Articulation Guide for
English as a Second Language Programs
in the British Columbia Post-Secondary Transfer System

Nineteenth Edition
2019-20

Prepared for the
Province of British Columbia
Ministry of Advanced Education

BRITISH
COLUMBIA

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For more information on the work of articulation committees,

see: http://www.bccat.bc.ca/articulation/index.cfm

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Introduction

Message from the Co-chairs June 2019
19th Edition of the ESL Articulation Guide

We are very pleased to present this, our nineteenth edition of the ESL Articulation Guide.

We thank, as always, the supportive and deeply invested representatives of the steering committee and working groups who work so hard to ensure that our standards are reliable, upheld, and equitably applied in English language learning programs across the province.

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

- EAL departments are being increasingly asked to support other departmental areas with language/intercultural training for faculty and/or International students, in particular direct-entry students who bypass our EAP programs.

- EAP IV: Many institutions now have EAP IV for credit. There is a need to capture this information within BCCAT. Concern around EAP IV courses that are articulated but not receiving transfer at receiving institutions continues.

- Issues around the visibility and usability of the ESL Articulation Guide continue to be flagged as highly important. In particular, admissions officers and advisors who assess students' EAP IV courses as institutional English prerequisites have difficulty accessing the relevant information within the Guide. We had a very good discussion around the need to create a grid for EAP for credit as well as streamline the current guide for multiple audiences. The ESL Articulation Committee struck a working group to revise the BCCAT ESL Articulation Guide, members to include Carel Schoch, UCW; Ken McMorris, VCC; Karen Reppin, Douglas College; Marta Tejero, CNC; Andrea Matthews, BCIT; and Lisa Robertson, Camosun College.

- Our committee strongly recommends that the DEVSO (Developmental Student Outcomes survey) be reinstated for domestic student tracking as it contributes to informed decision-making at both the Ministry and institutional level.

- IELTS continues to be of major concern. In some cases, the testing process might be compromised, and in general, IELTS is overused as a determinant of academic readiness rather than language proficiency. Our committee strongly recommends individual institutions track student success based on IELTS scores. There is interest within the committee in doing research/TIF for next year: reviewing the current literature and exploring ways of getting more data regarding IELTS. TIF funding is needed to do this, or institutions could offer alternatives to the TIF (e.g. release time).

Updates to the 19th Ed ESL Articulation Guide

New Course Articulations
Douglas College and the College of New Caledonia brought forward numerous new courses for articulation on the EAP grid. These courses were approved for addition to the grid:

1. Douglas College EAP IV: ELLA 0310, ELLA 0320, ELLA 0330, ELLA 0340
2. Douglas College EAP III: ELLA 0210, ELLA 0220, ELLA 0230, ELLA 0240
3. College of New Caledonia EAP II: ENLA 031, ENLA 033, ENLA 035
4. College of New Caledonia EAP I: ENLA 021, ENLA 023, ENLA 025

Minor Changes
Capilano University:
1. EAP 100 changed from 3 to 6 credits/term or 4 to 8 hours/week x 15 weeks.
2. EAP 101 no change—3 credits, 4 hours/week.
3. Total credit & hours for EAP IV: EAP 100 + EAP 101 = 9 credits = 12 hours/week x 15 weeks = 180 hours/term

College of New Caledonia (full program renewal):
1. New department name: English Language Department
2. New level names
3. Changed course numbers and course names for EAP III, with no changes in outcomes.

We look forward to improving the readability of the Guide and hope to present it in its new, updated form next year.

Andrea Matthews, BC Institute of Technology
Marta Tejero, College of New Caledonia
ESL Steering Committee Co-Chairs

History of 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," http://www.bccat.bc.ca/pubs/ESL.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 http://www.bccat.bc.ca/pubs/ESL-Benchmarking- 1st-yr-English.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: http://www.bccat.bc.ca/articulation/committees

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[1] in 2012, the British Columbia Adult ESL Articulation Committee wishes to acknowledge that some of our phrasing in the 14th 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.

ESL Articulation Process

Purpose

The purpose of the provincial ESL articulation process is to maintain high standards of quality in ESL 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 ESL instruction at British Columbia's public post-secondary institutions
- To aid in the process of transferring ESL students between post-secondary institutions in BC
- To promote ESL course equivalency among post-secondary institutions' offerings where appropriate
- To facilitate inter-provincial transfer among Canadian ESL programs using the Canadian Language Benchmarks.

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[1] October 2012 edition. *Canadian Language Benchmarks*. Ministry of Citizenship and Immigration, Government of Canada

ESL 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

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 at http://www.bccat.bc.ca/articulation/companion/index.cfm

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 forms listed in "Process for Adding or Making Substantive Changes to a Course/Program in this Guide." Refer to the appendices 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
Vancouver Community College				**English 1101** (first year UT English) *Literature and Composition* with ESL Adjunct, first half 3 university transfer credits 120 hours **English 1102** (first year UT English) *Literature and Composition* with ESL Adjunct, (second half) 3 university transfer credits 120 hours

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				**ENGL 099** *English for Academic Purposes* 140 hours
Acsenda School of Management				**EAPP 100** *English for Academic Purposes 100* 168 hours
BC Institute of Technology				**Comm 0005** *Technical English for EAL students* 88 hours [Artic. w/ABE English 12]
Camosun College *(See reference documents)	**ELD 094** *Prov. Eng. Lit.* [w/092 Artic w/English 094] (3 credits) 70 hours*	**ELD 092** *Prov.Eng.Comp* [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				**EAP 100** *English for Academic Purposes 4A +* **EAP 101** *English for Academic Purposes 4B* 9 credits 180 hours *(Previously* **ESLF 080** *College Academic English Prep. 3*
College of the Rockies				**ELP 089** *Integrated Skills* 165 hours (Articulated with ABE Engl. 12)
Douglas College		**ELLA 0330** *Writing ~~for~~ about Global Issues* 54 hours and **ELLA 0340** *Advancing Academic Accuracy* 54 hours	**ELLA 0310** *Discussing Global Issues* 54 hours	*****ELLA 0320** *Understanding Global Issues* 54 hours + 22 lab hours *****Note: Integrated Skills Listening and Reading**

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. <u>All participating institutions agree that courses listed in the following grids are equivalent.</u>

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	**READING**	**WRITING**	**ORAL/AURAL**	**INTEGRATED SKILLS**
Kwantlen Polytechnic *University*			**ELST 0383** 60 hours	**ELST 0381** *Integrated Reading & Writing* 120 hours
Langara College				**LEAP 7 and 8** 224 hours or **LEAP 8** 84 hours
North Island College	**ESL 089** *College Prep Reading* 90 hours	**ESL 090** *College Prep Writing* 90 hours		
Okanagan College	**EAPR 040** *Academic Reading Skills 4* *80 hours* (EAPR 040 & EAPW 040 Artic. With ABE English 12) (*Formerly ESLR 062 Advanced Reading Skills for Academic Purposes*)	**EAPW 040** *Academic Writing Skills 4* 80 hours (EAPR 040 & EAPW 040 Artic. With ABE English 12) (*Formerly ESLW 061 Advanced Writing Skills for Academic Purposes*)	**EAPD 040** *Academic Discussion Skills 4* 80 hours (*Formerly ELSE 060 English Essentials*)	
Selkirk College	**EASL 067** *College Preparation: Integrated Studies* 60 hours	**EASL 066** *College Preparation: Research Writing* 60 hours	**EASL 068** *College Preparation: Community Outreach* 60 hours	
Thompson Rivers University	**ESAL 0570** *Academic Reading Skills* 52 hours	**ESAL 0580** *Academic Writing* 78 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. <u>*All participating institutions agree that courses listed in the following grids are equivalent.*</u>

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	**READING**	**WRITING**	**ORAL/AURAL**	**INTEGRATED SKILLS**
University Canada West				**UAC 030** *Academic English Preparation Advanced* 240 hours
University of British Columbia	**620R** *Academic Reading* 96 hours	**620W** *Academic Writing* 96 hours	**620SL** *Academic Speaking & Listening* 96 hours	
University of the Fraser Valley	**Reading 80** *Reading Bridge* 45 hours (and) **Vocabulary 83** *Vocabulary Bridge* 45 hours	**084** *EAP Writing for Academic Success: University Bridge Level* 90 hours *(Formerly WG84 Writing + Grammar Bridge)*	**L 87** *Listening Bridge* 45 hours	
University of Northern British Columbia				**ELS 50 + ELS 170** *University Bridge Program* 276 hours
University of Victoria				**UAPC** *College Prep* 240 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**
Vancouver Community College	**CPEN 0996** Reading 78 hours Or **SESL* 090** *Self-Paced Reading*	**CPEN 0995** Writing 78 hours Or **SESL* 091** *Self-Paced Writing*	**CPEN 0992** Oral Skills 78 hours (optional for International Ed students) **Academic Oral Skills 0890** (International Education) 120hours **SESL *092** *Self-Paced*	**English 099** (0995 Writing, 0996 Reading + 0992 Oral Skills integrated) 360 hours **English 098** (Level III) + English 099 (Artic. with Eng 12 + S.11, ABE Prov Dip) **TPE Technical & Professional Eng**. Self-Paced (Artic/TPE 12)
	ELSK 0820 120 hours		**ELSK 0815** 120 hours	
Vancouver Island University				**ESLA 050** *Modules: short stories/film; Research/Presentations Business Writing Media and Lit. Studies* 280 hours

*Note: Self-Paced

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				**Comm 0004** *Introduction to BCIT for ESL students* 84 hours
Camosun College			**ELD 074** *Academic Communications Skills* 70 hours (2 college credits) **ELD 079** *Advanced Workplace Communications Skills* 70 hours	**ELD 072** *Advanced English Reading & Writing* 140 hours (3 college credits)
Capilano University				**EAP 090** *English for Academic Purposes 3* (Previously **ESLF 070** *College Academic English Prep. 2* 12 college credits) 208 hours
College of New Caledonia	**ENLA 045** *EAP 3 Reading* 90 hours (formerly ESL 097)	**ENLA 043** *EAP 3 Writing & Grammar* 90 hours (formerly ESL 096)	**ENLA 041** *EAP 3 Listening & Speaking* 90 hours (formerly ESL 095)	
College of the Rockies			**ELP 075** *Listening/Speaking* 151 hours	**ELP 070** *Integrated Reading & Writing* 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		**ELLA 0230** *Writing about Academic Issues* 54 hours and **ELLA 0240** *Improving Academic Accuracy* 54 hours	**ELLA 0210** *Discussing Academic Issues* 54 hours	***ELLA 0220** *Understanding Academic Issues 54 hours + 22 lab hours* ***Note: Integrated Skills (Listening and Reading)**
Kwantlen Polytechnic University			**ELST 0283** 60 hours	**ELST 0281** *Integrated Reading & Writing* 120 hours
Langara College				**LEAP 6** 140 hours
North Island College				**ESL 052** *Writing Level 2* 135 hours and **ESL 055** *Advanced Speaking + Listening 2* 135hours
Okanagan College	**EAPR 030** *Academic Reading Skills 3* 80 hours *(Formerly ESLR 052 Reading for Academic Purposes)*	**EAPW 030** *Academic Writing Skills 3* 80 hours *(Formerly ESLW 051 Writing for Academic Purposes)*	**EAPD 030** *Academic Discussion Skills 3 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. <u>*All participating institutions agree that courses listed in the following grids are equivalent.*</u>

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	**READING**	**WRITING**	**ORAL/AURAL**	**INTEGRATED SKILLS**
Selkirk College	**EASL 057** *Advanced Reading Literature/Academic/ Media* 90 hours	**EASL 056** *Advanced College/Technical Writing* 60 hours **EASL 055** *Advanced Grammar Structures* 60 hours	**EASL 058** *Advanced Communication – Exploring Issues* 60 hours	
Simon Fraser University	(see integrated	skills column	for equivalent)	**Reading Skills** *High Intermediate* (32 hours) and **Composition** *High Intermediate* (32 hours) and **Listening Skills** *High Intermediate* (32hours) *and* **Oral Skills** *High Intermediate* (32 hours) and **Canadian Studies** *High Intermediate* (32 hours) *and* **News Media** *High Intermediate* (32 hours)
Thompson Rivers University	**ESAL 0470** *Advanced Reading & Study Skills* *52 hours*	**ESAL 0480** *Advanced Composition* 52 hours	**ESAL 0450** *Advanced Oral Communication* 52 hours	**ESAL 0420** *Advanced Grammar* 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. <u>All participating institutions agree that courses listed in the following grids are equivalent.</u>

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
University of the Fraser Valley	**070** *EAP Reading for Academic Success: University Foundation Level* 45 hours (and) **073** *Academic Vocabulary: University Foundation Level* 45 hours *(Formerly R70 Reading 70 Reading Advanced II and V73*	**074** *EAP Writing for Academic Success: University Foundation Level* 90 hours *(Formerly WG 74 Writing + Grammar Advanced II)*	**076** *EAP Academic Interactive Communications: University Foundation Level* 45 hours *(Formerly S 76 Listening + Speaking Advanced II)*	
University of Northern British Columbia				**ELS 40** 300 hours
University of Victoria				**ELPI 570A** 240 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. <u>*All participating institutions agree that courses listed in the following grids are equivalent.*</u>

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Vancouver Community College	**CPEN 0886** Reading 78 hours Or **SESL 080** *Self-Paced Reading*	**CPEN 0885** Writing 78 hours Or **SESL 081** *Self-Paced Writing*	**CPEN 0882** Oral Skills 78 hours (optional for International Ed students) Or **Academic Oral Skills 0890** (International Education.) 120 hours Or **SESL 082** *Self-Paced Speaking and Listening*	**English 098** (Writing 0885, Reading 0886 + Oral Skills 0882 integrated) 270 hours [**English 098** (Level III) + **English 099** Artic w/ Eng 12]
	ELSK 0720 120 hours		**ELSK 0715** 120 hours	
Vancouver Island University				**ESLA 040** *Integrated course w/R/W core and modules* 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. <u>All participating institutions agree that courses listed in the following grids are equivalent.</u>

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Camosun College				
Capilano University	**ESL 078** *Reading & Vocabulary College Prep* (3 college credits) 60 hours	**ESL 079** *Writing College Prep* (3 college credits) 60 hours	**ESL 071** *Listening /Speaking College Prep* (3 college credits) 60 hours	**EAP 080** *English for Academic Purposes2* (*Formerly* **ESLF 060** *College Academic English Prep. 1* *15 college credits*) 260 hours
College of New Caledonia	**ENLA 035** *EAP 2 Reading* 90 hours (formerly ESL 093)	**ENLA 033** *EAP 2 Writing* 112.5 hours (formerly ESL 092)	**ENLA 031** *EAP 2 Listening + Speaking* 112.5 hours (formerly ESL 091)	
College of the Rockies			**ELP 065** *Listening &Speaking* 151 hours	**ELP 060** *Integrated Reading & Writing* 188 hours
Douglas College	**ELLA 0265** *Upper Intermediate Reading* (Formerly EASL 0265) 54 hours	**ELLA 0275** *Upper Intermediate Writing* (Formerly EASL 0275) 54 hours	**ELLA 0245** *Upper Intermediate Listening* (Formerly EASL 0245) 54 hours **ELLA 0250** *Upper Intermediate Listening and Speaking* (Formerly EASL 0250) 108 hours **ELLA 0255** *Upper Intermediate Speaking* (Formerly EASL 0255) 54 hours	**ELLA 0260** *Upper Intermediate Reading and Writing* (Formerly EASL 0260) 108 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. <u>All participating institutions agree that courses listed in the following grids are equivalent.</u>

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	**READING**	**WRITING**	**ORAL/AURAL**	**INTEGRATED SKILLS**
Kwantlen Polytechnic University			**ELST 0183** *Oral/Aural* 120 hours (6 college credits)	**ELST 0181** *Reading & Writing* 120 hours
Langara College				**LEAP 5** 140 hours
North Island College				**ESL 051** *Writing Level I* 135 hours + **ESL 054** *Advanced Speaking and Listening* 135 hours
Okanagan College	**EAPR 020** *Academic Reading Skills 2* 80 hours *(formerly ESLR 042 Intro. To Reading for Academic Purposes)*	**EAPW 020** *Academic Writing Skills 2* 80 hours *(formerly ESLW 041 Composition Concepts)*	**EAPD020** *Academic Discussion Skills 2* 160 hours *(formerly ELSE 040 English Essentials)*	
Selkirk College	**EASL 047** *Advanced Reading— Contemporary Reading* 90 hours	**EASL 046** *Advanced Writing— Paragraphs/ Essays* 60 hours **EASL 045** *Advanced Grammar- Complex Verbs* 60 hours	**EASL 048** *Advanced Communications – Developing Discussions* 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.

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

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

*Academic and Professional English: Self-Paced

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
BC Institute of Technology				
Camosun College				
Capilano University				**EAP 070** *English for Academic Purposes* (Previously **ESLF 050** *English Language Foundations 2* 15 college credits) 260 hours
College of New Caledonia	**ENLA 025** *EAP 1 Reading* 90 hours (formerly ESL 073)	**ENLA 023** *EAP 1 Writing* 112.5 hours (formerly ESL 072)	**ENLA 021** *EAP 1 Listening + Speaking* 112.5 hours (formerly ESL 071)	
College of the Rockies			**ELP 055** *Speaking/Listening* 151 hours	**ELP 050** Integrated Reading & Writing 188 hours

Douglas College	**ELLA 0165** *Lower Intermediate Reading* *(Formerly EASL 0165)* 54 hours	**ELLA 0175** *Lower Intermediate Writing* *(Formerly EASL 0175)* 54 hours	**ELLA 0145** *Lower Intermediate Listening* *(Formerly EASL 0145)* 54 hours **ELLA 0150** *Lower Intermediate Listening and Speaking* *(Formerly EASL 0150)* 108 hours **ELLA 0155** *Lower Intermediate Speaking* *(Formerly EASL 0155)* 54 hours	**ELLA 0160** *Lower Intermediate Reading and Writing* *(Formerly EASL 0160)* 108 hours
Kwantlen Polytechnic University			**ELST 0043** *Foundations Listening/Speaking* 120 hours	**ELST 0041** *Foundations Reading/Writing* 120 hours
Langara College				**LEAP 4** 140 hours
Okanagan College	**EAPR 010** *Academic Reading Skills 1* 80 hours (Formerly EAPR 012 Academic Reading Skills I)	**EAPW 010** *Academic Writing Skills 1* 80 hours	**EAPD 010** *Academic Discussion Skills I* 160 hours	
Selkirk College	**EASL 037** *Intermediate Reading— Current Ideas* 90 hours	**EASL 036** *Intermediate Writing— Expressing Ideas* 60 hours **EASL 035** *Intermediate Grammar-- Structures* 75 hours	**EASL 038** *Intermediate Communications Expressing Opinions* 60 hours	

English for Academic Purposes: Level I (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. <u>All participating institutions agree that courses listed in the following grids are equivalent.</u>

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

English for Academic Purposes: Level I (cont.)

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

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

(neither articulated, nor correlated to the CLB)

INSTITUTION	COURSE	TITLE	HOURS
BC Institute of Technology	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
College of New Caledonia	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
Camosun College	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
Capilano University	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

INSTITUTION	COURSE	TITLE	HOURS
Kwantlen Polytechnic University	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
Okanagan College	ENGL 110	Adjunct	64
Selkirk College	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	

INSTITUTION	COURSE	TITLE	HOURS
Thompson Rivers University	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	
TRU – Open Learning	Tutoring	Integrated L, S, R, W Levels I & 2	
University of British Columbia	4/515 E	TOEFL Preparation	96
	400 G	Grammar	96
	4/515E	Cambridge Preparation	96
	510P	Pronunciation	96
University of the Fraser Valley	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 *(Formerly BU75, Pre-University Business English)*	45
Vancouver Community College	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 wide variety of situations and academic discourse (e.g., conversations, discussions, instructions, presentations, videos, speeches, and/or lectures).
- natural rate of speech.
- extended length.
- academic topics, some of which may be unfamiliar.
- unfamiliar and low frequency vocabulary.
- a variety of broadcast media (e.g., radio, television, film, and internet resources).
- abstract, theoretical, and philosophical ideas.
- an almost full range of both common and higher level grammatical, transitional, and sentence structures.
- 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 wide variety of situations, including academic discourse (e.g., conversations, discussions, instructions, presentations, videos, speeches, and/or lectures).
- natural speech with a varied rate of delivery.
- moderate to extended length.
- general academic topics.
- unfamiliar and low frequency vocabulary.
- a variety of broadcast media (e.g., radio, television, film, and internet resources).
- familiar and somewhat unfamiliar abstract topics.
- a range of common and some higher level grammatical, transitional, and sentence structures.
- some dependence on repetition and/or clarification.
- 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 variety of modified oral discourse or authentic oral discourse (e.g., short talks/lectures, songs, CBC news, instructions, videos, conversations, presentations, and discussions).
- natural speech with a varied rate and some modified delivery.
- short to moderate length.
- general topics.
- variety of broadcast media (e.g., radio, television, film, and internet resources).
- familiar topics.
- a developing range of common grammatical, transitional, and sentence structures.
- some dependence on repetition and/or clarification.
- 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 key words.

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 variety of modified oral discourse (e.g., conversations, presentations, and discussions).
- natural speech with a varied rate and modified delivery.
- short to moderate length.
- general topics.
- a variety of broadcast media (e.g., radio, television, film, and internet resources).
- familiar topics/context.
- a developing range of basic grammatical, transitional, and sentence structures.
- dependence on repetition and/or clarification.
- 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:

- interactions of an extended length of time (e.g., maintain or extend an exchange).
- presentations of an extended length of time (per speaker) which may include appropriate visual aids.
- a variety of complex academic activities, situations or purposes (e.g., group work, discussions, debates, seminars, and meetings).
- multiple participants.
- academic topics, subjects or environments.
- formal and informal situations.
- 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:

- interactions of a longer length of time (e.g., maintain or extend an exchange).
- presentations of longer lengths of time (per speaker), which may include some visual aids.
- a variety of increasingly complex academic activities, situations or purposes (e.g., group work, discussions, and debates).
- multiple participants.
- an expanded range of academic topics/subjects.
- an expanded range of familiar topics and an expanding range of less familiar topics.
- some formal and informal situations.
- limited rewording or rephrasing to clarify meaning.
- 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:

- interactions of a moderate length of time (e.g., maintain or extend an exchange).
- presentations of a moderate length of time (per speaker), which may include the use of visual aids.
- a variety of academic activities, situations or purposes (e.g., group work, discussions, and role plays).
- multiple participants.
- a basic to expanding range of academic topics or subjects.
- less routine social contexts.
- an expanding range of familiar and some less familiar topics.
- some rewording or rephrasing to clarify meaning.
- 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:

- interactions of a shorter length of time (e.g., maintain a short exchange).
- presentations of a shorter length of time (per speaker) with little or no use of visual aids.
- a variety of activities, situations or purposes (e.g., group and pair work, discussions, and role plays).
- multiple participants.
- defined topics or subjects (e.g., personal, familiar, social).
- every day social interactions (e.g., daily conversations).
- an expanding range of familiar and some less familiar topics.
- frequent self-correction and/or rewording or rephrasing.
- 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 wide variety of mostly authentic, complex reading material (e.g., academic writing, technical manuals, research papers, journal articles, formal and informal reports).
- 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.
- lengthy texts.
- concrete, abstract, conceptual academic or technical topics in some unfamiliar contexts.
- complex formatted texts such as charts, graphs and diagrams.
- complex instructions for specialized tasks.
- an almost full range of grammatical, transition, and syntactic structures.
- a wide variety of conceptual and symbolic vocabulary and phrasing and high frequency idiomatic expressions introduced in class.
- 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 variety of moderately complex, authentic and simplified material (e.g., academic writing, technical manuals, short research papers, journal articles, formal and informal reports).
- texts of moderate length.
- concrete or abstract academic or technical topics in less familiar contexts.
- moderately complex formatted texts (e.g., tables, graphs, and diagrams).
- instructions for more specialized tasks.
- a wide range of complex and low frequency grammatical, transition, and syntactic structures.
- a range of content words, idiomatic expressions, phrasing, and some abstract, symbolic and technical language introduced in class.
- 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, tabled, graphs, schedules, and course calendars.

EAP Reading II

Performance Conditions

Texts at this level include:

- authentic texts and/or simplified materials (e.g., newspaper and magazine articles, manuals, forms, tables, short stories and novels).
- short to medium length.
- less familiar topics and contexts.
- simple formatted texts such as maps, diagrams, tables, and timelines.
- instructions for common tasks.
- a variety of high frequency grammatical, transition, and syntactic structures.
- 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:

- simplified materials of various types.
- mainly short readings.
- familiar or general topics and contexts.
- basic formatted texts such as maps, tables and charts.
- clear instructions for basic concrete tasks.
- a variety of high frequency grammatical, transition, and syntactic structures.
- 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: • concrete, abstract, or theoretical topics.   • various formatted compositions (e.g., reports, reviews, summaries, literary reviews) for academic purposes.   • extended length essays (minimum 5-8 paragraphs) with source documentation.   • persuasion, argument, or expository development that incorporates other development types (e.g., contrast, classification, narration).   • 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:

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

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

- familiar or concrete topics.
- descriptive, narrative, or basic expository development.
- short paragraph compositions (minimum 8 sentences).
- 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).

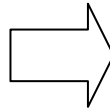12. complete functional writing tasks to meet personal and academic needs.

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

Integrated Skills
Specific Skills
ELSA Programs
Literacy
Settlement Skills
Community-based ESL

Courses provide Access to

Vocational or Career Programs
Academic Programs
Domestic or International Employment
Canadian Society
Entrepreneurial Activities

Language Skills	Adaptive Skills
- Listening Skills - Speaking Skills - Reading Skills - Writing Skills	- Learning Skills - Socio-cultural competencies - Essential workplace skills - Life Skills

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
Camosun College	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
Capilano University	L				
	S				
	R				
	W				
College of New Caledonia	L				
	S				
	R				
	W				
Kwantlen Polytechnic	L			ELST 0023	
	S			ELST 0023	
	R			ELST 0021	
	W			ELST 0021	
Langara College	L				
	S				
	R				
	W				
Northern Lights College	L				
	S				
	R				
	W				
North Island College	L				ESL 034 ESL 035
	S				ESL 034 ESL 035
	R				
	W				
Northwest Community College	L				
	S				
	R				
	W				

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

INSTITUTION	SKILL	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Camosun College	L	ELD 054	ELD 064			
	S	ELD 054	EDL 064			
	R	ELD 052	ELD 062			
	W	ELD 052	ELD 062			
Capilano University	L					
	S					
	R					
	W					
College of New Caledonia	L					
	S					
	R					
	W					
Kwantlen Polytechnic	L				ELST 0273	
	S				ELST 0273	
	R			ELST 167		
	W			ELST 167 ELST 267		
Langara College	L	LEAP 1	LEAP 2			
	S	LEAP 1	LEAP 2			
	R	LEAP 1	LEAP 2			
	W	LEAP 1	LEAP 2			
Northern Lights College	L					
	S					
	R					
	W					
North Island College	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		
Northwest Community College	L					
	S					
	R					
	W					

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
Okanagan College	L				ELSE 010
	S				ELSE 010
	R				
	W				
TRU – Open Learning	L				
	S				
	R				
	W				
Thompson Rivers University	L				
	S				
	R				
	W				
University of the Fraser Valley	L				
	S				
	R				
	W				
University of Victoria	L				
	S				
	R				
	W				
Vancouver Community College	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
Vancouver Island University	L				
	S				
	R				
	W				

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

INSTITUTION	SKILL	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
Okanagan College	L					
	S					
	R					
	W					
TRU – Open Learning	L					
	S					
	R					
	W					
Thompson Rivers University	L					
	S					
	R					
	W					
University of the Fraser Valley	L					
	S					
	R					
	W					
University of Victoria	L					
	S					
	R					
	W					
Vancouver Community College	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
Vancouver Island University	L					
	S					
	R					
	W					

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 native speakers 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 suasive 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, get well, 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 from.
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.

English for Work

English for Work encompasses a dynamic and diverse cluster of courses and programs offered in post-secondary institutions and in the workplace. These courses and programs are designed to assist learners in achieving their workplace goals by:

- o Recognizing education and skills achieved elsewhere*;*
- o Providing access to further vocational, technical, or professional training and education;
- o Enhancing learner's employability;
- o Securing successful employment.

English for Work courses:

A. are articulated using the English for Access outcomes.

B. are unique. The sample workplace tasks organized according to the English for Access outcomes can be used to help articulate courses.

C. are dynamic, responding to the changing needs of the labour market (regional and global), immigration patterns and the shift in the demographic profiles of immigrants and visitors, institutional capabilities and funding priorities and mechanisms. As a result, some courses may be offered every term and others may be offered irregularly, depending on labour market demands and funding priorities. Because a course may be conceived, developed, offered, and evaluated just once, the Guide includes an archive of course and programs that have been offered for a limited period. This archive is intended to serve as a contact list for a source of curricula, materials, and expertise for further course development.

D. are related to English for Access and English for Academic Purposes. For example, learners in both English for Access and English for Work courses may well see achieving successful employment as a key component in their settlement and integration into Canadian society and believe that both language skills and applied skills for specific jobs are important to that end.

E. are partnerships between language and communication experts, educators and practitioners with occupational expertise, employers and employment counsellors. These partnerships reflect the nature of English for Work offerings, which may blend the teaching of language with the teaching of content. These partnerships also assist in determining the specific language and communication strategies and skills within the context of a particular occupational and workplace culture.

F. are diverse. English for Work courses and programs fall into three distinct and at times overlapping categories. These three categories reflect different models for providing the language and communication support needed. [The English for Work offerings are labelled 1 to 3 on the table on the following page. This table serves as a visual overview of the general   course descriptions for English for Work offerings.]

English for Work Course/Program Descriptors

English for Work courses/programs are mutually supportive partnerships between language and communication experts, educators and practitioners with occupational expertise, and employers. These partnerships assist ESL learners in achieving their workplace goals of integration, advancement and increased mobility in the Canadian workplace. Learners' previous employment experience and education ranges from limited to extensive.

1. Accessing Further Training and Education (based in the institution)	2. Accessing and Integrating Successfully into Employment (based in the	3. Sustaining and Enhancing Employability (based in the workplace)
These courses/programs provide language and academic skills preparation and on-going support for employment- related training and education, including any required workplace practice. Preparatory, adjunct and laddering models are used.	These courses /programs provide integrated applied skills training and education, specific occupational language training, and workplace practice. Courses/programs may include • Job search • Career exploration • Job retention and advancement skills • Integrated language and content teaching leading to certification (combined skills)	These courses provide language and/or applied skills to employees in their workplaces, tailored to their specific needs.
ESL Support for Refresher Nurses Technical Trades Access Note that ESL support may be offered prior to program entry and/or concurrently to program delivery.	Introduction to Technology Programs Writing Adjunct for Child, Family and Community Studies Technical Trades Access	Communication for *Xxxxx Engineering Company* Professionals Safety and Communication for the *Xxxxx Garment Factory*

English for Work Courses/Programs Listed by Type

Category 1: Accessing Further Training and Education (based in the institution)

These courses/programs provide language and academic skills preparation and on-going support for employment- related training and education, including any required workplace practice. Preparatory, adjunct and laddering models are used.

Institution	Courses/Programs	Recommended EAP or Access Entry	EAP or Access Exit Level
BC Institute of Technology			
Camosun College			
Douglas College			
Kwantlen Polytechnic University			
North Island College			
Okanagan College			
Selkirk College			
TRU - Open Learning			
Vancouver Community College	English for Health Sciences 1	Access: S 6, L 6, R 6, W 5	Access: S 7, L 7, R 7, W 6

Category 2 Accessing and Integrating Successfully into Employment (based in the institution)

These courses /programs provide integrated applied skills training and education, specific occupational language training, and workplace practice.

Courses/programs may include
- Job search
- Career exploration
- Job retention and advancement skills
- Integrated language and content teaching leading to certification (combined skills)

Institution	Courses/Programs	Recommended EAP or Access	EAP or Access Exit Level
BC Institute of Technology			
Okanagan College			
Selkirk College			
TRU - Open Learning			
Vancouver Community College			

Category 3: Sustaining and Enhancing Employability (based at a workplace)

These courses provide language and/or applied skills to employees in their workplaces, tailored to their specific needs.

Institution	Courses/ Programs	Recommended EAP or Access Entry Level	EAP or Access Exit Level
Capilano University			

English for Work Courses/Programs Listed by Content Area

Educational Institution	Arts, Entertainment, Recreation	Business, Office, Retail	Education, Social Services	Health Sciences	Hospitality, Food Services	Trades and Technology	Other
BC Institute of Technology							
Camosun College							
Capilano University							
Kwantlen Polytechnic University							
North Island College							
Okanagan College							
TRU - Open Learning							
Selkirk College							
Vancouver Community College				English for Health Sciences 1			

English for Work: Sample Tasks

Access Listening Level 5	Sample Work Tasks
Interacting with Others A. Identify gist, some factual details, some implied meanings, and language functions in social exchanges that may include compliments, invitations and 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.	• Listen to a co-worker's likes and dislikes regarding the organization of an upcoming social event. Respond and contribute ideas. • Listen to a phone message from a receptionist changing the date and time of an appointment. • Listen to an exchange between co-workers talking about their preferences for various work shifts and the reasons for their preferences.
Comprehending Instructions D. Follow clear, conceptualized sets of sequentially presented 7 to 8 step everyday instructions and directions for generally familiar and relevant procedures.	• Follow instructions at work on safety or security procedures, basic food preparation, or cleaning.
Getting Things Done 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.	• Listen to a short demonstration about the features of a product (such as an appliance) to decide whether it is worth purchasing. • Listen to TV commercials about two different cell phone companies and compare their services to determine the best offer. • Listen to a phone message from a co-worker asking about switching a shift to make a decision before returning the call. • Follow the key points in a staff meeting about changes to the company medical benefits.
Comprehending Information 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.	☐ Listen to a short explanation from a bank teller about different accounts to determine the advantages and disadvantages of each. ☐ Listen to a weather report to inform members of a work crew about a delay due to weather.

Access Listening Level 6	Sample Work Tasks
Interacting with Others A. Identify specific factual details, facts, opinions, inferred meanings and functional expressions in common social exchanges such as making/cancelling appointments, expressing apologies/regrets/excuses and problems in communication. B. Identify formal and casual register, situation, relationship, intent, mood or emotional state.	• Listen to a manager apologize to employees for having to cancel the annual staff party.
Comprehending Instructions 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.	• Follow instructions at work on safety or security procedures, basic food preparation, or cleaning. • View an instructional video in a workplace training session to respond with appropriate actions in the follow-up training activities.
Getting Things Done 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.	• Listen to a phone pitch from a telemarketer to identify the offer being made. • Take simple routine food orders on the phone or at a drive-through.
Comprehending Information 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.	• Listen to information from a pre-recorded message on professional development training available at a particular institution.

Access Listening Level 7	Sample Work Tasks
Interacting with Others 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.	• Listen and respond to a complaint from a friend, colleague or classmate and determine the nature of the complaint and the speaker's mood and attitude. • Listen to a discussion among co-workers to determine the root of a problem or conflict on a team.
Comprehending Instructions B. Follow sets of instructions related to familiar, moderately complex technical or 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.	• Follow detailed shipping instructions from a customer on the phone. • Follow detailed directions on how to get to a job interview. • Listen to a safety expert describe procedures for handling dangerous materials in the workplace to determine appropriate action. • Take detailed orders and delivery/shipping instructions by phone. • Follow simple directions given over the phone. • Get information from an oral report detailing handling procedures for delicate material.
Getting Things Done 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.	• Listen to a detailed reminder to complete a specific series of workplace tasks before a deadline. • Take detailed telephone messages/voice-mail messages for others and pass them on orally/repeat them back. •
Comprehending Information G. Identify and respond to requests for main ideas, specific details, facts, opinions, key phrases/sentences/examples and supporting details in a descriptions, narration or report. H. Interpret factual information, explanations and opinions.	• Listen to an informal talk on a general interest or occupation-specific topic to learn new ideas and information. • Listen to details when talking to suppliers and customers face-to-face or over the phone. • Evaluate the factual accuracy of oral directions/instructions by checking details on a diagram or map.

Access Listening Level 8	Sample Work Tasks
Interacting with Others 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.	• Listen to a co-worker discussing a colleague's abrupt departure from the company to interpret the speaker's attitude. • Listen to a co-worker discussing a workplace experience to predict what will be said next based on the content and tone. • Listen to co-workers and supervised workers to determine the root of a problem or conflict in a team.
Comprehending Instructions 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.	• Follow instructions from a technical assistant on the phone to resolve a simple computer software issue. • Listen to detailed oral instructions from a supervisor about a familiar but complex process. • Follow instructions to register for a college or university course. • Follow simple directions on non-routine procedures.
Getting Things Done 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.	• Listen to a supervisor evaluating someone's performance. List specific details, suggestions and advice for future reference. • Listen to co-workers and supervised workers to determine the root of a problem or conflict in a team.
Comprehending Information 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.	• Listen to a presentation in a semi-formal workplace meeting to take notes for future use. • Listen to reports about daily operation of a familiar business or plant. • Listen to and follow a report in a meeting where production problems are discussed. • Listen to and follow a progress report on orders, projects, etc.

Access Listening Level 9	Sample Work Tasks
Interacting with Others A. Identify stated, implied and some unstated meanings and functional expressions in complex formal social interactions between speakers with varying roles, relationships and status.	• Listen to a manager talking about company lay-offs to predict what will happen. • Listen to a conversation between two colleagues to determine what one person thinks about a decision that the other has made.
Comprehending Instructions 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.	• Follow detailed instructions on how to repair or assemble a piece of equipment at work. • In emergency response/search and rescue/delivery jobs, follow extensive continuous oral directions with complex navigational detail on how to reach a location which is remote or difficult to identify.
Getting Things Done D. Identify main intent, main idea, factual details, words and expressions and inferred meanings in oral suasive texts. E. Evaluate extended oral suggestions for solutions to problems, recommendations and proposals and for appropriateness, usefulness, relevance and validity of the proposed solution.	• Listen to several proposals to solve a workplace problem (such as a high rate of absenteeism or low employee morale). • Listen to a conversation between several colleagues in which advice is given to summarize the nature of the advice.
Comprehending Information 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.	• Listen to a lecture on a technical topic in one's own field to summarize the information for a report. • Listen to a 30-minute panel discussion to obtain detailed information and perspectives relating to a topic in one's own field to critically evaluate the information. ☐ Listen to a short podcast for work-related information to decide whether to research the issue further. ☐ Obtain specific extensive information (literal and inferred) by listening to presentations, discussions, or interviews. ☐ Summarize complex and abstract ideas from a 20-minute oral presentation.

Access Speaking Level 5	Sample Work Tasks
Interacting with Others 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.	• Initiate a short, informal conversation with a co-worker. • Engage in small talk, compliment the person and/or respond to a compliment. End the conversation appropriately. • Invite a friend, co-worker, or classmate to lunch. • Answer the phone at work. Provide information to the caller (such as company name, hours of operation, and basic information about a product or service).
Giving Instructions E. Give instructions/directions on daily routine actions in sequence.	• Give directions to a business. • Give instructions to a new co-worker on how to use an appliance, machine, or system at work, such as a photocopier or coffee-maker, or how to transfer a call on a telephone system.
Getting Things Done F. Give and get permission. G. Give simple informal advice.	• Give advice to a colleague about taking a day off because he/she is ill. • Ask a colleague to help with a task. (Could you empty the garbage? Would you mind if I went first?) • Warn a co-worker of danger or a safety problem in a work situation. • Ask for a day off explaining special reasons/circumstances.
Sharing Information 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.	☐ In a small group discussion, plan an event (such as a company open house, or a retirement party for a colleague). Discuss different options and come to an agreement. ☐ Report/briefly describe activities of the day at work. • Suggest a 'special' using the printed menu or information displayed on a board. ☐ Describe simple menu items: ingredients and preparation. ☐ Participate in workplace training exercise with encouragement and patience from co-workers. Describe a problem on the job (e.g., breakdown of machinery or equipment) with enough detail to make the situation clear for the co-workers.

Access Speaking Level 6	Sample Work Tasks
Interacting with Others 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.	• Carry on a short, routine conversation with an employer about work. • Apologize to a co-worker for a mistake made. • Decline an invitation to a social event. Apologize and give a reason for declining. • Call to make an appointment with a colleague. • Prepare and present a speech about your educational and employment background, personal qualities and work experience for a job interview. • Phone to make an appointment for a job interview. • Call on the phone to request a meeting. • Engage in small talk during breaks.
Giving Instructions E. Give a sequential set of instructions dealing with simple daily actions and routines.	• Give instructions to a co-worker on what to do if the fire alarm sounds. • Relate special instructions to the kitchen. • Explain a sequence of events leading up to a situation. • Explain to a new worker how to do a familiar routine task: explain sequence, procedure, method, materials.
Getting Things Done 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.	• Make a suggestion in a workplace and present possible consequences if the suggestion is not followed. (You should wear gloves to handle that. You might cut your hands.) • Request a raise from an employer and provide persuasive arguments as to why it is deserved. • Make indirect requests and suggestions. (I wouldn't do that if I were you. You might want to reconsider. I don't think smoking is allowed here.) • Make a request to borrow tools or to have tools fixed. • Take an order for a fast food item in a face-to-face conversation. • Suggest to someone to try a product. • Interview individuals for a survey, poll, or census in order to fill out a standard survey form. • Speak briefly on routine matters with familiar suppliers of goods and services (e.g., discuss the content and timing of routine deliveries). • Speak briefly with customers to clarify routine orders. • Give or withhold permission to borrow tools; give reasons.

Access Speaking Level 6 (cont.)	Sample Work Tasks
Sharing Information 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.	- Answer questions about educational background, work experience and skills in a panel interview. - Describe the chef's special and answer customers' questions in a restaurant setting. - Give an informal presentation to colleagues to share information about the process of applying for Canadian citizenship. - Describe materials in the manufacturing process. - Help a customer with a suggestion/opinion in a retail sale. - Provide work-related feedback/opinion when asked by the supervisor in a small informal team meeting - Describe simple menu dishes and drinks. - Describe and compare two or three store products. - Interact with payroll and human resources workers to seek or clarify specific personally relevant information. - Describe materials in the manufacturing process: texture, size, quantity, quality, tolerance, etc. - Explain why things are not working. - Report errors in operation. - Make a simple suggestion on an element that should be changed; give reason; make a simple prediction of consequences. (I think that we should change this detail of X because..... It will improve Y.)

Access Speaking Level 7	Sample Work Tasks
Interacting with Others 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.	• Speak to a supervisor about dissatisfaction with a work schedule. • Respond to minor client complaints by apologizing and addressing the problem; refer serious complaints to the supervisor. • Consult with supervisor and get approval on direction and co-ordination of work • Interact with colleagues to share stories and knowledge of a subject area/local area (history, resources, flora and fauna, tourist attractions). • Negotiate time taken on particular tasks. • Handle a complaint or dissatisfaction from a customer in an initial stage; refer him/her to the supervisor. • Approach supervisor to report a workplace problem and describe possible consequences. • Approach the supervisor/management to ask for/ discuss a raise or a promotion. • Introduce/present colleagues, guests, customers at a meeting. • Thank formally colleagues, guests, and/or customers at a meeting.
Giving Instructions F. Give an extended set of instructions/directions related to moderately complex, familiar technical and non-technical tasks.	• Give instructions on how to use specific functions on a computer (such as creating a table with merged cells or using formatting features). • Give instructions to a new colleague on what to do if there is a minor chemical spill.
Getting Things Done 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.	• Give a detailed suggestion on how to solve a problem or make an improvement at work. • Make an extended suggestion on how to solve an immediate single problem or how to improve a procedure or outcome; give reason; predict consequences/effect of certain actions (We should do this:.... If we do X, Y will happen and it will solve the problem). • Speak with co-workers and supervisors to clarify schedules and coordinate activities. • Make travel arrangements for a business trip; arrange and confirm accommodation. • Take an order at a restaurant. • Evaluate/question the validity of a suggestion/proposed solution to an immediate single problem; warn co-worker or supervisor of negative results or effects of proposed changes/lack of action. (If we do X, Y will happen, and it will not solve the problem /will make the problem worse.). • Make work related suggestions in staff meetings, e.g., point out perceived safety hazard and suggest a way to deal with it.

Access Speaking Level 7 (cont.)	Sample Work Tasks
Sharing Information 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.	☐ Participate in a union meeting to discuss workload, wages and working conditions. ☐ Give an update at a staff meeting on expected changes to employee benefits. ☐ Speak with familiar suppliers of goods and services to obtain information such as the capabilities of a specific machine. ☐ Summarize simple information on routine company policies and procedures for customers. ☐ Convey accurate information on service charges, fees, etc. ☐ Describe and compare two similar simple dishes/menu items ☐ Describe to a customer the features of two similar items, e.g., two different brands of a coffee maker. ☐ Answer product/stock based questions from co-workers in person or over the phone, sometimes by calling another location about the needed item. ☐ Answer the phone with a set phrase and answer basic questions, e.g., about hours of operation.

Access Speaking Level 8	Sample Work Tasks
Interacting with Others 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.	• Respond to non-routine requests by phone for detailed information about products or services. • Speak with a co-worker to resolve a conflict. • Reassure a customer that his/her order will arrive on time. • Answer the phone in a professional manner (identify organization and yourself; greet and connect a caller; give routine information; hold a conversation, close). • Ask about job opportunities and openings in person and on the phone. • Present a complaint to an employee and work with her/him towards resolving the conflict • In a restaurant work context, take a reservation for a large party over the phone, including specific details (number of high chairs), and pre-ordering. • Receive and entertain visitors. • Conduct a tour of the facility/workplace for outside visitors; explain operation, answer questions. • Take a food delivery order/simple catering order over the phone, including optional/additional details (napkins, cutlery, condiments).
Giving Instructions F. Give directions/instructions about established familiar process or procedure (technical and non-technical).	• Give detailed instructions to movers about packing, loading and shipping items. • Give instructions to a co-worker on how to process sales, handle merchandise returns, or operate a cash register.
Getting Things Done G. Indicate problems in a familiar area; recommend/propose solutions or changes.	• Explain a problem with a new program, machine, or procedure at work and present a detailed solution. • Respond to a customer complaint, providing various suggestions to resolve it. • Speak with suppliers to determine availability of material, to purchase goods and exchange information on products. • Report to colleagues/co-workers/supervisors on work progress. • Make a presentation to recommend that certain changes be made and to propose a detailed solution • Participate actively in group work or a brainstorming meeting. • Explain a problem with a new program/ machine/ procedure; present a possible detailed solution. • Respond to a complaint over the phone by empathizing and referring the caller to management.

Access Speaking Level 8 (cont.)	Sample Work Tasks
Sharing Information 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.	• Participate in a performance review with an employer or instructor. Provide detailed information about successes achieved during the year. • Participate in a performance review with a supervisor. • Present qualifications effectively in a job interview. • Make a 15- minute formal business presentation to a small familiar group; present a company, product, service, process, or issue. • Speak with colleagues/co-workers and resource people to obtain information when collaborating on a project. • Summarize/present information as a spokesperson for a small work group at a seminar/training course.

Access Speaking Level 9	Sample Work Tasks
Interacting with Others 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.	• Respond with assertiveness to expressions of indifference in a staff meeting. • Co-facilitate a discussion at a work meeting, class seminar or community meeting. • Manage the discussion, ensure that everyone has a chance to speak, and confirm and clarify information as needed. • Interact socially in the workplace with a group of people, including authority figures.
Giving Instructions D. Give multistep instructions about complex familiar technical and non-technical tasks, procedures and processes.	• Relay instructions from an emergency broadcast in the case of a natural disaster. • Provide support to a client or co-worker by giving instructions on the phone to resolve a computer software issue.
Getting Things Done 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.	• Present a proposal about steps toward "greening" the workplace to a supervisor.
Sharing Information 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.	☐ Meet with a co-worker to discuss work assignments on a project and to coordinate tasks. ☐ Give a demonstration or a briefing about a program, product, service or issue at a staff meeting or to a small group of clients. ☐ Make a formal business presentation to introduce, describe and recommend a new product or service. ☐ Obtain all needed information from a supervisor, co-worker, or client by asking relevant questions. ☐ Give a 20-minute prepared oral presentation which may contain complex and abstract ideas. ☐ Take part in a business discussion with a group of people, including authority figures.

Access Reading Level 5	Sample Work Tasks
Interacting with Others 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.	• Read a workplace email message about a company fundraising event to decide whether to participate.
Comprehending Instructions B. Follow 7 to 10 step instructions for everyday instructions and procedures.	• Follow instructions on how to unclog a drain using a commercial product. • Read an instructional text on the prevention and treatment of burns at home or in a work setting. • Follow instructions on employment forms. • Follow instructions on employment tax information forms (e.g. net claim codes).
Getting Things Done C. Identify purpose, gist, topic, layout, key information, factual details and some inferred meanings in moderately complex business/service texts, including formatted texts, (e.g., 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].	• Read a brochure about a training program to determine its suitability for one's own needs. • Read a memo posted in a workplace or institution giving information about a new policy. • Scan basic charts, tables, maps or schedules for information. • Read posted staff notices and posted production schedules. • Understand and explain the organizational chart of a company, institution or agency you work for or want to do business with.
Comprehending Information E. Identify purpose, main idea, key information, important and supporting details in a 2 to 3 paragraph moderately complex descriptive or narrative printed or electronic text. F. Accesses relevant information from (e.g., two pieces of information from web sources, print reference sources, or 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.	• Read a plain-language text about legislation relevant to own situation, such as employment standards, landlord or tenant law, or driving regulations. • Use an online resource (such as an occupational database) to find key information about own occupation or target occupation in Canada. • Scan a paragraph to locate specific dimensions of an object.

Access Reading Level 6	Sample Work Tasks
Interacting with Others A. Identify factual details and inferred meanings in moderately complex social messages [such as announcements containing cancellation of plans, apologies].	Read an invitation to a fundraising event to decide whether or not to attend by reviewing purpose, formality, details about the occasion and expectations of participants.
Comprehending Instructions 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.	• Read and follow instructions and warnings on a label for a common chemical product (such as cleaning products, paint thinner) used at work. • Read a checklist to verify if all the steps in the procedure have been completed. • Follow instructions on lunchroom duties, sign-in/sign-out and security regulations at work.
Getting Things Done C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing advice, requests, or detailed specifications. 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.	• Read a cover letter for a job and determine the applicant's interest and suitability for the position. • Read product specifications to determine suitability (such as an appliance's specifications and its suitability for the size of your office staff). • Find 2 courses of interest in a course calendar for an adult education institution. • Locate information about used merchandise on 2 or 3 websites to find the best deal on an item needed. • Find information in fire drill regulations. • Find information in large directories, catalogues, White and Yellow Pages, supply catalogues and purchasing flyers. • Get information from employment classified ads. • Read bills of lading and other shipping documents to determine inventory.
Comprehending Information 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. 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.	• Find routine information on the computer screen /scanner screen/computerized display screen, if available. • Read information in the reception/appointment book to find available openings for a new appointment. • Compare information about benefit packages for a similar position at two different companies.

Access Reading Level 7	Sample Work Tasks
Interacting with Others 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].	• Read a letter or email from a co-worker conveying feelings about some bad news or expressing disappointment about not getting a promotion.
Comprehending Instructions B. Follow a set of 10 to 13 step instructions for procedures related to familiar technical and non-technical tasks.	• Read and follow instructions on how to remove a computer virus and prevent further virus infection. • Follow 1 page of clear familiar task instructions. • Follow instructions on evacuation procedures, fire drills, or on using simple machinery/equipment. • Follow posted food storage procedures, according to health regulations. Explain consequences of error, e.g., cross-contamination. • Follow exercises in the computer upgrade training materials.
Getting Things Done C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing assessments, evaluations and advice.	• Read a complaint letter from a customer or client to determine appropriate action. • Read a workplace performance review to determine how successful the employee has been in meeting objectives and what areas require improvement over the next year. • Read a reminder or complaint letter/memo - take appropriate action.
Comprehending Information 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. Distinguishes facts from opinions, and evaluates 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.	☐ Interpret a chart of tasks (such as a Gantt chart) in a work plan for a group project to understand the sequence of steps. ☐ Find information in longer job postings (e.g. 1/3 - 1/2 page). ☐ Get information from an employee benefit update. ☐ Scan complex charts, tables and schedules for several specific pieces of information for comparison/contrast. ☐ Understand what happened at a routine workplace meeting by reading a simple agenda and the minutes.

Access Reading Level 8	Sample Work Tasks
Interacting with Others A. Identifies 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].	• Read a workplace policy manual to determine how to address a customer's complaint.
Comprehending Instructions B. Follows an extended set of coherent multi-step instructions and directions for an established process.	• Read and follow health regulations for workplace food storage procedures to avoid problems such as spoilage or cross-contamination. • Read to understand clear language instructions and diagrams to assemble or process something. • Follow 1-2 pages of clear task instructions. • Follow instructions on how to operate a piece of equipment.
Getting Things Done C. Locates 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. Identifies purpose, topic, key information, factual and inferred meanings in written proposed solutions, recommendations, advice and proposals and statements of regulations, laws and norms.	• Read a declaration of rights and responsibilities to be able to explain them to a client or patient. • Read the Material Safety Data Sheet (MSDS) of a new workplace product to identify hazardous reactions and emergency procedures. • Use specifications sheets to find specs for a manufacturing process. • Read specialized maps to locate trails, tree planting sites, and other wilderness jobs/tasks. • Read to understand information on protective measures/precautions against exposure to toxic chemicals.
Comprehending Information E. Demonstrate understanding of moderately complex charts, graphs, diagrams, pictures or website navigation menus. F. Accesses, locates, compares and integrates several pieces of information in reference sources, using effective online search strategies.	• Read and interpret workplace charts (such as patient health status chart for nurses or equipment maintenance charts for technologists) for use in one's own occupation. ◻ Use a plain language manual with familiar topic and content in own field of knowledge to find specific information. ◻ Get information from a process flow chart, e.g., a hiring process flow chart or a flow chart for handling procedures of dangerous goods or chemicals. ◻ Read an incident report left by workers on a previous shift.

Access Reading Level 9	Sample Work Tasks
Interacting with Others **A.** Identify factual details/ inferred meanings in complex written communication such as editorials and letters to the editor, blogs, personal essays and fiction.	• Read 2 editorials on the same issue or topic in occupation specific journals to compare the different perspectives (points of view, mood and attitude).
Comprehending Instructions B. Follow an extended set of formal multi-step instructions and directions for familiar procedures in complex texts containing advisories, recommendations, policies and regulations.	• Read and understand government compliance regulations, such as health and safety regulations. • Read policy and procedure manuals regarding workplace harassment or discrimination to help a co-worker with a complaint. • Follow instructions in technical manuals which may contain some unfamiliar terminology. • Read workplace and/or government bulletins on policies or procedures to modify own documentation or practices.
Getting Things Done 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.	• Read formal business letters, employment benefit documents, employment contracts, public reports and business articles to increase one's ability to advocate for self in the workplace. • Read multiple short workplace activity reports such as shift or daily reports, intake assessment/client interview reports, short routine formatted evaluation reports, technician's reports, routine formatted lab reports. • Complete or check complex forms. • Evaluate if time sheets, shift change reports, purchasing forms have been filled out according to instructions. • Explain/paraphrase formal instructions of compliance with policy and procedures in an educational/training setting, in the public service sector and in a workplace context.
Comprehending Information 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.	• Read multiple workplace activity or productivity charts to analyze the data and summarize key trends in a graph. • Read and navigate a specialized computer program with multiple menus and functions to complete work tasks (e.g., shipping, dispatch). • Paraphrase information in the workplace bulletin for someone who does not read in English at the same level.

Access Writing Level 5	Sample Work Tasks
Interacting with Others A. Convey a personal message in a formal short (about 1 paragraph) letter, note, or e-mail, such as those expressing or responding to invitations, quick updates, and feelings].	• Write a formal invitation for a group function (such as a company picnic, BBQ or potluck). • Write a short note to a co-worker to let him/her know when there is a problem, e.g., comments about equipment operation in a "problem book"/daily log.
Reproducing Information 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.	• Take notes from a pre-recorded telephone message (such as a company message about job openings, a message about a store's location and hours of operation, or a message detailing a bus or train schedule). Include details for personal use. • Take notes from an advertising flyer on products, features, prices and retail locations to inform shopping decisions. • Take a simple routine phone message (5-7 details); use "While you were out" form to complete required information. • Write a brief report on training and employment opportunities in your area. Use notes based on information from notice boards, brochures.
Getting Things Done 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).	• Write a note to an insurance company to cancel or change a policy and to request a refund. • Fill out an accident report form at work.
Sharing Information 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.	☐ Write a paragraph to report a factual event or incident, such as an accident, a workplace incident or a burglary. ☐ Write a paragraph about your work experience in the past.

Access Writing Level 6	Sample Work Tasks
Interacting with Others A. Convey familiar/personal information in familiar standard formats (e.g. 1 or 2 paragraph letters, messages, or emails, such as those expressing or responding to congratulations, thanks, apologies or offers of assistance).	• Write a personal message to cancel an appointment. Express inability to keep the appointment, disappointment, and offer an apology. • Write a personal message to thank someone for a special gesture or to congratulate a friend who has just found a new job. • Write a letter or email of appreciation to a colleague who has provided support.
Reproducing Information 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.	• Take notes in a workplace preparation course during a brief presentation on interview tips. • Write a short incident/ accident report. • Write a set of simple directions on how to operate basic equipment, e.g., lunchroom coffee- maker or electric kettle, office fax-machine. • Write a set of simple directions on the lunchroom clean-up procedures, e.g., fridge emptying and cleaning. • Write receipts. • Write brief information/short entries on patient care in card files (e.g., temperature, weight, etc.). • Using single words and short phrases, write brief comments in daily logs to describe condition of the machines/equipment. • Take a food delivery order (over the phone or face-to-face) using a form to fill in information.
Getting Things Done 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.	• Write to inform a company that a product did not work and ask for a refund. • Write a message to accompany a job application form. Express a desire for the job, provide contact details, and refer the reader to the attached application form. • Write an email to a supervisor asking permission to work from home next week. • Fill out a job application form or complete a medical history form. • Fill out a form to record and report a weekly workload.
Sharing Information 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: photos, drawings, flow charts or diagrams.	• Write a description of a process, such as applying for an academic program or a job. • Write a comparison of a company's services with those of a leading competitor.

Access Writing Level 7	Sample Work Tasks
Interacting with Others 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.	• Write a note to a supervisor who is ill. Express best wishes for a quick recovery, and offer to assume extra responsibilities if needed. • Write an email to a colleague or work team expressing satisfaction at the successful completion of a project. Explain why it was successful and the positive impact it will have. • Write a formal letter/memo to your supervisor to explain your absence**.** • Write an employment application cover letter with a request for an interview.
Reproducing Information 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**.**	• Take notes during a short workplace presentation and then write a summary for a co-worker who missed the presentation. • Fill out survey forms with respondents' information when canvassing.
Getting Things Done 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].	• Write a formal letter to an academic or work supervisor to request a leave of absence. • Complete an incident report form, including a narrative about the incident. • Fill out survey forms and questionnaires.
Sharing Information 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.	☐ Write a brief production report on work stoppage times and reasons. ☐ Write a paragraph for the company newsletter to announce/report a personal, community, or media event (birth, marriage, death, celebration, fund-raising campaign). ☐ Create a short agenda for a meeting. ☐ Transcribe a short voice-mail message on a familiar topic. ☐ Write down phone messages freehand (7-10 details). ☐ Write a simple routine business letter based on a familiar format and content**.** ☐ Write a memo to employees about a guest speaker presentation on safety in the workplace.

Access Writing Level 8	**Sample Work Tasks**
Interacting with Others 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.	• Write an email message to a co-worker to express dissatisfaction about the outcome of an assigned group task and express hopes for a better outcome on an upcoming task. • Write an appropriate note or letter to explain and attempt to resolve a minor conflict (such as making a remark that may have hurt or offended someone). • Write an email to a supervisor to clarify a disagreement with a colleague. Explain how the conflict has been resolved. • In a formal letter, request changes in schedules, procedures, requirements, work conditions, etc.
Reproducing Information 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.	• Take notes (for later use) while reading a detailed online text about how to re-image a computer. • Take notes while listening to a presentation on a familiar work-related topic. • Summarize the main ideas in a text for co-workers. • Appropriately record on a special form information from a structured oral interview.
Getting Things Done 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.	• Write an email to a team leader explaining why there is a need for another person on the team. • Write a résumé and formal cover letter to a human resources manager in response to a job advertisement and request an interview. • Write a brief report to a supervisor to inform him/her that a piece of equipment is not working properly. • Complete paper-based or online job application forms of any length. • Fill out forms for work orders, supply purchase orders, invoices, bills and cheque requisitions. • Fill out claims for goods damaged during transport. • Complete a detailed incident report; include cause and effect analysis. • Write a short memo to a supplier. • Write a fax message for a customer giving quotes on parts and labour. • Write brief but clear and precise comments about equipment operation in the operation log book or the "problem book". • Write basic fire emergency and evacuation instructions for employees

Access Writing Level 8 (cont.)	Sample Work Tasks
Sharing 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 express or analyze opinions. H. Write paragraphs to relate/explain information in a table, graph, flow chart, photo or diagram.	☐ In a paragraph, describe information in a statistical table listing average incomes of Canadians by family type. Introduce the paragraph with a general topic sentence, and then support it with details drawn from the table. ☐ Write a memorandum to a supervisor, comparing and summarizing several pieces of information. ☐ Produce a simple information brochure on the computer, if available, using appropriate software.

Access Writing Level 9	**Sample Work Tasks**
Interacting with Others 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	• Write a letter to a business acquaintance requesting assistance with a job search. • Write a thank you note for the flowers and the card you received from co-workers. • Write an informal acknowledgement memo to a colleague to thank for a book, information or a favour you received. • Write an informal memo to confirm the arrangements between two departments for the preparation of an Open House, conference, or information fair.
Reproducing Information 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 (e.g. 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.	• Write the minutes of a workplace meeting. • Take notes of the main ideas in a 30-minute presentation. • Write a summary report of a product field test. Refer to multiple individual questionnaire responses. • Write a paragraph to summarize selected information gathered from a graph or table of data. • Write down complex, detailed extended phone messages.
Getting Things Done 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).	• Write a formal letter to a court requesting to be excused from jury duty. State reasons for the request. • Write a note to a supervisor or lawyer to request clarification of a procedure. Include an interpretation of the procedure to confirm understanding. • Write a semi-formal letter to confirm verbal arrangements made with a business partner on a shared project. • Write a short report to update a supervisor on work progress. • Complete a detailed problem report form. • Write a note/memo (e-mail note) to schedule a business meeting/ to ask to be excused from a meeting or function. • Synthesize a half hour meeting into 2 pages of notes or minutes. • Write short workplace activity reports (shift or daily reports); intake assessment or client interview reports; short routine formatted evaluation reports; technician's reports or routine formatted lab reports. • Develop a formatted schedule or time line, a simple directory of work contacts, or a basic reporting form.

Access Writing Level 9 (cont.)	Sample Work Tasks
Sharing Information 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	☐ Write a detailed description of relevant events and relationships to orient a new staff person. ☐ Describe a system or process in a report (up to 5 paragraphs). ☐ Write an official letter of information or inquiry. ☐ Write a variety of internal standard letters and memos. ☐ Write down new simple procedures as they are developed. ☐ Listen to a demonstration of a new process or procedure in your academic/professional area. Take detailed notes and re-write them as instructions to be used by others (customers, clients, co-workers, colleagues). ☐ Write detailed comments pertaining to complex work orders.

Appendix A

General Process for Adding or Making Substantive Changes to a Course or Program in this Guide

Changes are articulated at the Adult ESL Provincial Articulation Committee, which usually meets once a year.

1. Fill out the appropriate course/program description form (see pages following) and attach a course/program outline.

2. Submit form to the appropriate sub-committee chair.

Process for Articulating EAP Courses

The process for articulating EAP courses is outlined below.

Timelines
- Submissions will be sent to the EAP chair electronically **one month prior** to the meeting. The EAP chair will provide the electronic template of the Academic Purposes Course Description Form and a sample submission.

Added Information for Submissions
- The submission must include the relevant page on the grid showing exactly how the information should appear in the Articulation Guide. The EAP chair will provide the electronic template of the Academic Purposes Grid.

The Process for Articulating Courses at the EAP Working Committee Meeting
- 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 IV first, elective courses having lower priority).

- **Minor changes (course title changes, numbering changes, and slight changes** will be dealt with at the meeting as points of information. They will be included together on an information sheet and distributed to the committee members at the meeting. Minor changes list to courses/programs should also be brought to the attention of the EAP chair one month prior to the annual meeting.

- **For multiple changes** to existing courses, a cover sheet summarizing them should be included. The following outlines the small group process for articulating new courses or **major changes to courses:**

    i. 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.

ii. 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 chair electronically before the meeting.

iii. 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.

iv. At the meeting, the Committee will break into groups, and each group will discuss the courses. It is estimated that a discussion of each course should take approximately 30 minutes per submission.

v. Each group should select a group leader to keep the discussion on track and to take notes.

vi. The EAP Committee will reconvene after the groups have discussed the courses. At this time the small groups will make recommendations to the entire Committee.

English for Academic Purposes Course Description Form

Please complete this form using the headers and questions below as a guide. Submit this completed form electronically to the ESL Articulation Committee co-chairs. If you have questions, please feel free to contact the chair of the English for Academic Purposes Working Committee.

Date:_____

Name of ESL Articulation member submitting: _____

Name of institution: _____

Department: _____

Course title/code: _____

Your institution's level placement: _____

Length of course: _____

No. of hours/week:_____**No. of weeks/term:**_____**Total hours:** _____

1. Student Clientele
- ❑ Domestic ESL Students
- ❑ International Students

2. Main Form of Class Delivery
- ❑ Whole Class
- ❑ On-Line
- ❑ Distance Learning
- ❑ Learning Centre
- ❑ Tutoring

3. Focus of this Course
- ❑ Oral/Aural
- ❑ Reading
- ❑ Writing
- ❑ Integrated Skills
- ❑ Adjunct
- ❑ Content-based
- ❑ Other (specify) _____

4. EAP Level Outcomes (identify the EAP Level Outcomes [I, II, III, IV] this course relates to)

5. Course or Calendar Description (list major features)

6. Course Objectives (list the course objectives)

7. Texts/Materials Used (list the text/materials used)

8. Assignments (give some short examples of the assignments, a short description will suffice. Be prepared to give more details in the oral presentation.)

9. Grading System (include course grading system and weighting)

10.   (If applicable) What equivalent credit does this course carry?
   ❑ None
   ❑ Institutional Credit: Credit hours _____
   ❑ Transfer Credit: Credit hours _____

11.   Your Course Outcomes Compared to the EAP Articulation Level Outcomes

Refer to the relevant sections of this Guide. List your course outcomes and provide the relevant EAP number listed in the Guide, for the appropriate subskill and level. *For example:*

   Speaking Course [EAP II]

   1. Give formal class presentations (5 – 10 minutes long) [1, 2]

12.   Please include/attach a course/program outline

13.   What are your proposed changes going to look like in the Guide? Copy and paste the relevant section in the Guide and submit what your proposed changes should look like when passed.

Process for Articulating English for Access/Work Courses

1. Fill out the English for Access or Work Course Description form in the following section of this guide.
   a. If unable to download, contact English for Access/Work Working Group Chair or Steering Committee Chair.

2. Submit the course to English for Access/Work Committee Chair **one month prior** to the annual Provincial ESL Articulation meeting. The committee usually meets in May.

3. Your provincial ESL Articulation representative or another person designated by your institution will present the course to the English for Access Working Group for approval.

4. If a submission to articulate a new course is not approved, the course may be resubmitted at a subsequent meeting.

5. Minor changes (course title changes, numbering changes, slight changes in hours) to courses already on the grid should also be submitted to the Working Group Chair **one month prior** to the meeting. They will be discussed and approved, if appropriate, at the meeting.

6. For multiple changes a covering sheet summarizing them should be included.

7. The Access/Work Working Group Chair is responsible for compiling approved changes/additions and amending the Grid prior to the Articulation Guide's annual publication.

English for Access Course Description Form

Please complete this form and submit it to your English for Access Articulation Committee member, who will submit it to contact the Chair of the English for Access committee. If you have questions, please feel free to contact the Chair.

Name of institution: _____

Department: _____

Course title/code: _____

Length of course: _____

No. of hours/week: _____ **No. of weeks/term:** _____ **Total hours:** _____

1. Delivery Mode:
- ☐ Whole Class
- ☐ Learning Centre
- ☐ Mixed Mode
- ☐ Tutoring
- ☐ Distributed Learning (including Online)

2 Type of Curriculum:
- ☐ Fixed
- ☐ Negotiated
- ☐ Specific Purposes_____(Specify)

3 Main emphasis in terms of skill, content, approach:
- ☐ Integrated Skills
- ☐ Separate Skill(s)
- ☐ Speaking
- ☐ Listening
- ☐ Reading
- ☐ Writing
- ☐ Other_____

4. Course Description

Please attach the following

- o **Course or Calendar Description**
- o **Course Outcomes**
- o **Sample Course Outline**
- o **Texts/Materials Used**

5. Access Levels

Read the condition statements and outcome descriptors in the English for Access section of the Articulation Guide, Levels 1 to 8. Indicate the level(s) the course most closely matches in each of the following skill areas. If the course spans more than one level, indicate both Access levels that the course covers.

Listening:_____   Speaking:_____   Reading:_____   Writing: _____
_____   _____   _____   _____

6. Prerequisite

This course is an internal prerequisite for the following courses/programs *(indicate Access, EAP, CLB levels as appropriate)*

_____
_____
_____
_____

Date Submitted:_____

Submitted by:_____

Articulation Committee Member:_____

For Articulation Committee use only:

   Articulation at Access Level(s): _____

   Comments: _____

   _____

   _____

   Date: _____

English for Work Course/Program Description Form

In order for courses/programs to be added or updated for the next edition of the Guide, the following information must be submitted to the Chair of the English for Work Committee one month prior to the annual articulation meeting.

Name of institution: _____

Department: _____

Name of Course: _____

Name of Program: _____
(If this course if part of a program)

Category: See category chart on page 42 of this Guide. Select a type and check it:

    1. _____   **2.** _____   **3.** _____

Language instruction hours: _____   **Content instruction hours:** _____

Workplace practice hours _____   **Total contact hours:** _____

Employment sector focus: See Content Area Chart on pages 45. Select one and check it:

- ☐ Arts/Entertainment/Recreation
- ☐ Business/Office/Retail
- ☐ Education/ Social Services
- ☐ Health Sciences
- ☐ Hospitality/Food Services
- ☐ Trades and Technology
- ☐ Other (specify) _____

Recommended Language Entry Level (Select one)

English for Academic Purposes:

    I _____   II _____   III _____   IV _____

English for Access

    1____2____3____4____5____6____7____8____

Other language entry levels: *(please specify)* _____

Language Exit level (if applicable)

English for Academic Purposes:

I   _____   II   _____   III   _____   IV   _____

English for Access:

1____2____3____4____5____6____7____8 ____

Other language exit levels: *(please specify)* _____

Program course ladders into (*name of next program/course*) _____

_____

_____

Contact Person and Title: _____

Telephone Number: Fax Number:

_____   _____

E-mail: _____

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
Alexander College	Elizabeth Stigger*, EAP Department Head e.stigger@alexandercollege.ca
Ascenda School of Management	Ray Rahimi*, Director of English ray.rahimi@ascenda.com Shayna Suleyman-Cuttilan*, English Studies Coordinator shayna.suleyman-cuttilan@ascenda.ca
BC Institute of Technology	Andrea Matthews* andrea_matthews@bcit.ca Nathan Devos, Program Head (PELD) ndevos1@bcit.ca
Camosun College	Lisa Robertson** robertsonl@camosun.ca Kristen Bunton* buntonk@camosun.ca Tony Vernon* vernona@camosun.ca
Capilano University	Maggie Reagh*, Program Coordinator mreagh@capilanou.ca
Coast Mountain College	No current representative
College of New Caledonia	Marta Tejero*, English Language Department tejerom@cnc.bc.ca
College of the Rockies	Annette Aarts*, English Language Program aaarts@cotr.bc.ca
Columbia College	Ginny Chien*, Dean of the English Learning Centre gchien@columbiacollege.ca

Coquitlam College	Alex Ferguson* aferguson@coquitlamcollege.com Patrick Best* pbest@coquitlamcollege.com
Corpus Christi College	No current representatives
Douglas College	Karen Reppin*, ELLA Coordinator reppink@douglascollege.ca Dilia Hasanova*, ELLA Coordinator hasanovad@douglascollege.ca
Kwantlen Polytechnic University	Lynette Manton*, ELS Department Co-Chair lynnette.manton@kpu.ca
La Salle College Vancouver	Ashley O'Connell*, E-Learning Specialist aoconnell@lasallecollegevancouver.com
Langara College	Vicki Vogel*, Director, Langara Language Training Centre vvogel@langara.ca Harkit Dhillon**, Academic Manager hdhillon@langara.ca
North Island College	No current representatives
Northern Lights College	No current representatives
Okanagan College	Ardiss Stutters* + **, ESL Department Chair astutters@okanagan.bc.ca
Selkirk College	Shana Rablah*, School Chair, Selkirk International srablah@selkirk.ca
Simon Fraser University	Bertrand Lee bla77@sfu.ca Geoff Taylor* geofft@sfu.ca
Systems Liaison Person	Tanis Sawkins, Associate Director, Centre for Immigration Integration Vancouver Community College tsawkins@vcc.ca

Thompson Rivers University	Brian Bouthillier* + **, Instructor bbouthillier@tru.ca Joe Dobson* jdobson@tru.ca
University of British Columbia	Jas Gill*, Managing Director, English Language Institute jas.gill@ubc.ca
University of Canada West	Carel Schoch* carel.schoch@ucanwest.ca
University of Northern British Columbia	Bjorn Peterson*, Manager of International Education bjorn.peterson@unbc.ca
University of the Fraser Valley	Maria Bos-Chan*, Department Head maria.boschan@ufv.ca
University of Victoria	Cathy Aquart*, Curriculum Co-ordinator caquart@uvic.ca Cathy Ebert*, Curriculum Co-ordinator cebert@uvic.ca
Vancouver Community College	Carrie Leggatt**, Department Leader and Assistant Department Leader English as an Additional Language leggatt@vcc.ca Ken McMorris*, Assistant Department Head kmcmorris@vcc.ca
Vancouver Island University	Mary Wendling* + **, Curriculum Coordinator mary.wendling@viu.ca