

Annual Report 2010-2011



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

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History

Incorporated in 1998 as a national not-for-profit organization and governed by a nationally representative, multi-stakeholder board of directors, the Centre for Canadian Language Benchmarks supports and promotes the Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens*.

Vision

Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens* will be the national standards for describing, measuring and recognizing English and French language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

Mission

The Centre for Canadian Language Benchmarks provides the leadership and expertise to preserve the integrity, promote the use and support application of the Canadian Language Benchmarks and *Niveaux de compétence linguistique canadiens* as practical, fair and reliable national standards of English and French language proficiency in educational, training, community and workplace settings.

Strategic Plan

1. Preserve and enhance the integrity of the CLB and NCLC.
2. Enhance the integrity of assessment processes associated with the CLB and NCLC.
3. Enhance implementation support for teachers and other practitioners working with the CLB and NCLC.
4. Expand capacity to apply the CLB and NCLC in supporting successful labour market integration of immigrants.
5. Assume a leadership role in the development and sharing of quality resources associated with the CLB and NCLC.
6. Establish the organizational capacity and structure to further our leadership role in the evolution of the CLB and NCLC.



Message from the Chair

Reflecting on the achievements for the past year of the Centre, I am delighted and proud to be board chair at this time in the Centre's history. I am pleased to report that the year 2010-2011 was one of the most successful years in the history of the centre and this success is visible in a multitude of dimensions. First, the volume of activity was the largest in the Centre's history and the range of activity was broad and demonstrated wide application of the Benchmarks in both language streams, including groundbreaking work on the Milestones assessments and CLIC en ligne. The work begun with the National Consultation is nearing an end with validation of the Benchmark revisions. Funding support from governments and other organizations continued to be enthusiastic. Finally, the Centre is moving forward with its Strategic Plan with services and products that are state of the art and support learners, practitioners and other users of the Benchmarks.

It's very clear that the Benchmarks have reached an audience that the founders of the Centre envisioned in the early 90s and the Centre itself has reached a new level of maturity as an organization.

In anticipation of this growth the board undertook a revision of its by-laws to reflect the current and future state of the Centre and these revisions will be presented at our next board meeting and AGM for ratification. All of the Governance Committee members reflected seriously on the task and know that the revisions will assist the Centre in moving forward into the decade and beyond.

I want to thank the Executive Council and board members for their commitment and diligence this year as well as funders and committee members who support CCLB's mission. Finally I want to thank François Bélisle and the staff for their hard work, dynamism and dedication to the success of the Centre.

Jim Jones



Message from the Executive Director

After setting a record level of activity in 2009-2010, CCLB had by far its busiest year ever in 2010-2011, setting a new record! The list of activities that the Centre carried out is very impressive, as shown in this Annual Report, and as a result the Centre continued to build its reputation as the national centre of expertise in language benchmarks.

We began the revision of the Canadian Language Benchmarks (CLB) / *Niveaux de compétence linguistique canadiens (NCLC)*; finalizing and validating the changes will be completed in 2011-2012. We completed several other big projects, such as the Milestones Test and various occupational benchmarking projects for sector councils. *CLIC en ligne* became one of the Centre's most important projects and will continue on an even larger scale in 2011-2012.

This year marked the departure of four employees and the addition of three new ones. Marianne Kayed, our most senior staff member, left to start a new career after 9 years with the Centre; Silvia Dancose, a 5-year employee of the Centre responsible for managing the NCLC program, moved out of the country; Carmen Chaman completed her one-year contract; and Monica Waterhouse accepted a position at the University of Ottawa. Élissa Beaulieu became the new NCLC Program Manager, and Yves Laforest and Stephanie Pagé joined as Project Officers.

I wish to express my deep appreciation to the Centre's staff – a great team of dedicated, resourceful and enthusiastic professionals. The phenomenal growth in the Centre's activity and influence over the past two years would not have been possible without them.

François Bélisle



In early 2010 Citizenship and Immigration Canada (CIC) contracted the Centre for Canadian Language Benchmarks (CCLB) to develop an assessment instrument that would distinguish degrees of communicative competence in English as a Second Language (ESL) based on the Canadian Language Benchmarks (CLB). The purpose of the test is to provide a benchmark level for each of the four language skills - Listening, Speaking, Reading and Writing - that a client may use as a portable language credential that may serve a variety of purposes.



In March 2010 CCLB began work on the project by assembling a highly skilled group of collaborators including those with test development, measurement and CLB expertise. A national advisory committee was established with members from institutions in a variety of contexts from the field of testing and adult ESL, along with CCLB and Citizenship and Immigration Canada representatives.

The pilot and field testing model was established in the spring of 2010. Experienced invigilators from seven cities (Calgary, Halifax, Hamilton, Ottawa, Toronto, Vancouver and Winnipeg) were trained prior to the pilots, which ran from October 2010 through January 2011. Over 2,000 subjects were included from a variety of programs including ESL, LINC, ELSA, ELT, OSLT, Bridge-to-Employment, as well as several university and college programs for internationally educated individuals.

The Milestones Test is a general assessment that is CLB referenced and task based. It includes a range of contexts and domains such as social, workplace, academic, community and domestic. It is neither program-specific nor occupation-specific. The Milestones Test will be a highly secure and standardized tool that will need continual analysis and content replacement. It has the flexibility to evolve based on future goals and needs; the potential exists for a future Canadian alternative to other formal assessments.

CCLB was in close contact with CIC throughout the course of the project. The CCLB project manager and the lead test developer presented alongside CIC at the TESL Ontario conference and will be presenting at the TESL Canada and Canadian Association of Applied Linguistics (CAAL) conferences later this year.

On March 31, 2011 CCLB delivered Milestones test components to CIC. This test development project has resulted in the production of two valid prototype assessment versions for each of the language skills. These prototypes are intended to provide the foundation for a controlled operational roll-out that will establish ongoing development and implementation procedures.



CLB/NCLC Revision and Validation

In 2010-2011 CCLB completed revisions to the Canadian Language Benchmarks 2000 and *Niveaux de compétence linguistique canadiens 2006* and began the first phases of the validation of these standards.

The revisions, funded by CIC, followed up on recommendations which arose from the National Consultation, during which CCLB had the opportunity to consult practitioners across the country and obtain their valuable feedback on ways to keep these documents current, relevant, user-friendly and applicable to the wide range of contexts in which they are used.

The CLB revisions were carried out by a working group of pan-Canadian CLB experts who, acting as writers, advisors and reviewers, worked in consultation with CCLB staff and the National Advisory Committee.

These experts worked to identify gaps and inconsistencies, ensuring the flow across the benchmarks, while applying plain language principles and preserving the intent of the terminology used. The CLB working document, which was delivered to CIC in July 2010, includes an expanded introduction, enhanced CLB scales, newly developed continuum charts and an updated glossary.

The French team of experts also addressed issues of currency, user-friendliness and applicability to a wide range of contexts. In addition to these revisions, the NCLC revisions team, in consultation with academic experts and the NCLC National Advisory Committee, developed a robust theoretical framework based largely on the same models as the CLB and established a clear continuum of descriptors.

In January 2010 the Province of Alberta funded a meeting of validation experts to advise CCLB on the next stages in a validation process for the CLB and NCLC. Their report informed CCLB's proposals to funders for a rigorous three-phase validation process which would increase CLB and NCLC's acceptance throughout Canada as valid and reliable standards for multiple uses, including high-stakes uses. The action plan derived from this meeting was used as the basis for a proposal requesting funding to carry out the next phases of the CLB/NCLC validation.

From January to March 2011 CCLB carried out the first two phases of the validation with funding from CIC.



The first phase consisted of the development of a common theoretical framework detailing the theoretical and pedagogical foundations underlying both the CLB and NCLC frameworks. CCLB assembled a bilingual team of independent consultants who reviewed both standards documents and both theoretical frameworks (the recently developed NCLC theoretical framework and the *CLB 2000: Theoretical Framework* document) and drafted an outline for a common theoretical framework working document. The validation team then worked with independent academic experts to ensure that the common theoretical framework painted an accurate picture of the key theoretical and pedagogical foundations upon which the revised CLB and NCLC documents were built.

The second phase of the validation process aimed to determine the congruency between the theoretical framework and the revised CLB and NCLC frameworks, as well as other widely accepted language proficiency frameworks.

First, a team of six independent experts examined each descriptor against the theoretical framework to determine congruency between the theoretical framework foundations and the descriptors found in the two 12-level scales.

Then, independent experts with advanced knowledge of the Common European Framework of Reference, the guidelines of the American Council for the Teaching of Foreign Languages and the *Échelle québécoise des niveaux de compétence en français pour les personnes immigrantes adultes* validated the common CLB and NCLC theoretical framework against these language proficiency frameworks in order to evaluate whether it conformed in principle to basic standards for reliability and validity. Over the coming months both scales will be fine-tuned in light of the findings of the validation team and independent experts.

CCLB is currently in negotiations with Ontario, Alberta, British Columbia, Saskatchewan and Manitoba to secure funding for the third phase of validation, during which the two documents will be validated in the field through a variety of means, including the use of exemplars and focus groups.



CLIC en ligne

During the 2010-2011 fiscal year CCLB continued the development of the *CLIC en ligne* program.

Levels 3 and 4, which had been developed by the *Conseil des écoles publiques de l'Est de l'Ontario*, were reviewed and levels 5, 6 and 7 were created, uploaded and tested.

As part of this mandate, CCLB also researched different existing models of management structure, as well as promotion, recruitment and registration procedures. This allowed CCLB to field test selected models and the present recommendations to CIC for the implementation of the course.

After the course was field tested and reviewed, CCLB managers and CIC representatives decided to update the content of the course and enhance the delivery platform by using the tools available on Web 2.0 thus making the platform more user-friendly.

CCLB hired the *Centre franco-ontarien de ressources pédagogiques* to create interactive activities and improve the ergonomics and visual presentation of the course. These changes make the course much more dynamic and user-friendly. CCLB also hired a new team of editors to refine the content of the course and align it to the revised NCLC scale.

All newcomers eligible for federally funded French language training will also be eligible to these online courses. This will benefit those who live in Francophone communities in language minority situations, those who

live in remote communities of the province, and those who cannot attend regular classes due to family or employment obligations.

This project will continue throughout 2011 and the course will be officially launched in Ontario at the end of June. This marks a turning point in CCLB's evolution as it will now become a frontline provider of services for newcomers.

A CCLB team will implement a promotion and recruitment plan and registration is expected to start in the spring of 2011.



Occupational Language Proficiency Test – Engineers Canada

In 2009-2010 CCLB was contracted to develop a test for Engineers Canada to assess the language proficiency in English and/or French of international engineering graduates (IEGs) in Canada. This project continued throughout the 2010-2011 fiscal year and ended March 31.

The level required for engineers is a CLB or NCLC 8 for writing and speaking skills, as shown by an earlier study benchmarking the language demands of the profession. This test addresses the four language skills and has content specific to both generic and particular engineering disciplines (chemical, civil, electrical and mechanical). The English test is called the Engineers Canada Language Assessment Battery (ECLAB) and the French, *Batterie d'évaluation linguistique - Ingénieurs Canada* (BÉLIC). This initiative was funded by the CIC Foreign Credentials Referral Office.

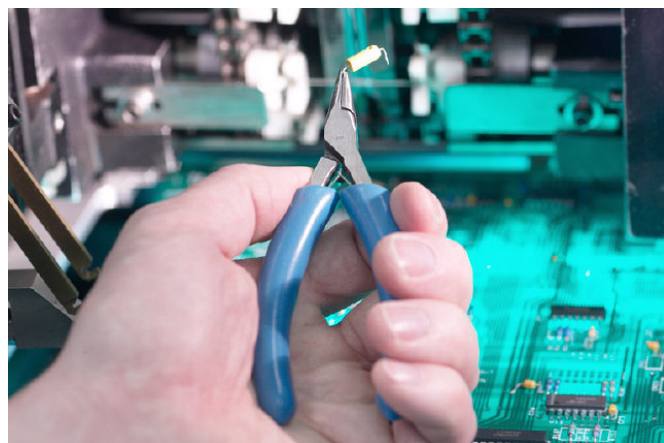


Engineers Canada had a pan-Canadian advisory committee made up of engineering associations, bridging program service providers, and universities which provided advice and content reviews throughout the project.

By December 2010 the English pilots for ECLAB were completed with much help and support from various training providers and engineering associations across Canada. Pilots were carried out with 217 candidates in Alberta, British Columbia, Manitoba, New Brunswick and Ontario. The complete English version of the Engineers language proficiency test (ECLAB) was delivered and is ready to roll out across Canada. The French version (BÉLIC) was also delivered but, due to lack of funds and difficulties in recruiting French-speaking pilot participants, the pilot study has not been completed.

Since the initial funding by the CIC Foreign Credentials Referral Office has ended and will not be renewed, Engineers Canada is actively looking for other financial resources and partnerships from the provinces to complete the French pilot study.

CCLB is looking forward to tackling the challenge of completing the French test and delivering the final version that will be used with French-speaking IEGs.





Portfolio-Based Language Assessment (PBLA) Workshop Series

Portfolio-Based Language Assessment (PBLA) is a teacher-based approach to formative (on-going assessment *for* learning) and summative (assessment *of* learning) language assessment that is integrated into the teaching/learning cycle. It is a process that engages both teacher and student regarding the student's progress in acquiring language proficiency in relationship to the student's goals.

CCLB, in collaboration with CIC NHQ as well as three trainers, organized and facilitated a series of workshops for LINC instructors during the Ottawa PBLA field testing. A system of mentorship was put into place, as Lead Instructors were chosen and mentored during the

process. Once the training ends, the Lead Instructors will support colleagues as they continue with the CIC NHQ pilot.

Over 100 LINC instructors participated in the workshop series, which ran from May 2010 to March 2011 and included the following: Task-Based Instruction (full day), Task-Based Outcomes Assessment (full day), Introduction to PBLA (full day), and PBLA Checking In (half day). A group of Lead Teachers participated in all of the workshops, in addition to seven sessions with the trainers.

The Ontario Ministry of Citizenship and Immigration supported the training for provincially funded programs in the Ottawa region. Training was provided for ESL instructors from two school boards from November 2010 through March 2011, and several Lead Teachers from the school board ESL programs joined their LINC colleagues as mentors.

Pan-Canadian Consultation on Interpretation of CLB Assessment Results and Learner Placement

With funding from CIC, CCLB initiated a pan-Canadian meeting, held in Ottawa on March 1, 2011, to discuss CLB placement practices. Invited participants included CLB-based program administrators, CLBA/CLBPT assessors and trainers, test developers, and federal and provincial government representatives.

The impetus for the consultation was concern that there are differing interpretations of test scores from the CLBA and CLBPT, and differing understandings of appropriate placements of clients into language classes based on those scores.

The fundamental premise of the CLB and supporting assessment instruments such as the CLBA and the CLBPT is consistency at a national level and this consistency is undermined by differing interpretations of placement test scores and placement policies.

The Consultation was structured around three objectives including:

1. To reach consensus on how CLB-based placement assessments relate to CLB language program placement.
2. To produce recommendations for achieving, at the national level, consistently applied interpretations of CLB placement scores for use in CLB-based language programs.
3. To discuss and agree on best practices for client-centered placement and referral that will best meet the needs of students and government-funded language programs.

CCLB will take the opportunity provided by the launch of the revised CLB to disseminate information on the clarification assessment interpretation and of program placement principles which arose from the pan-Canadian Consultation.

Online Self-Assessment

In 2010-2011 CCLB completed the development and field testing of new forms for the online self-assessment tool based on the Niveaux de compétence linguistique canadiens. This tool, developed in partnership with the Centre for Education and Training with funding from Citizenship and Immigration Canada, allows users to assess their level in listening and reading in French, which can inform their training or professional goals.

These new forms allow users to repeat the self-assessment by completing new tasks, which can help them evaluate their progress over time. They were field-tested



with 400 participants across Canada and released in December 2010.

In 2010 CET and CCLB unveiled a redesigned website and platform for the tool. The improvements include an updated, user-friendly interface and compatibility with a broader range of operating systems and web browsers.

French Placement Test: *BTC-NCLC*



In 2009-2010 CCLB completed the development of the first assessment tool for French as a second language intended for newcomers to Canada and other adult learners. The test, called *Batterie de tests de classement aux Niveaux de compétence linguistique canadiens* (BTC-NCLC), evaluates NCLC levels 1 to 8 in listening, speaking, reading and writing. It provides language assessors, FSL teachers, counsellors and program coordinators with a valid, reliable, standardized tool to place adult learners in federally and provincially funded programs or any other FSL programs. The French BTC-NCLC uses a criterion-referenced approach and assesses language proficiency using authentic communication tasks.

This project continued into the 2010-2011 fiscal year with funding from Citizenship and Immigration Canada. In March 2011 CCLB completed the two-year process of implementing the BTC-NCLC throughout Canada, excluding the province of Quebec.

CCLB has also been responsible for the licensing and certification process and for managing a database of authorized sites and assessors. CCLB has been responsible for ensuring that every testing site meets CCLB's requirements and signs a licensing agreement and for ensuring that each assessor meets the criteria and attends a two-day training session.

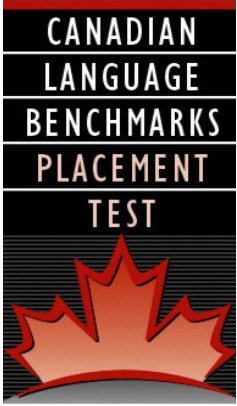
To obtain their certification, assessors must also go through a practicum period and submit scored speaking and writing samples to CCLB. These steps help to ensure test security, as well as quality and consistency in the assessment process across Canada.

Since 2009 CCLB has licensed 20 agencies to administer the BTC-NCLC and offered 10 training workshops to 43 FSL professionals across Canada. Since then CCLB has certified 17 assessors, two of whom are also certified BTC-NCLC trainers. In addition, CCLB offered its first calibration session to all assessors, certified or not.

Finally, the trademarking process for BTC-NCLC is in its final phase and will be finalized next fiscal year.



CLBPT Calibration and Regional Training for LINC Assessors



The Canadian Language Benchmarks Placement Test (CLBPT) is used in assessment centres throughout Canada to assess the language levels of newcomers to Canada for settlement and language training purposes. Since 2002 Citizenship and Immigration Canada (CIC) has been supporting the training and professional development of LINC assessors so that clients are assured of receiving a valid and fair assessment which allows accurate

placement into an appropriate program.

In 2009-2010 CCLB developed calibration workshop resources including a DVD of interviews and trainer and participant materials. In 2010-2011 CCLB continued to support LINC assessors by delivering ten CLBPT calibration sessions throughout Canada for 122 LINC assessors. Feedback from the calibration was extremely positive, with 100% of the assessors stating that the session gave them more confidence in using the CLBPT. When asked how often assessors would like to have a calibration sessions, 54% of assessors stated that they

would prefer a CLBPT calibration session every year and 40% of assessors would prefer a CLBPT calibration session every second year.

Throughout the year, CCLB delivered seven CLBPT training sessions for 38 new LINC assessors across Canada. A third edition of existing training materials, which is easier to navigate, was developed. In addition, Form 4 materials, originally intended for placement into workplace language training programs, was distributed to each LINC assessment centre for use by its certified CLBPT assessors.

An online survey for CLBPT assessors was developed to collect information on best practices, training and professional development needs, as well as information on usage of the CLBPT. Over 250 CLBPT assessors, including 92 LINC assessors, took part in the survey.

Several thousand copies of the “Understanding Your CLBPT Results” flyers were distributed across Canada. The flyer is based on CLBPT tasks as well as on the CCLB Can Do Checklists. It describes proficiency at CLB levels 1 through 8 in terms of authentic tasks that are relevant to learners. This flyer may be handed out to CLBPT test-takers and others who may be interested in what CLBPT results mean. The flyer can be downloaded in printer-friendly format free of charge from www.language.ca.

CLB and Essential Skills Initiative

In 2008-2009 CCLB, with funding from Human Resources and Skills Development Canada (HRSDC), developed a series of three workbooks as well as workshops and tools on how to integrate Canadian Language Benchmarks (CLB) and Essential Skills (ES) when teaching/training immigrants.

In 2010-2011, with funding from the Government of Alberta, CCLB trained Alberta practitioners on using the *Language for Work* series booklets. Four trainers from Alberta were chosen to deliver the training throughout the province of Alberta.

After a two-day training session in Ottawa in March 2010, the four trainers returned to Alberta to deliver workshops to practitioners there. Seventeen workshops

were delivered in Alberta during the project including twelve sessions for ESL instructors (for 230 practitioners) and five sessions for trainers and others (40+ participants).

This project, which ended in October 2010, expanded trainer capacity in Alberta on CLB and Essential Skills resources and increased the awareness of the importance of Essential Skills in the ESL classroom and of the CLB in the workplace training environment.

Copies of the booklets are offered free of charge by CCLB while quantities last, and are also available to download from the itsessential.ca website.



Professional Development Workshops for the NCLC

With funding from Citizenship and Immigration Canada CCLB designed and piloted two professional development workshops for the *Niveaux de compétence linguistique canadiens*.

The first, a half-day session, promotes the NCLC framework and its use in the francophone community and in FSL programs. It provides an overview of the framework and underlying theory, as well as information on current resources and applications.

The full-day session gives teachers more in-depth information on integrating the NCLC into the adult FSL classroom. It provides information on the NCLC continuum and on resources related to the NCLC. It also provides practical information on lesson planning and evaluation.

Between April 2010 and March 2011 CCLB offered 10 workshops to hundreds of participants across five Canadian provinces. Each workshop was customized according to the specific needs of institutions and participants.

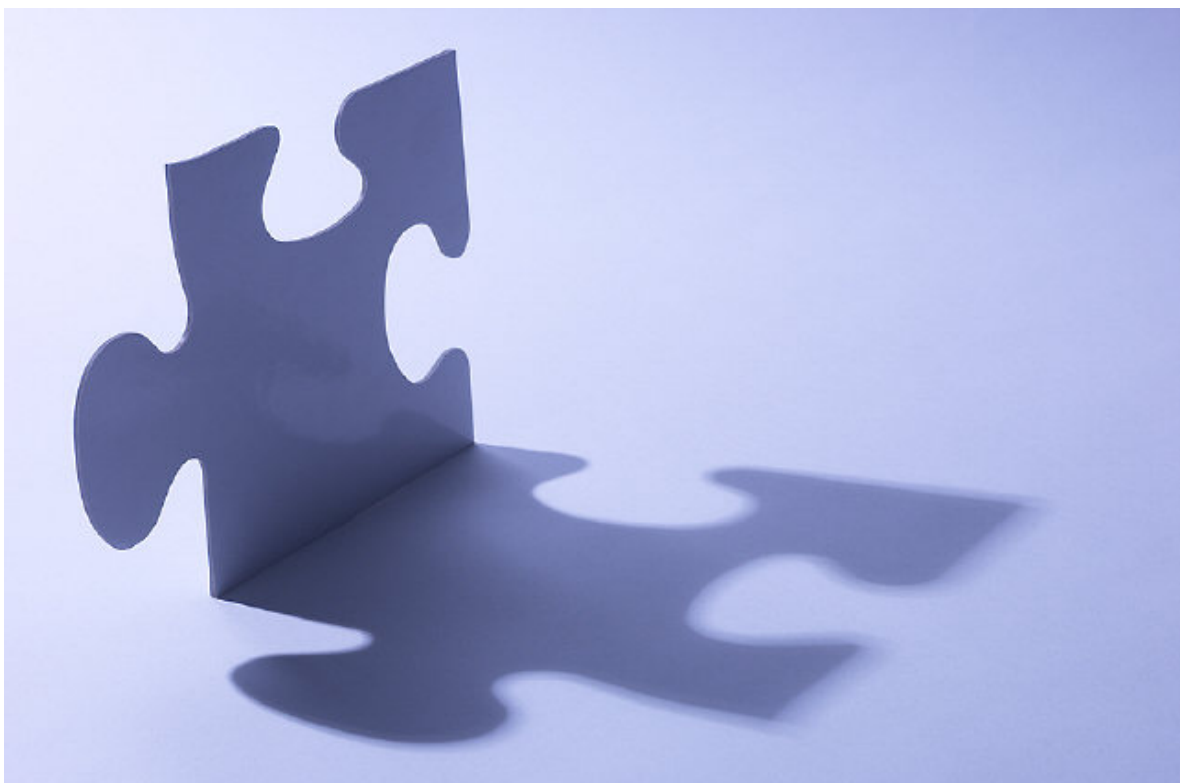
NCLC Online Introductory Modules

In 2010-2011 CCLB continued the development and piloting of introductory online modules for the *Niveaux de compétence linguistique canadiens*. These modules are intended to raise awareness of the NCLC among FSL teachers, FSL program coordinators, counsellors and employers and promote their use and application.

The first introductory module was developed in 2009-2010 with funding from Citizenship and Immigration Canada, Ontario Region. It is now available at www.nclcenligne.ca.

With funding from Citizenship and Immigration Canada, National Headquarters, CCLB designed and uploaded a second module for professionals seeking more in-depth information about the NCLC. This practical module provides useful tools, including an electronic template, which enable the natural integration of the NCLC in the process of creating learning activities.

This module was field-tested in 2010-2011 with stakeholders from the FSL community. CCLB has received very positive feedback on the new unit.





Benchmarking Occupations: Pharmacists

CCLB, in consultation with the National Association of Pharmacy Regulatory Authorities (NAPRA) and with funding from HRSDC'S Foreign Credential Recognition Program, is benchmarking the language demands (in both official languages) of pharmacists in Canada.

Following an initial planning phase in late June 2010 in which a National Advisory Committee was established to provide guidance throughout the project, a benchmarking team was contracted to collect qualitative data through job shadowing and on-site workplace observations of authentic language use. Benchmarking data is currently being collected and analysis of the data has begun.

The final report will describe the benchmark level needed to complete speaking, listening, reading, and writing tasks required of pharmacists in Canada and will provide a clear blueprint of the language requirements required to work safely as a pharmacist in Canada, based on national standards. It may also inform the development of a nationally validated language assessment for internationally trained pharmacists. CCLB is working in close consultation with the NAPRA and other pharmacy industry and regulatory stakeholders on this initiative.



Working in Canada

CCLB was funded by HRSDC to edit and revise the *Working in Canada* website to CLB/NCLC 5 level. *Working in Canada* helps immigrants and newcomers with free and useful information about finding a job in Canada. The site includes many links and references. The site was originally developed in English. CCLB was tasked with editing the English site to CLB 5 and also with trans-adapting a French site.

CCLB English and French staff and consultants worked together to ensure that the site is at a CLB/NCLC level 5 and that there is compatibility between both sides of the site. The resulting documents that will be used on the sites underwent limited field tests within the CLB and NCLC communities.

CCLB also developed a report on best practices for writing for second language readers, which was included with the final report. The project was completed in March 2011.

Bio-Economy

CCLB assisted BioTalent Canada in developing skills profiles for a number of occupations in the bio-economy. A key aspect of the profiles was the alignment of the core areas of competence and tasks with specific skills, known as Essential Skills, and then with CLB. Focus groups were held in November 2010 to identify core areas of competence. In March 2011 CCLB staff took part in interviews of 15 different members of the bio-tech economy to define the language and Essential Skills required to work in selected



An Occupational Language Analysis (OLA) defines the Canadian Language Benchmarks levels required to perform tasks related to specific jobs as defined in the Essential Skills Profiles and additional information found in the National Occupational Standards.

This information can be used by a multitude of stakeholders including job-seekers, program developers, human resources professionals, employment counsellors and sector councils. OLAs can inform individuals' professional and training goals as well as the design of language, bridge-to-employment and other programs.

CCLB formalized a training and registration process for OLA Registered Analysts, including the development of a registry of OLAs that is made available to sector councils who wish to develop OLAs. This provides the opportunity for a variety of consultants and practitioners to become OLA Registered Analysts who then can respond to sector councils' requests for proposals. In some cases, CCLB will broker the development of OLAs for a sector if requested.

Resources for Trucking Sector

In August 2010 CCLB was retained by the Canadian Trucking Human Resources Council (CTHRC) to develop and implement components of their industry-wide English as a Second Language (ESL) strategy. The project is scheduled to end in July 2011.

To date, CCLB has developed Occupational Language Analyses (OLAs) for nine trucking occupations: Truck Driver, Shunt Driver (licensed), Parts Technician*, Truck/Transport Mechanic*, Truck/Trailer Technician*, Cargo Worker, Freight Claims and Safety & Loss Prevention Specialist, Dispatcher, and Foreman/Supervisor/Manager.

Based on the OLAs, online core curriculum has been developed for the sector. An online diagnostic, which is also based on the OLAs, is being developed. This tool will inform users of the language demands of the sector and may point them toward a number of pathways, including recommendations for further language training or other industry supports if needed.

The online modules and diagnostic will be completed and field-tested with ESL and industry trainer volunteers in the coming months.

(* indicates Red Seal Trade occupations.)





ICTC Occupation Language Assessment

CCLB was retained by the Information & Communications Technology Council (ICTC) to carry out a language analysis of fourteen different workstreams or occupations in two work clusters based on the ICT Competency Profiles at the full working level. The main purpose of the project was to assess the language requirements in the sector for internationally trained individuals (ITIs) who seek work in the ICT sector in Canada, including those already in the country as well as potential immigrants still



in other countries; and for people in the sector who may be required to work in the other official language or in both official languages of Canada.

An additional purpose of this project was to inform the content being developed for an online, self-directed assessment for ITIs to help improve their English and/or French skills.

This project required extensive facilitated consultations, surveying and/or testing in English and in French (where applicable) with stakeholders (ICTC partners, ICT industry experts, and people working in the industry) to establish both evidence and substantiation to validate and benchmark the ICT Competency Profiles and training materials.

CLB/NCLC levels determined as required to work in these occupations largely ranged from CLB/NCLC 7-10+.

CCLB also developed some modules for the ICTC online learning website and a detailed description of the CLB/NCLC standards which is also posted on the ICTC website.

OLA Training for Alberta Practitioners

With funding from the Government of Alberta, CCLB trained eight Alberta ESL practitioners to become Occupational Language Analysis (OLA) registered analysts. An OLA defines the CLB levels required to perform tasks related to specific jobs as defined in the Essential Skills Profiles and National Occupational Standards.

A three-day training session was held in Calgary from August 30th through September 2nd for eight eligible practitioners from Alberta who applied to participate in the training.

The trainees completed their mentoring and registration requirements by developing sample OLAs, which were graded against a new OLA rubric.

The project ended in October 2010.



New Resources for ESL and FSL practitioners

With funds from Public Works and Government Services Canada CCLB recently developed new resources for ESL and FSL practitioners. These resources provide a multimedia orientation on the use of the CLB and NCLC as tools to support curriculum development, lesson planning and evaluation of adult second language learners. The resources include a video introduction featuring



excerpts of interviews in which practitioners described how they used the CLB/NCLC in their classrooms. The new resources also include exemplars of what language adult learners can do at the different benchmark levels.

Another useful resource is a glossary specifically designed for ESL and FSL practitioners teaching in Canada to ensure consistent use and a common understanding of terms. This glossary can be used by translators, curriculum/resource developers, ESL and FSL teachers, and teacher trainers. It is intended to reinforce best practices of language industry practitioners in Canada by providing a standardized terminology.

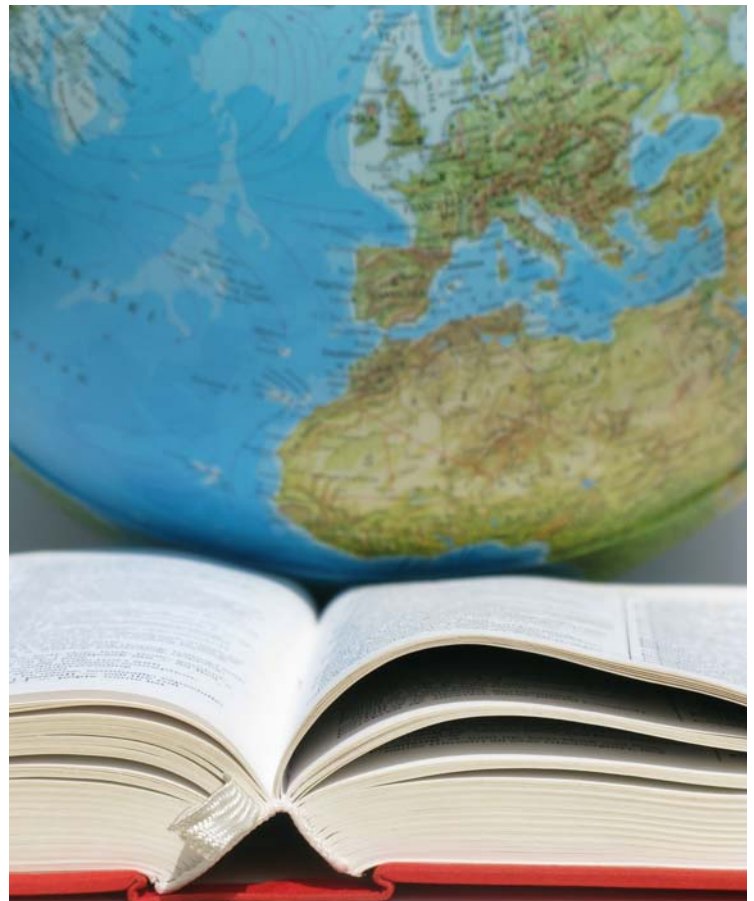
CCLB staff also delivered a series of promotional workshops to new practitioners working in the language industry, especially those working in the private sector.

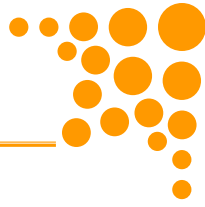
Tutela.ca

CCLB has been contracted by Citadel Rock Online Communities Inc to support the development of a bilingual online resource for ESL/FSL teachers in 2011. A shared Federal-Provincial initiative currently funded by Citizenship and Immigration Canada (CIC), the resource is both a repository and a community of practice and will be called Tutela.ca.

CCLB will survey the ESL/FSL community and determine content for the site by selecting existing ESL/FSL and LINC/CLIC material. The material will focus on Canadian content and may include a wide variety of content from teaching resources, such as lesson plans and learning objects, to funding opportunities for organizations and individuals, including links to proposal submission forms. Tutela.ca will be highly interactive, with forums, live feeds, interactive calendars and more.

Tutela.ca will be up and running in June 2011 with a small sample of items but the mass uploading of content will take place over the course of the summer and fall. Citadel Rock plans to field test the site in the fall of 2011.





Settlement Information Renewal Exercise (SIRE)

In July 2010 CCLB was subcontracted by the University of Western Ontario to do a plain language edit and review of a draft settlement information text, generated by a CIC initiative called the Settlement Information Renewal Exercise (SIRE).

CCLB was asked to make recommendations on the appropriate CLB/NCLC level for the document and determined, in consultation with CIC, that CLB or NCLC 5 was an appropriate level.

CCLB first edited the original English document and then translated it to French and edited the French document using the same methodology. CCLB also made recommendations on specific changes needed to make the content appropriate to that level.

A team of CLB/NCLC consultants and Centre staff worked on the project. The documents were then reviewed by independent CLB/NCLC experts. Both the English and French versions of the document were accepted by CIC in September 2010.

Pan-Canadian Training Framework

This project, funded by the Government of Alberta, focused on the development of a pan-Canadian CLB/NCLC Training Framework that outlines best practices for implementation in support of the recommendations endorsed by the National Consultation on CLB 2000/NCLC 2006. The two key outcomes of this project were: recommendations to develop a training framework that outlines best practices for providing implementation support to practitioners working with the CLB and NCLC; and recommendations to inform future funding proposals.

In August 2010, a group of twelve individuals from across Canada with expertise in CLB and NCLC as well as instructor professional training were convened in Ottawa. The working group discussed five key areas including scope and best practices, stakeholder responsibilities, accountability and quality, taking into account CLB and NCLC training needs and contexts, and planning for the CLB/NCLC revisions. The final report on the findings was completed at the end of October.

Working Group on French Services

In 2010 CCLB assembled a working group aimed at developing a model of implementation for language training and assessment services for immigrants in Francophone communities in language-minority settings. This project was funded by Citizenship and Immigration Canada, National Headquarters.

The group was made up of providers of CIC-funded language training programs as well as CIC representatives. It identified and defined the main areas of concern with French training and assessment services delivery and created a profile of the immigrant clientele and current training and assessment services.

It was supported by a pan-Canadian advisory committee made up of managers of language training and assessment services in the targeted communities. The members of this committee shared the realities of their respective regions and made recommendations on the model proposed by the Working Group.

The Working Group sketched a preliminary delivery model for French and English language training and assessment services and developed guidelines for its implementation in Francophone communities in language-minority settings across Canada.

CCLB submitted the final report of the Working Group to CIC in December 2010.

Analysis of the Language Demands of Red Seal Trades: Construction Electrician and Motor Vehicle Body Repair

In December 2010, Human Resources and Skills Development Canada (HRSDC) approached the Centre for Canadian Language Benchmarks to take on a benchmarking review of selected questions from two Red Seal exams. The two trade exams chosen for question benchmarking were *Construction Electrician* and *Motor Vehicle Body Repair* in both official languages, English and French. The exam questions were benchmarked against the Canadian Language Benchmarks (CLB) and the *Niveaux de compétence linguistique canadiens* (NCLC).

The objective of this project was to determine the current reading competency levels of HRSDC selected English and French Red Seal examination questions to ensure consistency in the development of Red Seal examinations over time.

The method used by the CCLB researchers followed a method used in several other benchmarking projects and was similar to the other Red Seal benchmarking work done in 2007-2008.

Throughout the project, the researchers also kept in mind various aspects from the Red Seal style guide. After meticulous analysis, a full report was delivered that included the following:

- Review of the selected questions in both languages.
- Cross-referencing of the English and French exams during the review, knowing that one version was a translation of the original; this provided a verification of the stems and responses as well as the accuracy of the terms.
- An analysis by item including grammar, vocabulary, and structure of question stems and the four answer choices.
- Review and benchmarking levels assigned per question, per section, and overall for the questions based on cross-referencing to the CLB 2000 and the NCLC 2006 documents.

The questions were reviewed under secure conditions at HRSDC offices.



Learning Activities

Citizenship and Immigration Canada (CIC), Ontario Region has funded CCLB to develop learning activities for *Cours de langue pour immigrants au Canada* (CLIC) classrooms based on the existing LINC model.

To do so, CCLB will conduct a survey with existing CLIC service providers in order to determine what is needed for the classroom and develop activities that meet those needs.

CCLB will also create an instructor's manual, which will serve as a guide to linking the *Niveaux de compétence linguistique canadiens* with the classroom.

The activities will be available in printed format as well as online.

The deliverables will be submitted to CIC, Ontario Region during the 2011-2012 fiscal year.

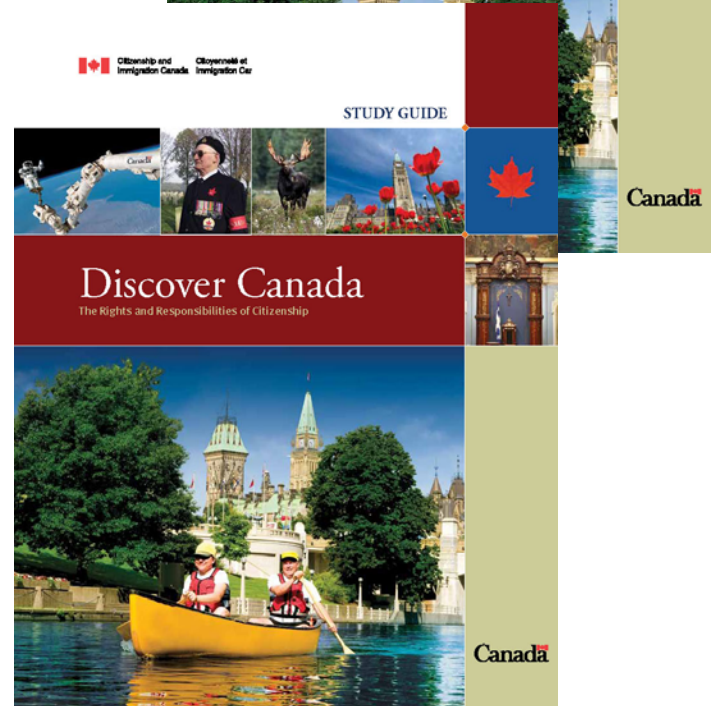


Discover Canada/Découvrir le Canada

Discover Canada and *Découvrir le Canada* are the reference guides developed by CIC to help immigrants study for the Citizenship test. The guides, which are available on the CIC website, were developed by CIC without involvement from CCLB.

The guides are written at a higher level than the CLB 4/NCLC 4 levels identified as the approximate language level needed for success on the Citizenship test. CIC therefore sought a way of making the guides more readable without having to undergo extensive revision.

CCLB was tasked with creating glossaries to make Discover Canada and *Découvrir le Canada* more readable to applicants at a CLB or NCLC level 4. This challenging task involved CCLB staff and consultants working closely with CIC to ensure that the glossaries met the required CLB/NCLC levels and explained the vocabulary in the specific context of the texts. The project was completed in 2010.



Citizenship Resource to Accompany Discover Canada

The Toronto Catholic District School Board (TCDSB) has created a very interesting study guide to help immigrants prepare for their Citizenship Test. This seven-chapter book has many activities, video clips and audio samples targeted towards an audience at or near CLB level 4. In December 2010 CIC contracted CCLB to translate and adapt the documents for users whose first official language is French.

CCLB had the document translated and a team of consultants adapted the resource and related materials. They created new audio samples, reviewed all of the video clips and selected equivalent French ones, completely updated the resources and ensured that all the tasks were appropriate for an audience at NCLC level 4.

CCLB ran a small pilot in March 2011 and had five independent reviewers provide feedback which was incorporated into the draft version. CCLB desktop published the guide to give it a look and feel similar to that of the English version and delivered it to CIC March 31.

Citizenship Judges' and Officers' Training

In the spring and summer of 2010 CCLB developed screening and assessment tools, in both English and French, for use in evaluating the language level of Citizenship applicants.

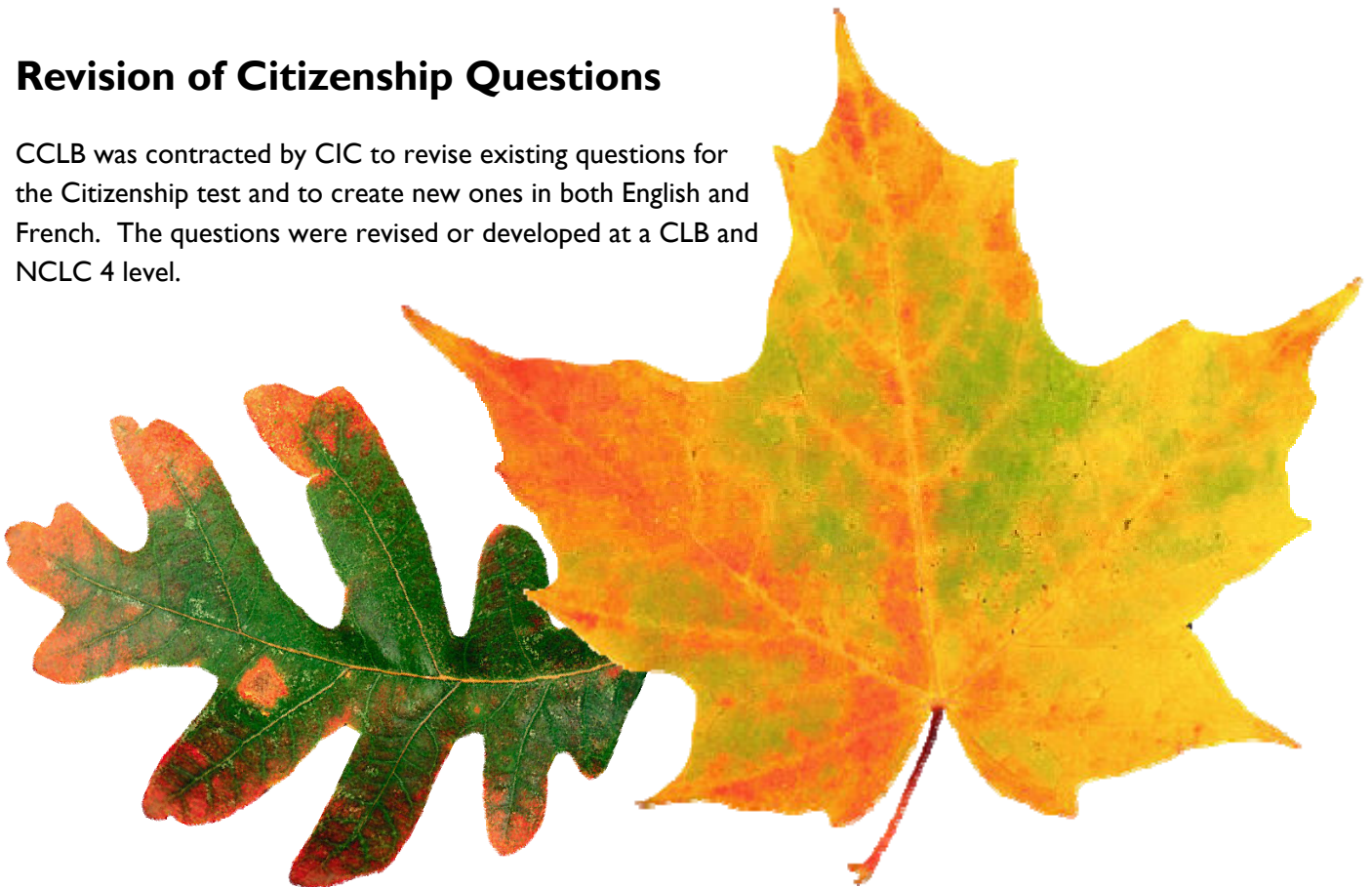
CCLB also developed training workshops on the tools for Citizenship Judges and Citizenship Officers as well as a train-the-trainer workshop to allow Citizenship Officers to train their peers.

In fall 2010 CCLB trained all the Citizenship judges in Canada at one-day sessions held in different parts of Canada. CCLB also used a train-the-trainer model to begin training all the Citizenship officers in Canada. The Citizenship tools were piloted and went in full-scale use in Canada in November 2010.



Revision of Citizenship Questions

CCLB was contracted by CIC to revise existing questions for the Citizenship test and to create new ones in both English and French. The questions were revised or developed at a CLB and NCLC 4 level.





In 2010-2011 CCLB participated in the following conferences:

CESBA Spring Conference

TESL Ontario Conference

ATESL Conference

Metropolis Conference

CAPLA Conference

2010 LINC Assessors' Conference

Forum provincial des réseaux de soutien à l'immigration francophone de l'Ontario

Languages Canada Conference

Savoir, c'est pouvoir

CSTD Conference

Committee work:

CLARS committee

CESBA ESL/FSL committee

Organizations with which CCLB collaborated:

Canadian Alliance of Physiotherapy Regulators

Canadian Child Care Human Resources Sector Council

Canadian Grocery Human Resource Council

Canadian Tourism Human Resources Council

Centre for Education and Training

La Cité collégiale

Collège Boréal

Conseil des écoles publiques de l'Est de l'Ontario

Engineers Canada

Human Resources and Skills Development Canada

Information and Communications Technology Council

Ontario Skills Passport

Red River College

Statistics Canada

TESL Canada

TESL Ontario

The Centre for Canadian Language Benchmarks gratefully acknowledges the financial and in-kind contributions of the following funders in support of its projects and activities:

Government of Canada

Integration Branch, Citizenship and Immigration

Ontario Region, Citizenship and Immigration

Office of Literacy and Essential Skills, Human Resources and Skills Development

Public Works and Government Services Canada

Alberta

Immigration Policy and Programs Branch, Alberta Employment and Immigration

British Columbia

Ministry of Jobs, Tourism and Innovation

Manitoba

Adult Language Training Branch, Manitoba Labour and Immigration

Nova Scotia

Nova Scotia Office of Immigration

Ontario

Ministry of Citizenship and Immigration

Québec

Politiques, programmes et promotion de la francisation, Direction générale de la francisation, ministère de l'Immigration et des Communautés culturelles

Saskatchewan

Immigration Services Division, Ministry of Advanced Education, Employment and Immigration



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** No longer employees of CCLB as of March 31, 2011



The condensed financial information below has been extracted from CCLB audited financial statements. The report of Welch LLP, the auditors, and complete audited financial statements, which include notes and more detailed supplementary financial information, are available for examination by contacting CCLB at info@language.ca.

Statement of Financial Position as of March 31, 2011

<u>ASSETS</u>	<u>2011</u>	<u>2010</u>	<u>ACTIF</u>
CURRENT ASSETS			ACTIF À COURT TERME
Cash	\$ 1,203,127	\$ 359,557	Encaisse
Contributions receivable	2,547,574	705,144	Contributions à recevoir
Other receivables	426,305	526,148	Autres débiteurs
Inventory	19,405	25,030	Stocks
Prepaid expenses	21,197	21,723	Dépenses payées d'avance
HST/GST recoverable	<u>47,245</u>	<u>-</u>	TVH/TPS à récupérer
	<u>4,264,853</u>	<u>1,637,602</u>	
EQUIPMENT			ÉQUIPEMENT
Computer equipment	10,618	10,618	Matériel informatique
Office equipment	<u>822</u>	<u>822</u>	Matériel de bureau
	11,440	11,440	
Less accumulated amortization	<u>(11,440)</u>	<u>(9,599)</u>	Moins amortissement cumulé
	<u>-</u>	<u>1,841</u>	
	<u>\$ 4,264,853</u>	<u>\$ 1,639,443</u>	
LIABILITIES AND NET ASSETS			PASSIF ET ACTIF NET
CURRENT LIABILITIES			PASSIF À COURT TERME
Accounts payable and accrued liabilities	\$ 1,319,315	\$ 749,828	Créditeurs et frais courus
GST payable	-	9,405	TPS à payer
Deferred contributions - note 5	<u>1,843,601</u>	<u>172,244</u>	Contributions reportées - note 5
	<u>3,162,916</u>	<u>931,477</u>	
NET ASSETS			ACTIF NET
Internally restricted - equipment	-	1,841	Affecté à l'interne - équipement
Unrestricted	<u>1,101,937</u>	<u>706,125</u>	Non affectés
	<u>1,101,937</u>	<u>707,966</u>	
	<u>\$ 4,264,853</u>	<u>\$ 1,639,443</u>	



Statement of Operations and Changes in Net Assets Year Ended March 31, 2011

	<u>2011</u>	<u>2010</u>	
Revenue			Revenus
Citizenship and Immigration Canada (CIC)	\$ 1,131,678	\$ 753,227	Citoyenneté et immigration Canada (CIC)
Human Resources and Social Development Canada	165,737	124,575	Ressources humaines et développement social Canada
CIC - Ontario	1,346,061	488,049	CIC - Ontario
Government of Ontario	29,593	269,169	Gouvernement de l'Ontario
Government of Alberta	119,595	104,503	Gouvernement de l'Alberta
Government of Saskatchewan	5,000	5,000	Gouvernement de la Saskatchewan
Government of British Columbia	-	70,000	Gouvernement de la Colombie-Britannique
Government of Nova Scotia	5,000	10,000	Gouvernement de la Nouvelle-Écosse
Resource and Training Unit	1,479,005	837,122	Service des ressources et de la formation
Miscellaneous	<u>96,286</u>	<u>22,064</u>	Divers
	<u>4,377,955</u>	<u>2,683,709</u>	
Expenses			Dépenses
Office (schedule)	251,008	328,779	Bureau (annexe)
Personnel (schedule)	658,240	621,989	Personnel (annexe)
Board (schedule)	39,410	40,232	Conseil d'administration (annexe)
Conference and memberships (schedule)	4,578	9,541	Conférences et frais de membres (annexe)
			Service des ressources et de la formation - note 6
Resource and Training Unit - note 6	1,090,389	545,088	Services contractuels
Contract services	1,712,429	640,882	Frais professionnels
Professional fees	14,250	27,652	Frais de déplacement du personnel et des contracteurs et frais associés
Staff and contractors' travel costs and associated fees	211,839	149,524	Amortissement
Amortization	<u>1,841</u>	<u>5,720</u>	
	<u>3,983,984</u>	<u>2,369,407</u>	
Net revenue	393,971	314,302	Revenu net
Net assets at beginning of year	<u>707,966</u>	<u>393,664</u>	Actif net au début de l'exercice
Net assets at end of year	<u>\$ 1,101,937</u>	<u>\$ 707,966</u>	Actif net à la fin de l'exercice

Language
is the key.



*La langue,
c'est la clé.*

www.language.ca

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