

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

**Twelfth Edition
2012/2013**

Prepared for the
Province of British Columbia
Ministry of Advanced Education



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For more information on the work of articulation committees, see:

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Introduction

Message from the Co-Chairs

June 2012

This twelfth edition of the *ESL Articulation Guide* is missing something. The name of Catherine Ostler does not appear at the end of this introduction as it has since 2006. Catherine stepped down from the position of ESL Articulation Steering Committee Co-Chair last year. The organization and content of this guide, however, very much represent her work and that of the two Elizabeths—Elizabeth Templeman (Thompson Rivers University) and Elizabeth West (Camosun College)— past Chair and Co-chair respectively, as well as Marta Gardiner (Vancouver Community College) the first ESL Articulation Steering Committee Chair.

The guide is also the result of the ongoing work of all steering committee and working group representatives both past and present. Without their efforts and interest in adult English language programming, instruction, and course transfer, this guide would not exist. As always, that interest and enthusiasm were very much evident at the Articulation meeting last May --to go down in Articulation history as the Meeting of the Green Shoes!-- graciously hosted this year in Nelson by Selkirk College.

This year has seen developments and initiatives by both the federal and BC provincial governments concerning English language programs. The transition of ELSA to the overview of CIC, the revised (and increasing interest in) the Canadian Language Benchmarks, and the work on a provincial ESL model will certainly have an effect on post-secondary English language programs throughout BC. One advantage that is consistently cited by representatives about attending Articulation meetings is the opportunity to touch base with one another to discuss trends, changes, challenges, and opportunities in an environment of respect and trust. This collective knowledge and spirit of collegiality act as a support for all us, particularly during times of change and transition.

In regards to transitions, we should also note that John Borass, our long time System Liaison Person has moved on to take up the position of VP Education and Student Services at Camosun. Our new SLP, and for many years an Articulation representative, is Charlotte Sheldrake, International Education Associate Dean at Vancouver Island University. We also welcome back Barbara Binczyk from the Ministry of Advanced Education. Our SLP, BCCAT, and Ministry representatives act as invaluable communication links to and from provincial groups and bodies related to ESL, and we thank them for their dedication and service.

Maria Bos-Chan, University of the Fraser Valley

Tanis Sawkins, Vancouver Community College

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 groundbreaking 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, such a correlation would improve the facility of transfer for Canadian adult ESL students not only within, but also outside the province. We needed to tailor as close a fit as possible between our own Guide and the new *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 include 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>

Key Issues Still to be Addressed

With the latest revision of the Benchmarks, there will be a need evaluate whether or not adjustments need to be made to the existing alignment of ESL Articulation levels with the CLB. Furthermore, the 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. Finally, 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.

Acknowledgements

To the Centre for Canadian Language Benchmarks

In the second edition of this 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. The British Columbia Adult ESL Articulation Committee wishes to acknowledge that some of our phrasing is identical to that in the Benchmarks, and 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 and Committees

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.

ESL Articulation Committees

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.

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 follow:

- 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

English for Academic Purposes

Preamble

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				<p>English 1101 (first year UT English) <i>Literature and Composition</i> with ESL Adjunct, first half 3 university transfer credits 120 hours</p> <p>English 1102 (first year UT English) <i>Literature and Composition</i> with ESL Adjunct, (second half) 3 university transfer credits 120 hours</p>

English for Academic Purposes: Level IV

N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks.

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
BC Institute of Technology				Comm 0005 <i>Technical English for EAL students</i> 88 hours [Artic. w/ABE English 12]
Camosun College *(See reference documents)	ELD 094 <i>Prov. Eng. Lit.</i> [w/092 Artic w/English 094] (3 credits) 70 hours *	ELD 092 <i>Prov.Eng.Comp</i> [w/094 Artic w/English 092] (3 credits) 70 hours *		
Note: * ELD 094 and 092 are equivalent to Provincial Grade 12 English				
Capilano University				ESLF 080 <i>College Academic English Prep. 3</i> (6 college credits) 104 hours
College of the Rockies				ELT 089 <i>Integrated Skills</i> 135 hours ([Articulated w/ABE Engl. 12])

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.

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Douglas College	EASL 0465 <i>College Prep Reading</i> 54 hours	EASL 0475 <i>College Prep Writing</i> 54 hours	EASL 0445 <i>College Prep Listening/Note-Taking</i> 54 hours EASL 0455 <i>College Prep Discussion and Skills Participation</i> 54 hours	EASL 0460 <i>College Preparatory Reading and Writing Skills</i> 108 hours EASL 0450 <i>College Prep Listening/Note-taking and Presentation and Discussion Skills</i> 108 hours
Kwantlen Polytechnic University			ELST 0383 60 hours	ELST 0381 <i>Integrated Reading & Writing</i> 120 hours
Langara College				LEAP 7 and 8 224 hours or LEAP 8 84 hours
North Island College	ESL 089 <i>College Prep Reading</i> 90 hours	ESL 090 <i>College Prep Writing</i> 90 hours		

Okanagan College	ESLR 062 <i>Advanced Reading Skills for Academic Purposes</i> 80 hours [062 & 061 Artic. w/ABE English 12]	ESLW 061 <i>Advanced Writing Skills for Academic Purposes</i> 80 hours [062 & 061 Artic. w/ABE English 12]	ESLE 060 <i>English Essentials</i> 80 hours	
Selkirk College	EASL 067 <i>College Bridge Integrated Studies</i> 60 hours		EASL 068 <i>Community Outreach</i> 60 hours	
Thompson Rivers University	ESAL 057 <i>Academic Reading Skills</i> 52 hours	ESAL 058 <i>Academic Writing (78hrs)</i>		
University of British Columbia	620R <i>Academic Reading</i> 96 hours	620W <i>Academic Writing</i> 96 hours	620SL <i>Academic Speaking & Listening</i> 96 hours	
University of the Fraser Valley	Reading 80 <i>Bridge to University</i> 45 hours Vocabulary 83 45 hours	WG 84 90 hours	L 87 <i>Speaking and Listening</i> 45 hours	
University of Northern British Columbia				ELS 50 + ELS 170 <i>University Bridge Program</i> 276 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.

CLB Level Outcomes	CLB 9	CLB 9	Oral CLB 8 Aural CLB 8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
University of Victoria				UAPC <i>College Prep</i> 240 hours
Vancouver Community College	CPEN 0996 Reading 120 hours Or SESL* 090 <i>*Self-Paced Reading</i>	CPEN 0995 Writing 120 hours Or SESL* 091 <i>*Self-Paced Writing</i>	CPEN 0992 Oral Skills 120 hours (optional for International Ed students) Academic Oral Skills 0890 (International Education) 120hours SESL *092 <i>*Self-Paced Aural/Oral</i>	English 099 (0995 Writing, 0996 Reading + 0992 Oral Skills integrated) 360 hours English 098 (Level III) + English 099 [Artic w/Eng 12 + S.11, ABE Prov Dip] TPE Technical & Professional Eng. Self-Paced [Artic/TPE 12]
Vancouver Island University				ESLA 050 <i>Modules: short stories/film; Research/Presentations Business Writing Media and Lit. Studies</i> 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.

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 <i>Introduction to BCIT for ESL students</i> 84 hours
Camosun College			ELD 074 <i>Academic Communications Skills</i> 70 hours (2 college credits) ELD 079 <i>Advanced Workplace Communications Skills</i> 70 hours	ELD 072 <i>Advanced English Reading & Writing</i> 140 hours (3 college credits)
Capilano University				ESLF 070 <i>College Academic English Prep. 2</i> (12 college credits) 208 hours
College of New Caledonia	ESL 097 <i>EAP Reading</i> 90 hours	ESL 096 <i>EAP Writing & Grammar</i> 90 hours	ESL 095 <i>EAP Listening and Speaking</i> 90 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.

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
College of the Rockies			ELT 075 <i>Listening/Speaking</i> 45hours+Lab hours	ELT 070 <i>Integrated Reading & Writing</i> 135 hours
Douglas College	EASL 0365 <i>Advanced Reading</i> 54 hours	EASL 0375 <i>Advanced Writing</i> 54 hours	EASL 0345 <i>Advanced Listening</i> 54 hours EASL 0355 <i>Advanced Conversation</i> 54 hours	EASL 0360 <i>Advanced Reading and Writing</i> 108 hours EASL 0350 <i>Advanced Listening and Speaking Skills</i> 108 hours
Kwantlen Polytechnic University			ELST 0283 60 hours	ELST 0281 <i>Integrated Reading & Writing</i> 120 hours
Langara College				LEAP 6 140 hours
North Island College		ESL 052 <i>Writing Level 2</i> 90 hours	ESL 055 <i>Advanced Listening and Speaking</i> 90 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.

CLB Level Outcomes	CLB 8	CLB 8	Oral CLB 7/8 Aural CLB 7/8	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Okanagan College	ESLR 052 <i>Reading for Academic Purposes</i> 80 hours	ESLW 051 <i>Writing for Academic Purposes</i> 80 hours	ESLE 050 <i>English Essentials</i> 80 hours	
Selkirk College	EASL 057 <i>Advanced Reading Literature/Academic/Media</i> 90 hours	EASL 056 <i>Advanced College/Technical Writing</i> 60 hours EASL 055 <i>Advanced Grammar Structures</i> 60 hours	EASL 058 <i>Advanced Communication – Exploring Issues</i> 60 hours	
Thompson Rivers University	CESL 047 <i>Advanced Reading & Study Skills</i> 52 hours	CESL 048 <i>Advanced Composition</i> 52 hours	CESL 045 <i>Advanced Oral Communication</i> 52 hours	CESL 042 <i>Advanced Grammar</i> 52 hours
University of British Columbia	520R <i>Academic Reading</i> 96 hours	520W <i>Academic Writing</i> 96 hours		
University of the Fraser Valley	Reading 70 45 hours Vocabulary 73 45 hours	WG 74 90 hours	S 76 <i>Speaking + Listening</i> 45 hours	
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.

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 120 hours Or SESL 080 Self-Paced Reading	CPEN 0885 Writing 120 hours Or SESL 081 Self-Paced Writing	CPEN 0882 Oral Skills 120 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 0882integrated) 360 hours [English 098 (Level III) + English 099 Artic w/ Eng 12]
Vancouver Island University				ESLA 040 <i>Integrated course w/R/W core and modules</i> 280 hours

English for Academic Purposes: Level II

N.B. The CLB level outcomes alignments only describe the best approximation of a very narrow band of the EAP skills, and conversely, the EAP outcomes only overlap with a small portion of the skills and contexts addressed by the Benchmarks.

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
BC Institute of Technology				Comm 0003 <i>WSLR for Tech. Comm</i> 84 hours
Camosun College				
Capilano University	ESL 078 <i>Reading & Vocabulary College Prep</i> (3 college credits) 60 hours	ESL 079 <i>Writing College Prep</i> (3 college credits) 60 hours	ESL 071 <i>Listening/Speaking College Prep</i> (3 college credits) 60 hours	ESLF 060 <i>College Academic English Prep. 1</i> (15 college credits) 260 hours
College of New Caledonia	ESL 093 <i>Advanced Reading</i> 90 hours	ESL 092 <i>Advanced Writing</i> 90 hours	ESL 091 <i>Advanced Listening + Speaking</i> 75 hours	
College of the Rockies			ELT 065 <i>Listening & Speaking</i> 67.5 hours	ELT 060 <i>Integrated Reading & Writing</i> 157.5 hours
Douglas College	EASL 0265 <i>Upper Intermediate Reading</i> 54 hours	EASL 0275 <i>Upper Intermediate Writing</i> 54 hours	EASL 0245 <i>Upper Intermediate Listening</i> 54 hours EASL 0255 <i>Upper Intermediate Speaking</i> 54 hours	EASL 0260 <i>Upper Intermediate Reading and Writing</i> 108 hours EASL 0250 <i>Upper Intermediate Listening and Speaking</i> 108 hours

Kwantlen Polytechnic University			ELST 0183 <i>Oral/Aural</i> 120 hours (6 college credits)	ELST 0181 <i>Reading & Writing</i> 120 hours
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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.

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Langara College				LEAP 5 140 hours
North Island College		ESL 051 <i>Writing Level I</i> 90 hours	ESL 054 <i>Advanced Listening and Speaking</i> 90 hours	
Okanagan College	ESLR 042 <i>Introduction to Reading for Academic Purposes</i> 80 hours	ESLW 041 <i>Composition Concept</i> 80 hours	ESLE 040 <i>English Essentials</i> 160 hours	
Selkirk College	EASL 047 <i>Advanced Contemporary Reading</i> 90 hours	EASL 046 <i>Advanced Writing Paragraphs/Essays</i> 60 hours EASL 045 <i>Advanced Grammar - Verbs</i> 60 hours	EASL 048 <i>Advanced Communications – Developing Discussions</i> 60 hours	
Thompson Rivers University	ESAL 037 <i>Intermediate Reading and Study Skills</i> 52 hours	ESAL 038 <i>Intermediate Composition</i> 52 hours	ESAL 035 <i>Intermediate Oral Communication</i> 52 hours	ESAL 032 <i>Intermediate Grammar</i> 52 hours ESAL 034 <i>Intermediate Grammar Study</i> 52 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.

CLB Level Outcomes	CLB 7/8	CLB 7	Oral CLB 7 Aural CLB 7	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
University of British Columbia	420R <i>Academic Reading</i> 96 hours	420W <i>Academic Writing</i> 96 hours		
University of the Fraser Valley	RV 68 90 hours	WG 64 90 hours	S 66 <i>Speaking + Listening</i> 45 hours	
University of Northern British Columbia				ELS 30 300 hours
University of Victoria				ELPI 490A 240 hours
Vancouver Community College	CPEN 0766 Reading 120 hours SESL* 060 <i>Self-Paced Reading</i>	CPEN 0765 Writing 120 hours SESL* 061 <i>Self-Paced Writing</i>	CPEN 0767 Oral Skills 120 hours SESL* 062 <i>Self-Paced Aural/Oral</i>	English 059 360 hours (consists of Reading 0766, Writing 0765 and Oral Skills 0767)
Vancouver Island University				ESLA 030 <i>Integrated Reading/Writing Core w/modules</i> 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.

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				ESLF 050 <i>English Language Foundations 2</i> (15 college credits) 260 hours
College of New Caledonia	ESL 073 <i>Intermediate Reading</i> 90 hours	ESL 072 <i>Intermediate Writing</i> 90 hours	ESL 071 <i>Intermediate Listening + Speaking</i> 75 hours	
College of the Rockies			ELT 055 <i>Speaking/Listening</i> 90 hours	ELT 050 Integrated Reading & Writing 210 hours
Douglas College	EASL 0165 <i>Lower Intermediate Reading</i> 54 hours	EASL 0175 <i>Lower Intermediate Writing</i> 54 hours	EASL 0145 <i>Lower Intermediate Listening</i> 54 hours EASL 0155 <i>Lower Intermediate Speaking</i> 54 hours	EASL 0160 <i>Lower Intermediate Reading and Writing</i> 108 hours EASL 0150 <i>Lower Intermediate Listening and Speaking</i> 108 hours

Kwantlen Polytechnic University			ELST 0043 <i>Foundations Listening/Speaking</i> 120 hours	ELST 0041 <i>Foundations Reading/Writing</i> 120 hours
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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.

CLB Level Outcomes	CLB 6/7	CLB 5/6	Oral CLB 5/6 Aural CLB 5/6	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Langara College				LEAP 4 140 hours
North Island College				
Okanagan College	EAPR 012 <i>Academic Reading Skills I</i> 80 hours		EAPD 010 <i>Academic Discussion Skills I</i> 160 hours	
Selkirk College	EASL 037 <i>Upper Intermediate EASL Reading</i> 90 hours	EASL 036 <i>Upper Intermediate EASL Writing</i> 30 hours EASL 035 <i>Grammar</i> 90 hours	EASL 038 <i>Upper Intermediate Communications</i> 120 hours	
Thompson Rivers University	ESAL 027 <i>Reading Skills</i> 52 hours	ESAL 028 <i>Writing Skills</i> 52 hours	ESAL 022 <i>Pre-Intermediate Grammar</i> ESAL 023 <i>Pre-Intermediate Language Skills</i> ESAL 025 <i>Pre-Intermediate Oral Skills</i> ESAL 027 <i>Pre-Intermediate Reading Skills</i> ESAL 028 <i>Pre-Intermediate Writing Skills</i> 52 hours each	

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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.

CLB Level Outcomes	CLB 6/7	CLB 5/6	Oral CLB 5/6 Aural CLB 5/6	
INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
University of the Fraser Valley	RV 58 90 hours	WG 54 90 hours	S 56 <i>Speaking + Listening</i> 45 hours	
University of Northern British Columbia				
University of Victoria				ELPI 410 240 hours
Vancouver Community College	EASL 0661 <i>Reading Lower Advanced</i> 156 hours and EASL 0671 <i>Reading Upper Advanced</i> 156 hours SESL 050 <i>Self-Paced Reading</i>	EASL 0662 <i>Writing Lower Advanced</i> 156 hours and EASL 0672 <i>Writing Upper Advanced</i> 120 hours SESL 051 <i>Self-Paced Writing</i>	EASL 0663 <i>Listening and Speaking- Lower Adv.</i> 156 Hours and EASL 0673 <i>Listening and Speaking- Lower Adv.</i> 156 Hours SESL 052 <i>Self-Paced Speaking and Listening</i>	EASL 0660 <i>Lower Advanced and</i> EASL 0670 <i>Upper Advanced</i> 156 or 312 hours
Vancouver Island University				ESLA 120 <i>Intermediate II core courses</i> 336 hours

English for Academic Purposes

Miscellaneous Adjunct and Elective Courses and Integrated Programs

(neither articulated, nor correlated to the CLB)

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
Camosun College	ELD 075ELD 076	Grammar for Composition (2 credits)	42
	ELD 077	Understanding Lectures (2 credits)	42
	ELD 078	English Pronunciation (2 credits) 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
Douglas College	EASL 285	Basic Pronunciation Skills	56
	EASL 385	Advanced Pronunciation	56
	EASL 490	Adjunct to Psych 100	56
	EASL 495	Adjunct to Economics 101	56
	EASL 496	Adjunct to Eng 130	56
	EASL 498	Adjunct to Eng 106 (Studies in Prose Fiction)	56

INSTITUTION	COURSE	TITLE	HOURS
Douglas College (cont)	EASL 895	Adjunct to EASL Home Support Resident Care	28
		Fall Language Institute	112
		Winter Language Institute	112
		Summer Language Institute	112
Kwantlen Polytechnic University	ELST 0063	Intercultural awareness	60
	ELST 0064	Introduction to Canada	
	ELST 0061	Pronunciation	60
	ELST 0261	Advanced Pronunciation	60
	ELST 0262	Grammar II	60
			60
Okanagan College	ENGL 110	Adjunct	64
Selkirk College	TOFL 51	TOEFL Preparation	30
	CPSK 015	Introduction to Computers	30
	CPSK 030	Creating a Website	30
	EASL 071	Canadian Culture	30
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

INSTITUTION	COURSE	TITLE	HOURS
	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	70
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	80
	P55	Phonics	80
	P65	Advanced Pronunciation	80
	T85	TOEFL Preparation	80
	ESL FLM	Film	80
	BU75	Pre-University Business English	80
Vancouver Community	G & M 052	Grammar and Meaning	64

INSTITUTION	COURSE	TITLE	HOURS
College	Wr & Edit	Writing and Editing (International Education)	80
	TOEFL	CBT TOEFL Score Improvement	48
	P & C 051	Pronunciation and Communication Skills	96 or 128

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 Subskills: Level IV

Reading IV

- a. Comprehend a wide variety of lengthy, complex material (e.g. academic and literary writing, technical manuals, research papers, journal articles, formal and informal reports).
- b. Analyze extended texts (e.g. to discern major and minor points, discourse patterns, style, attitude, writer's purpose and bias, and to make critical judgments).
- c. Use the resources of a library (e.g. catalogues and indexes) and/or the Internet and other electronic media to gather information for research purposes.
- d. Take effective study notes from readings.
- e. Demonstrate increased facility in adjusting reading rate according to level of materials and purpose for reading.
- f. Comprehend a complete range of structures to be able to fully interact with a text.
- g. Comprehend a wide variety of conceptual and symbolic language and high frequency idiomatic expressions.
- h. Apply decoding skills to unfamiliar, low frequency words and expressions.

Writing IV

- a. Draft, revise and edit extended texts such as a sustained series of paragraphs comprising a stylistically complex college-level essay or report.
- b. Identify and correct to eliminate all but occasional grammatical and lexical errors.
- c. Use a wide range of complex structures and demonstrate a good control over sentence patterns.
- d. Use a wide range of vocabulary pertinent to the formality level, subject area, topic, and task.
- e. Write an argumentative text (e.g. essay, report, article) which presents, explains, argues and defends one's own viewpoint and evaluates the views of others.

- f. Gather, select, organize and synthesize information to produce a research paper with an appropriate style guide, format, and documentation (references and citations).
- g. Write a literary essay which demonstrates a good understanding of specific characteristics of a particular literary genre.
- h. Write a report which demonstrates a thorough understanding of audience and purpose.
- i. Set and adjust goals according to audience, purpose, form and organization.
- j. Use writing to support and explain concrete, abstract, and theoretical topics in depth.

Speaking IV

- a. Participate in a variety of complex academic activities or situations involving multiple purposes and participants (e.g. group work, discussions, debates, seminars, meetings, presentations).
- b. Respond to questions and feedback, and maintain or extend an exchange.
- c. Demonstrate the appropriate use of conversation management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact) required in most academic, formal and informal situations.
- d. Express and support abstract, theoretical, or philosophical ideas in own academic or technical field.
- e. Use a wide range of vocabulary, idioms and colloquial expressions to handle most social or study situations typical of academic environments.
- f. Use a range of abstract, technical, and conceptual and idiomatic language with some manipulation of tone, nuance and register.
- g. Express critical judgments appropriately.
- h. Use a wide range of structures fluently and appropriately with very few errors which interfere with meaning.
- i. Produce fluent, extended speech with few errors in pronunciation.

Listening IV

- a. Understand conversations, discussions, instructions, speeches or lectures at a normal rate of speech, despite unfamiliar and low frequency vocabulary.
- b. Understand information delivered through a variety of broadcast media (e.g. radio, television, film and CD-ROM).
- c. Distinguish between formal and informal register in a wide variety of listening situations.
- d. Understand natural speech incorporating changes in rate of delivery and a full range of structures.
- e. Understand a range of vocabulary, idioms, colloquial expressions and technical terminology to handle most social or study situations typical of an academic environment.
- f. Understand explanations of abstract, theoretical and philosophical ideas.
- g. Understand extended exchanges or discourse (e.g. be able to discern major and minor points, rhetorical discourse patterns, style, attitude, purpose and to make critical judgments).
- h. Take effective notes from oral academic discourse (e.g. lectures, presentations, videos).

English for Academic Purposes Course Outcomes for Subskills: Level III

Reading III

- a. Comprehend a variety of written materials of moderate length, within a less familiar context (e.g. sections of texts, short stories, novels and reports).
- b. Analyze sections of texts, (e.g. to discern major and supporting points, transitions, discourse patterns, bias, tone, purpose and audience).
- c. Search for reading materials of interest, or relevant to an assigned task, using library resources and other sources of print media.
- d. Be able to identify appropriate sources and to use standard reference materials (e.g. dictionaries, encyclopaedias, catalogues, manuals, Internet) to clarify terms or concepts from reading.
- e. Make useful study notes from reading.

- f. Adjust reading rate according to the level of the material and the purpose for reading.
- g. Comprehend a wide range of complex and low frequency structures using grammatical analysis.
- h. Comprehend a range of content words, idiomatic expressions, and some abstract, symbolic and technical language.
- i. Comprehend unfamiliar and/or technical terms using a range of decoding strategies and context clues.
- j. Use a unilingual dictionary independently.

Writing III

- a. Draft, revise and edit essays/reports.
- b. Identify and correct most grammatical and lexical errors.
- c. Use a range of complex structures and demonstrate control over a variety of sentence patterns.
- d. Use a range of vocabulary pertinent to the formality level, subject area, topic, and task.
- e. Write a unified, coherent, expository text (e.g. cause/effect, comparison/contrast) on a familiar, relevant, or previously researched subject.
- f. Apply basic research skills, such as selecting ideas from various sources.
- g. Produce a standard, formal, academic essay or technical report related to the student's field of study.
- h. Determine audience, purpose, form, content and organization.
- i. Write accurate paraphrases and summaries.

Speaking III

- a. Participate in an increasingly complex variety of academic activities or situations involving multiple purposes and participants (e.g. group work, discussions, debates, oral presentations).
- b. Respond to questions and feedback and maintain or extend an exchange with some rewording or rephrasing to clarify meaning.

- c. Demonstrate the use of a range of conversation management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact) in some formal settings and most informal settings.
- d. Express and support ideas, opinions and feelings about familiar topics fluently; express and support feelings and opinions about less familiar topics and abstract ideas about familiar topics with some effectiveness.
- e. Express critical judgments appropriately.
- f. Use a range of vocabulary, idioms and colloquial expressions to participate in classroom discussions on some academic or technical topics.
- g. Use some abstract, technical, conceptual and idiomatic language (required in some formal, academic settings) with some rewording or rephrasing to clarify meaning.
- h. Use a wide range of structures with a limited number of errors that interfere with meaning.
- i. Produce reasonably fluent speech with a limited number of pronunciation errors, none of which prevent communication.

Listening III

- a. Understand discussions, speeches, instructions, or lectures at a normal rate of speech, despite some unfamiliar or low frequency vocabulary.
- b. Understand information delivered through a variety of broadcast media (e.g. radio, television, film, CD-ROM).
- c. Distinguish between formal and informal register in speech.
- d. Understand most natural speech with a varied rate of delivery and a full range of structures, with some dependence on repetition and/or clarification.
- e. Understand a range of idiomatic, abstract, technical and conceptual language related to general academic topics.
- f. Understand opinions and feelings about relatively unfamiliar topics and abstract ideas about familiar topics.
- g. Understand exchanges or discourses of moderate length (i.e. to identify main ideas and supporting details, rhetorical patterns, style, attitude and purpose).
- h. Take notes from oral academic discourse of moderate to extended length (e.g. lectures, presentations, instructions, videos).

English for Academic Purposes

Course Outcomes for Subskills: Level II

Reading II

- a. Comprehend selected authentic texts and or/supported materials of moderate length (e.g. newspaper and magazine articles, manuals, forms, tables, short stories and novels) within a less familiar context.
- b. Analyze sections of text, (e.g. to discern main ideas, supporting details, fact from opinion, purpose and meaning).
- c. Select and use a variety of sources to get information (e.g. library catalogues, handbooks, Internet).
- d. Use context, title, headings and format to predict and determine information about a text.
- e. Adjust reading rate according to task (skimming and scanning a variety of passages, including visually complex texts, to find general and specific information).
- f. Comprehend a variety of high frequency structures.
- g. Comprehend high frequency content words, common expressions and idioms. Tolerate some ambiguity in reading passages (e.g. low frequency idioms, abstract terms, or culturally dependent references).
- h. Use context clues to guess meanings of unfamiliar words, and use affixes and roots in decoding.
- i. Use a unilingual ESL dictionary regularly.

Writing II

- a. Draft, revise and edit paragraphs.
- b. Self-correct most frequent grammatical and lexical errors.
- c. Use some complex structures and demonstrate control over common sentence patterns.
- d. Use a variety of content words and idiomatic language.
- e. Write expository paragraphs developed in a variety of ways, (e.g. chronological process, description, generalization and example).

- f. Use both personal experience and information from other sources to support and develop academic topics.
- g. Review and practice the basic components of effective paragraph writing (unity, coherence, topic sentence and supporting details) and be introduced multi-paragraph compositions.
- h. Make some adjustment for audience, purpose and intended effects.

Speaking II

- a. Participate in a variety of academic activities or situations involving multiple purposes and participants (e.g. group work, discussions, oral presentations, role plays).
- b. Respond to questions and feedback in familiar contexts and in some unpredictable contexts, and maintain or extend an exchange with some rewording or rephrasing to clarify meaning.
- c. Demonstrate the appropriate use of conversation management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact) appropriate for most informal settings.
- d. Express and/or explain ideas, opinions and feelings about familiar topics with some fluency.
- e. Use a sufficient range of vocabulary, idioms, and expressions to participate in classroom discussion on general topics.
- f. Use a limited range of new abstract, technical, conceptual and idiomatic language with some rewording and rephrasing to clarify meaning.
- g. Use a variety of structures in which errors, while frequent, do not prevent basic communication.
- h. Produce sustained coherent speech where errors in pronunciation do not prevent basic communication.

Listening II

- a. Understand to a significant degree most conversations on a variety of general topics at a natural rate of speech.
- b. Understand selected information delivered through a variety of broadcast media (e.g. radio, television, film and CD-ROM).

- c. Distinguish between formal and informal register in speech with some effectiveness.
- d. Understand most natural speech containing a variety of structures, with some dependence on repetition and/or clarification.
- e. Understand sufficient concrete and abstract vocabulary, idioms, and expressions to follow classroom discussions on general topics.
- f. Understand ideas, opinions, and feelings about familiar topics and activities, and some simple abstract, technical and conceptual language related to general topics.
- g. Understand exchanges or discourse of short to moderate length (e.g. be able to discern main ideas, major supporting details and purpose, and to form opinions).
- h. Take notes from modified oral discourse or authentic oral discourse of short to moderate length (e.g. short talks or lectures, songs, CBC news, presentations, instructions, videos).

English for Academic Purposes

Course Outcomes for Subskills: Level I

Reading I

- a. Comprehend brief selected authentic readings on familiar or general topics.
- b. Comprehend a range of simplified materials of various types and lengths.
- c. Comprehend the gist of longer passages, and the key words and details of sections of text.
- d. Predict meaning and make inferences with limited accuracy and effectiveness.
- e. Read in meaningful word groups and with sufficient speed to retain meaning.
- f. Comprehend a range of high frequency structures.
- g. Comprehend higher frequency words and expressions, and basic concrete content words.
- h. Use context to guess some unfamiliar words and discern high frequency patterns and sound/symbol relationships.
- i. Use a bilingual dictionary regularly; begin to use a concise unilingual ESL dictionary.

Writing I

- a. Draft and revise a basic paragraph.
- b. Identify common grammatical components and correct identified errors.
- c. Use a variety of simple, compound and basic complex sentence patterns correctly.
- d. Use concrete content vocabulary.
- e. Write a descriptive or narrative paragraph on a familiar or concrete topic.
- f. Use personal experience to write paragraphs.
- g. Use a variety of writing strategies in a sustained passage to improve fluency, e.g. journal writing.
- h. Complete functional writing tasks to meet personal and academic needs.

Speaking I

- a. Participate in a variety of activities involving multiple purposes and participants (e.g. group and pair work, discussions, oral presentations, and role plays).
- b. Respond to questions and feedback in familiar and predictable contexts, and maintain a reasonably fluent exchange with frequent self-correction and/or rephrasing.
- c. Demonstrate the use of some basic conversation management skills (e.g. body language, timing, spatial relationships, turn-taking, eye contact) appropriate for daily conversations.
- d. Express and/or explain ideas, opinions and feelings about familiar topics with some reliance on re-wording or rephrasing.
- e. Use a limited range of concrete vocabulary and some idiomatic expressions for use in classroom discussions on general topics.
- f. Use a very limited range of new abstract and technical language with some reliance on rewording or rephrasing.
- g. Use a limited range of structures in which errors, while frequent, don't prevent communication.
- h. Produce relatively coherent speech where errors in pronunciation seldom prevent basic communication.

Listening I

- a. Understand the gist of most conversations on a variety of general topics at a natural rate of speech.
- b. Begin to understand selected information delivered through a variety of broadcast media (e.g. radio, television, film and CD-ROM).
- c. Begin to distinguish between formal and informal register in speech.
- d. Understand natural speech containing a variety of structures, in a familiar context, with some dependence on repetition and/or clarification.
- e. Understand sufficient vocabulary to follow classroom discussions or presentations on general topics.
- f. Understand and follow instructions to complete a task.
- g. Understand ideas, opinions and feelings about familiar topics and activities.
- h. Understand the gist of exchanges or discourse of short to moderate length.
- i. Take simple notes on main ideas and some details from modified oral discourse.

English for Access

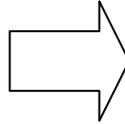
Overview: English for Access

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

<p>Language Skills</p> <ul style="list-style-type: none"> • Listening Skills • Speaking Skills • Reading Skills • Writing Skills 	<p>Adaptive Skills</p> <ul style="list-style-type: none"> • Learning Skills • Socio-cultural competencies • Essential workplace skills • Life Skills
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English for Access Equivalency Guide: Levels 1-8

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
Camosun College	L	ELD 032	ELD 033	ELD 034	ELD 044
	S				ELD 042
	R				
	W				
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 5-8 (aligned to CLB 5-8)

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 5	LEVEL 6	LEVEL 7	LEVEL 8
Camosun College	L	ELD 054	ELD064		
	S				
	R	ELD 052	ELD 062		
	W				
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	STEP 1	STEP 2		
	S	STEP 1	STEP 2		
	R	STEP 1	STEP 2		
	W	STEP 1	STEP 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 5-8 (aligned to CLB 5-8)

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 5	Level 6	Level 7	Level 8
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	EASL 650 EASL 653 EASL 658	EASL 0660/0670 EASL 0663/0673	EHS 1	EHS 2
	S	EASL 650 EASL 653 EASL 658	EASL 0660/0670 EASL 0663/0673	EHS 1	EHS 2
	R	EASL 650 EASL 659	EASL 0660/0670 EASL 0669/0679	EHS 1	EHS 2
	W	EASL 650 EASL 659	EASL 0660/0670 EASL 0669/0679 EHS 1	EHS 2	EHS 2
Vancouver Island University	L				
	S				
	R				
	W				

English for Access Listening Skills Descriptors: Levels 1-8

English for Access Level 1 Descriptors Listening Skills

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

Conditions

1. Topics are limited to very basic common and everyday matters.
2. Rate of speech is slow and modified.
3. Learner requires extensive assistance, including speech modification, demonstration, translation, explanation, and frequent repetition.
4. Communication is short, face to face, and with one person at a time.
5. Monologues
6. Dialogues of typically 1 to 2 turns using isolated words, strings of 2 to 3 words, or 1 short clause
7. Instructions have up to 5 words, require visual clues, and consist of simple clauses presented as a direct command.
8. Utterances are single words, short phrases or simple sentences.

Outcomes

By the end of Level 1, the learner can

- A. Identify basic expression 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. Identify names, numbers, letters, time references, familiar places, and key words related to personal ID, time and date.
- J. Understand a story about a person or family.
- K. Understand a very limited number of familiar, individual, high-frequency words and short or reduced phrases.

English for Access Level 2 Descriptors

Listening Skills

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

Conditions

1. Topics are limited to very basic common and everyday matters.
2. Rate of speech is slow.
3. Learner requires considerable assistance including speech modification, demonstration, explanation, and frequent repetition
4. Communication is short, face to face or video-mediated, and with one person at a time.
5. Monologues
6. Dialogues of typically 2 to 3 turns using 1 to 2 short clauses
7. Instructions have up to 7 words, require visual clues, and consist of simple and some compound clauses presented as a direct command.
8. Utterances are mostly simple and compound 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 few basic courtesy formulas.
- C. Recognize a few simple requests for repetition or clarification.
- D. Follow simple, direct everyday instructions of up to 7 words in 1 clause.
- E. Follow clear, explicit, direct commands and requests.
- 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.
- K. Understand a very limited number of familiar high-frequency words, simple phrases and simple short sentences.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 3 Descriptors

Listening Skills

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

Conditions

1. Topics are about basic, common and personally relevant everyday matters.
2. Rate of speech is slow to normal.
3. Learner requires frequent assistance including speech modification, demonstration, explanation, and frequent repetition
4. Communication is face-to-face, with up to three participants, or video-mediated.
5. Monologues
6. Dialogues of typically 5 turns using 1 to 2 short clauses
7. Conversations with 3 participants
8. Instructions have 2 to 4 steps, require visual clues, and consist mostly of simple, compound and some simple complex clauses presented in a clear numerical sequence.
9. 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. Identify register/style.
- D. Identify some situational details, including participant roles, relationships.
- E. Identify a range of indicators of communication breakdown: explicit appeals for repetition, clarification, rewording or explanation.
- F. Follow sets of sequentially presented instructions and directions of 2-4 clauses relating to location and movement.
- G. Identify expressions of weights, measures, amounts and sizes.
- H. Follow a simple, typical scenario phone call when previously rehearsed.
- I. Identify factual details and a range of common functional expressions in controlled discourse asking for and granting permission; advising of danger; asking for, offering, and accepting assistance.
- J. Identify, and respond to requests for: personal ID and experience, likes and dislikes and details of familiar everyday topics.
- K. Understand 7-8 details and personal questions in a short, personal interview
- L. Understand a limited number of key words, formulaic phrases and most short, simple sentences, but almost no idioms.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy, P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 4 Descriptors

Listening Skills

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

Conditions

1. Topics are about common and personally relevant everyday matters.
2. Rate of speech is slower to normal.
3. Learner requires some assistance, including speech modification and frequent repetitions.
4. Communication is face-to-face, or video/audio mediated.
5. Monologues
6. Dialogues and conversations with 3 to 4 participants, of up to 10 exchanges, each with 1 to 3 clauses
7. 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.
8. Utterances are simple, compound, with some complex 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. Identify register/style.
- D. Identify some situational details including participant roles, relationships.
- E. Identify a range of explicit and some implicit indicators of communication breakdown: appeals for repetition, clarification rewording or explanation.
- F. 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.
- G. Follow a simple typical scenario phone call in familiar situations.
- H. Follow simple, short predictable messages.
- I. Identify the main intent and idea, factual details, inferred meaning, key words, and a range of common functional expressions in persuasive oral discourse (e.g. public announcements, commercials and infomercials).
- J. Identify, and respond to requests for: many specific factual details and on familiar everyday topics.
- K. Understand a short story or description with 10 key details.
- L. Follow simple direct questions related to personal experience.
- M. Identify some inferred meanings.
- N. Understand sufficient vocabulary to comprehend basic, everyday communication, with a very limited number of idioms.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 5 Descriptors

Listening Skills

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

Conditions

1. Topics are about common, concrete, personally relevant matters.
2. Rate of speech is slower to normal.
3. Learner may require repetition or clarification.
4. Communication is face to face or video/audio-mediated.
5. Monologues, presentations
6. Dialogues and conversations with 3 to 4 participants, up to 10 turns, each turn up to 5 sentences, or 2 to 5 minutes
7. 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.
8. Utterances are simple, compound, and complex sentences.

Outcomes

By the end of Level 5, the learner can

- A. Identify factual details, facts, opinions, inferred meanings and functional expressions in discourse containing compliments, invitations and offers, likes and dislikes, and preferences.
- B. Identify register, situation, relationship, intent and mood.
- C. Identify the emotional state of speaker.
- D. Follow clear, conceptualized sets of sequentially presented 7 to 8 step everyday instructions and directions on step by step procedures.
- E. Sometimes follow sequence markers other than number to comprehend the order of steps in instructions.
- F. Follow gist of simple predictable calls where context and topic are familiar and predictable.
- G. Follow simple, short, predictable messages.
- H. Identify the intent/ purpose, main idea, factual details, inferred meaning, key words, and a range of functional expressions in oral discourse used to advise and suggest, and in persuasive texts such as announcements and commercials.
- I. 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 with 10 to 15 key details.
- J. Follow direct questions related to familiar topics.
- K. Identify some inferred meaning.
- L. Understand a range of familiar vocabulary, and a limited number of idioms.

English for Access Level 6 Descriptors

Listening Skills

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

Conditions

1. Topics are about common, concrete matters and reflect general knowledge.
2. Rate of speech is slower to normal.
3. Learner may require repetition, clarification, or confirmation.
4. Communication is face to face, or video/audio-mediated.
5. Monologues, presentations and simplified lectures
6. Dialogues and conversations with 3 to 4 participants, up to 10 turns, each turn up to 5 sentences, or 2 to 5 minutes
7. Instructions have 9 to 10 steps with up to 12 details (fewer on phone), may require some visual clues, and may be presented out of sequence.
8. 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 discourse containing making and cancelling of appointments, apologies, regrets, and excuses.
- B. Identify register, situation, relationship, intent, mood or emotional state.
- C. Follow sets of instructions when not completely presented in sequence and where sequence must be informed by the text.
- D. Follow sequence markers and other linguistic clues to comprehend the order of steps in instructions.
- E. Follow calls requiring some detail, where context is familiar and predictable.
- F. Follow short predictable messages.
- G. Identify the intent/ purpose, main idea, factual details, inferred meaning, key words, and functional expressions in oral discourse expressing suggestions, advice, encouragements and requests.
- H. Identify, and respond to requests for: main ideas, factual details, opinions, key phrases, statements and examples, supporting details of a descriptive or narrative presentation.
- I. Follow some complex indirect questions about familiar topics and general knowledge.
- J. Identify inferred meaning.
- K. Understand a range of common vocabulary, some abstract and conceptual language, and some idioms.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 7 Descriptors

Listening Skills

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

Conditions

1. Topics or issues are non-personal, concrete or abstract and reflect general knowledge.
2. Rate of speech is slightly slower to normal.
3. Learner can follow a faster conversation between native speakers with difficulty. Learner may require clarification or confirmation.
4. Communication is face to face, observed live or video/ audio-mediated.
5. Monologues, presentations and simplified lectures
6. Dialogues and conversations with 3 to 4 participants, with 12 to 15 turns, each turn 3 to 5 sentences or 5 minutes
7. 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.
8. 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 discourse containing gratitude, appreciation, complaint, hope, disappointment, satisfaction, dissatisfaction, approval and disapproval.
- B. Identify register situation, relationship, intent, mood, emotional tone and attitude.
- C. Follow sets of instructions related to simple technical and non-technical tasks.
- D. Follow sequence markers and other linguistic clues to comprehend the order of steps in instructions.
- E. Follow phone calls requiring some detail, where the context is unfamiliar.
- F. Follow coherent, simple voicemail messages with 5 to 7 details on familiar matters.
- G. Identify the intent/ purpose, main idea, factual details inferred meaning, key words, and functional expressions and techniques in oral discourse used to remind, order, plea or give a directive request.
- H. Predict consequences and outcomes
- I. Identify, and respond to requests for main ideas, specific details, facts, opinions, key phrases and sentences and examples, supporting details in a description, narration or report.
- J. Follow complex indirect questions about general knowledge.
- K. Identify inferred meaning.
- L. Identify rhetorical patterns and discourse markers of chronological order, comparison/contrast, and cause/effect.
- M. Understand an expanded inventory of concrete, abstract idiomatic and conceptual language to follow detailed stories of general popular interest.

English for Access Level 8 Descriptors

Listening Skills

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

Conditions

1. Topics are non-personal, general, concrete or abstract and may cover work-related discourse in own field.
2. Rate of speech is normal.
3. Learner can follow rapid, colloquial, idiomatic or regionally accented speech between native speakers with difficulty. Learner may require clarification or confirmation.
4. Communication is face to face, observed live, or video/audio-mediated.
5. Monologues, presentations and lectures
6. Dialogues and conversations with 3 to 5 participants, with over 15 turns, each turn 3 to 5 sentences or 5 minutes
7. Instructions have 12 or more steps, with up to 20 details (fewer on phone), and may be presented out of sequence.
8. 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 discourse containing expression of and response to formal welcomes, farewells, toasts, congratulations, sympathy and condolences.
- B. Identify register, situation, relationship, intent, mood, emotional tone and some attitudinal nuance.
- C. Follow an extended set of multi-step instructions or directions on technical and non-technical tasks for familiar processes or procedures.
- D. Follow all clues to complete the task in instructions.
- E. Follow coherent messages on unfamiliar and non-routine matters.
- F. Identify the intent/ purpose, main idea, factual details, inferred meaning, key words, and functional expressions and techniques in oral discourse used to provide warnings, threats, suggestions, recommendations or proposed solutions.
- G. Evaluate the validity of a suggestion or proposed solution from several view points.
- H. Identify and respond to requests for implied main idea, specific details, and key phrases in extended presentation.
- I. Identify inferred meaning as well as facts, opinions, and attitudes.
- J. Identify organization including sentences that mark topic introduction, development, shift and conclusion.
- K. Identify a wide range of rhetorical discourse patterns.
- L. Understand 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.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Speaking Skills Descriptors: Levels 1-8

English for Access Level 1 Descriptors Speaking Skills

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

Conditions

1. Topics are highly familiar, common, everyday, and routine, based on personal experience.
2. Rate of speech is slow.
3. Interactions are short, face-to-face with 1 person at a time.
4. Interlocutor is supportive, empathetic and guides and leads learner's speech.
5. Learner requires considerable assistance, including frequent repetition, encouragement and guiding questions.
6. Learner discourse is limited to isolated words or strings of 2 to 3 words.
7. Learner makes long pauses, relies on gestures and may switch to first language.
8. Instruction is 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. Attract attention.
- F. Request assistance.
- G. Ask about and tell time.
- 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.
- L. Demonstrate almost no control over basic grammar and tenses.
- M. Speak in isolated words and strings of 2 to 3 words with long pauses. Pronunciation difficulties may significantly impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
Stewart G. and Nagy, P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 2 Descriptors

Speaking Skills

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

Conditions

1. Topics are highly familiar, common, everyday matters, based on personal experience.
2. Rate of speech is slow.
3. Interactions are short, face-to-face with 1 person at a time.
4. Interlocutor is supportive, empathetic and guides and leads learner's speech.
5. Learner requires considerable assistance, including frequent repetition, and relies heavily on context: (gestures, objects, location).
6. Learner discourse is limited to words, phrases and short single clauses.
7. Learner makes long pauses, and relies on gestures.
8. Instructions are simple imperatives, 2 to 7 words long.

Outcomes

By the end of Level 2 the learner can

- A. Greet familiar and unfamiliar people by using basic courtesy formulas in introductions, greetings, leave-takings.
- B. Respond appropriately to introductions.
- 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.
- I. Talk about likes/dislikes.
- J. Use individual, high-frequency familiar words and a few simple expressions.
- K. Demonstrate very little control of basic grammar structures and tenses.
- L. Speak in single words and short phrases, with long pauses. Pronunciation difficulties may significantly impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 3 Descriptors

Speaking Skills

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

Conditions

1. Topics are familiar, common, everyday matters, based on personal experience.
2. Rate of speech is slow to normal.
3. Interactions are short, face-to-face with 1 person at a time, or rarely on the phone
4. Interlocutor is supportive and empathetic.
5. Learner requires some assistance, including repetition and guided specific questions.
6. Learner discourse may include simply connected short sentences (and, but).
7. Learner communication is strongly supported with gestures and visual clues.
8. Phone used rarely to convey basic information.
9. Instructions are short, 1 to 2 clauses long.

Outcomes

By the end of Level 3 the learner can

- A. Greet familiar and unfamiliar people.
- B. Introduce self and ask about the other person by using a few 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 position in space.
- E. Ask for and grant permission.
- F. Advise of and report danger.
- G. Ask for, offer and accept assistance and advice.
- H. Ask and respond to simple familiar questions, including WH questions, about basic personal needs and experiences.
- I. Relate a personal story.
- J. Describe people, objects, situations, and simple, daily routines.
- K. Express immediate and future needs, wants and plans, likes/dislikes, feelings.
- L. Use basic, context-immediate, routine vocabulary, which is limited for basic everyday topics.
- M. Use very basic grammar structures and tenses, including correct past tense with some common verbs only. Many structures are reduced or omitted.
- N. Speak in single words and short phrases, using some connected discourse. Pronunciation difficulties frequently impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada

Stewart G. and Nagy, P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 4 Descriptors

Speaking Skills

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

Conditions

1. Topics are common, everyday, familiar and personally relevant.
2. Rate of speech is slow to normal.
3. Interactions are short, face-to-face, with up to 3 familiar participants, or, rarely and briefly, on the phone.
4. Interlocutor is supportive and empathetic.
5. Learner requires limited assistance, including some guided specific questions and gestures if needed.
6. Learner discourse is often simply connected but lacks fluency.
7. Learner communication is strongly supported by gestures.
8. Short phone conversations are used rarely, to convey simple personal information.
9. Instructions and directions have 3 to 4 steps.

Outcomes

By the end of Level 4 the learner can

- A. Open, respond to, and close a casual short conversation or small talk; take leave appropriately.
- 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. Request, accept and reject goods, services, assistance or offer in a service or sales situation.
- G. Respond to warnings.
- H. Ask and respond to simple familiar questions, including WH questions.
- I. Relate a story about an everyday activity.
- J. Describe people, objects, situations, and simple, daily routines or processes.
- K. Express needs, preference, (dis)satisfaction, likes and dislikes.
- L. Use adequate vocabulary for routine, everyday communication, but avoid topics where vocabulary is unfamiliar.
- M. Use basic grammar structures and tenses, including correct past tense of many verbs, with some omissions.
- N. Speak using a variety of short sentences, with clear evidence of connected discourse. Errors may often impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 5 Descriptors

Speaking Skills

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

Conditions

1. Topics are familiar, mostly concrete, mostly personally relevant and occasionally non-personal.
2. Rate of speech is slow to normal.
3. Interactions are informal or semi formal, face-to-face, with groups of 3 to 5 familiar participants, or on the phone.
4. Interlocutor provides only limited support.
5. Leader or moderator in a group is encouraging.
6. Learner may require some visual support and clues.
7. Learner discourse is simply connected and reasonably fluent, but with frequent pauses and hesitations.
8. Phone conversations convey simple, personal information
9. Instructions have 5 to 6 steps and are given one step at a time.
10. Presentations are 3 to 5 mins. long; the setting is familiar and the audience is small.

Outcomes

By the end of Level 5 the learner can

- A. Open, respond to and close small talk and casual conversation; extend, accept or decline an invitation or offer; express and respond 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 an extended set of 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 necessity, reasons, worry, concern and opinions.
- K. Use a range of everyday vocabulary and a limited number of idiomatic expressions, but may avoid topics where vocabulary is unfamiliar.
- L. Use a variety of simple structures and some complex ones, with occasional reductions. Errors are frequent and sometimes impede communication.
- M. Speak reasonably fluently, using connected discourse, with frequent hesitations and pauses. Errors are frequent and sometimes impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy, P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 6 Descriptors

Speaking Skills

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

Conditions

1. Topics are familiar, mostly concrete, personally relevant and non- personal.
2. Rate of speech is slow to normal.
3. Interactions are informal or semi-formal, face-to-face, with groups of 3 to 5 familiar participants, or on the phone.
4. Interlocutor provides only limited support.
5. Leader or moderator in a group is encouraging.
6. Learner discourse is connected and reasonably fluent with normal hesitations.
7. Phone conversations convey familiar information.
8. Instructions are extended and not always presented sequentially.
9. Presentations are 5 to 7 mins. long; the setting is small and the audience is familiar.

Outcomes

By the end of Level 6 the learner can

- A. Open, maintain and close a short, routine formal conversation; make or cancel an appointment or arrangement; express and respond 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 set of instructions dealing with simple daily actions and routines where the steps are not in point form sequence.
- F. Make a simple formal suggestion and provide reason.
- 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 presentation 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 non-personal familiar topics and issues to express opinions, feelings, obligation, ability, certainty.
- L. Use a range of everyday vocabulary and some common idiomatic expressions.
- M. Use a variety of structures (simple, compound and complex) with some omissions and reductions of morphemes. Errors are frequent and may sometimes impede communication.
- N. Speak reasonably fluently with frequent normal hesitations. Errors are frequent, and may occasionally impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 7 Descriptors

Speaking Skills

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

Conditions

1. Topics or issues are familiar, non-personal, mostly concrete but also abstract.
2. Rate of speech is slow to normal.
3. Interactions are informal or semi-formal, face-to-face, with groups of 3 to 5 familiar participants, or on the phone.
4. Interlocutor provides only limited support.
5. Leader or moderator is neutral
6. Learner discourse is connected and reasonably fluent, with frequent self-correction or rephrasing.
7. Learner may still have difficulty clarifying unknown details.
8. Phone conversations convey familiar or routine matters.
9. Instructions are related to moderately complex familiar technical and non-technical tasks.
10. Presentations are 10 mins. long; the setting is familiar, and the audience is small and familiar or unfamiliar.

Outcomes

By the end of Level 7, the learner can

- A. Open, maintain and close a sustained formal conversation; express and respond to gratitude, appreciation, complaint, disappointment, (dis)satisfaction and hope.
- 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. Communicate by phone on familiar routine matters and take/leave live phone messages with 5 to 7 details.
- E. Give an extended set of instructions/directions related to moderately complex, familiar technical and non-technical tasks.
- F. Ask for and respond to recommendations or advice.
- G. Make an extended suggestion on how to solve an immediate problem or make an improvement.
- H. Give and respond to a warning; discourage others.
- I. 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
- J. Give a presentation 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.
- K. Participate in a small group discussion/meeting to express opinions and feelings, to qualify opinion, express reservations, approval and disapproval, and to express or ask about possibility, probability.
- L. Use an expanded inventory of concrete and common idiomatic language.
- M. Use a variety of sentence structures, including compound and complex, Errors are frequent but rarely impede communication.
- N. Speak reasonably fluently and intelligibly, with frequent self correction and/or rephrasing. Errors are frequent but rarely impede communication.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy, P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 8 Descriptors

Speaking Skills

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

Conditions

1. Topics or issues are familiar, non-personal, concrete or abstract.
2. Rate of speech is often normal.
3. Interactions are informal or semi-formal, 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. Learner discourse is connected and reasonably fluent.
7. Phone conversations convey less familiar information or non-routine matters.
8. Instructions are related to moderately complex familiar technical and non-technical tasks.
9. Presentations are 15 to 20 mins. 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; express and/or respond to a formal welcome/toast, sympathy, a minor conflict or complaint; comfort and reassure a person in distress.
- B. Introduce a person formally to a large unfamiliar audience.
- C. Manage a conversation by checking if listener can follow, using a variety of strategies to sustain conversation and to encourage others to participate.
- D. Carry on in a professional manner a brief phone conversation on less familiar and some non-routine matters; redirect phone calls.
- E. Give directions/instructions about established familiar process or procedure (technical and non-technical) tasks.
- F. Indicate problems in a familiar area.
- G. Recommend/propose solutions or changes.
- H. Interact one-on-one to ask for and provide detailed information related to personal needs, varied daily activities and routine work requirements and to discuss options.
- I. Give a presentation to describe and explain a complex structure, system or process based on research or to tell a story, including an anecdote.
- J. Participate in a group debate/discussion/meeting on an abstract familiar topic or 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, elaborate; to express doubts and concerns, and to oppose or support a stand/ proposed solution.
- K. Use an expanded inventory of concrete, idiomatic, and conceptual language.
- L. Use a variety of sentence structures, including embedded/report structures. Grammar errors rarely impede communication.
- M. Speak reasonably fluently and intelligibly. Errors rarely impede communication

All descriptors adapted from:

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 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Reading Skills Descriptors: Levels 1-8

English for Access Level 1 Descriptors Reading Skills

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.*

Conditions

1. Topics are personally relevant and related to immediate needs.
2. Text is simple in format with clear layout in print or print-like handwriting.
3. Text is 1 to 5 phrases or sentences, with an average of 2 to 3 content words in each.
4. Forms are simple or adapted relating to personal identification.
5. Instructions are short, 2 to 5 words.
6. Pictures or symbols are common, highly familiar and almost always accompany text
7. 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 (e.g. 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. Demonstrate understanding of a few basic simple sentences.
- K. Demonstrate understanding of a small number of familiar, concrete, factual, literal individual and high-frequency words and short, common expressions, but almost no idioms.
- L. Use limited knowledge of sound-symbol relationships and spelling rules to decode some familiar words or sequences of letters.
- M. Almost no ability to guess the meaning of unknown words.
- N. Scan for very few, predictable details (words, numbers).

English for Access Level 2 Descriptors

Reading Skills

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

Conditions

1. Topics are personally relevant and related to immediate needs.
2. Text is legible, in print-like handwriting.
3. Texts are short, up to 7 sentences, with an average of 3 to 5 content words in each.
4. Forms are simple or adapted, very short, relating to personal identification.
5. Instructions are clearly sequenced in 1 to 4 single clauses.
6. Pictorial symbols are common and familiar and often accompany text.
7. 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. Respond to basic information questions (who, what, when, where, why).
- I. Demonstrate understanding of very basic simple and compound sentences, in positive, negative and basic interrogative forms.
- J. Demonstrate understanding of high-frequency familiar everyday concrete, factual and literal words, names and short expressions, but almost no idioms.
- K. Use limited knowledge of sound-symbol relationships and spelling rules to decode some unfamiliar words.
- L. Almost no ability to guess the meaning of unknown words.
- M. Scan for some key details.

All descriptors adapted from:

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 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 3 Descriptors

Reading Skills

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

Conditions

1. Topics are personally relevant and related to daily needs and experiences.
2. Text is legible, in print-like handwriting.
3. Texts are 1 to 2 paragraphs in length.
4. Formatted texts are basic.
5. Instructions are 1 to 5 steps.
6. Pictures sometimes accompany text.
7. 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 like short business brochures, notices, form letters and ads.
- D. Locate specific information in formatted texts (e.g., 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. Demonstrate understanding of a range of basic high frequency structures.
- H. Recognize 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.
- I. Demonstrate limited ability to use phonetics to decode or guess unknown words.
- J. Guess the meaning of unknown words with a very limited ability
- K. Scan for a number of details (numbers, words).
- L. Get overall meaning.

English for Access Level 4 Descriptors

Reading Skills

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

Conditions

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

Outcomes

By the end of Level 4, the learner can

- A. Get the gist, key information and main idea from personal notes, e-mail messages and letters.
- B. Identify important details and specific information.
- C. Follow 1 to 6 step common everyday instructions and instructional texts.
- D. Identify purpose, topic, key information and important details from short business brochures, notices, form letters, charts and flyers.
- E. Locate specific information in formatted texts (e.g. 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.
- G. Demonstrate understanding of simple maps, diagrams and graphs.
- H. Demonstrate understanding of a range of high frequency structures.
- I. Recognize 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).
- J. Demonstrate some ability to use basic context clues and phonetics to decode or guess unknown words.
- K. Use bilingual dictionary.
- L. Scan for a range of details (words, phrases, and numbers).
- M. Get overall meaning, purpose and topic.
- N. Identify facts and opinions.
- O. Compare and contrast pieces of information to make choices.

All descriptors adapted from:

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 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 5 Descriptors

Reading Skills

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

Conditions

1. Topics are related to personal or common experiences.
2. Text may require low-level inferencing, rereading or clarification.
3. Text is legible, easy to read, in print or neat handwriting.
4. Text has clear organization, is 2 or 3 paragraphs long, in printed or electronic form.
5. Formatted texts are moderately complex.
6. Instructions are in 7 to 10 steps, clear, explicit, relating to everyday situations, and presented in sequence.
7. Pictures occasionally accompany text.
8. 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. Identify factual details and inferred meanings in moderately complex notes, e-mail messages and letters (personal and public) containing compliments, invitations, likes, dislikes, preferences.
- B. Follow 7 to 10 step instructions for everyday instructions and procedures.
- C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex business/service texts, including formatted texts, (e.g., directories, charts, schedules, announcements, ads, business notices or letters).
- D. Identify main idea, key information, important and supporting details in a 2 to 3 paragraph moderately complex descriptive or narrative printed or electronic text.
- E. Identify organization of text and links between paragraphs.
- F. Demonstrate understanding of standard maps, basic diagrams (e.g. pie/ bar graphs).
- G. Locate 2 pieces of information in ESL software or selected WWW sources, print reference sources, or tables of content, indexes, and glossaries.
- H. Demonstrate understanding of a wide range of high frequency structures.
- I. Recognize 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 .
- J. Occasionally guess the meaning of unknown words, phrases or idioms from context.
- K. Use bilingual dictionary, begin to use concise unilingual ESL/EFL dictionary.
- L. Scan for a range of details (words, phrases, or numbers).
- M. Identify the purpose of texts and get the gist.
- N. Identify facts and opinions.
- O. Compare facts to make choices.

All descriptors adapted from:

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English for Access Level 6 Descriptors

Reading Skills

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

Conditions

1. Topics are related to personal or common experiences or a familiar, predictable context.
2. Text contains facts and opinion and may require low-level inferencing.
3. Text is legible, easy to read; in print or neat handwriting.
4. Text is 3 to 5 paragraphs, with clear organization, in printed or electronic form.
5. Formatted texts are moderately complex.
6. Instructions are clear, explicit, up to 10 steps, and relate to everyday situations; sequence or order may need to be inferred.
7. Pictures occasionally accompany text.
8. 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 notes, e-mail messages, letters and announcements containing cancellation of plans, apologies.
- B. Follow a set of common everyday instructions and procedures (up to 10 steps).
- C. Identify purpose, topic, key information, factual details and some inferred meanings in moderately complex texts containing advice, requests, and specifications.
- D. Identify main idea, 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.
- E. Identify organization of text and links between paragraphs.
- F. Demonstrate understanding of cycle diagrams, timelines.
- G. Locate and compare 2 or 3 pieces of information in a CD-ROM, on-line or print reference source.
- H. Demonstrate understanding of a wide range of high frequency complex structures and some low-frequency structures.
- I. Recognize 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).
- J. Sometimes guess the meaning of unknown words, phrases or idioms from context clues.
- K. Use a concise unilingual ESL/EFL learner dictionary.
- L. Skim, scan and locate 2 or 3 pieces of information in moderately complex formatted texts such as charts or forms.
- M. Identify text type and purpose, reader-writer relationship, attitude and intent of writer.
- N. Distinguish facts from opinions to compare and explain.

All descriptors adapted from:

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 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 7 Descriptors

Reading Skills

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

Conditions

1. Topics are related to common experience or a familiar, predictable context.
2. Linguistic and stylistic expression can be complex and demanding to follow.
3. Text contains facts and opinions including explicit and implicit information that requires some inferencing.”
4. Text is legible, easy to read, in print or neat handwriting.
5. Text is one page, 5 to 10 paragraphs long with clear organization, in printed or electronic form.
6. Formatted texts are moderately complex.
7. Instructions are in 10 to 13 steps, clear, explicit; sequence or order must be inferred.
8. Pictures may accompany text.
9. 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 notes, e-mail messages and letters expressing appreciation, complaint, hope, satisfaction, and dissatisfaction.
- B. Follow a set of 10 to 13 step instructions for everyday procedures related to simple 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 1 to 2 page moderately complex extended description, narration or report. Events may be presented out of sequence.
- E. Identify organization of text and logical links between paragraphs.
- F. Demonstrate understanding of moderately complex tables, graphs, and flow charts.
- G. Locate and compare 3 or 4 pieces of information in on-line or print reference sources.
- H. Demonstrate understanding of a wide range of simple and complex structures, with some difficulty with low-frequency structures.
- I. Identify discourse markers of chronological order, comparison/ contrast, and sequence of narration.
- J. Recognize 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)
- K. Often guess the meaning of unknown words, phrases or idioms from context clues.
- L. Use a unilingual dictionary when reading for confirmation or precision.
- M. Locate 3 or 4 pieces of specific information in moderately complex formatted texts and in extensive and visually complex directories.
- N. Identify text type and purpose, reader-writer relationship, and attitude and intent of writer.
- O. Distinguish facts from opinions to compare, explain and interpret 2 to 3 pieces of specific information.
- P. Paraphrase main points.

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English for Access Level 8 Descriptors

Reading Skills

Learner can identify the purpose, main ideas and key details in authentic text, when the context is not always familiar or predictable.

Conditions

1. Topics are related to common experience or a familiar but only partially predictable context.
2. Topics can be abstract, conceptual or technical.
3. Linguistic and stylistic expression can be complex and demanding to follow.
4. Text contains facts, attitudes, and opinions that require inferencing. Text may require some inferencing to determine bias and writer's purpose.
5. Handwriting or print is easy to read.
6. Text is 8 to 15 paragraphs long with clear organization in print or electronic form.
7. Formatted texts are moderately complex.
8. Instructions are extended, clear and explicit; sequence or order must be inferred.
9. Pictures may accompany text.
10. Text types: news articles, stories, short articles, reports, editorials, opinion essays, commercials/advertising features, business/form letters, and brochures.

Outcomes

By the end of level 8 the learner can

- A. Identify factual details and inferred meanings in moderately complex notes, e-mail messages and 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. Identify purpose, topic, key information, factual and inferred meanings in written proposed solutions, recommendations, and proposals and statements of regulations, laws and norms.
- D. Identify main ideas, factual and supporting details and inferred meanings in 5 to 10 paragraphs of a moderately complex description, narration or report. Events may be presented out of sequence.
- E. Identify organization of text, topic sentences and logical links between paragraphs.
- F. Demonstrate understanding of moderately complex charts, graphs, diagrams or pictures.
- G. Locate and compare several pieces of information in reference sources, using effective search strategies.
- H. Demonstrate understanding of a wide range of simple and complex structures, but has occasional difficulty with some low-frequency complex structures.
- I. Identify discourse markers of chronological order, comparison/contrast, and cause/effect.
- J. Demonstrate understanding of complex stylistic expression.
- K. Recognize 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).
- L. Usually guess the meaning of unknown words, phrases or idioms from context clues.
- M. Use a unilingual dictionary when reading for precision.
- N. Locate and integrate 3 or 4 pieces of information contained in moderately complex formatted and unformatted texts and in extensive and visually complex directories.
- O. Identify purpose of text, context, reader-writer relationship, mood/attitude of writer and register.
- P. Distinguish facts from opinions to compare, explain and interpret. Integrate several specific pieces of information across paragraphs or sections of text.
- Q. Summarize text, draw conclusions, and hypothesize.

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English for Access Level 1 Descriptors

Writing Skills

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.

Conditions

1. Expression of ideas is very limited.
2. 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.
3. 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. Produce text that may pose slight difficulties to the reader to decode a letter or number.
- E. Write personal identification and basic personal and familiar details in appropriate sections of an adapted form.
- F. Describe a personal situation by completing a short text of 3 to 5 guided sentences about self and family.
- G. Produce text with inadequate control over simple structures, including basic tenses.
- H. Write legibly.
- I. Follow very basic spelling rules and punctuation conventions. Learner 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.
- J. Demonstrate a very limited lexicon of single words or simple phrases 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.

English for Access Level 2 Descriptors

Writing Skills

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

Conditions

1. Text uses simple, familiar, words and is of immediate, personal relevance.
2. Expression of ideas is limited.
3. Text to reproduce is short, 10 to 20 item list, 5 to 7 sentences, is in very legible handwriting or print, and has an easy layout.
4. 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 (e.g. 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. Produce text that may pose slight difficulties to the reader to decode a letter or number.
- E. Write personal identification and basic personal and familiar details in appropriate sections of a very simple form.
- F. 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.
- G. Produce text with very limited control over simple structure, including basic tenses.
- H. Write legibly.
- I. Follow very basic spelling rules and punctuation conventions.
- J. Demonstrate 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.

All descriptors adapted from:

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English for Access Level 3 Descriptors

Writing Skills

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.

Conditions

1. Topics are familiar and of immediate, everyday relevance.
2. Expression of ideas is limited and highly predictable.
3. Text to reproduce is equivalent to 1 paragraph, with an easy layout, in legible handwriting or print.
4. Messages/notes are short, 3 to 5 sentences, and can be a partially guided text with blanks/fragments to complete.
5. Forms are simple in format, 15 to 20 items long.

Outcomes

By the end of level 3 the learner can

- A. Convey a personal message in an informal written note (e.g. invitations, sympathy, personal requests and arrangements).
- B. Copy short texts from dictionaries, directories, schedules, instructions.
- C. Produce text that is legible, contains no major omissions, but may contain a few copying errors and may pose a slight uncertainty for the reader in decoding a letter or number.
- D. Fill out simple forms (e.g. a driver's license application).
- E. Complete guided notes to convey simple messages.
- F. Write a short text of 5-8 short sentences about a personal or familiar situation or to communicate basic personal information.
- G. Describe a person, object, place, situation, or event.
- H. Demonstrate adequate use of simple structures, including basic tenses, with few grammatical errors
- I. Write legibly (handwriting or printing)
- J. Demonstrate an adequate use of simple spelling and punctuation conventions, with few errors
- K. Demonstrate high frequency content vocabulary and formulaic expressions, adequate for topic.

English for Access Level 4 Descriptors

Writing Skills

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.

Conditions

1. Topics are familiar and of immediate, everyday relevance.
2. Expression of ideas is adequate for conveying simple information.
3. Texts to be reproduced are 1 to 2 paragraphs, with an easy layout, in legible handwriting or print.
4. Messages are 3 to 5 sentences long.
5. 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 (e.g., from encyclopedias, catalogues, directories, manuals) to record information to complete tasks, or to learn information.
- C. Produce 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.
- D. Fill out simple forms (e.g. basic job application or car rental).
- E. Write short notes to convey simple messages.
- F. 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.
- G. Demonstrate good use of simple structures, including basic tenses in complete simple and compound sentences, with few errors
- H. Correctly use basic spelling, punctuation and capitalization.
- I. Demonstrate adequate vocabulary for communication of simple information.
- J. Employ basic paragraph structure, consisting of loose strings of sentences.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 5 Descriptors

Writing Skills

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.

Conditions

1. Topics are familiar and of immediate, everyday relevance.
2. Main ideas are adequately expressed and supported with some details, but include some awkward sounding phrases and word combinations.
3. 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.
4. Messages are 3 to 5 sentences long.
5. 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 letter or note, or through e-mail, expressing or 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 and numbers, that is legible and spelled correctly.
- E. Fill out moderately complex forms with required information (e.g. utility application, accident report).
- F. Convey clear, generally appropriate messages as short 4 to 6 clause notes.
- G. Write a basic paragraph to relate and narrate a sequence of events, to describe a person, place, object, scene, picture, procedure or routine, and to explain reasons.
- H. Demonstrate good use and control of simple structures. May have difficulty with complex structures.
- I. Correctly use basic spelling and punctuation conventions.
- J. Demonstrate adequate vocabulary for the topic; means of expression remain simple.
- K. Provide accurate descriptions, explanations or accounts of events in the report/story sequence.
- L. Express a main idea and support it with some detail in a basic paragraph structure.

English for Access Level 6 Descriptors

Writing Skills

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

Conditions

1. Topics can be non-personal, but are familiar, and of immediate, everyday relevance.
2. Main ideas are clearly expressed and supported with some details, but include some awkward sounding phrases and word combinations.
3. 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.
4. Texts are varied and may be of a specialized or technical nature and are supported by a prepared summary grid.
5. Messages are 5 to 6 sentences or one paragraph long.
6. 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 familiar standard formats (e.g. 1 or 2 paragraph letters, compositions, 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 6 to 8 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. detailed job application forms, limited reports).
- F. Convey clear, appropriate messages as short notes or letters.
- G. Write 1 to 2 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 including information from other sources: photos, drawings, flow charts or diagrams.
- H. Demonstrate good control over simple structures, but has difficulty with some complex structure.
- I. Make few errors in simple spelling, punctuation.
- J. Demonstrate adequate vocabulary for the topic, with some awkward sounding phrases.
- K. Convey information from a table, graph or chart in a coherent paragraph.
- L. Provide accurate descriptions, comparisons, account of events in a report or story. Sequence stages in a process.
- M. Express main ideas and support them with details in adequate paragraph structure (introduction, development, and conclusion).
- N. Use appropriate logical connectors (however, so, in addition, while) and correct format/layout.

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
 Stewart G. and Nagy. P (2006). *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 7 Descriptors

Writing Skills

Learner demonstrates adequate ability in performing moderately complex writing tasks, where circumstances range from informal to more formal, and the addressees are familiar.

Conditions

1. Topics can be non-personal and abstract but are familiar, and of immediate, everyday relevance
2. Main ideas are clearly expressed and supported with appropriate details.
3. Discourse patterns may sometimes seem foreign to an English-speaking reader.
4. Personal, creative expression in writing may reveal "over-elaboration", literal translation, false cognates, or circumlocution. Discourse displays a developing sense of audience.
5. Text to reproduce is 1 to 2 pages in legible handwriting or print, may be from a short oral text (10 to 15 min.), or an audio or visual recording, may be technical or specialized and is supported by a prepared summary grid.
6. Messages are 1 or 2 paragraphs long.
7. Forms are about 40 items/pieces of information long.

Outcomes

By the end of level 7 the learner can

- A. Convey a personal message in a formal short letter, note, or e-mail, expressing or responding to a range of circumstances, including: appreciation, complaint, disappointment, (dis)satisfaction and 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 an oral presentation.
- D. Take notes and leave messages from voice mail or clear, recorded phone messages on public information lines, reducing information to main points with 7 to 10 accurate details.
- E. Fill out moderately complex forms (e.g. training application).
- F. Convey messages as notes, memos, letters of request, or work record log entries to pass on routine information, make requests, or respond to recommendations or warnings.
- G. Write 2 to 3 paragraphs to narrate a sequence of events from the past, to tell a story, or to provide a detailed description or comparison of animate beings or inanimate matter.
- H. Write a paragraph to relate or explain information in a table, graph, flow chart, photo or diagram.
- I. Demonstrate good use of most complex structures, but has occasional difficulty with some complex structures.
- J. Demonstrate good use of spelling and punctuation with minor errors only.
- K. Demonstrate adequate vocabulary for the topic.
- L. Include information from other sources (e.g., photo drawings, reference text/ research information).
- M. Provide accurate descriptions, explanations or accounts of events in a report or story, sequence/process.
- N. Express main ideas and support them with relevant details in adequate paragraph structure (introduction, development, and conclusion).
- O. Present text as a coherent connected whole with good use of appropriate logical connectors (e.g. at the same time, or, even if, regardless).

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Access Level 8 Descriptors

Writing Skills

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

Conditions

1. Topics are familiar, non-personal and abstract and may cover work-related discourse in own field.
2. Main ideas are very clearly expressed and well supported with appropriate details. Occasional problems with naturalness of expression, and controlling organizational patterns and writing styles.
3. Discourse displays an appropriate sense of audience.
4. Text to reproduce is 1 or 2 pages in legible handwriting or print, may be of a specialized or technical nature or of a short oral text (10 to 15 min.), or an audio or visual recording, and is supported by a prepared summary grid.
5. Messages are 2 or 3 paragraphs long.
6. 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 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 a one paragraph summary of a longer one page text, reducing information to main points, with accurate supporting details.
- C. Take accurate, organized notes in point form from an oral presentation.
- D. Take notes and write instructions about an established process or procedure given in a live demonstration, over the phone or from recorded audio or video material.
- E. Fill out forms and other materials in pre-set formats with required brief texts.
- 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 narrate a historical event, tell a story, express or analyze opinions or to provide a detailed description and explanation of a phenomenon or process.
- H. Write paragraphs to relate/explain information in a table, graph, flow chart, photo or diagram.
- I. Demonstrate 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 of cause and reason, and purpose.
- J. Demonstrate good use of spelling and punctuation with minor errors only.
- K. Demonstrate good use and control of vocabulary adequate for the topic.
- L. Occasional problems with naturalness of expression.
- M. Include information from other sources (e.g. photographs, drawings, reference text/research information, and diagrams).
- N. Provide accurate and detailed descriptions and explanations in the report/story sequence.
- O. Express main ideas and support them with relevant details in good paragraph structure (introduction, development, and conclusion).
- P. Present text as a coherent connected whole with good use of appropriate logical connectors (e.g. at the same time, or, even if, regardless).

All descriptors adapted from:

Pawlikowska-Smith, G. (2002). *Canadian Language Benchmarks 2000*. Ottawa: Minister of Public Works and Government Services Canada
Stewart G. and Nagy. P (2006) *CLB 2000 Companion Tables*. Ottawa: Centre for Canadian Language Benchmarks

English for Work

Introduction to 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

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

English for Work offerings

- a. 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.
- b. 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.
- c. 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.
- d. 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

<p>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.</p>		
<p>1. Accessing Further Training and Education (based in the institution)</p>	<p>2. Accessing and Integrating Successfully into Employment (based in the institution)</p>	<p>3. Sustaining and Enhancing Employability (based in the workplace)</p>
<p>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.</p>	<p>These courses /programs provide integrated applied skills training and education, specific occupational language training, and workplace practice. Courses/programs may include</p> <ul style="list-style-type: none"> • Job search • Career exploration • Job retention and advancement skills • Integrated language and content teaching leading to certification (combined skills) 	<p>These courses provide language and/or applied skills to employees in their workplaces, tailored to their specific needs.</p>
<p>ESL Support for Refresher Nurses</p> <p>Technical Trades Access</p> <p>Note that ESL support may be offered prior to program entry and/or concurrently to program delivery.</p>	<p>Introduction to Technology Programs</p> <p>Writing Adjunct for Child, Family and Community Studies</p> <p>Technical Trades Access</p>	<p>Communication for <u>Xxxxx Engineering Company</u> Professionals</p> <p>Safety and Communication for the <u>Xxxxx Garment Factory</u></p>

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 Level	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 Entry Level	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			

Appendices

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 in hours)** 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 to listed 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**:
 1. 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.
 2. 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.
 3. 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.
 4. 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.
 5. Each group should select a group leader to keep the discussion on track and to take notes.
 6. 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 and submit it to your Adult ESL Articulation Committee member. If you have questions, please feel free to contact the chair of the English for Academic Purposes Committee.

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
- Learning Centre
- On-Line
- Tutoring
- Distance Learning

3. Focus of this Course

- Oral/Aural
- Adjunct
- Reading
- Content-based
- Writing
- Other (specify)
- Integrated Skills

4. Course or Calendar Description (list major features). If space below is insufficient, please attach a separate sheet.

5. Course Objectives:

6. Texts/Materials Used:

7. Course Outcomes: Please refer to the relevant sections of this Guide, and, to facilitate the process of articulation, please list your course outcomes and provide the relevant letter listed in the Guide, for the appropriate subskill and level. For example: Speaking Course EAP III 1. Give formal class presentations (5 – 10 minutes long) (a, b).

- Speaking _____

- Listening _____

- Reading _____

- Writing _____

8. Grading System: Include course grading system and weighting

9. To what EAP Level do the outcomes for this course relate?

- I
- II
- III
- IV
- Other _____

11. (If applicable) What equivalent credit does this course carry?

- None
- Institutional Credit; Credit hours _____
- Transfer Credit; Credit hours _____

11. Please include/attach a course/program outline.

<p>Date: _____</p> <p>Submitted by: _____</p> <p>Articulation Committee Member: _____</p>
--

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. 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

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

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 is 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 Address: _____

Appendix B

Provincial ESL Articulation Steering Committee

<p>Alexander College</p> <p>Adrian Lipsett Director of Operations 101 -4603 Kingsway Burnaby, BC V5H 4L3</p> <p>Phone : (604) 435-5185 adrian@alexandercollege.ca marv.westrom@alexandercollege.ca</p>	<p>BC Institute of Technology</p> <p>Andrea Matthews Program Head Professional English Language Development (PELD) 3700 Willingdon Avenue Burnaby, BC V5G 3H2</p> <p>Phone (604) 451-7176 Fax (604) 432-9173 Andrea.Matthews@bcit.ca</p>	<p>Camosun College</p> <p>Elizabeth West Instructor, Career and Academic Preparation English English Language Development Department 3100 Foul Bay Road Victoria, BC V8P 5J2</p> <p>Phone (250) 370-3691 Fax (250) 370-4938 west@camosun.bc.ca</p>
<p>Capilano University</p> <p>Maggie Reagh Coordinator ESL Department 2055 Purcell Way North Vancouver, BC V7J 3H5</p> <p>Phone (604) 986-1911 ext. 3445 Fax (604) 984-1718 mreagh@capilanou.ca</p>	<p>College of New Caledonia</p> <p>Marta Tejero ESL Coordinator 3330 22nd Avenue Prince George, BC V2N 1P8</p> <p>Phone (250) 562-2131, local 5514 Fax (250) 561-5816 tejerom@cnc.bc.ca</p>	<p>College of the Rockies</p> <p>Sharon Richardson ELT Department Head 2700 College Way Cranbrook, B.C. V1C 5L7</p> <p>Phone (250) 489-2751, local 3416 Fax (250) 489-1790 richardson@cotr.bc.ca</p>
<p>Columbia College</p> <p>Erica Winter Dean English Language Centre 500 – 555 Seymour Street Vancouver, BC V6B 6J9</p> <p>Phone (604) 683-8360 Fax (604) 682-7191 ewinter@columbiacollege.ca</p>	<p>Coquitlam College</p> <p>Ales Ferguson 516 Brookmere Avenue Coquitlam, BC</p> <p>Phone (604) 939-6637 aferguson@coquitlamcollege.com</p>	<p>Corpus Christi College</p> <p>No current representative</p>

<p>Douglas College</p> <p>Jonathan Baylis ESL Coordinator 700 Royal Avenue Box 2503 New Westminster, BC V3L 5B2</p> <p>Phone (604) 527-5406 Fax (604) 527-5095 baylisj@douglascollege.ca</p>	<p>Kwantlen Polytechnic University</p> <p>Lisbeth Asano + Denise Nielson ELS Department Co-Chairs 12666 72nd Avenue Surrey, BC V3W 2M8</p> <p>Phone (604) 599-2663 Fax (604) 599-2279 lisbeth.asano@kwantlen.ca denise.nielson@kwantlen.ca</p>	<p>Langara College</p> <p>Vicki Vogel Manager English Proficiency Programs 100 West 49th Avenue Vancouver, BC V5Y 2Z6</p> <p>Phone (604) 323-5953 Fax (604) 327-9210 vvogel@langara.bc.ca</p>
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<p>Okanagan College</p> <p>Brian Rhodes ESL Department Chair 1000 KLO Road Kelowna, BC V1Y 4X8</p> <p>Phone (250) 762-5445 Fax (250) 862-5432 bwrhodes@okanagan.bc.ca</p>	<p>Selkirk College</p> <p>Shana Rablah Department Head, Selkirk International 301 Frank Beinder Way Castlegar, BC V1N 3J1 Phone: 250-365-7292 srablah@selkirk.ca</p> <p>and</p> <p>Joan Silvey Instructor (ELP/TESOL) Phone (250) 365-1236 jsilvey@selkirk.ca</p>	<p>Simon Fraser University</p> <p>Sarah Fleming Coordinator English Bridge Program 8888 University Drive Burnaby, BC V5A 1S6</p> <p>Phone (604) 268-6715 sarah_fleming@sfu.ca</p>

Provincial ESL Articulation Steering Committee (cont.)

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Provincial ESL Articulation Steering Committee (cont.)

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Appendix C

English for Academic Purposes Working Committee

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English for Academic Purposes Working Committee (cont.)		
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English for Academic Purposes Working Committee (cont.)

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English for Academic Purposes Working Committee (cont.)

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Appendix D

English for Access Working Committee

<p>BC Institute of Technology</p> <p>No current representative</p>	<p>Camosun College</p> <p>Ann Brix ESL Instructor Interurban Campus 4461 Interurban Road Victoria, BC V8P 5J2</p> <p>Phone (250) 370-4943 Fax (250) 370-4938 brix@camosun.bc.ca</p>	<p>Capilano University</p> <p>No current representative</p>
<p>College of New Caledonia</p> <p>No current representative</p>	<p>College of the Rockies</p> <p>Sharon Richardson ELT Department Head 2700 College Way Cranbrook, B.C. V1C 5L7</p> <p>Phone (250) 489-2751, local 3216 Fax (250) 489-1790 Richardson@cotr.bc.ca</p>	<p>Douglas College</p> <p>No Access Program</p>
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English for Access Working Committee (cont.)

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<p>University of Victoria</p> <p>No current representative</p>	<p>Vancouver Community College</p> <p>Jacquie Harrison Department Head 1155 East Broadway Vancouver, BC V5T 4V5</p> <p>Phone (604) 871-7276 Fax (604) 871-7100 jharrison@vcc.ca</p>	<p>Vancouver Community College</p> <p>Karen Jane Hills Department Head English Language Skills 1155 East Broadway Vancouver, BC V5T 4V5</p> <p>Phone (604) 871-7246 Fax (604) 871-7100 kjhills@vcc.ca</p>

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Appendix E**English for Work Working Committee**

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<p>College of New Caledonia</p> <p>No current representative</p>	<p>College of the Rockies</p> <p>No current representative</p>	<p>Douglas College</p> <p>No current representative</p>
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<p>Northern Lights College</p> <p>No current representative</p>	<p>Northwest Community College</p> <p>No current representative</p>	<p>Okanagan College</p> <p>No current representative</p>

English for Work Working Committee (cont.)

<p>Selkirk College</p> <p>No current representative</p>	<p>Thompson Rivers University</p> <p>No current representative</p>	<p>University of British Columbia</p> <p>No current representative</p>
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