

### CIESOL Course Learning Outcomes per Level

Following CHED’s Roadmap for Global Competitiveness in Communication Training, CIESOL’s course offerings should be aligned with the CEFR-English standard. Since not all students will be able to move from one CEFR level to another (e.g., from A1 to A2) after only 30 hours, the number of courses per level has been increased. Thus, there are 12 language learning or proficiency levels, in which levels 1-4, 5-8, and 9-12 are for Beginner, Intermediate, and Advanced users of the English language, respectively. However, the learning outcomes per course at a particular level need not be different. The following table specifies the alignment of CIESOL courses to CEFR-English.

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
<b>A1 Breakthrough</b>	<b>Beginner 1 – 2</b>	<b>CE 1 / CE 2</b> <ul style="list-style-type: none"> <li>• Can make an introduction and use basic greeting and leave-taking expressions</li> <li>• Can ask how people are and react to news</li> <li>• Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker</li> </ul>	<b>EG 1 / EG 2</b> <ul style="list-style-type: none"> <li>• Can show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire</li> </ul>	<b>RCVD 1 / RCVD 2</b> <ul style="list-style-type: none"> <li>• Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required</li> <li>• Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations</li> <li>• Can get an idea of the content of simpler</li> </ul>	<b>WS 1</b> <ul style="list-style-type: none"> <li>• Can write simple isolated phrases and sentences</li> <li>• Can write very simple descriptions of their hobbies and interests</li> <li>• Can ask for or pass on personal details in written form</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
				informational material and short simple descriptions, especially if there is visual support	
<b>A2 Waystage or Elementary</b>	<b>Beginner 3 – 4</b>	<b>CE 3 / CE 4</b> <ul style="list-style-type: none"> <li>• Can establish social contact: greetings and farewells; introductions; giving thanks</li> <li>• Can generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time</li> <li>• Can participate in short conversations in routine contexts on topics of interest</li> <li>• Can express how he/she feels in simple terms, and express thanks</li> <li>• Can handle very short social</li> </ul>	<b>EG 3 / EG 4</b> <ul style="list-style-type: none"> <li>• Can use some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say</li> </ul>	<b>RCVD 3 / RCVD 4</b> <ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items</li> <li>• Can find specific, predictable information in simple everyday material such as advertisements, prospectuses,</li> </ul>	<b>WS 2</b> <ul style="list-style-type: none"> <li>• Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”</li> <li>• Can write about matters of immediate need in simple terms, and basic descriptions of family and friends</li> <li>• Can write short, simple formulaic notes relating to matters in areas of immediate need</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
		<p>exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble</p> <ul style="list-style-type: none"> <li>• Can use simple everyday polite forms of greeting and address</li> <li>• Can make and respond to invitations and apologies</li> <li>• Can say what he/she likes and dislikes</li> </ul>		<p>menus, reference lists and timetables</p> <ul style="list-style-type: none"> <li>• Can locate specific information in lists and isolate the information required (e.g. use the "Yellow Pages" to find a</li> <li>• service or tradesman)</li> <li>• Can understand everyday signs and notices in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings</li> <li>• Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events</li> </ul>	

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
<b>B1 Threshold</b>	<b>Intermediate 5 – 6</b>	<b>CE 5 / CE 6</b> <ul style="list-style-type: none"> <li>• Can enter unprepared into conversations on familiar topics</li> <li>• Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases</li> <li>• Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to</li> <li>• Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference</li> </ul>	<b>EG 5 / EG 6</b> <ul style="list-style-type: none"> <li>• Can communicate with reasonable accuracy in familiar contexts</li> <li>• Has generally good control though with noticeable mother tongue influence</li> <li>• Errors occur, but it is clear what he/she is trying to express</li> <li>• Can use a reasonably accurate repertoire of frequently used “routines” and patterns associated with more predictable situations</li> </ul>	<b>RCVD 5 / RCVD 6</b> <ul style="list-style-type: none"> <li>• Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension</li> <li>• Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task</li> <li>• Can find and understand relevant information in everyday material, such as letters, brochures and short official documents</li> <li>• Can identify the main conclusions in clearly signaled argumentative texts</li> </ul>	<b>WS 3</b> <ul style="list-style-type: none"> <li>• Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence</li> <li>• Can write simple texts on topics which are familiar or of personal interest</li> <li>• Can convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision</li> <li>• Can write personal letters and notes asking for or conveying simple information of</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
				<ul style="list-style-type: none"> <li>• Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail</li> <li>• Can recognize significant points in straightforward newspaper articles on familiar subjects</li> </ul>	immediate relevance, getting across the point he/she feels to be important
<b>B2 Vantage</b>	<b>Intermediate 7 – 8</b>	<b>CE 7 / CE 8</b> <ul style="list-style-type: none"> <li>• Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment</li> <li>• Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they</li> </ul>	<b>EG 7 / EG 8</b> <ul style="list-style-type: none"> <li>• Has good grammatical control</li> <li>• Has occasional “slips” or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect</li> <li>• Can show a relatively high degree of grammatical control</li> <li>• Does not make mistakes which lead to misunderstanding</li> </ul>	<b>RCVD 7 / RCVD 8</b> <ul style="list-style-type: none"> <li>• Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively</li> <li>• Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms</li> <li>• Can scan quickly through long and</li> </ul>	<b>WS 4</b> <ul style="list-style-type: none"> <li>• Can write clear, detailed texts on a variety of subjects related to his/her field of interest or area of expertise, synthesizing and evaluating information and arguments from a number of sources</li> <li>• Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
		<p>would with a native speaker</p> <ul style="list-style-type: none"> <li>• Can convey degrees of emotion and highlight the personal significance of events and experiences</li> </ul>		<p>complex texts, locating relevant details.</p> <ul style="list-style-type: none"> <li>• Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile</li> <li>• Can obtain information, ideas and opinions from highly specialized sources within his/her field</li> <li>• Can understand specialized articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology</li> <li>• Can understand articles and reports</li> </ul>	<p>the advantages and disadvantages</p> <ul style="list-style-type: none"> <li>• Can express news and views effectively in writing, and relate to those of others</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
				concerned with contemporary problems in which the writers adopt particular stances or viewpoints	
<b>C1 Effective Operational Proficiency</b>	<b>Advanced 9 – 10</b>	<b>CE 9 / CE 10</b> <ul style="list-style-type: none"> <li>Can use language flexibly and effectively for social purposes, including emotional, allusive and joking usage</li> </ul>	<b>EG 9 / EG 10</b> <ul style="list-style-type: none"> <li>Can consistently maintain a high degree of grammatical accuracy</li> <li>Errors are rare and difficult to spot</li> </ul>	<b>RCVD 9 / RCVD 10</b> <ul style="list-style-type: none"> <li>Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of specialty, provided he/she can reread difficult sections</li> <li>Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions</li> </ul>	<b>WS 5</b> <ul style="list-style-type: none"> <li>Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion</li> <li>Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns,</li> </ul>

CEFR Level	CIESOL Level	CIESOL Course Learning Outcomes			
		Conversation English (CE)	English Grammar (EG)	Reading Comprehension & Vocabulary Development (RCVD)	Writing Skills (WS)
					<p>connectors, and cohesive devices</p> <ul style="list-style-type: none"> <li>• Can write extensively on a diverse range of topics, and approach unfamiliar ones with ease</li> </ul>
<b>C2 Mastery or Proficiency</b>	<b>Advanced 11 – 12</b>	<b>CE 11 / CE 12</b> <ul style="list-style-type: none"> <li>• Can converse comfortably and appropriately, unhampered by any linguistic limitations in conducting a full social and personal life</li> </ul>	<b>EG 11 / EG 12</b> <ul style="list-style-type: none"> <li>• Can maintain consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions)</li> </ul>	<b>RCVD 11 / RCVD 12</b> <ul style="list-style-type: none"> <li>• Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings</li> <li>• Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning</li> </ul>	<b>WS 6</b> <ul style="list-style-type: none"> <li>• Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points</li> <li>• Can write coherently and concisely, with the ability to summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation</li> </ul>



References:

Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.

<https://www.coe.int/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

<https://www.wallstreetenglish.com/our-english-courses/english-levels/#top>