

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

**Sixth Edition
2006/2007**

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:

<http://www.bccat.bc.ca/articulation/achbook/>

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Introduction

Message from the Co-Chairs

First, we would like to say THANK YOU to Elizabeth Templeman, who is stepping down as chair. Elizabeth was involved in the early development of this guide, and without her we wouldn't have the present document; she has tackled revisions with unparalleled determination and care. We so appreciate her work and thoughtful contributions.

Our meetings in November 2005 were once again lively and demonstrated the passion and professionalism of the Steering Committee and Working Group members. Newer members of the BC Council of Admissions and Transfer (BCCAT) attending this year for the first time included Columbia College, Coquitlam College, Corpus Christi College, and Trinity Western University, and their courses will begin to be articulated in May 2006.

Canadian Language Benchmarks and their relation to ESL Articulation is still under discussion, as is the transferability of EAP Level IV courses, particularly for meeting the English language requirement for admission to BCCAT member institutions. Over the course of this year, the Articulation Committee will be addressing these important issues. We look forward to working on them.

Catherine Ostler, Capilano College

Elizabeth West, Camosun College

ESL Steering Committee Co-Chairs

HISTORY OF ESL ARTICULATION

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 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.

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 this 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.

In this way, a considerable amount of the groundwork was complete by November 2000 when the working groups of the Articulation Committee met formally to plan this project. At that meeting, an editor was selected to oversee the project and do the actual writing.

In January the three working groups (English for Academic Purposes, English for Access and English for Work) spent some time working together to set shared standards and styles so that the three sections of the Guide would be as clear and parallel as possible

As a result of the CLB correlation, both the EAP (or English for Academic Purposes) and the Access groups occasionally added new outcomes they felt had been missed in the first edition. They also combined pairs of outcomes for clarity and parallelism.

As a result of more extensive work done with the CLB's in 2004-2005, however, it became apparent that the alignment was not, in many cases, accurate. Greater familiarity with the CLB has revealed the task to be more complex than initially recognized. The working committees have withdrawn their correlations from this edition of the Guide, in order to review them and make changes as required.

Key Issues Still to be Addressed

Correlating the BC ESL Levels with the Canadian Language Benchmarks continues to be a significant effort, but one which will effectively broaden the potential use of the *ESL Articulation Guide*.

Other issues include assessment: In recent articulation meetings, there have been recurring discussions about the desirability of articulating the placement tests used across the BC system. There has also been discussion around including in the Guide the English language entrance requirements for non-native speakers of English for entry into non-ESL programs at various post-secondary institutions. Another issue is whether ESL courses may be accepted for credit in university programs, as they are in some institutions across Canada. Given these discussions, it seems certain that future editions of the Guide will continue to adapt to best meet the needs of the ESL learners, instructors, and institutions of the BC post-secondary system.

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.

To the Conference Board of Canada

We also wish once again to acknowledge the inclusion of the document *Employability Skills 2000+*, developed by the Corporate Council on Education, Conference Board of Canada. The document may be found on the Web in an Acrobat file through:
<http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>

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, university colleges, institutes and universities in British Columbia, plus those privately funded institutes currently admitted into the BC Transfer System --who are engaged in the delivery of ESL-- are entitled to representation on the Articulation Steering Committee.
 - This representation normally consists of one faculty member familiar with programs at each college, university college, university or institute. Institutions with multiple courses and/or programs may have more than one representative, if the Steering Committee so approves.
- Role
 - The members are expected to act as conduits for 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 follows:
 - Revising generic course descriptions for each level as needed
 - Articulating their courses by referring to the course descriptors, textbooks, and other resources used, as well as to learning 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 crucially 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/index.html>

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 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. 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).
- According to the individual's relative skill levels, it may be appropriate to assign a transferring learner to courses at two different skill levels, if your institution provides these (for example, the oral-aural skills may be more or less advanced than the reading and writing skills).
- 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, but only representative of the changing array of not-for-credit courses offered by the various institutions in the system, based on changing student needs. Students cannot use such courses for transfer credit.
- 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 if you are uncertain about the identity of your institution's current Articulation Committee member(s).

English for Academic Purposes

Preamble

Mastering English as a second 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 working cooperatively in a group. Many of these are basic to all levels. However, students are expected to apply them to increasingly complex materials and tasks at each subsequent level. The learning 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; thus, at the same level, literature may be emphasized in one program and business preparation in another.

Students who have successfully completed Level IV of English for Academic Purposes will have the language skills necessary to enter 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 a North American academic environment.

Different institutions may have quite distinct policies and configurations of programming, depending on such features as demographics, the mandate of the institution and sources of funding. To assess transferability, seek 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

CLB Correlations are Under Review

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 *		
Capilano College				ESLF 080 <i>College Academic English Prep.</i> (6 college credits) 104 hours
College of the Rockies				ELT 089 <i>Integrated Skills</i> 135 hours ([Articulated w/ABE Engl. 12])
Douglas College	EASL 465 or 464 <i>College Prep Reading</i> 56 hours	EASL 475 or 474 <i>College Prep Writing</i> 56 hours	EASL 445 <i>College Prep Listening/Note-Taking</i> 56 hours EASL 455 <i>College Prep Discussion and Skills Participation</i> 56 hours	

Note: * ELD 094 and 092 are equivalent to Provincial Grade 12 English

English for Academic Purposes Level IV (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Kwantlen University College			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
Malaspina University-College				ESLA 050 <i>Modules: short stories/film; Research/Presentations Business Writing Media and Lit. Studies</i> 280 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	Reading 067 30 hours			
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	

English for Academic Purposes Level IV (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Thompson Rivers University	CESL 057 <i>College Reading</i> 70 hours	CESL 054 <i>Academic Writing</i> (84hrs) CESL 053 <i>Advanced Structure and Editing Skills</i> (56hrs)		
University College of the Fraser Valley	Reading 80 <i>Bridge to University</i> 80 hours Vocabulary 83 80 hours	WG 84 160 hours (80 Writing, 80 Grammar)	S/L 87 <i>Speaking and Listening</i> 80 hours	
University of Victoria				UAPC <i>College Prep</i> 240 hours
Vancouver Community College	Reading 0996 120 hours Or SESL* 090 <i>*Self-Paced Reading</i>	Writing 0995 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, 0996 + 0992 integrated) English 098 (Level III) + English 099 [Artic w/Eng 12 + S.11, ABE Prov Dip] TPE Technical & Professional Eng. Self-Paced [Artic/TPE 12] Reading 096, Writing 095 and Academic Oral Skills 090 [Articulated w/ABE English 12]

*Note: Self-Paced

English for Academic Purposes Level III

CLB Correlations are Under Review

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 072 <i>Advanced English Reading & Writing</i> 140 hours (3 college credits)
Capilano College				ESLF 070 <i>College Academic English Prep.</i> (12 college credits) 208 hours
College of New Caledonia		ESL 096 <i>Writing & Grammar</i> 90 hours		
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 365 or 364 <i>Advanced Reading</i> 56 hours	EASL 375 or 374 <i>Advanced Composition</i> 56 hours	EASL 345 or 344 <i>Advanced Listening</i> 56 hours EASL 355 or 354 <i>Advanced Conversation</i> 56 hours	

Equivalency Guide: EAP Level III (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Kwantlen University College			ELST 0283 60 hours	ELST 0281 <i>Integrated Reading & Writing</i> 120 hours
Langara College				LEAP 6 140 hours
Malaspina University-College				ESLA 040 <i>Integrated course w/R/W core and modules</i> 280 hours
North Island College		ESL 052 <i>Writing Level 2</i> 90 hours	ESL 055 <i>Advanced Listening and Speaking</i> 90 hours	
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	Reading 057 90 hours	Writing 056 60 hours Grammar 055 60 hours	Listening & Speaking 058 120 hours	
University of British Columbia	520R <i>Academic Reading</i> 96 hours	520W <i>Academic Writing</i> 96 hours		

English for Academic Purposes Level III (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Thompson Rivers University	CESL 047 <i>Advanced Reading & Study Skills</i> 70 hours	CESL 048 <i>Advanced Composition</i> 70 hours	CESL 045 <i>Advanced Oral Communication</i> 70 hours	
University College of the Fraser Valley	Reading 70 80 hours Vocabulary 83 80 hours	WG 74 160 hours	L/S 76 80 hours	
University of Victoria				ELPI 570A 240 hours
Vancouver Community College	Reading 0886 120 hours Or SESL 080 <i>Self-Paced Reading</i>	Writing 0885 120 hours Or SESL 081 <i>Self-Paced Writing</i>	CPEN 0882 120 hours (optional for International Ed students) Or Academic Oral Skills 0890 (International Education.) 120 hours Or SESL 082 <i>Self-Paced Speaking and Listening</i>	English 098 (Writing 0885, Reading 0886 + Oral Skills 0882integrated) 360 hours [English 098 (Level III) + English 099 Artic w/Eng 12 + Social Studies 11, ABE Provincial Diploma, see Level IV]

English for Academic Purposes Level II

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
BC Institute of Technology				Comm 0003 <i>WSLR for Tech.</i> Comm 84 hours
Camosun College				
Capilano College	ESL 078 <i>Reading & Vocabulary</i> <i>College Prep</i> (3 college credits) 60 hours	ESL 079 <i>Writing</i> <i>College Prep</i> (3 college credits) 60 hours	ESL 071 <i>Listening/Speaking</i> <i>College Prep</i> (3 college credits) 60 hours	ESLF 060 <i>College Academic</i> <i>English Prep. I.</i> (15 college credits) 260 hours
College of the Rockies			ELT 065 <i>Listening & Speaking</i> 67.5 hours	ELT 060 <i>Integrated</i> <i>Reading & Writing</i> 157.5 hours
Douglas College	EASL 265 or EASL 264 <i>Upper Intermediate</i> <i>Reading</i> 56 hours	EASL 275 or EASL 274 <i>Upper Intermediate</i> <i>Composition</i> 56 hours	EASL 245 or EASL 244 <i>Upper Intermediate</i> <i>Listening</i> 56 hours EASL 255 or EASL 254 <i>Upper Intermediate</i> <i>Conversation</i> 56 hours	
Kwantlen University College			ELST 0183 <i>Oral/Aural</i> 120 hours (6 college credits)	ELST 0181 <i>Reading & Writing</i> 120 hours

English for Academic Purposes Level II (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Langara College				LEAP 5 140 hours
Malaspina University-College				ESLA 030 <i>Integrated Reading/Writing Core w/modules</i> 280 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>Lower Advanced Reading</i> 90 hours	EASL 046 <i>Lower Advanced Writing</i> 60 hours EASL 045 <i>Grammar</i> 60 hours	EASL 048 <i>Lower Advanced Communications</i> 120 hours	

English for Academic Purposes Level II (cont.)

CLB Correlations are Under Review

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		
Thompson Rivers University	CESL 037 <i>Reading and Study Skills</i> 70 hours	CESL 038 <i>Paragraph Composition</i> 70 hours CESL 033 <i>Grammar Study (required)</i> 90 hours	CESL 035 <i>Intermediate Oral Communication</i> 70 hours	
University College of the Fraser Valley	RV 68 160 hours	WG 64 160 hours	L/S 66 80 hours	
University of Victoria				ELPI 490A 240 hours
Vancouver Community College	Reading 0766 120 hours SESL* 060 <i>Self-Paced Reading</i>	Writing 0765 120 hours SESL* 061 <i>Self-Paced Writing</i>	Oral Skills 0767 120 hours SESL* 062 <i>Self-Paced Aural/Oral</i>	English 059 360 hours (consists of Reading 0766, Writing 0765 and Oral Skills 0767)

*Academic and Professional English: Self Paced

English for Academic Purposes Level I

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
BC Institute of Technology				
Camosun College				
Capilano College				
College of the Rockies			ELT 055 <i>Speaking/Listening</i> 90 hours	ELT 050 Integrated Reading & Writing 210 hours
Douglas College	EASL 165 or EASL 164 <i>Lower Intermediate Reading</i> 56 hours	EASL 175 or EASL 174 <i>Lower Intermediate Writing</i> 56 hours	EASL 145 or EASL 144 <i>Lower Intermediate Listening</i> 56 hours EASL 155 or EASL 154 <i>Lower Intermediate Conversation</i> 56 hours	
Kwantlen University College			ELST 0043 <i>Foundations Listening/Speaking</i> 120 hours	ELST 0041 <i>Foundations Reading/Writing</i> 120 hours
Langara College				LEAP 4 140 hours

English for Academic Purposes Level I (cont.)

CLB Correlations are Under Review

INSTITUTION	READING	WRITING	ORAL/AURAL	INTEGRATED SKILLS
Malaspina University-College				ESLA 120 <i>Intermediate II</i> <i>core courses</i> 336 hours
North Island College				
Okanagan College				
Selkirk College	EASL 037 <i>Upper Intermediate</i> <i>EASL Reading</i> 90 hours	EASL 036 <i>Upper Intermediate</i> <i>EASL Writing</i> 30 hours EASL 035 <i>Grammar</i> 90 hours	EASL 038 <i>Upper Intermediate</i> <i>Communications</i> 120 hours	
Thompson Rivers University	CESL 027 <i>Reading Skills</i> 70 hours	CESL 028 <i>Writing Skills</i> 70 hours	CESL 024 <i>Integrated Comm. Skills</i> 210 hours	
University of BC				
University College of the Fraser Valley	RV58 80 hours	WG54 Writing 160 hours	L/S56 Speaking 80 hours	
University of Victoria				ELPI 410 240 hours
Vancouver Community College	EASL 061 <i>Intensive Reading</i> 156 hours SESL 050 <i>Self-Paced Reading</i>	EASL 062 <i>Intensive Writing</i> 156 hours Writing 0755 120 hours SESL 051 <i>Self-Paced Writing</i>	EASL 063 <i>Intensive Listening and Speaking- Adv.</i> 156 Hours SESL 052 <i>Self-Paced Speaking and Listening</i>	EASL 060 and 070 156 or 312 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 075 ELD 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
			42
Capilano College	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 University College	ELST 0063	Intercultural awareness	60
	ELST 0064	Introduction to Canada	
	ELST 0061	Pronunciation	60
	ELST 0261	Advanced Pronunciation	60
	ELST 0262	Grammar II	60
Okanagan College	ENGL 110	Adjunct	64
TRU – Open Learning	Tutoring	Integrated L, S, R, W Levels I & 2	
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

INSTITUTION	COURSE	TITLE	HOURS
Thompson Rivers University (cont)	CESL 084	Success in Canadian Academic Culture	70
	CESL 086	ESL on the Internet	70
	CESL 088	Intermediate Pronunciation	70
	CESL 089	Canadian Studies	56
	CESL 092	Advanced Listening Skills	56
	CESL 093	Grammar	70
	CESL 094	Preparation for TOEFL	70
	CESL 095	Business Communication	140
	CESL 096	Vocabulary for Academic English	70
	CESL 097	ESL and Drama	70
CESL 098	Pronunciation	70	
CESL 099	Canadian Studies	70	
University of British Columbia	4/515 E	TOEFL Preparation	96
	400 G	Grammar	96
	4/515E	Cambridge Preparation	96
	510P	Pronunciation	96
University College 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 College	G & M 052	Grammar and Meaning	64
	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:

- 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:

- a. Draft, revise and edit extended texts such as a sustained series of paragraphs comprising a 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:

- 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:

- a. Understand conversations, discussions, instructions, speeches or lectures at a normal to high 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:

- 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:

- 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, and stylistically complex 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:

- a. Participate in a 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:

- 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.
- 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:

- 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:

- 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:

- a. Participate in a variety of complex 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:

- 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.
- 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
 CLB Correlations are Under Review

Reading:

- a. Comprehend brief selected authentic readings on familiar or general topics.
- b. Comprehend a range of simplified materials of various types.
- c. Comprehend the gist of longer passages, and the keys 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:

- a. Draft and revise a basic paragraph.
- b. Identify common grammatical components and correct identified errors.
- c. Use a variety of simple, compound, or 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:

- 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:

- 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.
- 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 Academic Purposes

Sample Textbooks/Materials Used

Note: Unless otherwise indicated, the edition referred to is the most recent one available.

EAP Level IV

Reading

<i>Bridging the Gap</i>	Smith
<i>Insights</i>	Echaore-Yoon
<i>The International Story</i>	Spack
<i>Keys to a Powerful Vocabulary 2</i>	Maker and Lenier
<i>Making Connections</i>	Packenham
<i>Short Fiction</i>	Bohner
<i>Timed Readings 9</i>	Spargo

Writing/Grammar

<i>Academic Writing</i>	Leki
<i>Critical Explorations</i>	Sklar & Wholey
<i>Essay Essentials with Readings</i>	Norton & Green
<i>Grammar Troublespots</i>	Raimes
<i>Guidelines</i>	Spack
<i>Newbury House Guide to Writing</i>	Sokolik
<i>Paragraph Essentials</i>	Green
<i>Put it in Writing: Composition and Grammar</i>	Buckley & Gates
<i>Refining Composition Skills</i>	Smalley & Ruetten
<i>Think about Editing</i>	Ascher
<i>Writing as Thinking</i>	Frank
<i>Writing for Success: Preparing for Business, Technology, Trades and Career Programs</i>	Fitzpatrick & Vance

Speaking and Listening/ Integrated Skills

<i>Delivering an Informative Oral Report</i>	Fitzpatrick & Vance
<i>Heart of the Matter</i>	Vai
<i>Campus Bound</i>	Jackson

English for Academic Purposes

EAP Level III Sample Texts

Reading

<i>Communication and Culture</i>	Gregg
<i>Global Views: Reading about World Issues</i>	Sokolik
<i>Keys to a Powerful Vocabulary 1</i>	Maker & Lenier
<i>Mosaic II</i>	Bernstein, Knezevic & Wegmann
<i>Pens of Many Colours</i>	Karpinski & Lea
<i>Quest 3</i>	Hartmann & Blass
<i>Reading Beyond Words</i>	Adams & Brody
<i>Reader's Choice</i>	Baudoin
<i>Reading Comprehension in Varied Subject Matter</i>	Ervin
<i>Reading on Your Own</i>	Barrett & Datesman
<i>Reading Skills for College Students</i>	Hancock
<i>Reading with Meaning</i>	Hennings
<i>Study Skills for Academic Success</i>	Wecksler
<i>Timed Readings 8</i>	Spargo

Writing

<i>The Bare Essentials</i>	Norton & Green
<i>Canadian Writer's Workbook</i>	Roberts, Scarry & Scarry
<i>A Canadian Writer's Workbook: an Interactive Writing Text for ESL</i>	Smoke & Maidstone
<i>Communication and Culture</i>	Gregg
<i>Evergreen with Readings</i>	Fawcett & Sandberg
<i>Grammar Dimensions 2 Platinum Edition</i>	Larsen Freeman Series
<i>Modern Impressions: Writing in our Times (Tapestry Series)</i>	Hutchins Weidauer
<i>The Process of Composition</i>	Joy Reid
<i>Reading Writing Skills for ESL</i>	Redfern
<i>Refining Composition Skills</i>	Smalley & Ruetten
<i>Understanding and Using English Grammar B</i>	Azar
<i>Writing Academic English</i>	Oshima & Hogue
<i>Writing Clearly: an Editing Guide</i>	Lane & Lange
<i>Writing Paragraphs and Essays</i>	Wingerky, Joy, Nelson et al

Speaking and Listening/ Integrated Skills

<i>Authentic and Aware: Advanced Conversation Strategies (Tapestry Series)</i>	Carlisi & Christie
<i>Heart of the Matter</i>	Vai
<i>Quest 3</i>	Hartmann & Blass

English for Academic Purposes

EAP Level II

Reading

<i>Mosaic II</i>	Wegmann & Knezevic
<i>Quest 2</i>	Hartmann and Blass
<i>Ten Steps to Expanding Reading Skills</i>	Langan
<i>Thresholds in Reading</i> (Canadian edition)	Low
<i>Timed Readings 7</i>	Spargo & Williston
<i>Words Worth Learning</i>	Westwick

Writing

<i>Academic Writing Skills Focus 2</i>	Curcin
<i>Communicate What You Mean</i>	Pollock
<i>English Skills</i>	Langan
<i>Focus on Editing</i>	Fox
<i>The Process of Composition</i>	Joy Reid
<i>Progressions</i>	Clouse
<i>Sentence Skills</i>	Langan
<i>Science and Society</i>	Gregg & Russell
<i>Tools for Writing</i>	Fellag & LeDrean
<i>Understanding and Using English</i> Grammar	Azar
<i>Writing Clearly</i>	Lane & Lange

Speaking and Listening/ Integrated Skills

<i>Advanced Listening Comprehension</i>	Dunkel, Pialorsi & Kozyrev
<i>Intermediate Listening Comprehension</i>	Dunkel & Lim
<i>Listening and Speaking: A Handbook</i>	Tveitane (TRU publication)
<i>Quest 2</i>	Blass
<i>Sound Ideas: Advanced Listening and</i> <i>Speaking</i>	Fragiadakis & Maurer
<i>Speaking Solutions</i>	Matthews

English for Academic Purposes

EAP Level I Sample Texts

Reading

<i>Cause and Effect: Intermediate Reading Practices</i>	Ackert
<i>Classics Canada</i>	Brock
<i>In Context</i>	Zukowski, Johnston & Templin
<i>Interactions II, a Reading Skills Book</i>	Hartmann
<i>More Reasons for Reading</i>	Dobbs & Dobbs
<i>New Vistas</i>	Brown
<i>Reflections: an Intermediate Reader</i>	Griffin

Writing/Grammar

<i>Bridges: from Sentence to Paragraph</i>	Harrison
<i>Drawing on Experience</i>	Dumicich
<i>Focus on Grammar High Intermediate</i>	Fuchs, Bonner
<i>Fundamentals of English Grammar</i>	Azar
<i>Grammar Dimensions II</i>	Riggenbach & Samuda
<i>Grammar in Use</i>	Murphy
<i>How English Works</i>	Raimes
<i>Past, Present & Future</i>	Gregg & Russell
<i>Reflection and Beyond: Expanding Written Communication</i>	Blass & Pike-Baky

Speaking and Listening

<i>Mosaic I</i>	Hartmann
<i>New Interchange II (video)</i>	Richards
<i>Quest 1</i>	Blass & Hartmann
<i>Take Part: Speaking Canadian English</i>	Engkent & Pietrusiak
<i>Tapestry Listening/Speaking 2</i>	Gill & Hartmann

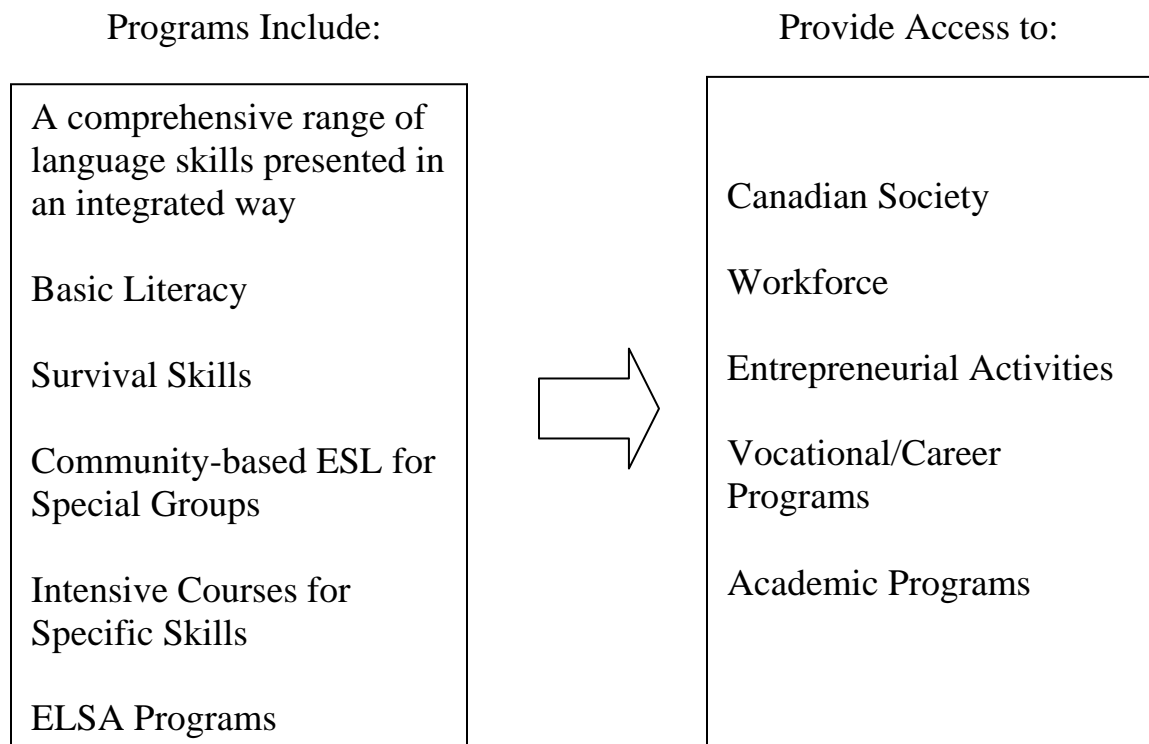
Integrated Skills

<i>Get it? Got it!</i>	Gill & Hartmann
<i>Culture Connection</i>	Wegmann
<i>Phrase by Phrase</i>	Chao

English for Access

Overview: English for Access

Access courses provide students with the language and socio-cultural skills to function, participate and contribute effectively in Canadian society.



English for Access programs usually provide students with their initial English learning experience. Programs incorporate adaptive skills in addition to language skills. The language skills span a range of levels designated as:

- Advanced
- Intermediate
- Beginners
- ESL Literacy

For articulation purposes only, the levels are designated **Access Levels 8 to 1**. This numbering system is used to distinguish between Access and English for Academic Purposes which also uses the above terms.

Language Skills

- Listening Skills
- Speaking Skills
- Reading Skills
- Writing Skills

English for Access Equivalency Guide: Levels 8 –1 CLB Correlations are Under Review

INSTITUTION	LEVEL 8	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Camosun College	ELD 050 Intermediate English	ELD 036 English Essentials 2	ELD 035 English Essentials 1	ELD 034 English Basics 2	ELD 033 English Basics 2	ELD 033 English Basics 1	ELD 032I Introduction to English Basics	ELD 032 Introduction to English Basics
Capilano College			ESL 051 S&L ESL 058 R&V ESL 059 W&G ESL 061 S&L ESL 068 R&V ESL 069 W&G	ESL 031 S&L ESL 041 S&L ESL 058 R&V ESL 059 W&G	ESL 031 S&L ESL 048 R&V ESL 049 W&G	ESL 038 R&V ESL 039 W&G		
College of New Caledonia		ESL 090 Adv G ESL 091 Adv L & S ESL 092 Writing ESL 093 Adv R	ESL 090 Adv G ESL 091 Adv L& S ESL 092 Adv W ESL 093 Adv R	ESL 070 Int G ESL 071 Int L& S ESL 072 Int W ESL 072 Int R				
Kwantlen University College	ENLT 0600 ENLT 0610	ENLT 0500 + 0600 ENLT 0510 + 0610	ENLT 0500 ENLT 0510	ENLT 0400 ENLT 0410	ENLT0300 ENLT 0310	ENLT 0200 ENLT 0210	ENLT 0100 ENLT 0110	
Langara College		STEP 3001 & 3002 LEAP 3	STEP 2001 & 2002	STEP 1001 & 1002				
Malaspina University-College			ESLA 020 Foundations II ESLC 020	ESLA 010 Foundations 1		ESLC 001		

Northern Lights College								
North Island College	ESL 051 W	ESL 033 ESL 036	ESL 032 ESL 035	ESL 031 ESL 034	ESL 015 ESL 031	ESL 014	ESL 013	ESL 013
Northwest Community College								
Okanagan College *(See Reference Sheet)	ESLS 043	ESLE 030 ESLW 031 ESLR 032 ESLS 033	ESLE 020 ESLW 021 ESLR 022 ESLS 023	ESLE 020 ESLW 021 ESLR 022 ESLS 023	ESLE 010 ESLW 011 ESLR 012 ESLS 013			
TRU – Open Learning	ESL 004	ESL 004 Eng 003 R & W ELT 005 ELSE 030 English Essentials 3 ESLW 031 Writing 3 ESLR 032 Reading 3 ESLS 033 Speaking 3	ESL 004 Eng 003 R & W ELT 005 ELSE 020 English Essentials 2 ESLW 021 Writing 2 ESLR 022 Reading 2 ESLS 023 Speaking 2	ESL 004 ELT 005 ELSE 020 English Essentials 2 ESLW 021 ESLR 022 Reading 2 ESLS 023 Speaking 2	ESL 003 ELT 005 ESL 002 R & W ELSE 010 English Essentials 1 ESLW 011 Writing 1 ESLR 012 Reading 1 ESLS 013 Speaking 1	ESL 002 ESL 003 ELT 005	ESL 001 ESL 002 ELT 005 w/TV or video	ESL 001
Thompson Rivers University				CESL 014 Basic Comm.	CESL 016 Basic R & W CESL 014 Basic Comm.	CESL 016 Basic R&W CESL 014 Basic Comm.		
University College of the Fraser Valley			ESL MSC	ESL MSC	ESL MSC			
University of Victoria	ELPI 490C ELPI 570C	ELPI 490C	ELPI 410	ELPI 330	ELPI 200	ELPI 200		

Vancouver Community College	U A 070 Upper Advanced Adv GRW Adv G&W Adv L & S	L A 060 Lower Advanced Adv GRW Adv G & W Adv L & S	U I 050 Upper Intermediate Int GRW Int G & W Int L & S + U.I. W L&S + U.I. R L&S	L I 040 Lower Intermediate Int GRW Int G&W Int L&S	Pre- 30 Pre- Intermediate Int. R & W Beginner L & S	Upper Beginner Beginner 020 L & S Bridge Literacy R & W*	Lower Beginner Bridge 010 Literacy R & W*	Beginners' Literacy: R/W/S/L Bridge Literacy R & W*
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*Bridge Literacy Students have Listening/Speaking Access Levels ranging from 3 to 6, substantially higher than their Reading and Writing Skills.

English for Access Level 8 Descriptors

Listening Skills

In extended discourse and presentations of 10-15 minutes, and where the learner is adequately briefed for focused listening, the learner can:

- comprehend sets of instructions, not necessarily in order, on a range of tasks
- comprehend clear and coherent phone messages on non-routine matters
- comprehend most natural speech with few requests for repetition
- recognize easily identified rhetorical signals (e.g. consequently, as a result of, unless)
- comprehend a full range of complex structures
- comprehend main idea and discriminate between major and minor details and inferred meanings
- derive meaning from tone and nuance

Speaking Skills

In a range of real world and some academic situations, the learner can:

- use a wide range of vocabulary and idiomatic language
- participate in an extensive range of complex interactions, including hypothetical situations using native speaker-like strategies
- give clear instructions/directions for complex but familiar tasks (e.g. earthquake preparedness)
- relate/retell a detailed story/report in summary format (e.g. eliminate unnecessary details)
- use simple structures and high frequency compound and complex structures
- attempt a full range of compound and complex structures
- speak with reasonable fluency with appropriate self-correction and rephrasing

English for Access Level 8 Descriptors (cont.)

Reading Skills

In mostly authentic texts, the learner can:

- follow the logical development of ideas of ideas which are not necessarily in sequence (e.g. complex news article)
- hypothesize and extrapolate from text
- extract detailed, relevant information from texts and charts
- comprehend most complex structures
- comprehend a wide range of idiomatic, abstract and technical language in relevant context

Writing Skills

The learner can:

- use complex structures with some errors
- use a range of vocabulary
- write or fill out authentic text allowing for errors (e.g. business letters, resumes, long forms)
- produce 3-5 paragraphs as a coherent whole with appropriate connectors
- write in a variety of rhetorical styles appropriate to the purpose of the task and audience

English for Access Level 7 Descriptors

Listening Skills

In contexts which are formal and informal, with natural speed and limited controlled speech, and where the learner is adequately briefed for focused listening, learners can:

- comprehend sets of instructions, not necessarily in order, on a range of tasks
- comprehend directions and detailed information over the phone
- comprehend most natural speech with little dependence on repetition
- identify some rhetorical signals (e.g. then, in contrast, on the other hand)
- comprehend a range of idiomatic expressions
- comprehend a variety of complex structures
- distinguish between main idea and supporting details, and comprehend implied meaning
- identify mood and attitude
- determine the need to seek clarification and confirmation

Speaking Skills

In a range of real world situations, learners can:

- use a wide range of vocabulary and idioms
- participate in an extensive range of interactions
- give instructions/directions using complex structures
- manage phone exchanges, providing details and asking questions
- relate/retell a detailed story/report using some rhetorical signals (e.g. comparison/contrast) with good organizational development
- use a variety of simple structures and some complex structures
- use a variety of conversation management skills (e.g. indicating partial understanding)
- speak with reasonable fluency with some self-correction and rephrasing
- speak intelligibly, so the listener can follow

English for Access Level 7 Descriptors (cont.)

Reading Skills

In mostly authentic tests with moderately demanding contexts, learners can:

- distinguish between key and irrelevant details
- follow logical development of ideas in a text
- interpret information from text (e.g. classify, categorize, hypothesize)
- comprehend moderately complex tables, diagrams and flow charts
- comprehend most complex structures in sentences of moderate length
- comprehend idiomatic, abstract and technical language in a relevant context
- use a unilingual dictionary for precise meaning

Writing Skills

The learner can:

- take notes and write an outline or summary
- transfer information from a table, graph or chart into paragraph form
- use complex structures, allowing for errors
- use a range of vocabulary
- produce 3-5 paragraphs as a coherent whole with appropriate connectors
- write in a variety of rhetorical styles (e.g. comparison and contrast/ cause and effect) appropriate to the purpose of the task and audience

English for Access Level 6 Descriptors

Listening Skills

In both formal and informal contexts, which are face-to-face, or video- or audio-mediated, with authentic language or some controlled speech at natural speed, the learner can:

- comprehend the main idea, clearly expressed factual words and expressions and implied meanings
- comprehend a range of spoken everyday instructions (e.g. how to use a computer, how to give CPR)
- comprehend informational phone messages with some repetition
- comprehend most natural speech with some dependence on repetition
- comprehend some abstract, technological and conceptual language
- comprehend opinions and feelings, both explicit and implicit, about a range of topics
- comprehend a range of idiomatic expressions
- comprehend a variety of complex structures
- identify register in a range of interactions
- infer meaning from intonation and stress

Speaking Skills

In most familiar, and also in moderately challenging situations, often involving multiple participants, the learner can:

- use a range of vocabulary and some idioms
- participate in a range of functional and social interactions
- give a set of sequenced directions/instructions using some abstract or technical language
- manage phone exchanges in a brief way
- relate/retell a detailed story/report using organizational development (introduction/conclusion)
- eliminate most pronunciation errors which could impede communication
- use a variety of simple structures and some complex structures in controlled situations
- ask relevant questions and summarize
- use basic conversation management skills (e.g. turn-taking)
- use appropriate non-verbal communication skills (e.g. eye contact, volume)
- speak with some fluency

English for Access Level 6 Descriptors (cont.)

Reading Skills

In supported authentic and adapted texts with moderately demanding contexts, the learner can:

- use a broad range of context clues to derive meaning from text
- determine the relationship between paragraphs
- identify the purpose and attitude of the writer
- draw some inferences from implicit information
- adjust reading strategies and rate according to the purpose of the reading and type of text
- derive meaning from complex structures
- comprehend common idiomatic, abstract and technical language
- use unilingual dictionary skills

Writing Skills

The learner can:

- take notes from telephone messages and short oral presentations
- express main idea and support it with details
- use a variety of high-frequency structures in basic compound and complex sentences with some errors
- use adequate vocabulary for topic
- fill out moderately complex forms (e.g. medical history forms)
- write short formal notes and letters
- produce 1-4 paragraphs with a basic introduction, development and conclusion
- write descriptions, narratives and explanations

English for Access Level 5 Descriptors

Listening Skills

In contexts which are familiar or formal, face-to-face, or video- or audio-mediated, and which are in either authentic language or controlled speech, the learner can:

- comprehend gist, key words and expressions, factual details and simple implied meanings
- follow a sequence of directions and instructions (e.g. a recipe or diagram)
- follow a simple short, predictable phone message or conversation
- comprehend unfamiliar authentic language with some repetition and supportive, adjusted speech
- comprehend some simple abstract, technical and conceptual language
- comprehend opinions and feelings about a range of topics
- comprehend high frequency idiomatic expressions
- comprehend a range of high frequency structures
- identify register in a range of interactions
- infer some meaning from intonation and stress patterns

Speaking Skills

In predictable situations involving multiple purposes and participants, the learner can:

- use adequate vocabulary for everyday topics
- participate appropriately in short routine conversations
- use connected discourse
- express preference, satisfaction and dissatisfaction
- relate coherently a story about a familiar topic
- give simple directions successfully
- use the phone for simple, short, predictable exchanges
- eliminate some pronunciation errors which impede communication
- demonstrate control of basic structures and tenses in controlled situations

English for Access Level 5 Descriptors (cont.)

Reading Skills

In simplified and short authentic texts on a range of topics, the learner can:

- use some reading strategies (skimming, distinguishing fact from opinion)
- use a range of context clues to derive meaning from text
- locate specific information/detail in a variety of formatted texts (e.g. maps, tables)
- comprehend the organization of a paragraph and identify type and purpose of text
- draw inferences
- derive meaning from a variety of structures
- read in short meaningful word groups
- comprehend a range of concrete content words and common idiomatic and abstract language
- continue to use a bilingual dictionary

Writing Skills

The learner can:

- use basic tenses with accuracy
- use a variety of high-frequency structures with few errors in basic compound and complex sentences
- use adequate vocabulary for the topic
- fill out application forms (e.g. job and college application forms)
- write short, informal notes and letters
- produce a paragraph on a familiar or personally relevant topic, using basic paragraph structure
- use punctuation and capitalization
- spell high frequency words correctly

English for Access Level 4 Descriptors

Listening Skills

In familiar contexts with authentic language and controlled speech, the learner can:

- comprehend key words and factual details
- follow directions relating to movement in and position in space
- comprehend unfamiliar authentic language with frequent repetition and supportive, adjusted speech
- comprehend stated opinions and feelings about familiar topics and activities
- comprehend high frequency idiomatic expressions (e.g. phrasal verbs)
- comprehend a range of high frequency structures
- identify participant roles and appropriate register in social interactions
- recognize common intonation and stress patterns

Speaking Skills

In predictable, authentic situations, the learner can:

- use vocabulary which is still limited to basic, routine, everyday topics
- use some connected discourse (e.g. employing and, but, because, then)
- ask for, offer and accept assistance; ask and grant permission; give and accept advice
- describe people, places and events as well as personal experiences, needs and feelings
- give short, one or two step directions
- use the phone for short exchanges of information
- begin to eliminate pronunciation errors which impede communication
- use a range of simple structures

English for Access Level 4 Descriptors (cont.)

Reading Skills

In simplified and short, authentic texts, learners can:

- use basic reading strategies (e.g. scanning, predicting)
- recognize main idea and important details
- draw basic inferences
- comprehend formatted texts (e.g. schedules, forms)
- comprehend a range of high frequency structures
- use basic context clues and phonetics to decode new words
- find words in a unilingual learner's dictionary

Writing Skills

The learner can:

- use a variety of basic structures and tenses in simple and compound sentences, allowing for errors
- fill out simple forms (e.g. basic job application form, driver's licence application)
- write short guided notes (e.g. to a child's teacher, inside a greeting card, on a postcard)
- produce a text of at least ten sentences on a familiar and personally relevant topic
- use basic punctuation and capitalization

English for Access Level 3 Descriptors

Listening Skills

In clear contexts with controlled and simplified language and some repetition, the learner can:

- comprehend short utterances and key words
- comprehend simple personal and factual information
- follow a set of one to four spoken instructions (e.g. directions to a place; how to operate a tape recorder)
- comprehend a range of high frequency content words and formulaic expressions
- comprehend some high frequency structures in controlled situations

Speaking Skills

In simple, predictable, authentic interactions, the learner can:

- expand utterances using high frequency words and formulaic expressions
- respond to and use short sequences of loosely connected utterances, questions and answers in conversational settings
- report more detailed personal and factual information
- express some ideas, opinions and feelings about familiar topics and activities
- ask for information, clarification, repetition
- use the phone for simple, short, predictable exchanges
- develop sound, rhythm and stress patterns
- use some high frequency structures
- manipulate learned language in some situations
- generate language independently in some situations

English for Access Level 3 Descriptors (cont.)

Reading Skills

In simplified texts of 1-2 paragraphs, often accompanied by pictures, the learner can:

- recognize main idea and locate specific information
- locate specific information within functional materials (e.g. bills and simple schedules and maps)
- locate specific information within the written form of language generated by students using the language experience approach
- follow one to four step simple instructions without pictures
- comprehend a range of basic structures
- comprehend short sequences of connected sentences
- read in short, meaningful word groups
- predict and use phonetics to decode new words in familiar context
- use a bilingual dictionary
- recognize common sight words

Writing Skills

The learner can:

- use basic structures
- use high frequency content words and formulaic expressions
- use writing to accomplish real tasks (e.g. fill out cheques, take a short phone message)
- complete a standard greeting card with minimum information
- produce a sequence of 5-6 sentences to communicate basic personal information and familiar everyday experiences
- write legibly
- spell basic vocabulary correctly
- demonstrate an understanding of simple rules of spelling
- spell numbers to one thousand

English for Access Level 2 Descriptors

Listening Skills

In an ESL classroom with controlled and simplified language, frequent repetitions and gestures, the learner can:

- comprehend short utterances and key words
- identify greetings and expressions used to attract attention and request assistance
- follow short instructions, requests and commands
- identify simple specific details (e.g. numbers, time, dates)
- recognize the structure of statements, questions and commands

Speaking Skills

In informal, predictable social contacts and clear contexts, the learner can:

- use very short utterances (e.g. yes/no responses)
- use basic vocabulary (e.g. time/money/size/colour)
- use common formulaic phrases and memorized expressions
- use short sequences of loosely connected utterances, questions and answers in conversational settings
- report personal and factual information
- use basic sound, rhythm and stress patterns in formulaic expressions
- use simple structures while sometimes omitting function words
- indicate communication problems

English for Access Level 2 Descriptors (cont.)

Reading Skills

In short, clear, personally relevant text, usually accompanied by pictures, the learner can:

- locate specific information about people, places, dates
- locate specific information in materials (e.g. signs, food labels, flyers)
- follow short, one-sentence written instructions
- comprehend a range of simple structures
- read word by word
- recognize some high-frequency sight words

Writing Skills

The learner can:

- use writing for basic communication (e.g. filling in simple forms, addressing envelopes)
- write short sequences of functional sentences, following a model (e.g. answer questions, fill in blanks)
- use writing to communicate basic personal information
- write or print legibly
- generally spell basic vocabulary correctly
- take short dictation of familiar material

English for Access Level 1 Descriptors

Listening Skills

In an ESL classroom with controlled and simplified language, supporting gestures or visuals and frequent repetitions, the learner can:

- comprehend short utterances and key words
- identify greetings and expressions used to attract attention and request assistance
- follow short instructions, requests and commands
- identify simple specific details (e.g. numbers, time, dates)
- recognize the structure of statements, questions and commands

Speaking Skills

In an ESL classroom, in a clear, predictable context with aural/oral prompts, the learner can:

- use very short utterances
- mimic and start to use common formulaic phrases
- tell time and count to 100
- use short sequences of loosely connected utterances, questions and answers in conversational settings (e.g. 4 line dialogue)
- report basic personal and factual information
- mimic basic sound, rhythm and stress patterns
- use a few simple structures (e.g. I am..., Do you...?)

English for Access Level 1 Descriptors (cont.)

Level 1 Reading and Writing Corresponds to Canadian Language **Literacy Benchmark**

Reading Skills

Corresponds to Canadian Language **Literacy Benchmark**

The learner can:

- identify shapes and recognize symbols
- know and name letters of the alphabet
- understand letter/sound correspondence without being able to phonetically decode words
- identify where to enter very basic personal data on a form
- recognize phrases of time and place
- recognize and comprehend common high frequency sight words
- comprehend simple structures (I go..., I am...)

Writing Skills

Corresponds to Canadian Language **Literacy Benchmark**

The learner can:

- fill in blanks with relevant information on basic forms or in a three- to four-sentence text
- produce very basic personal data legibly and correctly
- copy words, numbers, letters and short sentences clearly and accurately, using upper and lower case and punctuation
- write on the line with correct spacing between words

English for Access Adaptive Skills

These are examples of adaptive skills and cultural content that learners will focus on, with the help of instructors, in order to function in English in Canadian society. They may be emphasized more in some courses and/or levels than others and may be taught at different levels of sophistication.

Study/Academic Skills

- Be a self-directed learner which includes managing time, setting realistic goals, evaluating self and assessing progress
- Co-operate in learning situations such as discussions, group work and role plays
- Demonstrate appropriate classroom behaviour, student/instructor relationships, attendance and punctuality, attention to assignments, and a sense of responsibility and initiative

Socio-Cultural Skills

- Learn citizenship content such as the political system and process, general knowledge of Canadian history and geography, and legal system and policing
- Become aware of the rights, freedoms and responsibilities of citizenship
- Demonstrate familiarity with Canadian customs, values, and the behaviour considered appropriate in different social situations
- Become aware of socio-cultural roles and responsibilities in Canadian society, such as arranging responsible child and adult day care, becoming involved in school and community activities and becoming aware of gender role issues

Work-Related and Life Skills

- Find temporary and/or satisfying career-oriented jobs
- Function satisfactorily at work
- Be aware of the cultural differences that may affect work relationships, and establish appropriate work and social relationships with co-workers and those in charge
- Become competent consumers: shop for food and material goods, understand the nature of advertising, and become familiar with the credit, insurance and banking systems
- Access community services (e.g. medical, transportation and financial)
- Initiate and participate in social situations and community events such as recreational classes, voluntarism and neighbourhood events

Sample Textbooks/Materials Used

Note: Unless otherwise indicated, the edition referred to is the latest one available.

Access Levels 7 and 8 (materials may be used at both levels)

- *Authentic listening and reading materials (e.g. CBC news, newspapers)*
- *Advanced Listening Comprehension*
- *Beyond Language*
- *Building Vocabulary Skills*
- *Canadian Concepts 5 and 6*
- *Clear Speech*
- *Communicate What You Mean*
- *Connections*
- *Contemporary Topics*
- *Developing Vocabulary Skills*
- *504 Essential Words*
- *Focus on Grammar, High Intermediate and Advanced*
- *Grammar Dimensions 4, Platinum Edition*
- *Great Ideas*
- *Groundwork for a Better Vocabulary*
- *The Heart of the Matter*
- *Intermediate Listening Comprehension*
- *Listen to the Loon*
- *Listening Between the Lines*
- *Listening In and Speaking Out, Advanced*
- *More Reading Power*
- *More Twists*
- *Mosaic I and II Speaking and Listening*
- *Paragraph Patterns*
- *Person to Person, Communicative Speaking and Listening, Book 2*
- *Reader's Choice*
- *Six-way Paragraphs, Middle Level*
- *Six-Way Paragraphs, Advanced Level*
- *Talk it Up*
- *Ten Steps to Building College Reading Skills*
- *Timed Readings Books 5 and 6*
- *Timed Readings Plus, Books 5 and 6*
- *Understanding and Using English Grammar, Text and Workbooks A and B*
- *Vocabulary Connections F, G and H*
- *Walk, Amble, Stroll, Books 1 and 2*
- *Words for Students of English 5 and 6*

Access Level 6

- *Cause and Effect*
- *Canadian Concepts 4 and 5*
- *Decisions*
- *Focus on Grammar - Intermediate*
- *Fundamentals of English Grammar, Text and Workbook*
- *Getting Along in English*
- *Grammar Dimensions 2 and 3*
- *Grammar in Use*
- *Grammar Works 4*
- *Intermediate Reading Practices (2nd half)*
- *Listening Comprehension Practice*
- *Listening In and Speaking Out, Intermediate*
- *Read On Canada*
- *Side by Side 3 and 4*
- *Six-Way Paragraphs, Introductory Level*
- *Sound Advantage*
- *Take Part: Speaking Canadian English*
- *Traditional Ties*
- *Understanding and Using English Grammar*
- *Understanding the Main Idea*
- *Vocabulary Connections E*
- *Weaving it Together 3*
- *Whaddya Say?*
- Various simplified novels

Access Level 5

- *A Beginning Look at Canada*
- *Canadian Concepts Book 4*
- *Canadian Currents*
- *Even More True Stories*
- *Expanding Tactics for Listening*
- *Expressways Book 3*
- *Focus on Grammar - Basic*
- *Fundamentals of English Grammar*
- *Good News, Bad News*
- *Grammar Dimensions Books 1 and 2*
- *Grammar in Use*
- *Grammar Works Book 4*
- *Intermediate Reading Practices (first half)*
- *Let's Talk, Let's Listen*
- *Listen for It*

- *Listening Tasks*
- *Missing Person*
- *New Interchange Books 2 and 3*
- *Reading Power*
- *Scanning a Newspaper*
- *Side by Side Books 3 and 4*
- *Strategies in Listening*
- *Surprises*
- *Thoughts and Notions*
- *Vocabulary Connections D*
- *Weaving it Together Book 2*

Access Level 4

- *Amazing! Canadian Newspaper Stories 1 & 2*
- *Amazing Interviews and Conversations*
- *American Vocabulary Builder 2*
- *Basic English Grammar*
- *Basic Grammar in Use*
- *Canadian Concepts 3*
- *Developing Tactics for Listening*
- *Even More True Stories*
- *Expanding Tactics for Listening*
- *Expressways 2 and 3 (parts)*
- *Facts and Figures*
- *Focus on Grammar - Basic*
- *Get Ready to Write*
- *Grammar 2*
- *Grammar Works 3*
- *Let's Talk, Let's Listen*
- *LINC Videos 1, 2 and 3*
- *Listen for It*
- *Listen In Book 2*
- *More True Stories*
- *Move Up Resource Pack, Elementary and Pre-Intermediate*
- *The Multicultural Workshop Book 1*
- *The New Grammar in Action Book 2*
- *New Interchange 1 and 2*
- *Now Hear This*
- *Pyramids*
- *Side by Side Books 2 and 3*
- *Springboard Book 1*
- *SRA Box 1C*
- *Thoughts and Notions*
- *Weaving It Together Book 1*

Access Level 3

- *Alltalk*
- *Basic English Grammar*
- *Basic Grammar in Use*
- *Canada Coast to Coast*
- *Canadian Concepts 2 and 3*
- *Developing Tactics for Listening*
- *Expressways 1 and 2*
- *Getting Together – An ESL Conversation Book*
- *Grammar Works 2 and 3*
- *LINC Videos 1 and 2*
- *Listen to Me*
- *Listen In 1 and 2*
- *Move Up Resource Pack, Elementary*
- *The New Grammar in Action, Books 1 & 2*
- *Oxford Canadian Picture Dictionary and Beginners' Workbook*
- *Passport to English*
- *Real Conversations 2*
- *Side by Side 1 and 2 and/or accompanying Activity Workbooks 1 and 2 and Videos 1 and 2*
- *Small Talk*
- *Stories for Advanced Beginners*
- *True Stories in the News*
- *Upper Beginners Workbook* (VCC Publication)
- *The Westcoast Reader* (simplified newspaper and book)

Access Level 2

Some possible themes: Self, Family, Friends, Home and Neighbourhood, Likes and Dislikes, Health, Jobs, the Telephone. (See VCC's *Lower Beginner Resource Book* for additional ideas.)

- *Action Book*
- *Basics in Listening*
- *Basic Tactics for Listening*
- *Canadian Concepts 1*
- *Community Survival Books* (VCC publications)
- *Easy True Stories*
- *Expressways 1*
- *Grammar Works 1*
- *Listen First*
- *The Pizza Tastes Great*

- *Side by Side 1*
- *Side by Side Activity Book 1 and accompanying Side by Side video 1*
- *Easy True Stories/Very Easy True Stories*
- *The Westcoast Reader* (simplified newspaper and book)

Access Level 1

- Card Games
- Flash Cards
- Language Masters
- Picture Dictionaries
- Pictures
- Tape Recordings

- *Beginning Listening Cycles*
- *ESL Literacy*
- *Expressways: Foundations*
- *First Words*
- *New Oxford Picture Dictionary*
- *A New Start in Canada*
- *Personal Stories, Book 1*
- *Real Conversations Book 1*
- *Starting to Read*

English for Work

Introduction to English for Work

English for Work encompasses a dynamic and diverse cluster of courses and programs offered in public post-secondary institutions and in the workplace. These courses and programs are designed to assist learners in achieving their workplace goals, more specifically to aid second language speakers in:

- Achieving successful employment
- Sustaining and enhancing their employability
- Accessing further vocational, technical or professional training and studies

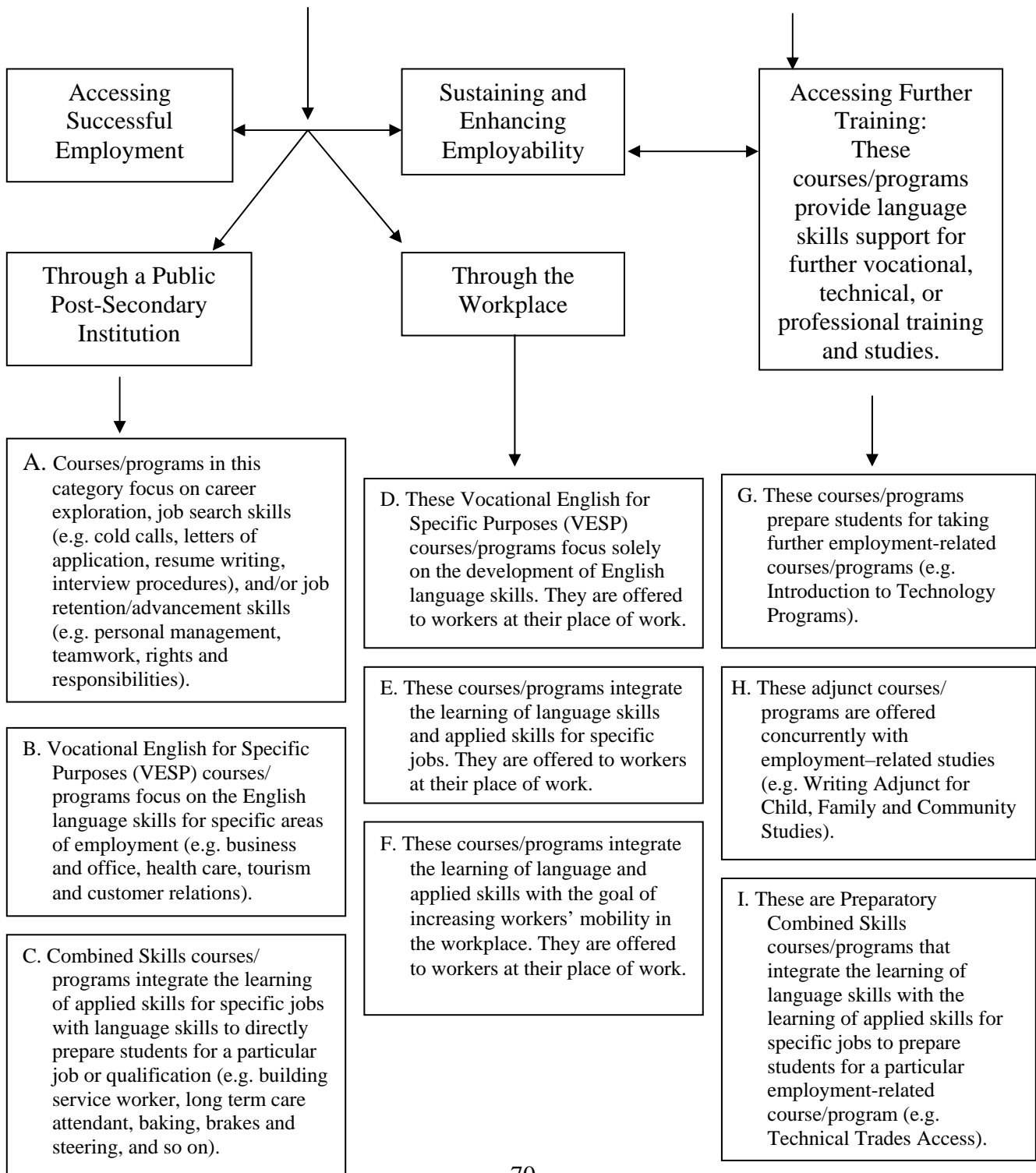
English for Work offerings:

- 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. As a result, some courses may be offered every term and others may be offered irregularly, in order to allow for the absorption of graduates into the labour market. Indeed, a course may be conceived, developed, offered, (and evaluated) just once, because, for example, the needs of a specific group of employees in a particular workplace have been met.
- 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 content experts, reflecting the dual nature of English for Work offerings, which blend the teaching of language with the teaching of content.
- d. are **diverse**. English for Work courses and programs fall into nine distinct, yet overlapping categories. These nine categories reflect a diversity of purpose, topics covered and outcomes. They are labelled A to I on the tree diagram on the following page. This diagram serves as a visual overview of the general course descriptions for English for Work offerings.

To update or add English for Work courses and/or programs, see the section on Process for Additions and Changes, elsewhere in this Guide.

English for Work Course/Program Descriptors

English for Work courses/programs are a mutually supportive partnership between language and content experts to assist ESL learners in achieving their workplace goals. It is assumed that the employability skills profiled by the Conference Board of Canada (see next page) will be integrated into any course/program leading to employment and courses/programs will reflect collaborative and cooperative initiatives.



Employability Skills 2000+

Brochure 2000 E/F (Ottawa: The Conference Board of Canada, 2000)

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one’s potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p>You will be better prepared to progress in the world of work when you can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g. words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g. voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and 	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems, and situations with honesty, integrity and personal ethics • recognize your own and other people’s good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities, balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group 	<p>You will be better prepared to add value to the outcome of a task, project or team when you can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team’s purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions, and contributions of others in a group • recognize and respect people’s diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate

<p>skills from various disciplines (e.g. the arts, languages, science, technology, mathematics, social sciences and the humanities)</p> <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works and act on opportunities for improvement 	<p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and • suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <p>The Conference Board of Canada,</p> <p>255 Smyth Road, Ottawa, Ontario K1H 8M7, Tel. (613) 526-3280, Fax (613) 526-4857.</p> <p>Internet: www.conferenceboard.ca/nbec</p>
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English for Work Courses/Programs Listed by Type

Category A

Courses/programs in this category focus on career exploration, job search skills (e.g. resume writing, interview procedures), and/or job retention/advancement skills (e.g. personal management, teamwork, rights and responsibilities).

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
Douglas College	Employment Search Skills for ESL Learners	EAP Level III
North Island College	Employability Skills	Access Level 7
Okanagan College	Business Certificate Program in ESL (listed in both Categories A and B)	EAP Level II
TRU - Open Learning	English in the Workplace	All Levels
Vancouver Community College	English for the Canadian Workplace	Access Level 4

Category B

Vocational English for Specific Purposes (VESP) courses/programs focus on the English language skills for specific areas of employment (e.g. business and office, health care, tourism and customer service).

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
Douglas College		
Kwantlen University College	Advanced ESL for Foreign trained nurses. Entry Level	EAP Level III
Okanagan College	Business Certificate Program in ESL (listed in both Categories A and B)	EAP Level II
Vancouver Community College	English for Business and Customer Relations	Access Level 7
	Advanced ESL/Health Care	Access Level 7
	Advanced ESL for Foreign trained nurses. Entry Level	Access Level 7 EAP Level III

Category C

Combined Skills courses/programs integrate the learning of applied skills for specific jobs with language skills to directly prepare students for a particular job or qualification. The intention is to provide ESL students with the same certification and laddering opportunities that are available to students who complete a comparable non-ESL program. Most programs include a work experience component.

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
BC Institute of Technology	Technology Entry with English Language Training (listed in both categories C and I)	EAP Level III
Camosun College	Home Support/Resident Care/ESL	Access Level 7
Douglas College	Resident/Resident Care/ESL	EAP Level II Writing
Kwantlen University College	Resident Care Attendant S.D.I.S.S. Early Childhood Education with English as an Additional Language (EAL) Appliance Servicing with English as an Additional Language Graduate Nursing with EAL	SLEP score of 40 – 50 and an oral interview EAP Level II or SLEP of 54 or TOEFL of 500 – 580 or CB TOEFL of 173 - 237 with Writing Band 4 or TWE 3 EAP Level I or SLEP of 48 – 54 or TOEFL of 450 –550 TSE or SPEAK 45 or SLEP 59 (Read. Comp. 30) or TOEFL 535 (Reading Comp 55) or CB TOEFL (Read. Comp. 22)
Okanagan College	English for Tourism	EAP Level I
Selkirk College	TREC (Tourism/Recreation ESL)	EAP Level III or TOEFL 500
Vancouver Community College	Accounting/ESL Institutional Aide/ESL Resident Care Attendant/ESL Hairstyling/ESL Building Service Worker/ESL Culinary Arts/ESL Baking&Pastry Arts/ESL TPE Tech. & Prof. Emp.	Access Level 7 Access Level 7 Access Level 6 Access Level 5 Access Level 5 Access Level 5 Access Level 5 Access Level 5 Access Level 6 EAP III

Category D

These VESP courses/programs focus solely on the development of English language skills. They are offered to workers at their place of work. Many of these courses/programs are offered irregularly according to the needs of the industry partner(s) involved.

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
Capilano College	Literacy for the Workplace	

Category E

These courses/programs integrate the learning of valuable language skills and applied skills for specific jobs. They are offered to workers at their place of work. Many of these courses/programs are offered irregularly according to the needs of the industry partner(s) involved.

Category F

These courses/programs integrate the learning of language and applied skills with the goal of increasing workers' mobility in the workplace. They are offered to workers at their place of work. Many of these courses/programs are offered irregularly according to the needs of the industry partner(s) involved.

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL

Category G

These courses/programs prepare students for further employment-related courses/programs.

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
BC Institute of Technology	Writing, Speaking, Listening and Reading Skills for Technical Communication for EAL Introduction to BCIT for Students of EAL Technical EAL Foundations of Technical and Business English for EAL Speakers Effective Presentation Skills for EAL English for EAL Professionals	EAP Level 1 EAP Level II EAP Level III EAP Level IV EAP Level IV EAP Level IV
TRU - Open Learning	ESL 002 ESL 003 Daily English Daily English 013	Access 2 – 5 Access 4 – 8 and EAP I - III Access 2 - 8 EAP I - III

Category H

These adjunct courses/programs are offered concurrently with employment-related studies.

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
Douglas College	ESL Adjunct for Child, Family and Community Studies Core Program	
Vancouver Community College	Accounting/ESL	Access Level 8

Category I

INSTITUTION	COURSES/PROGRAMS	RECOMMENDED ENGLISH LANGUAGE ENTRY LEVEL
BC Institute of Technology	Technical Entry with English Language Training	EAP Level III
Okanagan College	Tourism/ESL	EAP Level I
Selkirk College	TREC: Tourism/Recreation/ESL (listed in both Categories C and I)	EAP Level III or TOEFL 500
Vancouver Community College	Technical Trades Access/ESL	Access Level 7

English for Work Courses/Programs Listed by Content Area

EDUCATIONAL INSTITUTION	BUSINESS/OFFICE	FAMILY/CHILD SERVICES	FOOD/HOSPITALITY SERVICES	HEALTH SERVICES	TRADES AND TECHNOLOGY	OTHER
BC Institute of Technology					Writing, Speaking, Listening and Reading Skills for EAL students Technical EAL Intro to BCIT for Students of EAL Technology Entry with English Language Training Foundations of Technical and Business English for EAL Effective Presentation Skills for EAL students English for Professionals for EAL students	
Camosun College				Home Support/ Resident Care Attendant		
Capilano College	Office Assistant ESL					Literacy for the Workplace
Douglas College	Office Assistant ESL	Adjunct for ESL in the Child, Family & Community Studies Core Program		Home Support/ Resident Care/ EASL Adv ESL for foreign trained nurses		

Kwantlen University College		Early Childhood Education with EAL		Resident Care Attendant SDISS Graduate Nursing with EAL Adv ESL for foreign trained nurses	Appliance Servicing with EAL	
North Island College	Employability Skills					
Okanagan College	Business Cert. Program in ESL		ESP/ Tourism			
TRU - Open Learning						English in the Workplace
Selkirk College			Tourism/ Recreation ESL			
Vancouver Community College	Accounting/ ESL Advanced ESL/Business and Office		Cooking/ESL Baking/ESL Adv ESL/Tourism & Customer Relations Institutional Aide/ESL	Resident Care Attendant/ESL Advanced Engl. for Health Science Practical Nurse Refresher w/ English	Technical Trades Access/ESL Hairstyling/ESL TPE Technical & Prof. English	English for the Canadian Workplace

Appendices

Appendix A

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

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.

Please note:

- Changes are articulated at the Adult ESL Provincial Articulation Committee, which usually meets once a year.
- Minor changes to listed courses/programs should be brought to the attention of the appropriate sub-committee chair at the annual meeting.

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.

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 1V down, elective courses low 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 reference the outcome (by letter) listed in the Guide, for the appropriate subskill and level.

- Speaking _____

- Listening _____

- Reading _____

- Writing _____

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

- I
- II
- III
- IV
- Other _____

9. (If applicable) What equivalent credit does this course carry within the British Columbia transfer system? _____

Date: _____

Submitted by: _____

Articulation Committee Member: _____

English for Access 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 Access 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. Class Organization:

- Whole Class Tutoring
 Learning Centre Distance Learning
 Online

a. Curriculum Framework:

3.1 Type of Curriculum Guide:

- Fixed Specific Purposes
 Negotiated Combination

3.2 Main emphasis in terms of skill or content:

- Integrated Skills
 Separate Skill(s)
 Specific Purposes

3.3 Main emphasis in terms of approach:

- Communication Writing
 Reading Grammar

4. Course or Calendar Description:

5. Course Objectives:

6. Course Outcomes:

7. Texts/Materials Used:

8. Access Levels for Separate Skills:

Read the objectives and descriptors of the English for Access section of the Guide, Levels 8 to 1. Indicate the level your course most closely matches for each of the following skills. If your course is multi-level, indicate the Access levels it spans.

- Speaking Listening Writing Reading

Date: _____

Submitted by:

Articulation Committee Member: _____

For Articulation Committee use only:

Articulation at Access Level: _____

Comments: _____

Date: _____

English for Work Course/Program Description Form

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

Name of institution: _____

Department: _____

Name of Course: _____

Category: See category chart on page 72 of this Guide. Select a type and check it:

A _____

D _____

G _____

B _____

E _____

H _____

C _____

F _____

I _____

Length of course: _____

Content Area: See content area chart on pages 79 – 80. Select one and check it:

- | | |
|--|--|
| <input type="checkbox"/> Business/Office | <input type="checkbox"/> Health Sciences |
| <input type="checkbox"/> Family/Child Services | <input type="checkbox"/> Trades and Technology |
| <input type="checkbox"/> Food/Hospitality Services | <input type="checkbox"/> Other (specify) _____ |

Recommended Language Entry Level* (Select one)

English for Academic Purposes:

IV _____

II _____

III _____

I _____

English for Access:

8 ___ 7 ___ 6 ___ 5 ___ 4 ___ 3 ___ 2 ___ 1 ___

Contact Person and Title: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

*The recommended English Language Level that must be completed prior to entering the course/program, according to the EAP and Access levels described elsewhere in this Guide.

Appendix B

Provincial ESL Articulation Steering Committee

<p>BC Institute of Technology</p> <p>Nargis Abraham Program Head Pre-entry Communication 3700 Willingdon Avenue Burnaby, BC V5G 3H2 Phone (604) 451-6893 Fax (604) 432-9173 nabraham@bcit.ca</p>	<p>Camosun College</p> <p>Elizabeth West Instructor Advanced & Provincial English 3100 Foul Bay Road Victoria, BC V8P 5J2 Phone (250) 370-3358 Fax (250) 370-4938 west@camosun.bc.ca</p>	<p>Capilano College</p> <p>Catherine Ostler Coordinator ESL Department 2055 Purcell Way North Vancouver, BC V7J 3H5 Phone (604) 986-1911 Fax (604) 984-1718 costler@capcollege.bc.ca</p>
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<p>Coquitlam College</p> <p>Bob Hodgins 516 Brookmere Avenue Coquitlam, BC Phone (604) 939-6637 bhodgins@coquitlamcollege.com</p>	<p>Corpus Christi College</p> <p>Daniel Levangie Bridge Program Co-ordinator/Student Services 5935 Iona Drive Vancouver, BC V6T 1J7 Phone (604) 822-6862, Ext. 104 Fax (604) 822-4659 corpuschristi@interchange.ubc.ca</p>	<p>Douglas College</p> <p>Debbie Smith ESL Coordinator 700 Royal Avenue Box 2503 New Westminster, BC V3L 5B2 Phone (604) 527-5406 Fax (604) 527-5095 smithd@douglas.bc.ca</p>

Provincial ESL Articulation Steering Committee (continued)

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<p>North Island College</p> <p>Norman Bendle ESL Instructor 2300 Ryan Road Courtenay, BC V9N 8B5 Phone (250) 334-5000 Local 4025 Fax (250) 334-5018 bendle@nic.bc.ca</p>	<p>Northern Lights College (alternate member)</p> <p>Berne Chambers ESL Instructor Box 1000 Fort St. John, BC V1J 6K1 Phone (250) 785-6981 Local 2062 Fax (250) 785-1294 chambers@nlc.bc.ca</p>	<p>Northwest Community College</p> <p>Marie Grinstrand Instructor 130 1st Avenue West Prince Rupert, BC V8J 1A8 Phone (250) 624-6054 Fax (250) 624-4920 mgrinstrand@noradm.nwcc.bc.ca</p>
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Provincial ESL Articulation Steering Committee (continued)

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Provincial ESL Articulation Steering Committee (continued)

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<p>System Liaison Person</p> <p>John Boraas, Dean Camosun College 3100 Foul Bay Road Victoria, BC V8P 5J2</p> <p>boraas@camosun.bc.ca</p>		

Appendix C

English for Academic Purposes Working Committee

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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>Kate Gilchrist ESL Department Chair 1000 K.L.O. Road Kelowna, BC V1Y 4X8 Phone (250) 762-5445 Local 4425 Fax (250) 862-5432 kgilchrist@okanagan.bc.ca</p>
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English for Academic Purposes Working Committee (continued)

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<p>University of Victoria</p> <p>Cathy Aquart Coordinator Curriculum Development English Language Centre P.O. Box 1700, Stn CSC Victoria, BC V8W 2Y2 Phone (250) 472-5188 Fax (250) 721-6114 caquart@uvcs.uvic.ca</p>	<p>Vancouver Community College</p> <p>Bonnie Reimer (2005) Instructor College Preparatory English 1155 East Broadway Vancouver, BC V5T 4V5 Phone (604) 871-7259 Fax (604) 871-7100 breimer@vcc.ca</p>	<p>Vancouver Community College</p> <p>Nina Kozakiewicz Department Head English Language Skills 1155 East Broadway Vancouver, B.C. V5T 4V5 Phone: (604) 871-7246 Fax: (604) 871-7100 nkozakiewicz@vcc.ca</p>
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Appendix D

English for Access Working Committee

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<p>College of New Caledonia</p> <p>Pat Hanki ESL Instructor 3330 22nd Avenue Prince George, BC V2N 1P8 Phone (604) 562-2131 Local 604 Fax (604) 561-5816 hanki@enc.bc.ca</p>	<p>College of the Rockies</p> <p>No current representative</p>	<p>Douglas College</p> <p>No current representative</p>
<p>Kwantlen University College</p> <p>Jeannette Smith ELS Department Chair 12666 72nd Avenue Surrey, BC V3W 2M8 Phone (604) 599-2798 Voice Mail: 9553 jeannettesmith@kwantlen.ca</p>	<p>Langara College</p> <p>Claudine Warburton ESL Instructor & Curriculum Developer 100 West 49th Avenue Vancouver, BC V5Y 2Z6 Phone (604) 323-5972 Fax (604) 327-9210 claudinewarburton@hotmail.com</p>	<p>Malaspina University-College</p> <p>No current representative</p>

English for Access Working Committee (continued)

<p>North Island College</p> <p>No current representative</p>	<p>Northern Lights College</p> <p>Wayne Lakberg ESL Instructor Box 1000 Fort St. John, BC V8J 1A8 Phone (250) 785-6981 Local 2062 Fax (250) 785-1294 wlakberg@nlc.bc.ca</p>	<p>Northwest Community College</p> <p>Marie Grinstrand ABE Coordinator/ ESL Instructor 130 1st Avenue West Prince Rupert, BC V8J 1A8 Phone (250) 624-6054 Fax (250) 624-4920 mgrinstrand@noradm.nwcc.bc.ca</p>
<p>Okanagan College</p> <p>Kate Gilchrist ESL Department Chair 1000 KLO Road Kelowna, BC Phone (250) 762-5445 Local 4425 Fax (250) 862-5432 kgilchrist@okanagan.bc.ca</p>	<p>Selkirk College</p> <p>No current representative</p>	<p>University of British Columbia</p> <p>No current representative</p>
<p>Thompson Rivers University</p> <p>Emma Bourassa CESL Co-ordinator Box 3010 Kamloops, BC V2C 5N3 Phone (250) 371-5895 Fax (250) 371-5514 ebourassa@tru.ca</p>	<p>Karen Jane Hills Co-ordinator, E.L.S. 1155 East Broadway Vancouver, BC V5T 4V5 Phone (604) 871-7245 Fax (604) 871-7100 kjhills@vcc.ca</p>	<p>University of Victoria</p> <p>No current representative</p>

English for Access Working Committee, (continued)

<p>Vancouver Community College</p> <p>Gail Cryer Department Head 1155 East Broadway Vancouver, BC V5T 4V5 Phone (604) 871-7275 Fax (604) 871-7100 gcryer@vcc.ca</p>	<p>Vancouver Community College</p> <p>Nina Kozakiewicz Dept Head, Eng Lang Skills 1155 East Broadway Vancouver, BC V5T 4V5 Phone (604) 871-7246 Fax (604) 871-7100 nkozakiewicz@vcc.ca</p>	<p>Vancouver Community College</p>
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Appendix E

English for Work Working Committee

<p>BC Institute of Technology</p> <p>Dale Fitzpatrick Communication Department 3700 Willingdon Avenue Burnaby, BC V5G 3H2 Phone (604) 451-6896 Fax (604) 439-6700 Dale_Fitzpatrick@bcit.ca</p>	<p>Camosun College</p> <p>No current representative.</p>	<p>Capilano College</p> <p>No current representative</p>
<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>
<p>Douglas College</p> <p>Margarita Sewerin EASL 700 Royal Avenue Box 2503 New Westminster, BC V3L 5B2 Phone (604) 527-5489 Fax (604) 527-5095 sewerinm@douglas.bc.ca</p>	<p>Kwantlen University College</p> <p>Brooke Mills ELS Instructor 12666 72nd Avenue Surrey, BC V3W 2M8 Phone (604) 599- 2948 Voice mail 9934 brooke_mills@sfu.ca or brooke.mills@kwantlen.ca</p>	<p>Langara College</p> <p>No current representative</p>

English for Work Working Committee (continued)

<p>Malaspina University-College</p> <p>No current representative</p>	<p>North Island College</p> <p>Noreen Norman Developmental Programs 2300 Ryan Road, Komoux Hall Courtenay, BC V9N 8B5 Phone (250) 334-0715 Fax (250) 334-5299 norman@nic.bc.ca</p>	<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>	<p>Selkirk College</p> <p>No current representative</p>
<p>University of British Columbia</p> <p>No current representative</p>	<p>Thompson Rivers University</p> <p>No current representative</p>	<p>University College of the Fraser Valley</p> <p>No current representative</p>
<p>University of Victoria</p> <p>No current representative</p>	<p>Vancouver Community College</p> <p>Pam Hunt Department Head Professional and Career English 250 West Pender Street Vancouver, BC V6B 1S9 Phone (604) 443-8608 Fax (604) 443-8588 pahunt@vcc.ca</p>	