



Centre for Canadian Language Benchmarks



ANNUAL REPORT | 2001 - 2002

*Language
is the key*



The Centre for Canadian Language Benchmarks (CCLB) is a not-for-profit organization driven primarily by its desire to develop, promote, and maintain excellent language proficiency standards and support research to those ends. Its clients include government agencies, service providers, educational organizations and institutions that serve second language learners, labour unions and private sector employers. Its directors include language training specialists and researchers, representatives of language training and assessment service providers and government.

Mandate

To develop, promote and conduct research in support of the Canadian Language Benchmarks, and to encourage the alignment of curriculum and program structure with the Canadian Language Benchmarks.

Standards Goal

To promote excellence in the teaching and learning of English and French by adults across Canada by establishing and supporting language proficiency standards that affect program delivery and policy development in the areas of education, labour market access and immigrant integration across the country.

Objectives

- 1 To develop and promote the Canadian Language Benchmarks.
- 2 To establish a certification system for CCLB recognized tests, assessors and testers, CLB experts and materials.
- 3 To establish and maintain standards to govern a comprehensive national CLB assessment system.
- 4 To promote the alignment of existing second language curricula, assessment tools and program structures with the CLB.
- 5 To promote the development of new curricula, assessment tools, tests and program structures with the CLB.
- 6 To conduct, apply and promote research in support of the above Objectives.

Organizational Development Goal

To develop efficient, effective, inclusive organizational structures, supports and processes to carry out the CCLB mandate

Objectives

- 1 To establish clear and appropriate roles and responsibilities for Executive Council, Board of Directors and CCLB staff.
- 2 To develop and implement clear measures of accountability and performance of the Executive Council, Board of Directors and CCLB staff.
- 3 To operate in a fiscally viable manner
- 4 To establish clear lines of communication between stakeholders, CCLB staff, Executive Council and Board of Directors.
- 5 To represent stakeholders.
- 6 To ensure regional input is provided.
- 7 To provide services and products in a timely manner.
- 8 To review mandate, goals, objectives and bylaws, and undertake strategic planning on an ongoing basis.
- 9 To engage in forward planning on a continuing basis.



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Report From the Chair



February 2001 saw the completion of the External Review of the Centre for Canadian Language Benchmarks. The Board of Directors immediately began acting on some of the recommendations in the report. They made an important and valuable decision with the hiring of Pauline McNaughton as Executive Director. Pauline has brought a wealth of expertise, not only in the field of ESL, but also in time/project management skills, which over the year these capabilities and others have been so evident. I would like to thank Pauline and her staff for their hard work and dedication to the Centre and its mandate and goals.

A key goal of the Board is to provide excellent communication and related information on the CLB to our stakeholders. This year, both the website and newsletter got a much-needed revamping. Some of the improvements are seen in their new layouts and relevant and current articles. In addition, both tools have become much more interactive.

As more and more material is being developed to support the

Canadian Language Benchmarks 2000, the Centre established the Business Unit to provide an efficient way to facilitate getting these documents out to our stakeholders.

The Centre continues to be responsive to an ever-growing number of requests around language-related projects with which the CLB standards can be associated. Through the guidance of our Board of Directors, and the facilitation of Pauline and staff, a number of projects have been undertaken. Phase I- Benchmarking the Nursing Profession; Alignment of the Ontario College Exemplars to the CLB; Streamlined Placement Test revised and launched; CLB Learner material development; and sponsorship of the Learner Conference at TESL Canada, to mention a few.

The Executive Board met in early February, 2002 and revisited the operational plan of the last few years. We then delved into strategic planning and eventually finalized the CCLB operational plan for the next 3 years. Some of the new initiatives for the next few years are CLB related Professional Development supports for Teachers, a CLB Impact

Study, and Outreach to Employers. The Board is very pleased with the direction the Centre is taking.

At this time, I would like to say thank you to all the members on the Board and their sponsoring organizations for the continued commitment, dedication and involvement with the CCLB, both through their Board involvement and in their home jurisdictions. This Board works totally as a partnership. Federal/Provincial governments, non-profit organizations, and ESL experts come together to share knowledge and expertise for the benefit of all ESL learners in Canada.

“The Centre continues to be responsive to an ever-growing number of requests around language-related projects with which the CLB standards can be associated.”



Report From the Executive Director



Looking back over 2001-2002 there are many accomplishments for which the Board and staff can be very proud – and a number, both large and small, which have been very gratifying to me as I complete my first year as Executive Director.

This has been a year for checking the pulse of the organization – its strength, health, and most of all its preparedness to take on the future. The Strategic Plan for 2000-2002 was updated for 2002-2005 and the Annual Operations Plan for 2001 – 2002 – completed almost in entirety with a few items extending into 2002-2003.

Highlights from 2001-2002

The Board and staff of the CCLB have signalled to stakeholders our renewed vitality and purpose as an organization, through two altogether newly-designed and structured communication media – the website, available at www.language.ca with regularly updated and easy to find information; and the quarterly newsletter, *Inside Language*. Most notable perhaps is our concerted effort to develop information and resources specifically for learners – a direction that we will continue to prioritize in the months ahead.

Strategic Planning for 2002-2005 was conducted in February 2002 by the Executive Council, reaffirming our mandate, goals and objectives,

identifying current challenges in developing and supporting CLB as the national standard, and a clear action plan for how to address these areas.

CLB 2000 publication series is now complete:

- > *CLB 2000: English as a second language for adults* published September 2000
- > *CLB 2000: ESL for Literacy Learners* published June 2001
- > *CLB 2000: A Guide to Implementation* published June 2001
- > *CLB 2000: Theoretical Framework* published April 2002
- > *CLB 2000: Additional Sample Task Ideas* published April 2002

CLB Learner Materials now available:

- > Learner Brochure in English, Arabic, Chinese and Spanish
- > CLB lesson plans for teachers

Projects:

- > Benchmarking the Nursing Project – Feasibility Study completed and Phase 1 work well-underway to conduct an in-depth language analysis of the Nursing profession in CLB terms. The final report for Phase 1 is expected in June 2002
- > Field testing and subsequent revisions to the Canadian Language Benchmarks Placement Test are now complete, and plans well-underway for the launch and implementation in Spring/Summer 2002
- > Aligning the Ontario College Writing Exemplars to the Canadian Language Benchmarks project provided an exciting opportunity to contribute to an initiative of the Ontario Colleges of Applied Arts and Technology to provide the basis for a common language and understanding of levels of writing skill for all applicants to Ontario College programs

Operationally, many changes have taken place at the Centre. Most recently the Centre moved from Suite 803 to Suite 703 – which, although requested by our landlord at the end of our lease, resulted in an all expense paid move to larger premises at a reduced lease rate per square foot.

In June 2001 the business centre began operating with the sale of *A Guide to Implementation*, companion document to the CLB 2000, and preparations for the addition of the new Canadian Language Benchmark Placement Test. A lot of business planning and analysis has taken place as the Centre prepares to add additional products and services in order to generate revenue to further the CCLB mandate, goals and objectives.

Ensuring proper staffing is in place as the Centre undergoes many changes and takes on new projects is always a challenge. We have added a new office manager – Diahann Gorman, who had been filling in on a maternity leave, and project manager – Marianne Kaye to our core staff. We have contracted the services of Pat Meek, CLB expert and trained assessor as a consultant to oversee the revisions and implementation of the Canadian Language Benchmarks Placement Test, and Andrea Strachan as a CLB expert researcher to work with the Ontario Colleges on the Ontario College Writing Exemplars project. We have also been pleased to contract the services of a graphic design company Art & Facts Design Inc. of Toronto, to design the new website, newsletter and other promotional materials, and have added a dedicated CCLB editor to ensure quality and consistency in all our materials – Leonard Judge.



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Northern Alberta Initiatives

I. LINC Curriculum: CLB Core Syllabus

G.P. Smith Consulting Inc. of Edmonton has completed Phase II of a project titled *LINC curriculum: CLB Core Syllabus*. The goal of the project was to develop four CLB-based syllabus units to form the common (shared) core of the LINC curriculum, in collaboration with, and for the use of, the LINC providers in the Edmonton, Northern Alberta and Northwest Territories Region. In a series of individual program workshops and consultations LINC teachers in the Region have chosen the following units to form the shared CLB syllabus: Food and Nutrition; House and Neighbourhood; Health and Safety; and Employment.

Forty LINC teachers from all LINC programs in the Region directly contributed to the development of the syllabus by taking part in either the CLB syllabus development workshop (Edmonton, December 1, 2001), the CLB syllabus field-testing workshop (Edmonton, February 23, 2002), or in both. A document titled *LINC curriculum: CLB Core Syllabus* has been completed in ready-for-pilot draft form and distributed among nineteen LINC teachers in the Region for piloting in the coming spring / summer LINC sessions.

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2. Using the CLBA for Skills for Work Programs

The Language Assessment, Referral and Counselling Centre (LARCC) of Catholic Social Services in Edmonton comprises two programs: The Language/Vocational Assessment and Counselling Program (LVA) funded by Alberta Learning; and the Language Instruction for Newcomers to Canada (LINC) Assessment and Referral Program funded by Citizenship and Immigration Canada. The two programs work in close partnership offering the following services to adult immigrants and refugees: comprehensive evaluation of learners' educational and occupational background, learning needs and goals; assessment of first language skills and administration of the *Canadian Language Benchmarks Assessment (CLBA)*; educational and career planning; referrals to LINC, ESL courses and other educational options; and follow-up of clients who received services.

LARCC staff also administers the CLBA for specific purposes such as determining language skills levels as part of the eligibility criteria for employment training programs. For the last two years, the LVA Program, in partnership with the Edmonton Mennonite Centre for Newcomers, has been administering the CLBA to prospective students of the "Working in Canada" comprehensive Skills for Work programs to determine language proficiency levels appropriate to the program's basic requirements.

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3. NorQuest College 'CLB' all ESL Curriculum

NorQuest College in Edmonton Alberta serves 400 full-time students year-round in our LINC and Intensive ESL programs.

A couple of years ago the College initiated a long-term program to implement the *learning outcome* educational model into all of the programs; from employment preparation, careers & occupations, academic upgrading, to language training. *Learning outcomes* focus educators and curriculum developers on planning and describing course objectives in terms of what learners can do when they've completed the course. Of course, this sounds a lot like the focus of the Canadian Language Benchmarks, so the language training division embarked on a three-year plan to review, and reshape the LINC and Intensive English curricula guided by the CLB.

The partnering of learning-outcome based education and the CLB kept our writers and staff firmly grounded in articulating curriculum that puts the learner front and center. We also found that in keeping to the course indicated by these philosophies, it was imperative to work very closely with instructors and to involve them in setting priorities, critiquing, and responding to their professional development needs.

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Southern Alberta Initiatives

4. Pebbles in the Sand: ESL Literacy for Women

Pebbles in the Sand aims to meet the literacy and empowerment needs of barriered immigrant women. Based on a successful pilot project run in 1999, the Calgary Immigrant Women's Association (CIWA) has continued to address the emerging needs of barriered, non-literate women through the continued development of Pebbles in the Sand. For our 2001 – 2002 year of programming, Alberta Learning chose to support our need to develop the information in the "Canadian Language Benchmarks 2000: ESL for Literacy Learners" document, in a practical way to better assess the ESL Literacy Learners, such as those in Pebbles in the Sand and beyond.

We have been able to develop a set of draft tools from this project, which have been tested, analyzed, re-tested and bound. As a program we find them to be an excellent addition to resources in providing a picture of our participants' competencies in reading, writing and numeracy. As they are developed from the document itself, they provide a more specific look at literacy learners' competencies and are better able to indicate where the learner is in completing the competencies in a given Benchmark.

There is a need for formal tools on Literacy Benchmarks for service providers in order to provide some semblance of relationship to the Canadian Language Literacy Benchmarks Assessment, which is used in assessment centers across Canada. Until now, we have reported back only in "regular" ESL for Adults Benchmarks from Pre-Benchmark onwards. Creating tools, even internal

tools, allows for much clearer information to be given on behalf of participants as they look to exit a program. It also gives the Pre-Benchmark to Benchmark 5 a literacy framework. With the definitions of ESL Literacy learners to the actual description of sample tasks, we have found the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* document to be a critical tool in accountable assessment for service providers.

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5. Benchmarking Adult Rates of Second Language Acquisition & Integration: How Long and How Fast?

The primary purpose of this study is to investigate and identify the various rates at which second language adults acquire their English language proficiency. The study will also trace changes in learners' perceptions about social integration as their English language proficiency increases over time and instruction.

The project is in its first of two years of funding, supported by Alberta Learning and Citizenship & Immigration Canada. To date, 500 learners have participated in the project, from a variety of language training programs (LINC/ESL, Academic Bridging, and Pre-Employment ESL programs) in Calgary.

Certified assessors and the Canadian Language Benchmarks Assessment tool are used to track the

various rates of acquisition for different learner profiles across Benchmarks 1-8.

The results of this study will provide the first substantial data on the rates of acquisition and integration among immigrant adult language learners and will be beneficial to funders, administrators, teachers and learners.

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6. Content-Based ESL Literacy Instruction and Research Project (Phase Two)

Program Overview:

From September 2001-May 2002, Bow Valley College, funded by Alberta Learning, undertook Phase Two of the Content-Based ESL Literacy Instruction and Research Project. Phase Two of this project was comprised of two components:

Component One:

Small Group Content-Based Literacy Instruction

This project concentrated on building learners' reading, writing and numeracy skills by providing content-based literacy instruction through a focus on training in the areas of economic literacy, employment literacy and personal management literacy. Learners convened in small group classes three times a week for a twenty-four week period. The program offered six hours of instruction per



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week, for a total of 144 hours. Learners were grouped according to their literacy and language abilities so instruction could be tailored to their language needs. Phase Two of this project also continued the research undertaken in Phase One, evaluating the effectiveness of a content-based approach to ESL literacy.

Component Two:

Development of Learning Resources
The information gained through the research and instruction in Phase One of the project has been used to develop resources for ESL literacy instruction. These resources integrate the development of English literacy skills with the development of economic literacy, employment literacy and personal management skills. With the introduction of the document entitled, *Canadian Language Benchmarks 2000: ESL for Literacy Learners*, the materials developed in Phase One of the project were revised to adhere to the new literacy benchmarks. Revisions were made to the program course guide, the pre-test and post-test, and the competency checklists. Hence, the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* formed the framework of the second phase of the Content-based Literacy Instruction Program, giving the program structure, direction and criteria for evaluation.

Project Outcomes:

The following are the outcomes for Phase II:

- > A revised program course guide that adheres to Canadian Language Benchmarks 2000: ESL for Literacy Learners in reading, writing and numeracy and in the content areas of economic, employment and personal management skills
- > A research report outlining the

effectiveness of small group instruction in content areas. The research report offers conclusions and recommendations based on program outcomes

- > A package of literacy resource materials that incorporates a focus on economic literacy, employment literacy and personal management skills

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7. Canadian Language Benchmarks for Access to SAIT

Canadian Language Benchmarks for Access conducted an examination of the English language proficiency and experience of ESL learners who were successful in SAIT career programs. A qualified CLB assessor conducted assessment of a group of 23 successful learners, using the Canadian Language Benchmarks Assessment tool and compared them with the scores of second language applicants to SAIT. The typical minimum CLB profile of successful learners included a Benchmark 8 in Listening/Speaking and Reading and a Benchmark 7 in Writing. A key finding of the study was the importance of recognizing the achievement of ESL learners who become successful in mainstream post secondary education.

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8. Workplace English Language Proficiency Assessment (WELPA)

The "Workplace English Language Proficiency Assessment" (WELPA) is intended to give an informal assessment of Canadian Language Benchmark proficiencies of individuals in an employment context. It is designed to provide language proficiency information for employees who are in an English in the Workplace course. This information can provide the instructor with useful information for designing the content of the course. The assessment also can be used as part of a workplace needs assessment to determine communication factors present. The 60-page package provides assessment in three areas: listening/speaking, reading and writing. The CLB range of the assessments is from Benchmarks 1 to 8. There are two forms each of the Reading Test and the Writing Test: L (low) and H (high).

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Province Wide Initiatives

9. CLB Inservice workshops

Professional development workshops were offered to ESL providers in the province through the project Canadian Language Benchmarks – An Alberta Strategy. Many ESL programs in Alberta are actively using the CLB as a basis for curriculum development, program planning and student reporting. Workshop topics varied

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depending on the area of interest chosen by the provider. A number of the workshops addressed questions related to the CLB and formative assessment in the areas of speaking, writing and reading. Other in-service sessions explored the development of teaching units using the CLB. The workshops focused on practical application of the CLB in the ESL classroom. Resources, processes and tools from *Canadian Language Benchmarks 2000: A Guide to Implementation* were introduced in a number of the sessions.

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10. Support for Canadian Language Benchmarks

The Government of Alberta, through Alberta Learning, provided funding for operations and research initiatives of the Centre for Canadian Language Benchmarks throughout 2001/02. As well, Alberta Learning, in cooperation with Citizenship and Immigration Canada – Alberta Region, co-funds the provision of language assessment and referral services in Edmonton and Calgary, Alberta that includes the application of the Canadian Language Benchmarks Assessment with immigrants.

Centre for Canadian Language Benchmarks, Board of Directors, Tara Holmes, representing the Alberta Teachers for English as a Second

Language (ATESL), served on the Board and the Executive Council of the Centre. Carolyn Dieleman, representing the Alberta Government, and Krystyna Biel of the Immigrant Language and Vocational Assessment-Referral Centre (a service of the Calgary Immigrant Aid Society), served on the CCLB Board of Directors in 2001/2002.

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The four Atlantic Provinces – Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island – have been facing some of the same challenges as the other provinces in that they, too, are trying to maintain and improve services even as funding is being cut. However, lists of people waiting to get into LINC classes seem like an enviable problem to us who are always clamoring to CIC for more clients. We have the facilities in place in each province to do the language training. We have the dedicated settlement staff and trained teachers. Students usually do not have to wait. Yet the difficulty of attracting immigrants to our region and then

keeping them here is a perennial problem in eastern Canada.

Perhaps the most notable thing that has happened in the area in the past year was the forced cancellation of our regional conference that had been scheduled for September 19-22, 2001. Because of the September 11th tragedy in New York, several speakers cancelled. Others did not relish flying in the melee that followed the disaster. This conference always provides teachers in the area the opportunity to get together face-to-face, to discuss our issues and to get some in-servicing. Indeed, Benchmark in-servicing had been scheduled into that conference. Due to staff turnover, and because of some

of the new CLB materials that have been released over the past year or so, teachers have repeatedly expressed the need for more in-servicing on the Benchmarks. This conference has been rescheduled for September 2002, so undoubtedly some of these concerns will be addressed at that time.

In Newfoundland in recent years the need for ESL Literacy has expanded dramatically. Teachers were very happy to get the *Canadian Language Benchmarks 2000: ESL for Literacy Learners* book. It has been very helpful in planning curriculum. As long as most of the immigrants to NF were from the former Soviet Bloc countries, Cuba, and China,



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instructors found that they were teaching already educated people, English skills. Now that the demographics have changed they find that they are getting a lot of adult immigrants, mostly, but not exclusively, women, who have never been to school or who have had very little schooling in their first language. These students require a low student-teacher ratio and quite specialized teaching. Because they are also distracted by all the other problems

that immigrants have to cope with, they often make progress quite slowly. Getting these clients to a basic level of literacy so that they can access regular LINC training or other training is sometimes quite a daunting task. The other three Atlantic provinces have always had ESL literacy students and they have noticed no such increase.

In the months to come we are looking forward to being able to access some of the work that the

Professional Development Committee of the CCLB is developing with regard to workshops and teacher training materials. We are also looking forward to our regional settlement conference this coming September.

The TESL representative on the CCLB Board for Atlantic Canada is Lorraine Angelopoulos of St. John's, Newfoundland. Gerry Mills of Halifax, Nova Scotia also serves on the Board as the representative for the Canadian Council of Refugees.

British Columbia Report

The Canadian Language Benchmarks are on a slow and steady course towards being accepted as the common descriptor, within the English as an Additional Language (EAL) instructor community, of the English language proficiency for their EAL learners.

The ESL Articulation Committee, representing the ESL departments at B.C. Community Colleges, completed its work 'benchmarking' the colleges' ESL course offerings. In 2000/2001, it benchmarked their English for Access and English for Academic Purposes programing. In 2001/2002, it produced a Guide presenting this work.

Vancouver Community College, the

largest ESL provider in the province, just published a curriculum guide for Benchmarks 3 – 5 and is working on exit reading and writing tests for these same benchmark levels.

English Language Services for Adults (ELSA) providers (B.C.'s equivalent to LINC) in the North of the province participated in the national piloting of the Canadian Language Benchmarks Placement Test (CLBPT), with Wes Schroeder from Vancouver providing co-ordinating and instructional supports.

The stakeholders in the province are also very much involved in CCLB's benchmarking of the nursing profession project. The Registered Nurses Association of British

Columbia, the College of Licensed Practical Nurses of British Columbia and the Settlement and Multiculturalism Branch of the Government of British Columbia are all providing guidance, and hold seats on the Nursing Benchmark Project National Advisory Committee.

Rob Boldt, representing the Government of British Columbia, served on the Board and the Executive Council. Alison Norman of Vancouver Community College, represented BC TEAL on the Board, and William McMichael of University of British Columbia, Language and Literacy Education Department, represented TESL Canada on the Board.

“The Canadian Language Benchmarks are on a slow and steady course towards being accepted as the common descriptor..”

Manitoba Report

Manitoba's Adult Language Training Branch continues to support the implementation of the CLB and the CLBA in Manitoba. Our representatives on the CCLB board are Margaret Pidlaski and Diane Koreen.

The CALM Committee (originally the Committee for Assessment of Language in Manitoba and now known as the Committee for Adult Language Training in Manitoba) is composed of representatives from the principal government-funded Adult ESL centres in Winnipeg. The committee continues to meet and to seek ways to collaborate in offering seamless and uniform ESL assessment and training to newcomers. CALM provides two PD sessions per year to the teaching staff at these programs. This year, the PD offered by the committee has focused on student feedback, assessment and records. To smooth the student's progress through the various programs and centres, a uniform reporting system has been developed.

Resource Development

Manitoba Labour and Immigration funded and developed the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*, a companion document to the *Canadian Language Benchmarks 2000*. The resource was developed by a team of teachers from the Winnipeg School Division #1: Kathy Angst, Brenda Beer, Sue Martin, Wendy Rebeck, Nicole Sibilleau and team leader, Linda Johansson. Linda was nominated for the Lieutenant Governor's Award for Literacy in recognition of all her ground-breaking work in ESL literacy.

Joanne Pettis and Margaret Pidlaski collaborated with Tara Holmes and Gail Kingwell on the *Canadian*

Language Benchmarks 2000: A Guide to Implementation.

Other ALT Branch publications include: Stage 1 resource *ESL for Healthy Eating*, by Gail Foote Leylek; and *Themes and Activities for Effective Communication*, a Stage 2 resource by Elizabeth Slivinski.

Assessment and Referral

Since the establishment of the ALT Branch Assessment and Referral Centre in 1999, the staff has expanded. The centre keeps closely in touch with government-sponsored programs around the city in order to provide up-to-date information to the newcomers who are assessed here. The coordinator, Judy Johnson, offers information sessions to community service groups and serves in an advisory capacity on a number of projects.

Benchmarking of Professions and College Programs

Red River College continues to benchmark college programs. To-date, more than 26 programs and courses have been benchmarked. Most recently, International Business, Sterile Processing Technician, and Gas Turbine Engine Program have been benchmarked. In addition, ESL students in the Health Care Aide and International Business Programs are being tracked in order to verify and adjust the benchmark levels that have been identified for these programs. Manitoba Labour and Immigration, Adult Language Training Branch has provided the funding support for the College Benchmarking Projects. (Lucy Epp)

The profession of Occupational Therapist and the occupation of Motor Vehicle Mechanic will have

been language benchmarked by Red River College by June 30, 2002 with funding support by Manitoba Immigration and Labour, Settlement Branch. (Chris McGinnis and Lucy Epp)

At present Red River College is benchmarking the nursing occupation across Canada. This phase of the project is to be completed by the end of May. This project is being funded by the Centre for Canadian Language Benchmarks. (Lucy Epp and Mary Stawychny)

Professional Development

At the February TESL Conference in Winnipeg, the keynote speaker, Judy Gilbert, writer of *Clear Speech*, and internationally-respected pronunciation expert, made frequent references to the CLB and its positive influence.

New Initiatives

Adult Language Training has been forging links with the Adult Learning Centres. The Centres are finding that many of the adult learners who access their programs are English language learners and that some of their needs are distinct from those of the mainstream adult learner. We will be helping some of the Centres to screen their students in order to better advise them on their choices. Angela Chotka and Kathleen Clarke are developing a manual of school skills for adult learners who have never attended school in Canada but who want to get high school standing. Many are still struggling with ESL and do not understand the expectations of the Canadian school system.

Three ESL Skills programs are being offered evenings and weekends to professionals and working



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immigrants who are anxious to improve specific aspects of their English. These popular programs include Advanced Pronunciation and Accent Refinement, Writing for Professionals, and Understanding Fast

Canadian Speech. The courses are an initiative of Workplace Language Training in partnership with business, labour, immigrant serving agencies and the Department of Education, Training and Youth. Seats in these

classes will be purchased by businesses employing immigrants with specific language-training needs. Government-purchased seats will also be available for immigrants attempting to re-enter their professions of choice.

Nova Scotia Report

In November 2000, the Nova Scotia Department of Education announced the creation of the Nova Scotia School for Adult Learning. The School for Adult Learning is an administrative body within the Adult Education Division. The School is part of a new adult learning initiative aimed at creating a more coordinated system for adults seeking to upgrade their literacy and numeracy skills and/or complete their high school or secondary education.

Funding for this initiative is provided by the Department of Education, the Department of Community Services and Human Resources Development Canada.

The School is working in partnership with existing program delivery organizations such as School Boards, Nova Scotia Community College, Collège de l'Acadie and community-based organizations.

One of the responsibilities of the School for Adult Learning is the administration of the Nova Scotia High School Graduation Diploma for Adults. This new Department of Education credential is designed to meet the needs of adults who do not have a recognized high school

diploma and who wish to acquire a credential that will allow them access to further education and training and employment. The new diploma is available in both English and French.

The High School Graduation Diploma for Adults has been developed in response to identified needs. It is partly a result of labour market demands. Occupations that require high educational levels are increasing. Workers are now expected to have increasingly sophisticated literacy and numeracy skills and to prove that they have achieved these skills. Most employers expect that new employees have a high school diploma.

Adult learners and practitioners in the field of adult learning in Nova Scotia have expressed their need for a high school graduation credential that is accessible, affordable, and recognized. As approximately 30% of Nova Scotians, 25 and older, in the year 2000 did not have a high school diploma (Statistics Canada, Labour Force Survey), the need for an adult credential is significant.

Adults in Nova Scotia need a flexible credential that offers increased options for adult learners, taking into account their life

experiences and previous learning. The High School Graduation Diploma for Adults accepts credits from a variety of educational programs and provides opportunities for the recognition of the informal learning of adults through prior learning assessment. Adult learners will now have increased flexibility and the opportunity to include credits and/or courses from both the Adult Learning Program (ALP) and the Public School Program (PSP) towards the completion of their high school diploma.

In this implementation year (2001-2002), over 3040 Nova Scotians have enrolled in the various levels of upgrading operating under the School for Adult Learning.

Discussions are currently underway with several partners operating within the School for Adult Learning to develop strategies to address some of the critical ESL needs that have recently been identified by the immigrant-serving organizations and programs.

Jean F. Smyth

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Education



Ontario Report

Having Co-Chaired the initial group that was involved in the development of the Canadian Language Benchmarks, it was both gratifying and exciting to have the opportunity to participate as a Board member for the Centre for Canadian Language Benchmarks. During this year, Ontario has continued to work towards implementation and revision of curricula in accordance with the newly-revised edition of the Canadian Language Benchmarks document. In addition, the LINC 4/5 curriculum in Ontario is in the process of being revisited in order to reflect the changes in the revised edition of the CLB.

The appointment of Pauline McNaughton, as Executive Director, was met by the field with great

enthusiasm. The Centre has been very active in providing workshops at local PD days as well as participating in TESL Conferences. Ontario is certainly pleased to have someone of Pauline's attributes and knowledge heading this Centre.

The province of Ontario continues to provide support to the Centre for Canadian Language Benchmarks through the Ministry of Colleges, Training and Universities, not just for on-going administrative needs but also through project-based funding. Over the last year, project funding has been provided to support initiatives such as:

- > Phase 1: Benchmarking the Nursing Profession
- > Development of Learner

Outreach Materials

- > Aligning the Ontario College Writing Exemplars to the CLB

To find out more about these projects see Project Summaries on pages 15 – 17.

My appointment to the CCLB Board was as an interim measure, effective in May, after the TESL Ontario Annual General Meeting Ontario will be represented on the Board by Susan Holmes, who is the incoming President.

Peggy Frederikse, representing the Ontario Government, served as board member and Chair of the Board.

Shailja Verma

President, TESL Ontario

Saskatchewan Report

In Saskatchewan, SCENES (Saskatchewan Council for Educators of Non-English Speakers) engaged every available ESL teacher, administrator, learner and volunteer to assist in the planning and promotion of the *TESL Canada 2002 conference*, 'Catching the Dream', in Regina from May 16-18. Nearly 300 people registered for the conference. Other events planned in association with the conference included: the CCLB Board of Directors Meeting (May 12 - 14) and the *Ninth National ESL Learners' Conference* (May 16 - 18). To recognize these events, Saskatchewan's Minister for Learning, the Honorable Jim Melenchuk, designated the week of May 12 - 18 to be 'English as a Second Language Week' in Saskatchewan. The City of

Regina issued a similar proclamation.

The Saskatchewan Conference Planning Committee for the *Ninth National ESL Learners' Conference*, under the leadership of conference co-chairs, Mandan Kamyab (former learner) and Harlan Weidenhammer (teacher-facilitator), both from Saskatoon, worked with Saskatchewan learners to plan the national conference. Funding was secured from TESL Canada, the CCLB and Citizenship and Immigration Canada (CIC). Nearly 50 learners attended, with nine coming from out of province. Key note speakers included: Artur Gudowski, Instructor at SIAST (Saskatchewan Institute for Applied Science and Technology) and former Chair of the first National Working Group on Language Benchmarks, and

Marj Nainaar, Executive Director for the Prince Albert Multicultural Council. Ms Nainaar is a strong advocate for newcomers and has been recognized provincially and nationally for her work in advancing multicultural and settlement initiatives.

The Government of Saskatchewan announced the reorganization of several government departments in March. Effective April 1, 2002, Saskatchewan Education and Saskatchewan Post-Secondary Education and Skills Training were amalgamated with Provincial Libraries and the *Kids First Initiative* to form a new department, Saskatchewan Learning. This new department will focus on all education activities, from early childhood through to late



Saskatchewan Report

adulthood. Initiatives already begun under previous department mandates will continue under the new department's mandate. For example, Saskatchewan Learning will continue to support the development of a Provincial Literacy Strategy for Saskatchewan. Saskatchewan Learning has two learners on the Provincial Literacy Steering Committee, one of whom is Qinglai Zhang, a former ESL learner and volunteer with Regina Open Door Society and a strong advocate for ESL learners in Saskatchewan. Provincial literacy consultations last fall showed that a significant number of learners in the province's adult literacy system were ESL learners who had completed LINC (Language Instruction for Newcomers to Canada) but needed to further develop their literacy

skills. Under consideration for development within the Provincial Literacy Strategy are actions to support ESL instruction. The strategy will build on other provincial strategies. For example, the province's Immigration Branch at Governmental and Aboriginal Affairs is in the process of completing community consultations that will help to define the development of a provincial settlement retention strategy for newcomers.

In Saskatchewan, all adult ESL programs funded by CIC use the Canadian Language Benchmarks (CLB). While Saskatchewan Learning has not formally adopted the Canadian Language Benchmarks, the department will be reviewing how the CCLB's ESL Literacy Benchmarks can be incorporated into

development of curriculum standards and benchmarks for Saskatchewan's Basic Education and Adult Literacy programs. The other important event taking place in Saskatchewan is the *Aboriginal Literacy Gathering* in Fort San from May 14 - 16. Participants at this "gathering" will be looking at second language/literacy issues Aboriginal learners in the province face. Proceedings of this event will be taken forward to Saskatchewan Learning to be incorporated into the Provincial Literacy Strategy for Saskatchewan.

Donna Woloshyn served on the Board as the representative from the Government of Saskatchewan and Gayvin Franson served on the Board as the representative from SCENES.

"In Saskatchewan, all adult ESL programs funded by CIC use the Canadian Language Benchmarks (CLB)."



Projects Summary

1. Development and Validation of CanTEST Versions for Canadian Language Benchmarks (CLB)

Funded by the Government of Ontario

In March, 2000, the University of Ottawa was contracted to develop a test that could assess learner proficiency in Canadian Language Benchmarks (CLB) higher than those measured by the CLBA test (which assesses learners between CLB Levels 1-8). The project had two goals: (1) To establish the relationship between Canadian Test of English for Scholars and Trainees (CanTEST) scores and align them with CLB Levels 7 - 11, and (2) To assess the CanTEST's validity in relation to the CLB, which could then be modified as needed during the test development phase of the project to ensure a content validity level as high as possible. Jennifer St. John and Margaret Des Brisay led the research team that compiled, developed, and validated CanTEST versions using *Canadian Language Benchmarks 2000: English as a second language for adults* as a guide for designing test texts and tasks.

2. Canadian Language Benchmarks 2000: ESL for Literacy Learners

Development funding by Manitoba Labour and Immigration, with funding for marketing, promotion, launching and distribution provided by Human Resources and Development Canada, National Literacy Secretariat

The *Canadian Language Benchmarks 2000: ESL for Literacy Learners* was developed to provide resources to ESL Literacy teachers/program

developers and to help them determine the developmental level of activity of their students so that they can design appropriate teaching/learning activities. During extensive consultations in the summer of 1999, the national ESL community gave input which resulted in a national advisory group and the creation of a national validation process involving learners, teachers, administrators, government officials, members of immigrant serving groups, and an ESL literacy benchmarks reference group. The *CLB 2000 for Literacy Learners* was developed by a team of teachers in the Winnipeg School Division Adult ESL Literacy program, led by Linda Johansson, M.Ed (TESL). The result is a clearly-written resource manual with a wealth of practical teaching suggestions and descriptions of literacy competencies laid out in a progression for reading, writing, and numeracy skills for ESL adult learners with little or no literacy skills in their first language (L1), or for those learners literate in non-Romantic L1s but who may have difficulty learning reading and writing basics in English.

3. Companion Documents to the Canadian Language Benchmarks 2000: English as a second language for adults

Main funding partner was Citizenship and Immigration Canada, with additional funding from the governments of Ontario, Alberta, Manitoba, and British Columbia.

The revised version of the original *Canadian Language Benchmarks Working Document (1996)* was issued in September 2000 as *Canadian Language Benchmarks 2000: English as*

a second language for adults (CLB 2000). The author of this important document, Grazyna Pawlikowska-Smith, also prepared two companion pieces to provide a more in-depth study and support of the CLB 2000. These documents have now been published on-line and can be downloaded from our website at <http://www.language.ca>

Canadian Language Benchmarks 2000: Theoretical Framework contains a discussion of the theoretical background and philosophical foundation on which Canadian Language Benchmarks 2000 was built as well as the CLB assessment / evaluation rating scales, an overview of the CLB global profiles of Benchmarks 1-12, a glossary of terms, and a bibliography.

Canadian Language Benchmarks 2000: Additional Sample Task Ideas builds on Canadian Language Benchmarks 2000 with an extensive listing of additional sample task ideas for Reading, Listening, Speaking and Writing Benchmarks.

4. Canadian Language Benchmarks 2000: A Guide to Implementation

Development of the Guide was funded by Alberta Learning and Manitoba Department of Labour and Immigration. Publication and distribution was funded by Alberta Learning and Citizenship and Immigration Canada.

The *Canadian Language Benchmarks 2000: A Guide to Implementation* was developed primarily for both novice and experienced Adult ESL teachers and program administrators who want to use the Canadian Language



Projects Summary

Benchmarks (CLB) as a basis for curriculum and program development. Nationally, ESL stakeholders had expressed the need for a Guide to provide support for applying the CLB in their programs. Field experts from both Alberta and Manitoba worked collaboratively to develop the Guide: Margaret Pidlaski and Joanne Pettis were Manitoba's half of the writing team, and Tara Holmes and Gail Kingwell the Alberta half. Dr. David Mendelsohn, as academic reviewer, tested the Guide in twelve test sites across the country and provided feedback and validation. The Guide was published in the Spring of 2001 and provides detailed information to support CLB implementation in a variety of adult ESL teaching contexts, and discusses practical ways of linking language learning in Canadian classrooms to the CLB.

5. Learner Outreach Materials

Funded by the Government of Ontario.

Since the inception of the Canadian Language Benchmarks (CLB) in 1996, the focus has been to educate and inform the ESL professional community, and to support the alignment of curriculum and program structure with the CLB. However, immigrants and newcomers to Canada are the ultimate benefactors of the CLB and the primary client group of the CCLB. Traditionally they have been less informed and aware of what the CLB are, and their impact on the settlement and integration process as a national language standard. A CCLB external study in May 2000 (funded by Ontario) reinforced the necessity to reach out to these groups. Pat Meek was the consultant hired by the CCLB

to prepare the outreach materials. The CCLB informational and educational strategy to reach this primary client base met the following goals:

- > Clarify for learners the requirements and documentation of the English proficiency in CLB terms
- > Help learners navigate through the complexities, prerequisites, and screening processes in order to access language, skills training, and academic programs
- > Inform learners of numerous CLB related projects designed to assist newcomers, training institutions, and employers to utilize the CLB in efforts to break down barriers
- > Report to learners on CCLB initiatives to work with professions and trades organizations to assist integrating newcomers into the job market with the development of specialized language assessment tools
- > Advise learners on the use of the CLB to assess competency levels in a number of occupationally specific programs/courses in some post-secondary institutions
- > Seek learner input in future promotion/development of CLB
- > Direct learners to the CCLB web site for more information or to obtain various materials

6. English Language Occupational Analysis of the Nursing Profession Expressed in Canadian Language Benchmarks

Funded by the governments of Ontario and Alberta

The intent of this project was to conduct an English language

occupational analysis of the Nursing profession, expressed in Canadian Language Benchmarks (CLB). This analysis was to include registered nurses (RNs), registered practical nurses (RPNs), registered nursing assistants (RNAs), and licenced practical nurses (LPNs). This project was designed to address the critical nursing shortage in Canada. The urgent need to benchmark the nursing profession will allow a specialized language assessment instrument to be designed for evaluating language skills of foreign trained nurses who apply to practice in Canada. In 2001-2002, the Ontario government funded a feasibility study, *Benchmarking the Nursing Profession and Developing an Occupational Specific Assessment Instrument*, which surveyed over 50 professional nursing stakeholder organizations across Canada (occupational groups and regulatory bodies). Ninety-two percent of respondents indicated they felt a nursing language assessment tool would be of benefit, in light of the inadequacy of other tests currently used (e.g. Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE)), which respondents indicated did not accurately evaluate the communicative ability of foreign-trained nurses within a nursing setting. Phase I of the project (benchmarking language used in nursing) was awarded to Manitoba's Red River Community College. The researchers are Lucy Epp and Mary Stawychny, with Audrey Bonham acting as Project Manager and Dr. Alistair Cumming, Head of the Modern Language Centre at Ontario Institute for Studies in Education, acting as consultant.



Projects Summary

7. Implementation of the "Streamlined" Canadian Language Benchmarks Placement Test (CLBPT)

Funded by Citizenship and Immigration Canada, as well as the governments of Ontario and Alberta with in kind contributions from the British Columbia and Manitoba governments.

In 1999-2000, the CCLB initiated a project to develop a task-based placement tool to determine adult ESL proficiency in four skill areas: Listening, Speaking, Reading, and Writing. The contract to develop the test was awarded to the Association of Adult and Continuing Education School Board Administrators of Ontario (CESBA). The 'Streamlined Test' (CLBPT) was to provide an alternative to traditional and more-thorough test instruments in order to assist ESL instructors in the testing and placement of students in remote areas and other locations where CLBA-trained assessors are not available, as well as to help CLBA-trained assessors to reduce any backlogs during high-volume periods in centres across Canada. In July 2001, a pilot study was conducted by Dr. Philip Nagy to determine if the CLBPT would be a reliable and efficient test and if it could be used for the same low-stakes decisions for which the CLBA was designed. The CLBPT was launched at TESL Canada in Regina in May, 2002. Widespread

implementation is targeted towards LINC and non-LINC ESL programs currently doing assessments in their regions. The CLBPT includes:

- > CLBPT Test kit, consisting of a Guide Book, Reading and Writing Tests, a Listening/Speaking Assessment Log, an accompanying photo-story and audio tape, cover sheets for the CLBPT and administration guidelines
- > CLBPT Training materials include the CLBPT Training Manual and video cassette (with 10 taped interviews) which is included in the price of the CLBPT kit.

8. Aligning the Ontario College Writing Exemplars to the Canadian Language Benchmarks

Funded by the Government of Ontario

In Ontario, many adult newcomers begin their settlement and integration process by attending ESL classes in order to attain the language proficiency required to pursue mainstream academic and skills training programs and obtain employment. When ESL learners move onto mainstream opportunities in secondary schools and colleges, they are faced with new prerequisites and screening processes according to the admission standards of the individual institution. Currently, each Ontario college uses various

methods to identify writing skill levels of their students. For this reason, the task to identify and develop an alignment tool on a provincial level is a real challenge. The OCWE project will provide common standards of writing skill levels for all applicants to Ontario college programs, as well as current college students. The Heads of Language (HOL), the Ontario provincial organization responsible for English/communications instruction in the Colleges of Applied Arts & Technology (CAAT) approached the CCLB and proposed a partnership in the development of the OCWE. The role of the CCLB was to consult with, and provide advice to, the OCWE Project on the development of exemplars, and to assist in the alignment of the OCWE and the Canadian Language Benchmarks. Andrea Strachan, has been contracted as researcher to work with the OCWE project team. The outcomes of the project will be two-fold:

1. To provide a province-wide, common understanding of the various levels of English usage, and
2. To provide clear communication, facilitated through understanding and terminology, about the levels of writing skills required for success in 1, 2, and 3 year college programs, including pre-college, remedial, and developmental

“In Ontario, many adult newcomers begin their settlement and integration process by attending ESL classes...”



LINC Assessment Centres Report

In the fall of 2002, the LINC Assessment Centres across Canada will be celebrating a milestone: their 10th year anniversary. In Ontario, the celebration began in February at the Ontario LINC Assessors' Conference. Approximately 90 assessors were present, 11 of whom were the first assessors to be trained during August to October of 1992.

Since 1996, 367 assessors have been trained to use the CLBA across Canada. Sixty-three percent of assessors are based out of Ontario. Pierre Gaulin, Director of Settlement and Port of Entry Operations, Ontario Region estimates that 46,000 to 48,000 CLBA assessments have been conducted each year since 1997 for LINC placements across Canada.

The YMCA LINC Assessment Centre of Greater Toronto

averages 23,000 assessments per year. There are 30 assessors working out of 3 centres. A fourth location will be fully-operational by the summer. Our statistics indicate that LINC 3 is the median level and the number of clients assessed at LINC 4 and 5 combined, equals the number of those assigned a LINC 3. Approximately 60% of newcomers are Independent; 26% are Family Class and 14% have Refugee status. Gender breakdown is 63% female and 37% male. The majority of the clients possess at least a secondary diploma. The top two language groups remain constant: Mandarin and Russian. The Centre is participating in the Immigration-Contribution Accountability Measurement System (I-CAMS) pilot project and expects to convert to the new Ontario wide Automated Reservation System (ARS).

The CLTA in Peel & Halton Regions

has 4 centres located in Mississauga, Malton, Brampton-Peel and Halton. Ten assessors, one of which is an itinerant Halton assessor, serve this region. There has been a 57% increase in assessments from 2000 to 2001. Almost 56% of assessed clients are classified as "secondary migration". The changing profile of clients depicts a higher level of education and language competency: 58.1% completed 13 plus years of education, out of which 32.84% had a Bachelor's degree. 71% are between the ages of 30 and 40. Although the top five countries are India, Pakistan, China, Korea and Sri Lanka, the top five languages are Punjabi, Mandarin, Urdu, Arabic and Spanish.

At the Thunder Bay

Multicultural Association the Program Director, Cathy Woodbeck is pleased to announce that Rosalind Maki has been hired as the LINC assessor since July 2001. Cathy can focus on the daily operations of the Association while Rosalind looks after assessment.

The National Capital Region YMCA-YWCA Language & Resource Centre

has been at its new location for just over a year. The Centre continues to see a significant rise in assessments. Also, more clients are finding their way to the Centre within the early days of arriving in the Ottawa area. There are seven assessors administering the CLBA & CLBLA tools and two assessors trained to use the French language assessment tool. Since being a pilot site for the CLBPT

last year, assessors look forward to using this tool during peak intake periods.

The Kitchener-Waterloo YMCA Language Assessment Centre

has hired Ubavka Ivanovic to assess. This Centre is proud to announce that all assessors passed the re-certification tests with flying colours. The new ARS is now being used. In the past year, the Centre hosted four service providers' networking meetings and attended an estimated 50 meetings of various kinds. Over 100 people marked the LAC's 10th anniversary by attending a very successful Open House.

The Cross Cultural Learner Centre in London, Ontario

continues to provide proof of the adage that "the more things change, the more they remain the same". We are pleased to announce Marcela Moc from Windsor is now assessing in London. The major language groups continue to be Spanish, Arabic and Mandarin. We have seen an increase in clients from Afghanistan, Sudan and Korea. Most of the clients are government-sponsored refugees. The next largest group is independents followed by family-sponsored newcomers, investors and entrepreneurs. The next two challenges for the Centre are: the implementation of Automated Reservation System and imminent move to a new location by the end of the summer.



LINC Assessment Centres Report

The Maritimes

CLBA Program at Metropolitan Immigrant Settlement Association (MISA) in Halifax, Nova Scotia

has been tracking changes in CLB assessment levels from 1998-2002. Generally, clients entering Halifax are being assessed at higher CLB levels. There has been a 10 % increase in LINC 4+ clients. This site is participating in CIC's I-CAMS pilot project from April to July. MISA also provides language-related research and support to The Community and Adult Education unit at MISA and Halifax immigrant serving agencies. Recent projects include needs assessment for new advanced ESL program and TOEFL pre-testing for MISA TOEFL course.

The Association for New Canadians in Newfoundland

has one CLB assessor in St. John's who also teaches at The Association for New Canadians Adult ESL Training Centre. This is the only LINC school in the province. Last year 90 government-sponsored students and 22 paying students were assessed using the CLBA. The breakdown in levels is as follows: Literacy - 13 %; LINC 1, 2 and 3 - 62 %; LINC 4 & 5 - 18 % and beyond LINC 5 - 4 %.

The PEI Association for Newcomers to Canada

is the only Centre in PEI using CLBA for LINC. The province receives approximately 150 newcomers per year with 30 % of those being eligible for LINC. The challenge in assessment and instruction is that the intake periods are sporadic. Generally the majority of clients are assessed at Levels 1 & 2.

LINC assessors across Canada look forward to the next decade of welcoming, assessing and referring newcomers to LINC and ESL classes as the first steps to settling in this country.

“The province receives approximately 150 newcomers per year with 30% of those being eligible for LINC.”



Rapport du MRCI

Initiatives de la Direction des politiques et programmes du MRCI durant l'année 2001-2002 pour promouvoir l'utilisation des *Niveaux de compétences en français langue seconde* dans le cadre des cours offerts aux immigrants

- > La formation initiale dispensée aux professeurs en vue de l'utilisation des *Niveaux de compétence*, s'est poursuivie et a été étendue à l'ensemble des professeurs occasionnels à l'emploi du Ministère.
- > Des activités de perfectionnement destinées aux professeurs ont aussi eu lieu cette année; elles portaient sur l'élaboration de tâches évaluatives permettant de déterminer les *Niveaux de compétence* atteints par les étudiants en fin de cours.
- > La production de prototypes d'épreuves, permettant de déterminer les *Niveaux de compétence* atteints par les étudiants en fin de cours, s'est également poursuivie cette année afin de couvrir l'ensemble des cours à temps complet dispensés par le Ministère et ses organismes partenaires.
- > Les prototypes ont été expérimentés au cours de l'année et ont fait l'objet d'une première révision; les tâches de compréhension écrite ont fait l'objet d'une analyse d'items et d'une analyse TRI (modèle de Rasch) menée sous la responsabilité de Michel D. Laurier, professeur à la Faculté des Sciences de l'éducation de l'Université de Montréal.
- > Une *Grille pour l'évaluation du niveau de compétence en français des candidats à l'immigration* a été mise au point; il s'agit d'une version adaptée des *Niveaux de compétence*, exclusivement axée sur l'évaluation de la compétence en interaction orale, conçue pour être utilisée dans le cadre des entrevues que doivent passer les candidats à l'immigration qui désirent s'établir au Québec; elle remplace l'instrumentation utilisée auparavant par les agents d'immigration du Ministère pour déterminer le niveau de compétence des candidats en français.
- > Une activité de formation a été dispensée à plusieurs reprises par les professionnels du SPPF afin d'assurer la formation initiale de l'ensemble des agents d'immigration du Ministère à l'utilisation de cette *Grille*.
- > La réforme des cours à temps partiel destinés aux immigrants prévoit également que les organismes de formation devront transmettre au Ministère les résultats obtenus par les étudiants à la fin de certains cours; ces résultats devront également être exprimés en termes de *Niveaux de compétence*.

Financial Report

The condensed financial information below has been extracted from the CCLB Audited Financial Statements together with unaudited in-kind contributions. The report of Welch and Company LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting the CCLB.

Statement of Financial Position as at March 31, 2002

ASSETS	2002	2001
Current Assets	\$	\$
Cash	112,436	71,608
Contributions receivable	91,794	57,438
Other receivables	2,560	—
Prepaid expenses	4,607	3,403
GST recoverable	12,200	6,970
	<u>223,597</u>	<u>139,419</u>
CAPITAL ASSETS	<u>7,713</u>	<u>8,329</u>
	<u>\$231,310</u>	<u>\$ 147,748</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	96,218	18,123
Deferred contributions	35,640	63,728
Deferred capital grants	2,719	—
	<u>134,577</u>	<u>81,851</u>
Net Assets		
Invested in capital assets	4,994	8,329
Unrestricted	91,739	57,568
	<u>96,733</u>	<u>65,897</u>
	<u>\$ 231,310</u>	<u>\$ 147,748</u>

CONTRIBUTIONS IN KIND (UNAUDITED)

Donor	Contributions
Citizenship and Immigration Canada	Travel and accommodation costs for meeting attendance.
Government of Alberta	Travel and accommodation costs for meeting attendance.
Government of British Columbia	Travel and accommodation costs for meeting attendance, hosting teleconferences, and participation in CLBPT field testing.
Government of Manitoba	Travel and accommodation costs for meeting attendance, and participation in CLBPT field testing.
Government of Ontario	Travel and accommodation costs for meeting attendance.



Financial Report

Statement of Operations and Changes in Net Assets

For the year ended March 31, 2002.

	2002	2001
REVENUE	\$	\$
Government of Ontario	196,113	275,000
Citizenship and Immigration	211,778	166,239
Government of Alberta	65,631	45,000
Government of British Columbia	25,605	28,672
Government of Nova Scotia	5,000	5,000
Human Resources Development Canada	70,400	—
Federal Government – miscellaneous	—	7,151
Regional/Municipal Government – miscellaneous	418	1,357
Purchase of service revenue	—	4,655
Sales – Business Unit	28,899	—
Interest	197	1,207
Donations	1,602	955
Miscellaneous	1,577	—
Amortization of deferred grants	703	—
	<u>\$ 607,923</u>	<u>\$ 535,236</u>
EXPENSES		
Office		
GST	6,168	5,623
Telephone and internet	5,316	5,701
Rent and insurance	29,733	30,093
Office supplies and postage	24,239	13,808
Subscriptions and videos	1,397	776
Communications	13,484	15,592
Stakeholder services	3,247	3,804
Miscellaneous	8,696	1,991
Website development	6,708	—
	<u>98,988</u>	<u>77,388</u>
Personnel		
Salaries and benefits	188,539	196,304
Staff development	349	1,239
Project staff	—	5,382
Recruitment	242	4,882
	<u>189,130</u>	<u>207,807</u>
Board		
Travel	18,425	13,763
Insurance	1,245	1,041
Logistics	3,867	2,203
Conference calls	268	2,524
	<u>23,805</u>	<u>19,531</u>
Conference and Memberships		
Association memberships and government fees	1,055	1,154
Conference fees	1,602	1,353
	<u>2,657</u>	<u>2,507</u>
Research and development	<u>205,918</u>	<u>208,132</u>
Business Unit	<u>33,271</u>	<u>—</u>
Professional fees	<u>15,047</u>	<u>20,906</u>
Staff travel	<u>4,233</u>	<u>13,521</u>
Amortization	<u>4,038</u>	<u>14,562</u>
	<u>577,087</u>	<u>564,354</u>
Net revenue (expense)	30,836	(29,118)
Net assets, beginning of year	<u>65,897</u>	<u>95,015</u>
Net assets, end of year	<u>\$ 96,733</u>	<u>\$ 65,897</u>



Centre for Canadian Language Benchmarks

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*ESL Field Expert Member
Manitoba – Saskatchewan
(2001– 2002)*

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