to courses:

- Small groups will be selected from committee members prior to the meeting. Groups will be a combination of experienced and new members and will be members who have courses of the same skill(s) and level(s) at their own institutions. Group members will also include a representative of the submitting institution who will answer question about the course(s). If an institution has a number of submissions being dealt with by different groups (or at different working groups) the representative should be prepared to spend at least some time with each group to answer questions.
- Depending on the number of courses to be articulated, groups will be responsible for a selection of courses which will be distributed by the EAP or English for Access chair electronically before the meeting.
- The group members are responsible for reading the course descriptions prior to the meeting. Also, each group member should bring an equivalent outline from his or her own institution for comparison purposes.
- At the working group meeting, each group will discuss the courses. It is estimated that a discussion of each course should take approximately 30 minutes per submission.
- Each group should select a group leader to keep the discussion on track and to take notes.

- The entire working group will reconvene after the groups have discussed the courses. At this time the small groups will make recommendations to the entire working group.
- The working group, in turn, will report its work to the EAL Articulation Steering Committee.

#### **How to Access the EAL Committee Moodle Page**

1. Go to the following link: <https://onlinelearning.kpu.ca/>
2. Select 'Create new account', using your work email and a password of your choosing.
3. Once you have created your account, email Lynette Manton ([Lynette.Manton@kpu.ca](mailto:Lynette.Manton@kpu.ca)) so that she can confirm your account. Please also indicate what email you used for your account as this will help her locate and confirm your account.
4. Please allow 1-2 business days for Lynette to confirm your account, then you can easily log in to the system.
5. Once you are logged in, you will see a link to the 'ESL Articulation Committee' course page. Follow that link and enjoy!

For any questions related to your account, please contact Lynette Manton ([Lynette.Manton@kpu.ca](mailto:Lynette.Manton@kpu.ca)).

## BCCAT EAL Articulation Committee: MINOR CHANGES Form for EAP and Access

<b>Institution:</b>		<b>Articulation Rep:</b>	
<b>Department:</b>		<b>Date:</b>	
<b>Working Committee</b>	EAP		
<b>Check the minor changes that apply:</b>	<input type="checkbox"/> Course name change	<input type="checkbox"/> Prerequisite/corequisite change	
	<input type="checkbox"/> Course code/number change	<input type="checkbox"/> Change to the miscellaneous course list	
	<input type="checkbox"/> Change in hours only	<input type="checkbox"/> Other (describe more below)	
<input type="checkbox"/> Any necessary supporting documentation has been attached.			

1. Give a summary of the changes.
2. If changes need to be made to the articulation grid, indicate how the changes should appear on the grid.



# BCCAT EAL Articulation Committee: EAP Working Group MAJOR Changes and New Course Form

Institution:		Articulation Rep:	
Department:		Date:	
Course title/code:		Articulation Level:	EAP I
# of hours/week:		Articulated Skill:	Oral/Aural
Total course hours:		Student Clientele:	Domestic EAL Students
# of weeks/term		Main form of class delivery:	Whole Class (f2f)
Your institution's level placement:		How many credits? (if applicable)	
<input type="checkbox"/> Course outline attached		<input type="checkbox"/> Other necessary supporting documents attached (e.g. curriculum map, lesson example)	

1. Show how this course should appear on the articulation grid:
2. Course or Calendar Description:
3.  Text/materials shown in the course outline. If not, please list:
4.  Grading system & weighting included in the course outline. If not, please indicate the course grading system and weighting:
5. Performance Conditions: Indicate how the performance conditions are met for the appropriate sub-skill(s) and level for this course. Please refer to the letter of the performance conditions in the guide.
6. EAP Outcomes: Cross-reference the course objectives to the EAP outcomes by number, for the appropriate sub-skill(s) and level. The EAP outcomes can be indicated in parenthesis at the end of an objective, or you can create a table.

<i>Example</i>	
<b>College of the Rockies ELP 98 course objective</b>	<b>EAP IV Reading Outcome</b>
Apply decoding skills to lower frequency words and expressions, and understand English definitions and explanations in context for unfamiliar words and phrases in most reading materials.	11-12

7. Summary of performance conditions and outcomes—the aim is to have a 70% or better match.

The institution's course submitted for application: course name & skill(s) it targets	EAP skill + level		Articulation Guide page (s):
	EAP performance conditions matched:	EAP outcomes matched:	
	EAP performance conditions NOT matched:	EAP outcomes NOT matched:	
	Overall matched/total percentage:		

<i>EXAMPLE</i>		
Douglas College ELLA 0012 Reading	EAP skill + level: <b>EAP Reading I</b>	Articulation Guide page: <b>48</b>
	EAP performance conditions matched: <b>A-G</b>	EAP outcomes matched: <b>1, 2, 3, 4, 5, 6, 8, 9, 11, 12</b>
	EAP Performance Conditions NOT matched: <b>n/a</b>	EAP outcomes NOT matched: <b>10</b>
	Overall matched/total percentage: <b>18/19 – 95%</b>	

## BCCAT EAL Articulation Committee: ACCESS Working Group Major Changes and New Course Form

Institution:		Articulation Rep:	
Department:		Date:	
Course title/code:		ACCESS Articulation Level:	Access 1
# of hours/week:		Articulated Skill:	Writing
Total course hours:		Student Clientele:	Domestic EAL Students
# of weeks/term		Main form of class delivery:	Whole Class (f2f)
Your institution's level placement:		How many credits? (if applicable)	
<input type="checkbox"/> Course outline attached		<input type="checkbox"/> Other necessary supporting documents attached (e.g., curriculum map, lesson example)	

1. Show how this course should appear on the articulation grid:
2. Course or Calendar Description:
3.  Text/materials shown in the course outline. If not, please list:
4.  Grading system & weighting included in the course outline. If not, please indicate the course grading system and weighting:
5. ACCESS Context or Indicators of Proficiency: Show how the Indicators of Proficiency or the Context are met for the appropriate sub-skill(s) and level for this course. Please refer to the number of the Indicator of Proficiency or the letter of the Context
6. Access Outcomes: Cross-reference your institution's course objectives to the Access outcomes by letter, for the appropriate sub-skill(s) and level. The Access outcomes can be indicated in parenthesis at the end of an objective, or you can create a table.

<i>Example</i>	
Camosun College ELD 054 objective	Access 5 Speaking (p 71)
Give presentations to describe events, personal experiences, or plans.	<b>Outcome</b> <i>I - Give a presentation to relate a sequence of events in the present, past or future; tell a detailed story; and describe a scene, picture or daily routine.</i>
2-3 minutes by midterm and 3-5 minutes by the end,	<b>Context</b> <i>h. - Presentations are informal/semiformal, 3 to 5 min. long in a familiar setting to a small audience.</i>
using gerunds, infinitives and a variety of tenses and sentence structures	<b>Indicator of proficiency</b> <i>4. - Uses a variety of simple structures and some complex ones, with occasional reductions. Shows initial control of the complex structures. Errors are frequent.</i>

7. Summary of indicators of proficiency, context and outcomes—the aim is to have a 70% or better match.

The institution's course submitted for application: course name & skill(s) it targets	Access skill + level	Articulation Guide page (s):
	Access indicators of proficiency or context matched:	Access outcomes matched:
	Access indicators of proficiency or context NOT matched:	Access outcomes NOT matched:
	Overall matched/total percentage:	

<i>EXAMPLE</i>		
	Access skill + level: <b>Access Speaking 5</b>	Articulation Guide page: <b>71</b>
	Access <u>indicators of proficiency/context</u> matched: <b>1,2,3,4,5 (5 matches)</b>	Access outcomes matched: <b>A,B,C,D,E,G,I,J,K,L,M,N (9 matches)</b>
	Access <u>indicators of proficiency/context</u> NOT matched: <b>6 (1 not matched)</b>	Access outcomes NOT matched: <b>H (1 not matched)</b>
	Overall matched/total percentage: 14/16 – 88%	

## Appendix B

### Provincial ESL Articulation Steering Committee

- EAP Working Committee designated with an asterisk (\*)
- English for Access Working Committee designated with a double asterisk (\*\*)

Institution	ESL Articulation Contact
<b>Alexander College</b>	Elizabeth Stigger*, EAP Department Head <a href="mailto:e.stigger@alexandercollege.ca">e.stigger@alexandercollege.ca</a>
<b>Ascenda School of Management</b>	Ray Rahimi*, Director of English <a href="mailto:ray.rahimi@ascenda.com">ray.rahimi@ascenda.com</a>
<b>BC Institute of Technology</b>	Andrea Matthews* (Co-chair 2019-21) <a href="mailto:andrea_matthews@bcit.ca">andrea_matthews@bcit.ca</a>  Nathan Devos, Program Head (PELD) <a href="mailto:ndevos1@bcit.ca">ndevos1@bcit.ca</a>  Steve Lobo, Program Head (ISEP) <a href="mailto:slobo1@bcit.ca">slobo1@bcit.ca</a>
<b>Camosun College</b>	Lisa Robertson** (ACCESS Working Group Chair) <a href="mailto:robertsonl@camosun.ca">robertsonl@camosun.ca</a>  Kristen Bunton* , Chair English Language Development <a href="mailto:buntonk@camosun.ca">buntonk@camosun.ca</a>  Tony Vernon* <a href="mailto:vernona@camosun.ca">vernona@camosun.ca</a>
<b>Capilano University</b>	Maggie Reagh*, Program Coordinator <a href="mailto:mreagh@capilanou.ca">mreagh@capilanou.ca</a>
<b>Coast Mountain College</b>	No current representative
<b>College of New Caledonia</b>	Marta Tejero*, (Co-chair 2020-22, EAP Working Group Chair) <a href="mailto:tejerom@cnc.bc.ca">tejerom@cnc.bc.ca</a>
<b>College of the Rockies</b>	Annette Aarts*, English Language Program <a href="mailto:aaarts@cotr.bc.ca">aaarts@cotr.bc.ca</a>
<b>Columbia College</b>	Ginny Chien*, Dean of the English Learning Centre <a href="mailto:gchien@columbiacollege.ca">gchien@columbiacollege.ca</a>

<b>Coquitlam College</b>	Marina Chekunova* , Department Head <a href="mailto:mchekunova@coquitlamcollege.com">mchekunova@coquitlamcollege.com</a>
<b>Corpus Christi College</b>	No current representatives
<b>Douglas College</b>	Gordana Sokic* , Curriculum Committee* <a href="mailto:sokicg@douglascollege.ca">sokicg@douglascollege.ca</a>
<b>Fairleigh Dickinson University</b>	David O'Reilly <a href="mailto:doreilly@fdu.edu">doreilly@fdu.edu</a>
<b>Fraser International College</b>	Jerry Block, Coordinator Cornerstone Program <a href="mailto:jblock@learning.fraseric.ca">jblock@learning.fraseric.ca</a>
<b>Kwantlen Polytechnic University</b>	Lynette Manton* , ELS Department Co-Chair <a href="mailto:lynette.manton@kpu.ca">lynette.manton@kpu.ca</a>
<b>La Salle College Vancouver</b>	Ashley O'Connell* , E-Learning Specialist <a href="mailto:aconnell@lasallecollegevancouver.com">aconnell@lasallecollegevancouver.com</a>
<b>Langara College</b>	Brenda Marson, Academic Manager * <a href="mailto:bmarson@langara.ca">bmarson@langara.ca</a>  Harkit Dhillon** , Academic Manager <a href="mailto:hdhillon@langara.ca">hdhillon@langara.ca</a>
<b>North Island College</b>	Ben Hecht <a href="mailto:ben.hecht@nic.bc.ca">ben.hecht@nic.bc.ca</a>
<b>Northern Lights College</b>	Michal Temple <a href="mailto:mtemple@nlc.bc.ca">mtemple@nlc.bc.ca</a>
<b>Okanagan College</b>	Ardiss Mackie* + ** , School Chair <a href="mailto:amackie@okanagan.bc.ca">amackie@okanagan.bc.ca</a>
<b>Selkirk College</b>	Shana Rablah* , School Chair, Selkirk International <a href="mailto:srablah@selkirk.ca">srablah@selkirk.ca</a>
<b>Simon Fraser University</b>	Geoff Taylor* , Instructional Coordinator <a href="mailto:geofft@sfu.ca">geofft@sfu.ca</a>
<b>Systems Liaison Person</b>	Tanis Sawkins, Associate Director, Centre for Immigration Integration Vancouver Community College <a href="mailto:tsawkins@vcc.ca">tsawkins@vcc.ca</a>
<b>Thompson Rivers University</b>	Brian Bouthillier* + ** , Instructor <a href="mailto:bbouthillier@tru.ca">bbouthillier@tru.ca</a>

<b>University of British Columbia</b>	Jas Gill*, Managing Director, English Language Institute <a href="mailto:jas.gill@ubc.ca">jas.gill@ubc.ca</a>
<b>University of British Columbia (OSE)</b>	Scott Douglas, Associate Professor & Director <a href="mailto:scott.douglas@ubc.ca">scott.douglas@ubc.ca</a>
<b>University of Canada West</b>	Cassie Savoie*, Department Chair (UAP) <a href="mailto:cassie.savoie.@ucanwest.ca">cassie.savoie.@ucanwest.ca</a>
<b>University of Northern British Columbia</b>	Bjorn Peterson*, Manager of International Education <a href="mailto:bjorn.peterson@unbc.ca">bjorn.peterson@unbc.ca</a>
<b>University of the Fraser Valley</b>	Gilmour Jope*, Department Head <a href="mailto:Gilmour.jope@ufv.ca">Gilmour.jope@ufv.ca</a>
<b>University of Victoria</b>	Cathy Aquart*, Curriculum Co-ordinator <a href="mailto:caquart@uvic.ca">caquart@uvic.ca</a>  Cathy Ebert*, Curriculum Co-ordinator <a href="mailto:cebert@uvic.ca">cebert@uvic.ca</a>
<b>Yukon University</b>	Jamella Hagen <a href="mailto:jhagen@yukonu.ca">jhagen@yukonu.ca</a>
<b>Vancouver Community College</b>	Ken McMorris*, Assistant Department Head <a href="mailto:kmcmorris@vcc.ca">kmcmorris@vcc.ca</a>
<b>Vancouver Island University</b>	Mary Wendling* + **, Curriculum Coordinator <a href="mailto:mary.wendling@viu.ca">mary.wendling@viu.ca</a>