



NYC English Software App correlations to standardized English Tests, international standards, and instructional methods and modalities.

Correlations included:

- Test of English as a Foreign Language (TOEFL)
- Test of English for International Communication (TOEIC)
- International English Language Testing System (IELTS)
- Teachers of English to Speakers of Other Languages (TESOL)
- Common European Framework of Reference for Languages (CEFR)

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Section 1 – NYC English Software App Introduction

The NYC English Software App is a cloud-based program that uses research-based pedagogy to provide English Language Learners [ELLs] self-paced English language instruction.

The instructional content is divided into three levels: Beginner Conversation, Intermediate Conversation, and Advanced Conversation. Each of those categories has 30 themes—90 in total—providing instruction organized around a common idea to contextualize learning.

Each theme is comprised of language instruction, usage demonstration, practice exercises, and assessment tools. In combination, the methodology is immersive in nature, concurrently teaching the six key elements of language acquisition: reading, writing, grammar, speaking, pronunciation, and listening comprehension.

The NYC English Software App has a variety of user features that increase the rate of learning, improve student engagement, and enhance the learning experience. These include:

- Lessons with full color graphics, audio for all instruction, text on screen, and a native language translation
- More than 900 high-definition interactive videos with natural conversation scenes
- Voice recognition software that provides learners instant feedback on their pronunciation
- Progress and status dashboards for teachers, administrators, and students
- Built-in dictionary for instant word definitions
- Interactive tests and practice exercises
- Self-paced, modular learning content that is sequenced and repeatable
- Instruction and demonstration provided by native English speakers

Section 2 – Correlation to Test of English as a Foreign Language (TOEFL)

The following columns are organized to provide comparison with the TOEFL structure.

TOEFL has four components: Listening, Reading, Writing, and Speaking.

| TOEFL TEST SECTIONS | NYC ENGLISH METHODOLOGY |
|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> • 3-5 sample passages from academic texts, approximately 700 words in length • 12-14 questions per passage | <p>NYC English has reading components woven throughout the 90 Themes. Each theme contains a minimum of two exercise modules allowing students to practice their reading skills in various formats.</p> <p>Additionally, NYC English has various placement tests, which contain texts and passages for testing purposes.</p> <p>Reading texts include question/answer, descriptive, cause/effect, persuasive, and narrative. Users read and respond to passages either verbally or with a written response. Users read all vocabulary, texts, and grammar available.</p> |
| | |
| <p>Listening</p> <ul style="list-style-type: none"> • 6–9 passages, each containing 5–6 questions | <p>NYC English has 90 themes with at least 10 modules each. Each module contains listening components with texts, monologues, native English speakers, and writing components.</p> <p>Exercises in each theme are comprised of listening components in which students answer specific questions related to the theme. There are two sets of exercises per theme which show various types of listening strategies.</p> <p>NYC English offers voice analyzation allowing the user to record sentences and vocabulary words and receive instant feedback on pronunciation and enunciation.</p> |

| TOEFL TEST SECTIONS | NYC ENGLISH METHODOLOGY |
|---|--|
| <p>Speaking</p> <ul style="list-style-type: none"> • 6 tasks • Example: speaking task in response to materials read or heard | <p>NYC English has three suites: Beginning Conversation (30 Themes), Intermediate Conversation (30 Themes) and Advanced Conversation (30 Themes), which contain speaking components throughout each theme, often in response to something heard.</p> <p>NYC English offers voice analyzation allowing the user to record sentences and vocabulary words and receive instant feedback on pronunciation and enunciation.</p> <p>Students are provided an unlimited number of attempts.</p> |
| <p>Writing</p> <ul style="list-style-type: none"> • 2 tasks • Example: task to write a response to reading passage | <p>The Intermediate and Advanced Conversation themes contain writing prompts. The learner hears the prompt, sees an example of the prompt, and is asked to write about the prompt. The user has five opportunities to submit a proper essay.</p> <p>Essays include various types: narrative, descriptive, persuasive, and argumentative. NYC English staff teachers review and/or correct what the student submits.</p> |

Section 3 – Correlation to Test of English for International Communication (TOEIC)

The primary TOEIC exams are comprised of two separate tests:

1 – TOEIC Listening and Reading

200 multiple choice items divided evenly between each section. Test takers receive separate scores for the listening and reading sections, each on a scale from 5-495 points. They are totaled together for an aggregate test score ranging from 10-990 points

2 – TOEIC Speaking and TOEIC Writing

Test takers receive separate scores for each test, and they may take one without the other. Each test receives a score ranging from 0-200. Test takers are grouped in eight proficiency levels for Speaking and nine for Writing.

| TOEIC TEST/SECTIONS | NYC ENGLISH METHODOLOGY |
|--|---|
| <p>Listening</p> <ul style="list-style-type: none"> • 100 questions • Example: Multiple choice questions following the viewing/hearing of recorded presentation | <p>NYC English has 90 quizzes and tests for each theme, which apply various methods for the learner to respond to critical thinking and application questions.</p> <p>Additionally, in each theme NYC English tests vocabulary words and grammar usage.</p> |

| TOEIC TEST/SECTIONS | NYC ENGLISH METHODOLOGY |
|---|---|
| <p>Reading</p> <ul style="list-style-type: none"> • 100 questions • Example: Identification of missing word in a sentence | <p>NYC English has 90 quizzes and tests for each theme which test the recognition and use of key vocabulary words and grammar usage in context.</p> <p>Further, each module contains verbal instruction accompanied by written text to help the learner improve word recognition, spelling, usage, and sentence structure.</p> |
| <p>Reading</p> <ul style="list-style-type: none"> • 100 questions • Example: Identification of missing word in a sentence | <p>NYC English has 90 quizzes and tests for each theme which test the recognition and use of key vocabulary words and grammar usage in context.</p> <p>Further, each module contains verbal instruction accompanied by written text to help the learner improve word recognition, spelling, usage, and sentence structure.</p> |
| <p>Speaking Test</p> <ul style="list-style-type: none"> • 11 questions • Example: Reading prepared text aloud | <p>The instructional content and learning modules within each theme contain verbal instruction accompanied by written text, helping the student learn pronunciation, intonation, sentence cohesion and syllabic stress.</p> <p>NYC English offers voice analyzation allowing the user to record sentences and vocabulary words and receive instant feedback on articulation and enunciation. Students are provided an unlimited number of attempts.</p> |
| <p>Writing Test</p> <ul style="list-style-type: none"> • 8 questions • Example: Writing an essay expressing personal opinion | |

Section 4 – Correlation to International English Language Testing System (IELTS)

The IELTS exam has two different versions.

1 – IELTS Academic

For test takers who want to study at the University level in an English-speaking country, pursue specialized education/training, or meet the standards required by a profession or employer.

2 – IELTS General

For test takers seeking to work, study at a secondary school, or migrate to an English-speaking country.

The general format for both tests is the same. The primary distinction is in content and tasks, both of which require a more technical understanding (e.g., interpreting a chart or graph) for the IELTS Academic version.

| IELTS SECTIONS | NYC ENGLISH METHODOLOGY |
|---|--|
| <p>Listening</p> <ul style="list-style-type: none"> • Test takers listen to four recorded texts, monologues, and conversations by a range of native speakers, and write their answers to a series of questions • Example recording: A conversation between up to four people set in an educational or training context, e.g. a university tutor and a student discussing an assignment | <p>NYC English has 90 Themes with at least 10 modules in each. Each module contains listening components with texts, monologues, native English speakers, and writing components.</p> <p>Exercises in each theme comprise of listening components where students answer specific questions related to the theme.</p> <p>There are two sets of exercises per theme.</p> |

| IELTS SECTIONS | NYC ENGLISH METHODOLOGY |
|--|---|
| <p>Reading</p> <ul style="list-style-type: none"> • The Reading section consists of 40 questions, designed to test a wide range of reading skills. • The general test includes extracts from books, magazines, advertisements, and other materials found on a daily basis in English-speaking environment. • The academic test includes three long texts, which range from the descriptive and factual to the discursive and analytical. These are taken from books, journals, magazines and newspapers. | <p>NYC English has Reading components interspersed throughout its modules. Reading texts include question/answer, descriptive, cause/effect, persuasive, and narrative, to name a few.</p> <p>Students read and respond to passages either verbally or with a written response.</p> <p>Users read all vocabulary, texts, and grammar available.</p> |

| IELTS SECTIONS | NYC ENGLISH METHODOLOGY |
|---|--|
| <p>Speaking</p> <p>The Speaking component assesses the test taker’s use of spoken English. Every test is digitally recorded and consists of three parts:</p> <ul style="list-style-type: none"> • Part 1 - Test takers answer general questions about themselves and a range of familiar topics, such as their home, family, work, studies and interests • Part 2 - Test takers are given a booklet, which asks them to talk about a particular topic. They have one minute to prepare before speaking for up to two minutes. The examiner may ask one or two questions on the same topic to finish this part of the test • Part 3 - Test takers are asked further questions which are connected to the topic in Part 2. These questions give the candidate an opportunity to discuss more abstract issues and ideas. It is structured in such a way that does not allow test takers to rehearse set responses beforehand | <p>NYC English has two suites (Intermediate Conversation and Advanced Conversation), which emphasize speaking components throughout each theme. NYC English offers a voice analyzer which allows the student to record sentences and vocabulary words and analyzes what was recorded.</p> <p>Students receive immediate feedback and an unlimited number of attempts to get the pronunciation correct.</p> |

Section 5 – Correlation to Teachers of English to Speakers of Other Languages (TESOL)

The English to Speakers of Other Languages (TESOL or ESOL) test is designed to measure basic linguistic and pedagogical knowledge within the context of teaching ESOL in elementary or secondary schools.

TESOL has four domains (listening, reading, writing, speaking) and five levels of language proficiency:

Level 1 – Starting

Level 2 – Emerging

Level 3 – Developing

Level 4 – Expanding

Level 5 – Bridging

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|---|--|
| <p>Reading</p> <p>English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency. Learning to read in a second language may be enhanced or hindered by a student’s level of literacy in their native language. Students who have a strong foundation in reading in their first language bring with them skills that can be readily transferred in the process of learning to read in English.</p> | <p>NYC English has reading components interspersed throughout its 90 themes. Reading texts include question/answer, descriptive, cause/effect, persuasive, and narrative.</p> <p>Users read and respond to passages either verbally or with a written response. Users read all vocabulary, texts, and grammar available.</p> <p>NYC English offers two exercise modules per theme which allows students to practice their reading skills in various formats. In addition to its curriculum, NYC English has a placement test which contains texts and passages for testing purposes.</p> |
| <p>Listening</p> <p>Listening is an active skill. By highlighting an assortment of listening tasks across standards, the need to involve students in active listening and purposeful listening skills development becomes clear.</p> | <p>NYC English has 90 themes with at least 10 modules. Each module contains listening components with texts, monologues, native English speakers, and writing components. Exercises in each theme contain listening components where students answer specific questions related to the theme. There are two sets of exercises per theme which show various types of listening strategies.</p> <p>NYC English offers a voice analyzer allowing the user to record sentences and vocabulary words while analyzing its contents. Students receive immediate feedback.</p> |

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|--|--|
| <p>Speaking</p> <p>English language learners engage in oral communication in a variety of situations for a variety of purposes and in a wide spectrum of settings. As part of the oral communication, students are constantly using language in meaningful interaction with others.</p> | <p>Each of NYC English’s three suites contain speaking components through each theme.</p> <p>NYC English offers a voice analyzer allowing the student to record sentences and vocabulary words while analyzing what was recorded.</p> <p>Students receive immediate feedback and an unlimited number of attempts.</p> |
| <p>Writing</p> <p>English language learners use written communication for a variety of purposes and audiences. Writing can be used to express meaning through drawing, symbols, or text.</p> | <p>Intermediate and Advanced Conversations contain writing prompts. The learner hears the prompt, sees an example of the prompt, and is asked to write about the prompt. The user has five opportunities to submit a proper essay. Essays include various types: narrative, descriptive, persuasive, argumentative. The teacher may write and/or correct what the student submits each time.</p> |

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|--|--|
| <p>Level 1 – Starting</p> <p>At level 1, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions.</p> <p>As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously. At the earliest stage, these learners construct meaning from the text primarily through illustrations, graphs, maps, and tables.</p> | <p>Beginning Conversation is the first level in NYC English. It has 30 themes which include 8-12 lessons in each. The beginning theme emphasizes simple words and sentences to introduce the learner to easy English terms.</p> <p>Learners are able to practice speaking, reading, listening, at this level. Pictures and graphs assist the learner to understand words and phrases used.</p> <p>Grammar and pronunciation are introduced too, so that the learner will begin to build basic knowledge of sound and word construction.</p> <p>NYC English provides additional support by providing Native Language Translation (NLT) within each theme.</p> |
| <p>Level 2 – Emerging</p> <p>At level 2, students can understand phrases and short sentences. They can communicate limited information in simple every day and routine situations by using memorized phrases, groups of words, and formulae.</p> <p>They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present and hinder communication.</p> | <p>Learners at this level can continue to use Beginning Conversations but may progress toward higher modules with more advanced concepts.</p> <p>NYC English provides a voice analyzer feature for learners to record vocabulary words and phrases.</p> <p>The curriculum is scaffolded so that the learner encounters more difficult components as the learner progresses through the themes.</p> |

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|---|--|
| <p>Level 3 – Developing</p> <p>At level 3, students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure.</p> <p>Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading may vary considerably.</p> <p>Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.</p> | <p>Intermediate Conversations is the second level in NYC English. It has 30 themes which include 10-15 lessons in each. It is also comprised of more complex terms and sentences.</p> <p>Learners are able to practice speaking, reading, and listening at this level. Continuous throughout this theme are pictures, graphics, grammar, and pronunciation.</p> <p>NYC English introduces the writing component where learners read, listen, and practice from a prompt.</p> <p>Native Language Translation is also available in this theme.</p> |

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|--|---|
| <p>Level 4 – Expanding</p> <p>At level four, a student’s language skills are adequate for most day-to-day communication needs. They communicate in English in new and unfamiliar settings but have occasional difficulty with complex structure and abstract concepts.</p> <p>Students may read with considerable fluency and are able to locate and identify specific facts within a text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract, technical, or colloquial.</p> <p>They can read independently but may have occasional comprehension problems, especially when processing grade-level information.</p> | <p>Learners continue to use Intermediate Conversations and may progress through the third level, Advanced Conversation. The advanced module has 30 themes which include 12-18 lessons in each.</p> <p>It also contains more advanced vocabulary, writing prompts, and pronunciation. Learners will hear conversation lines at normal to faster pace than previous modules.</p> <p>Learners can record answers and write responses with everything being recorded on their dashboards.</p> |

| TESOL DOMAINS | NYC ENGLISH METHODOLOGY |
|--|---|
| <p>Level 5 – Bridging</p> <p>At level five, students can express themselves fluently and spontaneously on a wide range of personal, general, academic, or social topics in a variety of contexts.</p> <p>They are poised to function in an environment with native speaking peers with minimal language support or guidance.</p> <p>Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms.</p> <p>They can produce clear, flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.</p> | <p>NYC English’s highest and most difficult level is Advanced Conversation. It contains 30 themes with 12-18 lessons in each.</p> <p>While it mimics the previous modules in structure and methodology, its content is more challenging. Vocabulary, writing prompts, grammar and pronunciation lessons are based on previous knowledge.</p> <p>Words are spoken at a normal conversation pace. Native language translations are no longer available, however, the learner can watch the videos and hear words as many times as needed.</p> |

Section 6 – Correlation to Common European Framework of Reference for Languages (CEFR)

The CEFR describes foreign language proficiency at six levels: A1 and A2, B1 and B2, C1 and C2.

Based on empirical research and widespread consultation, this scheme makes it possible to compare tests and examinations across languages and national boundaries. It also provides a basis for recognizing language qualifications and thus facilitating educational and occupational mobility.

It was designed to provide a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency.

| LEVEL GROUP | LEVEL | DESCRIPTION | NYC ENGLISH CONTENT |
|---|--|---|--|
| <p style="text-align: center;">A Basic User</p> | <p style="text-align: center;">A1 Breakthrough or beginner</p> | <ul style="list-style-type: none"> • Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type • Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have • Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help | <p>Beginning Conversation</p> <p>Lesson 1: Greeting others Lesson 2: Asking personal questions Lesson 5: Describing my house Lesson 6: Describing public places</p> <p>All lessons contain Native English and everyday expressions.</p> |
| | <p style="text-align: center;">A2 Waystage or elementary</p> | <ul style="list-style-type: none"> • Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment) • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters • Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need | <p>Beginning Conversation</p> <p>Lesson 3: Talking about my family Lesson 8: Describing others Lesson 15: Getting around the community Lesson 14: Asking for and giving</p> <p>All lessons contain Native English and everyday expressions.</p> |

| LEVEL GROUP | LEVEL | DESCRIPTION | NYC ENGLISH CONTENT |
|--|---|--|--|
| <p style="text-align: center;">B Independent user</p> | <p style="text-align: center;">B1 Threshold or intermediate</p> | <ul style="list-style-type: none"> • Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. • Can deal with most situations likely to arise while travelling in an area where the language is spoken • Can produce simple connected text on topics that are familiar or of personal interest • Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans | <p>Beginning Conversation</p> <p>Lesson 2: Asking personal questions Lesson 3: Talking about my family Lesson 7: Jobs and professions Lesson 17: Hobbies and interests</p> <p>Advanced Conversation 2</p> <p>Lesson 6: Television Lesson 7: Movies Lesson 11: Public Education</p> <p>Advanced Conversation 3</p> <p>Theme 1: Marriage and Family Theme 6: Business</p> |
| | <p style="text-align: center;">B2 Vantage or upper intermediate</p> | <ul style="list-style-type: none"> • Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in their field of specialization • Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party • Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options | <p>Advanced Conversation 1</p> <p>Theme 1: Talking About Extended Family</p> <p>Advanced Conversation 3</p> <p>Theme 1: Marriage and Family Theme 6: Business Theme 8: Airports and Air Travel</p> |

| LEVEL GROUP | LEVEL | DESCRIPTION | NYC ENGLISH CONTENT |
|---|---|--|--|
| <p style="text-align: center;">C Proficient user</p> | <p style="text-align: center;">C1 Effective operational proficiency or advanced</p> | <ul style="list-style-type: none"> • Can understand a wide range of demanding, longer clauses, and recognize implicit meaning • Can express ideas fluently and spontaneously without much obvious searching for expressions • Can use language flexibly and effectively for social, academic and professional purposes • Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices | <p>Advanced Conversation 2</p> <p>Lesson 5: Music and Musical Instruments Lesson 6: Television Lesson 7: Movies</p> <p>Advanced Conversation 2</p> <p>Theme 2: Describing Personalities Theme 7: Movies</p> |
| | <p style="text-align: center;">C2 Mastery or proficiency</p> | <ul style="list-style-type: none"> • Can understand with ease virtually everything heard or read • Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation • Can express themselves spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations | <p>Beginning Conversation and Advanced Conversation I, II, and III contain opportunities for students to use its voice analyzer when speaking specific texts and vocabulary.</p> <p>Advanced Conversation I, II, and III Contain texts about various topics. Writing prompts are given based on the texts. Students are asked to write narrative, persuasive, and/or descriptive responses. Exercises in each theme allow the opportunity for students to converse and explore various topics.</p> |