



Centre for
Canadian Language
Benchmarks

Language is the key.



ANNUAL REPORT | 2003 - 2004



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.

Our Mandate

To develop, promote and conduct research in support of the Canadian Language Benchmarks (CLB) and the *Standards linguistiques canadiens* (SLC)¹, and to encourage the alignment of curriculum and program structure with the Canadian Language Benchmarks and the *Standards linguistiques canadiens*.

Our Standard Goal

Our goal is 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

- > To develop and promote the Canadian Language Benchmarks and the *Standards linguistiques canadiens*
- > To establish a certification system for CCLB recognized tests, assessors and testers, CLB and SLC experts and materials
- > To establish and maintain standards to govern a comprehensive national CLB and SLC assessment system
- > To promote the alignment of existing second language curricula, assessment tools and program structures with the CLB and SLC
- > To promote the development of new curricula, assessment tools, tests and program structures that align with the CLB and SLC
- > To conduct, apply and promote research in support of the above objectives.

Organizational Development Goal

To develop efficient, effective, inclusive organizational structures, supports and process 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 Executive Council, Board of Directors and CCLB staff.
- 3 To operate the CCLB 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 provide services and products in a timely manner.
- 7 To review mandate, goals, objectives and bylaws, and undertake strategic planning on an ongoing basis.
- 8 To engage in forward planning on a continuing basis.



¹ SLC refers to the Niveaux de compétences linguistique canadiens



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Centre for Canadian Language Benchmarks

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Report From the Chair

2003-2004 was an exciting year of unprecedented growth at the Centre for Canadian Language Benchmarks (CCLB). The increase in the number of staff, the number and type of projects, and the far reaching and significant impact of the Canadian Language Benchmarks (CLB) marked important milestones in the organization's history.

I am pleased to acknowledge the contributions made by the hard working and committed 19 members of the CCLB Board of Directors and I want to pass on thanks and good wishes to those members who left the board this past year. Most board members serve with the support of their employers so I would also like to recognize the employers for their ongoing commitment to the CLB and the work of the centre.

The Executive Council met several times during the year. Long term strategic planning takes on new and exciting turns each year as new opportunities are presented and the uses and influence of the CLB become known throughout the country.

This past year, the board bylaws were reviewed and revised to reflect the current realities and the growth of the organization.

The unfaltering and tireless efforts of Pauline McNaughton, the Executive Director, continued to provide the foundation for all of the CCLB's many activities. Pauline, in addition to promoting the use of the CLB, speaking at conferences, managing the budget and the dynamic centre and all its activities, writing proposals and reports, was able to advertise and fill a number of new staff positions. The many accomplishments this past year indicate the high quality of their work.

Since the CLB standard was introduced and the CCLB was established, countless immigrants, teachers, programs and organizations have benefited. Any successful organization relies on the efforts of those that put the resources to work in effective and tangible ways. I am very proud to have had the opportunity to work with so many dedicated staff, committed board members and other partners that not only enrich our communities but also have such a meaningful impact on individual lives.

Margaret Pidlaski
Chair

“Since the CLB standard was introduced and the CCLB was established, countless immigrants, teachers, programs and organizations have benefited.”





Report From the Executive Director

The Canadian Language Benchmarks are becoming increasingly recognized as the national standard for describing, measuring and recognizing the second language proficiency of adult immigrants to Canada, in both official languages. This has resulted in tremendous growth and increase in activity at the Centre for Canadian Language Benchmarks, evident throughout this publication.

I would like to thank our many partners for their considerable contributions and commitment to the success of the entire Canadian Language Benchmark initiative, in particular the Board of Directors and the organizations and governments that they represent. A special thank you to Margaret Pidlaski, who brought considerable expertise and vision to her role as Chairperson, offering leadership and direction during a year of intensive strategic planning and critical reflection on the roles and responsibilities of the CCLB.

The necessity of a national standard such as the Canadian Language Benchmarks has never been more important. The Centre for Canadian Language Benchmarks principle goal is to provide leadership in support of the Canadian Language Benchmarks as a practical, fair and reliable national standard, improving access and opportunity for living and working in Canada.

The CCLB continues to grow in order to better serve and support a growing and diverse CLB community of practice. New staff positions have been created over the year in both administration and project management and coordination.

- > Assistant Executive Director, Ed Lovell, has leadership in areas related to financial administration, human resources and contract management.
- > Project Coordinator, Mark Collings, is responsible for establishing a Project Management Office (PMO) at the CCLB. The PMO will ensure a systematic project management process is carried out, involving consultation with stakeholders at all stages of project development. This new project management process delineates the steps and approval stages in order to ensure funders are satisfied and that the delivered product meets organizational goals and objectives.
- > Test Development Coordinator, Pat Meek, has worked at the CCLB for a couple of years now as CLBPT Lead Trainer on a contractual basis. This role has expanded over the past year to include consulting and coordination of a number of test development related projects and proposed projects.
- > Project Manager, Louise Matte, provides leadership in the national implementation of the new French Canadian Language Benchmarks, and a number of related development and support activities.



“The necessity of a national standard such as the Canadian Language Benchmarks has never been more important.”

- > Project Manager, Rebecca Gowan, oversees two projects funded by Human Resources & Skill Development Canada which involve bridging two national skills standards: the Canadian Language Benchmarks and HRSDC’s Essential Skills for the Workplace.
- > Communications and Office Administrator, Mélanie Boucher, ensures the effective operation of the office while overseeing the Centre’s communications activities and website development.
- > Administrative Assistant, Rachel Briere, provides a wide variety of support services to the whole staff team, with key responsibilities for maintaining the communications database and processing orders and special requests for materials.

The CCLB looks forward in 2004-2005 to supporting a growing CLB community of practice that spans education, training, community

Pauline McNaughton
Executive Director



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The following projects were completed in 2003-2004

1. Canadian Language Benchmarks Placement Test for Admission to Post-Secondary Education

Organization: NorQuest College

This research project was implemented from August 2002 to June 2003. The aim of the project was to establish the CLB or CLBPT as the language proficiency standard assessment instrument for learner outcomes from NorQuest College's ESL Intensive program and for admission to the College's Health Career Programs. The activities in this project included the language assessment of Health Care Aide (HCA) learners, the analysis of training materials and consultation with HCA instructors as well as the language assessment of finishing ESL Intensive learners. The findings are as follows: The CLBPT is a viable admission measure for entrance to the Health Care Aide (HCA) program at NorQuest College. The HCA learners achieved an average of CLB 6; however analysis of course materials and observation of class activities produced an average of CLB 7. Learners with lower CLB levels can succeed in training if they possess appropriate prior training or experience, motivation, effective study skills and academic support.

Deliverable: Canadian Language Benchmark standard established for admission to Health Care Aide program

at NorQuest College. Data from focus group survey regarding challenges of career training in a second language

Contact person: Anna De Luca,

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e-mail: anna.deluca@norquest.ca

2. Fast-track Course for ESL-foreign-trained Health Professionals Re-entering as Practical Nurses

Organization: NorQuest College

This project commenced in December 2003 and is expected to be completed in October 2004. The goal of the project is to develop an ESL bridging course that will assist foreign trained health professionals to successfully complete the Practical Nurse training programs, particularly the fast-track Practical Nurse Re-Entry Program at NorQuest College. Some of the activities in this project include:

- > Identifying potential knowledge and skill gaps that exist for foreign-trained professionals when confronted with the materials and activities used for the PN courses at NorQuest College, and as a result determine key elements that need to be included in a bridge course



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- > Developing specific modules that address the identified gaps in language and culture, skills and knowledge. The preliminary topics that have been identified are vocabulary, background information on the health care system and workplace culture in continuing care and acute care facilities where practical nurses are employed. All of the language activities within the modules will be CLB-referenced.
- > Using hybrid technology models to deliver some of the modules.

Deliverable: A bridging course for foreign trained health professionals that addresses the communication and socio-cultural issues in practical nursing.

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3. Developing Integrated Programming for Immigrant Professionals

Organization: Edmonton Mennonite Centre for Newcomers – Career & Employment Services Department

The project involved the derivation of a conceptual model for the development of integrated bridging programs (for internationally educated professionals (IEPs) from the processes and outcomes intrinsic to EMCN's long-running and highly successful Engineers and Technologists Integration Program (ETIP).

The model is premised upon a client-centred *constructivist* approach to the alleviation of the *personal, environmental, social, and systemic* barriers faced by IEPs. All programs built on the ETIP model will focus on providing a Bridge to professional practice in the Canadian labour market.

The four main components of the model, *Information, Assessment, Bridging, and Facilitated Job Search*, including their *constituent modules*, are configurable to, and able to accommodate, the accreditation processes of most professions. A key objective (extending beyond the dedicated intensive ESL/ ESP module in the bridging component of the program) will be to enhance *occupation specific (professional) communications in English* — skills that are essential for professional practice.

Deliverable(s):

- a. "Developing Integrated Programming for Immigrant Professionals" This paper describes the historical development of ETIP and the derivation of the essential components of the programming model. For a PDF file of the report, please go to www.emcn.ab.ca. Go to More Information – Critical Readings and Research.



- b. "An Integrated Bridging Program for Accounting Professionals" – an application of the derived model. The pilot program is currently running at EMCN at its Path to Employment location
- c. "Professional Communications for Internationally Educated Accounting Professionals" – a CLB-referenced curriculum for the Professional Communications module in the program of studies of the program's bridging component.

Contact person(s)

RE: The ETIP Model / Program Development:

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SAM assessment tasks at each CLB level include formal tasks and informal tasks such as in-class observation tasks with prior student preparation and portfolio tasks that students complete on their own time.

4. SAM (Summative Assessment Manual), Stage I.

Organization: G.P. Smith Consulting Inc., Edmonton

Work has been completed on SAM: Summative Assessment Manual, for Canadian Language Benchmarks Stage I. SAM is a resource for teachers in publicly funded adult ESL programs. Its purpose is to help assess and communicate in a consistent way learners' achievement of the *Canadian Language Benchmarks* competencies and standards towards which they have worked for a period of time, e.g. for one or two sessions.

SAM assessment tasks at each CLB level include **formal tasks** and **informal tasks**, such as in-class observation tasks with prior student preparation and portfolio tasks that students complete on their own time. The teacher chooses a formal or informal assessment strategy depending on learner and program characteristics. SAM is a flexible assessment system that can be used by both formal, traditionally structured main stream ESL programs as well as by the more community-oriented ones.

SAM material had been piloted in the ESL classrooms in Edmonton, Windsor, and Winnipeg, and at the ILVARC (Calgary) and LARCC (Edmonton) assessment centres.

At the moment, the SAM CLB 1-4 manual is in the pre-printing and publication production phase. SAM comes in two volumes: SAM CLB 1-2, and SAM CLB 3-4.

This project was funded by Alberta Learning, CIC Edmonton and the CCLB

Contact: Contact the CCLB for information about distribution of the SAM materials (613-230-7729 or at info@language.ca)

5. Using the CLB in Classroom-based Assessment

Organization: Tara Holmes & Associates, Inc.

The goal of this project is to support ESL teachers in developing effective formative assessment strategies based on the Canadian Language Benchmarks. The project will result in a resource book and accompanying video that will include:

- > Scenarios showing how teachers incorporate formative assessment into their lesson planning.

- > Assessment strategies for specific skill areas.
- > Sample evaluation tools
- > Learner samples (speaking and writing) at several benchmark levels
- > Evaluation of learner samples.
- > Discussion questions and sample activities for use in professional development workshops

Once completed this resource will be available for purchase through the CCLB (613-230-7729 or at info@language.ca)

Contact person: Tara Holmes

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e-mail: taraholmes@shaw.ca

6. Benchmarking Adult Rates of Second Language Acquisition & Integration: how long and how fast?

Organization: University of Calgary

This two-year study tracked the rate of English language acquisition for 1,385 adult immigrants who were enrolled in a variety of language instruction programs including LINC, employment and post secondary language instruction. A team of certified assessors used different versions of the Canadian Language Benchmarks Assessment (CLBA) in a cycle of repeated assessments to measure changes in the participants' language proficiency. The changes in language proficiency were calculated in terms of the actual number of hours of instruction needed to move from one benchmark to the next, across the range of benchmarks from CLB 1-8. The final report identifies and explains rates and trends in the language acquisition of adult immigrants as they seek to further their social and occupational integration, through destination language acquisition. The findings are of interest to policy makers, funders, program administrators, language teachers and ultimately to the learners themselves. The report can be obtained from the CCLB website or by contacting the researchers directly.

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7. Student Assessment Chart

Organization: ASSIST Community Services Centre

ASSIST Community Services Centre, an immigrant services agency in Edmonton, Alberta, is using the CLB as a reference in the development of a student assessment form in the LINC program. The document summarizes the CLB skill levels into a chart in which the instructors can indicate, on a scale, the proficiency level that each student has demonstrated over the term. It will be used as a more formalized tool in indicating promotion in LINC levels.

The form has the advantage of being an easy-to-use, quick reference for the teacher, a clear guide to the student on current skill level and future goals, and a good indicator to other instructors or even institutions on the communicative abilities and LINC levels of transferring students.

Contact person: R. Christine Land, Adult Learning Program Coordinator

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- young adult ESL literacy learners
- > Course guide for *The Young Adult ESL Literacy Program*. This course guide focuses on reading and writing skills, essay writing skills, spelling, vocabulary and grammar. It includes instructor orientation materials, 8 unit outlines based on themes relevant to the interests of the learner age group and a list of suggested resources.
- > Assessment tools:
 - Competencies checklists based on a combination of the *Canadian Language Benchmarks 2000: ESL for Literacy Learners Phases II and III* and *Alberta Learning's English as a Second Language Senior High Curriculum*. These checklists are used to monitor day-to-day learner progress.
 - Reading and writing pre-/post tests
- > Materials that assist learners with the writing process
- > Graded reading materials

Contact Person: Diane Hardy

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dhardy@bowvalleycollege.ca

8. Young Adult ESL Literacy Project

Organization: Bow Valley College

This project included two phases:

Phase I: Needs assessment, research report and resource development

A research project was undertaken in 2002-2003, focusing on the language training needs of young adult ESL literacy learners no longer eligible for high school programs, but not advanced enough to move into upgrading or other training programs. Based on the findings, a course guide, assessment tools and teaching materials were developed.

Phase II: Delivery of the pilot program (2003-2004)

Learners participated in a one-year ESL literacy course, The Young Adult ESL Literacy Program, which incorporated the assessment tools, course guide and materials that had been developed previously. They attended small group classes led by qualified instructors and met with a career advisor to set up plans to reach their educational and career goals. At the end of the year, all learners showed impressive gains in their reading and writing levels.

The following **deliverables** were developed as part of the Young Adult ESL Literacy Project:

- > *Research Report: Effective Post High School Programming: Evaluating the Needs of Immigrant Youth with Literacy Issues*, This report outlines the demographics and needs of

9. Industry Specific Pre-Employment Language Development for Immigrants in Rural Alberta Communities – Phase One

Organization: Bow Valley College

The intent of this project is to aid immigrants in acquiring the necessary language skills in order to gain employment in industries in rural Alberta. This will be achieved by developing a framework/process model, referenced to the CLB and Essential Skills, for producing industry specific pre-employment English for the Workplace curricula. The framework will allow for addressing the specific language needs for employment in chosen industries. The usability of this framework will be demonstrated by developing a curriculum for a selected focus (sample) industry and by running a pilot program using the developed curriculum. The focus industry selected is Food Processing and the curriculum will target learners in the CLB 3-4 range.

The deliverables of this project are:

- a. a framework for curriculum development and
- b. sample curriculum for ESL workers wishing to enter the food processing industry.

Contact persons:

Mary Davison; (403) 410-3410 mdavison@bowvalleycollege.ca

Lorene Anderson; (403) 247-3308 lorene.anderson@shaw.ca



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10. Distribution of LINC Resources

Organization: Edmonton Catholic Schools

The program office continues to receive orders for the two LINC resources developed through a collaborative multi-provider initiative:

- > LINC Classroom Activities: Set of four CLB Referenced Teacher Resource Manuals with accompanying cassette. Contains exercises and lessons for the LINC teacher.
- > Byte Into English: A Computer Resource for Instructors Referenced to the Canadian Language Benchmarks.

Contact person: Linda Lowe

Ph: (780) 424-1596 ext. 344

Fax: (780) 424-8280

11. Support for the Canadian Language Benchmarks

Alberta Government

Alberta Learning was engaged in a number of activities related to or incorporating the Canadian Language Benchmarks. The department:

1. provided funding for operations and research initiatives of the Centre for Canadian Language Benchmarks throughout 2003/04,
2. in cooperation with Citizenship and Immigration Canada - Alberta Region, co-funded the provision of language assessment and referral services in Edmonton and Calgary, Alberta. This included the application of Canadian Language Benchmarks Placement Test and Canadian Language Benchmarks Assessment with immigrants. Both levels of government also co-funded research studies related to the application of the new Canadian Language Benchmarks Placement Test.
3. through the Basic Education Division, entered into a 3 year pilot with the 2 language assessment centres to assess the language skills of internationally trained teachers using Benchmarks related tools.
4. entered a partnership with the Adult Learning Division and the Learner Transitions Sector that resulted in the funding of a 3 year project with Grant MacEwan College. The project will incorporate both the use of the CELBAN (Canadian English Language Benchmarks Assessment for Nurses) and the Canadian Language Benchmarks into an innovative language program for internationally educated nurses taking the Nurse Refresher Program.

5. a province wide call for innovative ESL related proposals through Language Training Programs, Community Programs, required that language outcomes be defined in terms of Canadian Language Benchmarks. Of particular note in funded projects is the growing interest in finding ways to incorporate the Canadian Language Benchmarks and essential skills. The results of a number of projects related to this will be available in 2004. Another priority for the department has been an increased focus on supporting local capacity to deliver ESL programming in smaller urban and rural communities. There are a variety of innovative projects that will offer support that incorporates the Benchmarks as a foundation to delivery.

Prepared by:

Tara Holmes

ESL Expert Member, Alberta

and

Carolyn Dieleman

Provincial Government Member, Alberta

Of particular note in funded projects is the growing interest in finding ways to incorporate the Canadian Language Benchmarks and essential skills.



British Columbia Report

The Canadian Language Benchmarks (CLB) promotes an opportunity to provide English language instruction using the same descriptors and criteria in all areas of British Columbia. British Columbia has recognized the opportunities provided by the CLB by basing the English Language Services for Adults (ELSA [LINC 's equivalent in B.C.]) programming on the CLB. Consideration of the use of the CLB provincially beyond the ELSA programming gained more interest this year in the college system, and in some private language schools, both in English Second Language (ESL) program delivery and in the delivery of programming intended to improve the accessibility of immigrants to the provincial labour market.

It is hoped that the discussions currently underway will continue, and that resources that support the use of CLB at higher levels will become increasingly available. A recent survey taken of labour market access training projects in the province which included at least 20% ESL content, revealed that 16 out of 60 of them, or more than 25%, use the CLB to define language level or progression. There is reason to be encouraged by this figure, given that the CCLB has only recently focussed its attention on the use of the CLB in this area, and there is definitely room for further improvements.

British Columbia contributed more funding to the Centre for Canadian Language Benchmarks (CCLB) in fiscal 2003-2004 than it has in any previous year. It has been a strong supporter of the work that the CCLB has done in the development of the Canadian English Language Benchmark Assessment for Nurses (CELBAN). The province has supported this work financially and through board member liaison work with the provincial regulatory bodies and board member participation in an advisory capacity. British Columbia has also had a particularly strong interest in the further development and application of the Canadian Language Benchmarks Placement Test (CLBPT). Here again, this interest was reflected in the advisory assistance provided by British Columbia-based board members and by support for an even broader use of the test in ELSA placement and elsewhere.

This year Vancouver Community College (VCC) began developing CLB-aligned labour market focused curriculum at the CLB 4 and 5 levels. In addition, VCC has been supporting the implementation of the CELBAN and was recently selected as the first CELBAN pilot administration site in the country.

Camosun College has offered to support the development of alternate versions of the CLBPT, and to undertake some field-testing of the test with International students. Camosun College also arranged for a CLBPT training session for a number of their faculty, and intends to begin using the CLBPT to place students at the beginning and intermediate levels in their ESL program in the fall of 2004. Brenda Storr made a presentation about the CLB to the Deans and Directors of

Developmental Education in the fall. This was followed by a presentation to the provincial articulation Committee by Pauline McNaughton, the Executive Director of the CCLB. In addition, the Ministry of Advanced Education has selected Barbara Binczyk to be responsible for ESL programming in the province. Barbara gained experience with the CLB in her work at the Calgary Board of Education in Alberta. These factors have all been helpful in promoting the use of the CLB in the college system. In May, there will be a follow-up meeting with the Ministry of Advanced Education, and the Deans and Directors of Developmental Education around further initiatives to support the use of the CLB in BC.

In the fall of 2003, British Columbia expanded the use of the CLBPT, for its ELSA programming, into the Okanagan, the Kootenays and the Cariboo. The North of the province began using the CLBPT for its ELSA programming the previous fall. This means that as of the end of this year, only the Lower Mainland, the Fraser Valley and Vancouver Island continue to use the CLB. Again in 2003-2004, about 15,000 CLB-aligned assessments were administered for the purposes of program eligibility or placement.

One area of particular growth this year was the use of CLB-aligned test instruments to measure student progress. A recent survey of ELSA providers revealed that about 75% of the providers were using the Vancouver Community College-produced CLB-aligned progress test and about 80% were using the Vancouver Community College produced CLB-aligned exit test. Many of those not using the VCC material were using other CLB-aligned tests, such as the materials in Bow Valley College's *On Target*.

The TESL Canada Annual Conference was held in Vancouver in fall 2003, and this conference had a number of workshops oriented to the CLBs and their use in a variety of programming across Canada. This Conference provided further exposure to the use of CLBs to BC ESL professionals.

Finally, the Province of British Columbia funded a resource guide for ESL literacy instructors entitled *Adult ESL Literacy Resource Survival Guide for Instructors*. This resource offers practical information to ELSA instructors teaching literacy learners and it includes a short section on how to use the Canadian Language Literacy Benchmarks to carry out initial and formative assessments of their learners.

Prepared by:
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and
Brenda Storr
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Manitoba Report

Manitoba has had a busy year delivering a comprehensive range of Adult ESL services and initiatives, central to which continues to be the *Canadian Language Benchmarks 2000*. We continue to work closely with Adult ESL providers to ensure a coordinated system with full-time and part-time language training options for students at all levels of their language development.

Centre for Canadian Language Benchmark (CCLB) Board Involvement

This year Margaret Pidlaski, Director of the Adult Language Training Branch of Manitoba Labour and Immigration, assumed responsibilities as Chair of the CCLB Board of Directors. Chris Bertram is another board member from Manitoba. Chris represents TESL Canada on the CCLB Board. Diane Koreen, Department Head of the Winnipeg School Division (WSD) Adult ESL Program continued to represent the field on the Board. However, as Diane is retiring from her position with WSD at the end of June, she will be stepping down from her responsibilities on the CCLB Board of Directors. The field has been ably represented by Diane, and we want to wish her well in her future activities, which we understand will involve LOTS of travel and, no doubt, some teaching!

Assessment and Referral

The Assessment and Referral Centre located in the Adult Language Training Branch has had an extremely busy year as Manitoba experienced a significant increase in immigration. Over 2,975 individuals were assessed and referred to programs in 2003-2004 up from 2,444 in the previous year. Waitlists were experienced for appointments for language assessments and for many Adult ESL programs; however, the Assessment Centre worked closely with providers to manage the situation and get learners into classes as soon as possible. Nine new assessors were trained to conduct CLBPT assessments in Winnipeg and other centres in Manitoba and conducted several assessment "blitzes." By using the CLBPT, clients

could be assessed and referred to programs expeditiously to take advantage of the increased availability of language training seats.

This year, Manitoba has received an increasing number of newcomers from Sudan. The stringent living conditions that many of these newcomers have come from have often meant limited and interrupted opportunities for education. Consequently, assessors have been finding that many Sudanese newcomers have developed oral competence at a CLB 4 - 6 but are frequently lacking reading and writing skills. Therefore, we are experiencing an increased number of referrals to ESL Literacy classes.

English at Work

The English at Work program continues to offer job-specific language training at worksites in Winnipeg and throughout the Province for learners at a variety of CLB and CLB ESL Literacy levels. Programs include before/after work English classes, skill and safety training adapted for ESL workers, shop floor language coaching and volunteer language partnering. Programs are cost-shared with the participating business.

Small businesses or workplaces requiring support for only one or two workers are encouraged to participate in "The Skills Program", funded by the Manitoba Labour and Immigration and delivered by Employment Projects of Winnipeg. The following courses are offered: Advanced Pronunciation & Accent Refinement (for students who have a CLB level of 6 - 8), Understanding Fast Canadian Speech - Strategies for Listening, parts 1 & 2 (CLB 5 needed in Reading, Speaking and Listening), Conversation Master Class (CLB 6 or higher and completion of Advanced Pronunciation and Listening, part 2) Preparation for Writing (CLB 5 needed) Writing Skills, part 1 & 2 (CLB 6 - 7 needed) and Spelling for Success (CLB 5 needed). Business purchase seat-holders receive an enhanced program specific to the needs of their workplace.

For more information on any of the above programs, contact Dale Klassen at dklassen@gov.mb.ca

We continue to work closely with Adult ESL providers to ensure a coordinated system with full-time and part-time language training options for students at all levels of their language development.



Manitoba Report

Provincial Adult ESL Curriculum Initiatives

The Portfolio Assessment Working Group (PAWG) established last year to provide guidance to the implementation of a collaborative language portfolio assessment (CLPA) protocol in Manitoba Adult ESL programs developed and delivered a professional development session for teachers in programs throughout Manitoba. As a result of their work and teacher's feedback, a *Manitoba Best Practices Guide for Collaborative Language Portfolio Assessment* has been drafted and will be available to programs in the fall.



Resource Development

A group of ESL Literacy experts, led by Linda Johansson, leader of the writing team that produced the *Canadian Language Benchmarks 2000: ESL for Literacy Learners*, had completed a long-anticipated resource, the *CLB 2000: ESL for Literacy Learners Sample Tasks*. This resource, developed for distribution by the CCLB, is a 175 page compendium of reading, writing and numeracy tasks for Foundations, Phase 1, 2 and 3 students. The resource has a useful introduction that answers many frequently asked questions about ESL Literacy students and teaching. Each task in the resource is complemented by methodological suggestions.

Manitoba also produced and distributed 450 copies of a report entitled, *Canadian Language Benchmarks: A Summary of Courses, Programs, Occupations and Tests* that have been Benchmarked in Manitoba. This report has been very useful in helping learners set language learning goals for themselves and has helped mainstream programs develop realistic criteria for ESL speakers entering their programs. The report is available online at http://www.gov.mb.ca/labour/immigrate/learningenglish/pdf/benchmarking_rpt2003.pdf.

Enhanced Language Training

By building on existing programs and established partnerships, Manitoba was able to access Enhanced language Training (ELT) funds to respond to labour market integration needs in our Adult ESL population. In the 2003-2004 fiscal year, 10 ELT projects were developed in the following three categories: English for Specific Purposes, ESL Programs in Regional Centres for CLB 1-10, and Higher Levels of Language Training in Winnipeg.

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Adult Language Training Branch
and
Margaret Pidlaski
Provincial Government Member, Manitoba



Nova Scotia Report

In 2003-2004, immigration has continued to be an important priority for Nova Scotia. A significant development in this area has been the establishment of the position of Director of Immigration and Settlement Division, a division within the Skills and Learning Branch of the Department of Education. Also being developed is a Provincial Immigration Framework that will be presented to cabinet at the end of May. Once the framework has been approved by cabinet, targeted public consultations will be held during the summer. Input from these consultations will be used to develop the final Immigration Strategy, which will be presented to cabinet in September.

Skills Nova Scotia

The provincial government's **Skills Nova Scotia Framework and Action Plan** was launched in 2003. **Skills Nova Scotia** is the government's coordinated labour market strategy to ensure that all Nova Scotians have access to learning throughout their lives. It is an interdepartmental initiative led by the Skills and Learning Branch. Within this initiative, both Immigration and English as a Second Language to support labour market attachment continue as priorities for all the government departments that are involved.

Canada-Nova Scotia Skills and Learning Framework (CNSSLF)

The **Canada-Nova Scotia Skills and Learning Framework (CNSSLF)** is a partnership arrangement between the Government of Canada and the Province of Nova Scotia to support skills and learning and to provide a forum for joint planning and joint work. Immigration continues as one of the four priorities identified within the framework. The three remaining priorities are as follows: Apprenticeship, Learning and Earning; Employability, Career Development and Employment Counselling; and Labour Market Information. Several ESL-related training priorities have already been identified by the Immigration Committee under CNSSLF, including higher-level Canadian Language Benchmark (CLB) training and profession-specific language training.

Immigrants: A World of Experience

In December 2003, the Metropolitan Immigrant Settlement Association (MISA), Canadian Manufacturers and Exporters (CME), Nova Scotia Chamber of Commerce and Atlantic

Canada Opportunities Agency (ACOA) held a one-day conference on the topic *Immigrants: A World of Experience*. The conference highlighted Manitoba's positive experience with immigration. Speakers included Jim Carr, President and CEO, Business Council of Manitoba, and Art DeFehr, President, Palliser Furniture, Manitoba.

ESL Coordinating Committee

Out of the many ESL/Immigration activities in the province in 2002-2003, the Skills and Learning Branch undertook a Focus Group Activity with ESL service providers as a first step in identifying gaps and overlaps, strengths and challenges, and in developing a mechanism for the government and the community to work in a more strategic and collaborative way. This Focus Group Activity led to the establishment of an ESL Planning Team that included ESL service providers, the Nova Scotia Community College, and the Province. In 2003-2004, this group evolved into the ESL Coordinating Committee. This group developed a vision, mandate, goals and terms of reference, and was well positioned to work with the Department of Education and other partners to assist in the development of strategies to address ESL needs in the community.

Enhanced Language Training Initiative Project

After preliminary discussions in the fall of 2003, Nova Scotia signed a Memorandum of Understanding with Citizenship and Immigration Canada that provided opportunities for joint partnerships in identifying, selecting, reviewing and monitoring projects under the Enhanced Language Training Initiative (ELTI).

As a result, an ELTI proposal for 2003-2004 was submitted to CIC through the Nova Scotia ESL Coordinating Committee. This proposal was subsequently approved, undertaken and completed by the proponent for the ESLCC, Halifax Immigrant Learning Centre. This proposal was entitled *Nova Scotia Language Pathways Project*. The project contained two streams, a Health Care Sector Language Pathway Stream and an Employability Support Stream. This project is being seen by the ESLCC as a first phase, laying the groundwork for further development in these priority areas.

Nova Scotia School for Adult Learning (NSSAL)

In 2003-2004, the Nova Scotia School for Adult Learning (NSSAL) enrolled more than 4,100 learners. Through a partnership between the Department of Education and



Nova Scotia Report

school boards, colleges and community-based organizations, the School for Adult Learning provides Nova Scotians with access to a wide range of learning opportunities. Six ESL programs were funded under the community-based component of NSSAL, including several ESL tutoring programs located in provincial libraries.

English for Academic Purposes Program

The Skills and Learning Branch of the Department of Education undertook a pilot project in 2002-2003 through a partnership with the Nova Scotia Community College, other government departments and ESL service providers. The English for Academic Purposes (EAP) Program Pilot filled a critical gap that ESL service providers had identified between programs providing language training to a maximum of Canadian Language Benchmark level 5 and the standard of CLB level 8 that is required for entrance to college programs. Due to the success of the pilot, the program was funded again in 2003-2004.

English in the Workplace and Immigrant Entrepreneur Orientation Program

Other programs offered by the Branch included the English in the Workplace (EWP) Program that provided language

training to employees in their places of employment. The Branch also funded the language component of the Immigrant Entrepreneur Orientation Program run by the Metropolitan Immigrant Settlement Association (MISA). This program also included guest seminars on various aspects of Canadian business.

Study on Labour Market Attachment Needs of Immigrants in Nova Scotia

With funding from Human Resources and Skills Development Canada, the Metropolitan Immigrant Settlement Association (MISA) contracted Gardner Pinfold Consulting Economists Ltd. to conduct a study to document existing labour market attachment programs, and make recommendations regarding effective and efficient delivery of labour market attachment programs for immigrants. The overall goal of the study is to guide improvements in labour market access for newcomers to Nova Scotia. The report will be forwarded to inter-departmental and interprovincial government working groups that focus on immigration and labour market initiatives in Nova Scotia and Atlantic Canada.

Prepared by:
Jean F. Smyth
Provincial Government Member
Nova Scotia

Ontario Report

TESL Ontario and the Government of Ontario continue to provide support to the Centre for Canadian Language Benchmarks through representation on the Board of Directors, as well as through funding and in-kind contributions.

Susan Holmes served on the Board of Directors until early in 2003-2004 as the TESL Ontario representative, at which time Barb Krukowski as incoming president of TESL Ontario became the official representative. Peggy Frederikse from the Access to Professions and Trades Unit of the Ontario Ministry of Training, Colleges and Universities continued on as the Government representative.

TESL Ontario has been a supporter of the Canadian Language Benchmarks since their launch in 1996. A number of school boards offering adult ESL programs applied to the

Centre for Canadian Language Benchmarks to become licensed test administration sites for the Canadian Language Benchmark Placement Test, and/or applied to renew their license for the coming year.

TESL Ontario's membership has grown considerably in the last year and is presently at 3,433 members, 2,980 of whom are TESL Ontario certified. The Certification review board will process 200 additional certification applications in June, bringing our certified members to well over 3,000.

TESL Ontario continues to have 2 representatives on Ontario Region LINC Advisory Committee (ORLAC). ORLAC is in the process of reviewing its mandate and developing new terms of reference.



Ontario Report

The Parliamentary Assistant for the Ontario Ministry of Training, Colleges and Universities has initiated an Adult Education Review, which includes Adult ESL. TESL Ontario prepared a position paper including strong recommendations for continued use of the Canadian Language Benchmarks as the standard underlying Adult ESL programs. Similar recommendations were made in the position paper prepared by Ontario's Continuing Education School Board Administrators (CESBA). Pauline McNaughton, Executive Director of the Centre for Canadian Language Benchmarks also participated in one of the Adult Education Review discussions held in Toronto.

Our annual TESL Ontario conference, held in a new venue in 2003, was a huge success and attracted 1,004 participants – up 126 from the previous year. Numerous workshops referencing the Canadian Language Benchmarks provided opportunities for professional development and resource sharing. Five hundred attendees were from the LINC sector. The research symposium and Technology Fair were well received. For the first time, some portions of the conference were “webcast” and made available for purchase through the TESL Ontario website. This feature enables non-attendees to experience online PD, and also allows attendees to view sessions they may not have been able to attend as a result of conflicts in their schedules. This year's TESL Ontario Conference, “Language for Life”, will again be held in Toronto at the Holiday Inn on King Street from November 18th to 20th, 2004 and will again include a Technology Fair and Research Symposium.

The Ontario Ministry of Training, Colleges and Universities provided funding for the Centre for Canadian Language Benchmarks for a number of exciting projects including:

- > The *Outreach to Employer* project resulted in development and field testing of communication materials targeting employers as well as postsecondary and training institutions. Presentations at conferences and trades show, as well as the Association of Canadian Community Colleges provided extensive opportunities for interacting and networking with stakeholders from Ontario-based organizations and colleges.
- > Phase III: *National Implementation of the Canadian English Language Benchmark Assessment for Nurses (CELBAN)* project, resulted in the establishment of a CELBAN test administration site at George Brown College, in partnership with Centennial College and CARE for Nurses.
- > *CLB Impact Assessment Study* to determine the impact of the CLB as the national language standard, first implemented in 1996. Many school boards, colleges and universities participated in the survey to determine the

extent to which the CLB have achieved their purpose to provide a clear set of language performance standards. A public report on the study is expected out Fall 2004.

The Ontario Ministry of Training, Colleges and Universities in Ontario funded a number of Bridge to Employment projects to support internationally-trained professionals who want to gain employment in their chosen fields. Many of these programs referenced the Canadian Language Benchmarks for entry into their program, including:

- > Bridge to Success for Trades
- > Bridge Training for Engineering Technician and Technologists
- > Bridge Training Project for Teachers
- > CARE for Nurses
- > Career Action for Newcomers Job Search Program
- > Career Bridge
- > Employment Preparation for Retail Services
- > English for Business and Academic Purposes
- > Home Daycare Providers' Course
- > Home Support Workers' Course
- > Immigrant Women at Work Program
- > International Pharmacy Graduate Program
- > New Options for Foreign-Trained Nurses Seeking Employment in Ontario
- > Now You're Talking
- > Retail Training Course
- > Sector-Specific Terminology Information Counselling

Prepared by:

Barb Krukowski

ESL Expert Field Member, Ontario



Projects Summary

Assessment Framework and Policy Development

Project funded by Citizenship and Immigration Canada and the Government of Alberta

The Centre for Canadian Language Benchmarks (CCLB) is committed to establishing and maintaining standards to govern a comprehensive national CLB assessment system based on the Canadian Language Benchmarks (CLB), in order to foster and encourage the widest possible use and confidence in CLB assessment tools. There has been growing interest in the use of CLB assessment tools and resources both nationally and internationally in recent years. Through this project, the CCLB was able to initiate the development of a national assessment framework, and to identify new CLB assessment tools, systems, processes and services that are necessary to meet the growing demand. Consultation with experts also helped the Board of Directors to recognize recent policy issues and challenges and to identify the need for new policies and guidelines.

This project resulted in a report entitled *Conceptual Framework to Guide Development of Assessment Tools and Strategies*. This report is not being made public at this time, but is being used as an important resource to inform strategic planning. This report analyzes the current CLB-based assessment framework underlying publicly funded language training programs, identifying pathways from basic settlement language training programs to higher level language training programs, and the CLB-based assessment tools necessary to bridge to further training, employment, and professions and trades. Experts were also invited to speak to the Board of Directors regarding policy related issues and challenges facing the CLB and the appropriate use of assessment tools and supports.

As a result of the work carried out under this project, the Board of Directors has approved the development of a comprehensive CLB-based national assessment framework that will identify the systems, processes and tools currently in place, as well as identify those that need to be developed. This will inform ongoing strategic and operational planning at the CCLB and the development of new assessment tools and resources. Recent policy issues and challenges will also be addressed through further policy analysis and the development of new policies and guidelines.

For further information contact Pauline McNaughton at pmcnaughton@language.ca or call (613) 230-7729.

Bridging the Canadian Language Benchmarks & Essential Skills Projects

1. Online ES Resources for ESL/FSL Professionals

Project funded by Human Resources and Skills Development Canada (HRSDC)

This project is related to another HRSDC funded project, Language Profiling of Tourism Sector Occupations. The work began in October 2003 and is scheduled to continue until September 2005. This project was undertaken in partnership with the BC Construction Industry Skills Improvement Council.

This project has 3 key objectives. The first objective is to develop a Comparative Framework outlining how the Canadian Language Benchmarks (CLB) and HRSDC's Essential Skills for the Workplace (ES) compare as skill standards. The framework will be validated through its application to key Essential Skills resources. The second objective is to develop a set of guidelines for ESL/FSL teachers in the use of the Comparative Framework to integrate ES activities and tools into their CLB-based classes. The project will create sample lesson plans and resources integrating both the CLB and ES. The project's third objective is to create a website that supports and promotes the integration of CLB and ES resources in the classroom. The website will make the Comparative Framework, Guidelines, sample lesson plans as well as other CLB and ES resources accessible to ESL/FSL teachers and other interested stakeholders.

During this fiscal year, the main efforts of this project have been focused on start-up activities including hiring a Project Manager, establishing a National Advisory Committee to oversee the project, and assembling the project team. A group from the Southern Alberta Institute of Technology (SAIT) was awarded the contract to develop and validate the Comparative Framework which is core to this project as well as to the project Language Profiling of Tourism Sector Occupations.

Presentations about the project were given at a variety of conferences over the year, including TESL Canada, Alberta TESL, TESL Ontario, Canadian Council for Refugees. There has been a great deal of interest and enthusiasm expressed by the ESL/FSL community.

2. Language Profiling of Tourism Sector Occupations

Project funded by Human Resources and Skills Development Canada

This project is related to the project *Professional Development of Online Resources for ESL/FSL Professionals*. The work began in October 2003 and is scheduled to continue until September 2005, in partnership with the Canadian Tourism Human Resources Council.



Projects Summary

The overall purpose of this project is to develop awareness within the Tourism Sector and for immigrants and newcomers interested in employment in this sector, of how a better understanding of language standards in the workplace can facilitate more effective hiring, better training, greater employee retention, improved productivity and competitive advantage.

The work will include the development of language benchmark profiles for identified occupations within the tourism sector, based on the national occupational standards, as well as the development of a guidebook documenting the process used to benchmark occupations using national occupational profiles as a model for other sectors/employers to follow. The result will be a model of how HRSDC's Essential Skills for the Workplace (ES) and the Canadian Language Benchmarks (CLB), can together provide a clear framework for identifying, describing and measuring the key language tasks required for immigrants and newcomers to competently perform work duties.



This project will result in a methodology for creating occupational language competencies based on the Canadian Language Benchmarks, the Essential Skills Profiles and the National Occupational Standards. The project will apply the developed methodology to select tourism sector occupations to create occupational language competencies. A guidebook will be created that will present a clear framework for identifying, describing and measuring key language tasks required for immigrants and newcomers to competently perform work duties. This booklet will facilitate the process for other occupations and other sectors and will provide a 'how to' approach that will guide CLB and ES experts in profiling other employment areas. All the products resulting from this project will be made accessible online at www.language.ca.

During this fiscal year, the main efforts of this project have been focused on start up activities including establishing a National Advisory Committee to oversee both this project and the related project, *Online ES Resources for ESL/FSL Professionals*, and assembling the project team including both an in-house Project Manager and consultants. Hammond and Associates was awarded the contract to develop the methodology for carrying out this work, and a team from Vancouver Community College was awarded the contract to field test the methodology and develop tourism language competencies. Special advisors to the project include Gail Stewart and Phil Nagy.

Presentations about the project were given at a variety of conferences over the year, including TESL Canada, Alberta TESL, TESL Ontario, Canadian Council for Refugees. There has been a great deal of interest and enthusiasm expressed by the ESL/FSL community.

For further information contact Marianne Kayed, Project Manager, at mkayed@language.ca or call (613) 230-7729.

Canadian Language Benchmarks Impact Assessment Study

Project funded by Citizenship and Immigration Canada and the Governments of Alberta, British Columbia and Ontario

Last fall, the Centre for Canadian Language Benchmarks (CCLB) began a national study to determine the impact of the Canadian Language Benchmarks (CLB) and of the CCLB initiatives that support the national standard. IntraDelta, an Ottawa-based consulting group, was selected to conduct the study, the largest of its kind ever carried out in the Adult English Second Language (ESL) community in Canada. The study was designed to reach a range of stakeholders primarily through an on-line survey. In preparation, the consultants' tasks were to:

- > Develop a methodology to gather the data, identify appropriate stakeholder groups and develop the questions that would elicit responses from each group.
- > Carry out the survey and analyze the data gathered.

The focus of the survey was to determine the extent to which the CLB have achieved their intended purpose. Have they been serving as a clear set of language performance standards that can be used to develop reliable resources such as assessment tools to measure learning? Have the CLB gone beyond their intended purpose for improving the settlement and integration of newcomers?

The target groups were identified as adult ESL instructors/materials developers, assessors and learners along

Projects Summary

with program administrators, funders, ESL professionals and site managers/coordinators. Working with CCLB staff, the consultants developed databases of possible contacts within each group and drafted questionnaires that were to become the core of the information-gathering process. Face to face discussions with prospective respondents in several ESL settings led to further refinements of the questions. Fine-tuning the questionnaires was the lengthiest part of the preparation phase, in part due to the diversity of programs and their varying use of terminology.

The surveys were extensively field tested. A letter was sent from the CCLB to those who were selected for the survey explaining its purpose and requesting their participation. Information was also posted on the CCLB website. Groups had the option of filling out the survey on-line or requesting a paper version. Responses from professionals and funders were gathered through a telephone survey.

The scale of the survey, a surprising number of print-based survey responses and associated challenges in gathering the data from different formats and source groups has delayed the project beyond its original March 31 deadline. Response rates also have been higher than expected and have taken longer to analyze. Results will be available in the early fall and, along with the final report, will provide opportunities to review the initiatives of the past five years, and more importantly, to help shape directions for the upcoming years.

For further information contact Pat Meek at pmeek@language.ca or call (613) 230-7729.

Canadian Language Benchmarks Placement Test: Standards & Test Security

Project funded by Citizenship and Immigration Canada and the Centre for Canadian Language Benchmarks

The Centre for Canadian Language Benchmarks (CCLB) received funding from Citizenship and Immigration Canada (CIC) in 2002-2003 to carry out national training and implementation for use of the Canadian Language Benchmarks Placement Test (CLBPT) within the federal Language Instruction for Newcomers to Canada (LINC) program. Project funding in 2003-2004 enabled the CCLB to carry out activities related to maintaining CLBPT standards and test security within the LINC program. CCLB offered these same services to provincially-funded English Second Language (ESL) programs on a fee-for-service basis. Training continued across the country as seventy-two assessors were trained to administer the test. Approved use for the test continued to be limited to publicly-funded organizations.

Last summer, Marianne Kayed, the CLBPT Project Manager, and Pat Meek, the CLBPT Lead Trainer, met with experts in test design, development and measurement to gather their views on how to apply best practices and procedures in future test development. Along with input from the Regional Trainers and assessors, the experts' input provided the basis for a discussion paper on the range of options and considerations for the test's future.

Surveys of assessors have consistently demonstrated a need to revise some test materials and supporting documents to make the administration more efficient. At a meeting in Ottawa on November 3 and 4, 2003, the Regional CLBPT Trainers finalized the revisions to all of the test forms. These revised forms have since been prepared in CD format and sent out to all of the organizations that renewed their licenses this spring.

As a result of other recommendations brought forward by the Trainers, changes were made to the CLBPT Bulletin Board in order to provide more opportunities for assessors to sharpen their scoring skills. Following practice scoring of the three writing samples that were posted, assessors now have immediate access to appropriate scores.

The CCLB continues to encourage assessors to provide test-related suggestions based on their experiences and observations. Among the concerns identified to date, security and limited opportunities for test use have been consistent priorities. The development of parallel versions with funding from CIC will be the core activity for the coming year aimed at addressing these concerns.

For further information contact Pat Meek at pmeek@language.ca or call (613) 230-7729.



Projects Summary

Enhanced Language Training Projects

1. Enhanced Language Training National Advisory Committee

Project funded by Citizenship and Immigration Canada

Citizenship and Immigration Canada (CIC) launched the Enhanced Language Training (ELT) initiative to address the need for higher levels of language training to help immigrants who arrive in Canada to access employment opportunities commensurate with their skills and training. The Centre for Canadian Language Benchmarks (CCLB) received funding to establish a National Advisory Committee (NAC) in order to provide CIC with nationally representative, multi-stakeholder, advisory support.

The NAC was established with representation from all provincial and territorial governments and other stakeholders, including several members of the CCLB Board of Directors. The terms of reference of the NAC were prepared and conflict of interest policies established. The key role of the NAC was to review and provide recommendations for proposals that were submitted to CIC under the ELT initiative. The NAC was tasked with reviewing proposals from Ontario, the Maritimes (with the exception of Nova Scotia), the Territories as well as any projects that were seen to be national in scope. The Governments of Alberta, British Columbia, Manitoba, Saskatchewan and Nova Scotia had made individual agreements with CIC to directly issue calls for proposals and manage the proposal review process for their provinces.

This project included the development of proposal evaluation criteria and a process for the review of the proposals that were submitted. A secure, on-line database was used to record the proposal summaries and evaluations and this database was accessible to the committee members. Recommendations on proposals were tabled in a report and delivered to CIC.

The review process for the proposals was divided into two stages. In the first stage, CCLB staff conducted a preliminary review of all of the proposals that were submitted. The evaluations and summaries of the proposals were stored in a searchable database in order to facilitate data entry, specialized reporting and the ongoing ease of access to the information.

In the second stage, the individual committee members reviewed the proposal summaries in an on-line database. Once the committee members had completed their reviews, a teleconference was scheduled to discuss the proposals and to make recommendations to CIC.

The CCLB wants to support excellence in the use of the CLB by service providers funded under the ELT initiative. As

such, supplementary to the criteria set out for proposal review and evaluation, the CCLB reviewed each submission with regard to the use of the CLB in Program Delivery and in Test Development. The purpose for gathering this information was to provide additional recommendations to CIC in order to support the ELT initiative. These included maintaining an up-to-date listing of CCLB recommended resources, identifying recommended best practices in the use and development of CLB tools and resources, identifying gaps and needs in resource development as well as encouraging resource sharing and adaptation of materials to avoid duplication.

The NAC members evaluated the review process and modifications to the practices were proposed to inform future proposal reviews. The NAC is expected to continue to provide advisory support to CIC in 2004-2005.

For further information contact Mark Collings at mcollings@language.ca or call (613) 230-7729.

2. Enhanced Language Training Research

Project funded by Citizenship and Immigration Canada

Citizenship and Immigration Canada (CIC) launched the Enhanced Language Training (ELT) initiative in recognition of the fact that many highly skilled immigrants lack the language skills in either English or French to be able to use their skills optimally. This research project sets out to discover labour market language training programs, services and tools currently available for newcomers. By identifying what programs are already in place, the Centre for Canadian Language Benchmarks (CCLB) will be better prepared to confidently recommend enhancements to the current system, and to identify best practices to inform the ELT initiative's development.

The ELT research project identified programs, services and resources for CLB 7-10 that are focused on labour market needs of Canada's provinces and territories. The project comprised a survey of programs and services currently available in each province/territory, a review of CLB materials in use, a listing of research related to CLB with a subsequent annotation and a labour market profile for each province/region where ELT may be offered in the future. The results of this project provide the CCLB National Advisory Committee with accurate, recent and relevant information to support their review of proposed initiatives.

The ELT research uncovered significant gaps in the delivery of language training for newcomers with advanced language skills. These gaps differ from province to province and from large urban to smaller centre delivery. Notable was the lack of



Projects Summary



A workplan will be developed and implemented for completion of an on-line self-assessment tool by Spring 2005.

resources and supports for language training programs to do the work they have identified as key to immigrant success. These research findings support the need for the ELT initiative.

At the same time, contacts described successes, challenges and solutions which are also varied, but which already address some of the labour market needs of the provinces through the integration of skilled immigrants into the economy. Successes captured in this research offer recommended approaches for new programs.

This research project was managed by Andrea Strachan and a national research team. The ELT National Advisory Committee provided direction and support to the project team.

For further information contact Mark Collings at mcollings@language.ca or call (613) 230-7729.

3. Enhanced Language Training: Online Assessment Tool for Internationally-Educated Nurses

Project funded by Citizenship and Immigration Canada

The Centre for Canadian Language Benchmarks developed the Canadian English Language Benchmarks Assessment for Nurses (CELBAN) to help internationally-educated nurses successfully demonstrate their communication skills within a nursing context. This project helps internationally-educated

nurses planning to enter the nursing profession in Canada, prepare to take the CELBAN test as part of the nursing registration process.

This project began in January 2004 and will be completed in March 2005. The primary objective of this project is to develop the first online, profession-specific, Canadian Language Benchmarks self-assessment tool for newcomers to Canada, as well as other downloadable CELBAN preparatory materials. These preparatory tools will help familiarize nurses with the type of content to expect on CELBAN as well as to give an indication of their Canadian Language Benchmarks level of language proficiency.

The work completed during the period of this report included development of detailed recommendations and options for the website development, taking into consideration stakeholder needs and issues, content requirements, maintenance and upkeep of the site, time and cost considerations, available software and vendors, and other technical specifications and requirements. Based on the feasibility report, a workplan will be developed and implemented for completion of an on-line self-assessment tool by Spring 2005.

For further information contact Mark Collings at mcollings@language.ca or call (613) 230-7729.



Projects Summary

Phase III: Implementation of Canadian English Language Benchmark Assessment for Nurses

Project funded by Governments of Alberta, British Columbia, Ontario and Citizenship and Immigration Canada, Ontario Settlement/Port of Entry Directorate

During the last 5 years, a multi-phase project has been undertaken to address the need for a nursing-specific English language assessment tool for internationally educated nurses seeking licensure in Canada. The present project represents the beginning of Phase III, Implementation of the Canadian English Language Benchmarks Assessment for Nurses (CELBAN).

A central office, Canadian English Language Assessment Services (CELAS) Centre was set up at Red River College (RRC) in Winnipeg to oversee the administration of CELBAN. Assessment sites were selected in Vancouver, Edmonton and Toronto. Qualified CELBAN administration team members were identified and trained at each assessment site. Research was done regarding the administration policies and procedures followed in other high stakes test administrations, and CELBAN policies and procedures were drafted. A secure computer database was set up to organize and record data related to the administration of the CELBAN. All together sixty-three test candidates (internationally educated nurses) were identified by the three sites to participate in the pilot administration.

Throughout the project, feedback was gathered from stakeholders through a National Advisory Group, focus groups, and from internationally educated nurses who participated in the project.

As a result of this project, official CELBAN administration sites have now been established in Vancouver, Edmonton and Toronto. CELBAN is gaining acceptance by a number of professional nursing bodies, with strong indication that it will continue to be accepted by a growing number of nursing licensing bodies.

The final report describes the project in detail, including methodology, data gathered, analysis of data, and recommendations based on best practices as identified through the process.

For further information contact Pauline McNaughton at pmcnaughton@language.ca or call (613) 230-7729.

Outreach to Employers

Project funding provided by the Governments of Alberta and Ontario

The CCLB is committed to the goal of 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. Promoting awareness of the Canadian Language Benchmarks (CLB) for use in the labour market is essential to achieving this goal.

This project addresses the need for effective promotion of the CLB and communication to employers and other labour market stakeholders including professional and trade associations and licensing bodies, industry sector councils, human resource professionals, and chambers of commerce. Activities focused on development and field testing of new communication materials with key messages for employers about the CLB, as well as participation in national conferences and trade shows to disseminate information on CCLB and CLB as widely as possible and pursue further outreach opportunities with those who responded or indicated interest. Interaction at these events provided tremendous opportunity to interact with participants visiting the CCLB booth in order to determine the awareness, level of interest and need for the CLB.

The CCLB was also able to set up a booth and formally be present at the Association of Canadian Community Colleges (ACCR) annual conference. This was an opportunity to talk about partnering with colleges of higher education to meet workplace language assessment and training needs. The timing was very relevant as ACCR published its report "Responding to the Needs of Immigrants" in March 2004 and participants showed considerable interest in CLB.

CCLB has prepared a database of participants who expressed an interest in hearing more about the CCLB and CLB and added them to our e-mail list to receive regular updates.

For further information contact Pauline McNaughton at pmcnaughton@language.ca or call (613) 230-7729.

As a result of this project, official CELBAN administration sites have now been established in Vancouver, Edmonton and Toronto.



Projects Summary

Research suggests that there is a demand for online professional development for ESL professionals...

Professional Development

Project funded by Citizenship and Immigration Canada and the Government of Alberta

The Centre for Canadian Language Benchmarks (CCLB) received funding to explore interest in and possible approaches to the development of an on-line professional development course on the Canadian Language Benchmarks (CLB) for adult English as a Second Language (ESL) professionals.

Currently there is no national or provincial coordination or standardization of professional development for CLB. Funding from the Governments of Manitoba and Alberta, as well as from Citizenship and Immigration Canada, Ontario Settlement/Port of Entry Directorate support the delivery of workshops to funded adult ESL programs in those provinces, but there is no consistent, national, standardized delivery of professional development. Some TESL training providers offer courses on CLB in their undergraduate and graduate courses but this is not always the case and very few courses are offered online.

To provide data for this report the CCLB conducted a survey of 240 ESL practitioners online. The author used information from the CLB Impact Assessment Study to be released in Fall 2004, and solicited expressions of interest from TESL training institutions to determine interest in and possible approaches to online professional development.

The vast majority of the survey respondents favoured short-term online professional development on the CLB for professional application funded by their employer/school. Information on lesson planning, curriculum development, creating assessment tools and creating exit tests were the most requested training items. A certificate of completion of the course was very important to almost all respondents.

Research suggests that there is a demand for online professional development for ESL professionals and that there are qualified and experienced organizations able to work with CCLB on this project. Further investigation needs to be done to determine the costs associated with such a project, and whether employers will agree to pay the costs for practitioners to attend.

For further information contact Pauline McNaughton at pmcnaughton@language.ca or call (613) 230-7729.

Standards linguistiques canadiens 2002 (Canadian Language Benchmarks for French as a second language)

Funded by Citizenship and Immigration Canada

The Standards linguistiques canadiens 2002 were officially launched at the University of Ottawa on January 14, 2004, preceding a swearing-in ceremony for new Canadians, presided by Judge Suzanne Pinel. Representatives from the University of Ottawa's Second Language Institute, Citizenship and Immigration Canada and the Centre for Canadian Language Benchmarks (CCLB) addressed the audience and underlined the importance of national standards for the teaching and learning of French as a Second Language.

Various stakeholders from FSL communities across Canada took advantage of the event to share and exchange on what needs to be accomplished and the challenges of future initiatives.

It seems that the coming fiscal year will be very busy on the French component side of the Canadian Language Benchmarks. CCLB will oversee, amongst other things, the adaptation and translation in French of the LINC Curriculum Guidelines publication prepared by the Toronto Catholic District School Board last year.

Other CCLB initiatives in French

CCLB is proceeding with the bilingualization of its Website as well as the bilingualization of its work documents, evident by this publication.

CCLB has also developed a Bilingualism Policy, which is to be reviewed by the Board of Directors in June 2004.

For further information, contact Louise Matte at lmatte@language.ca or call (613) 230-7729.



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 of March 31, 2004

ASSETS	2004	2003
Current Assets	\$	\$
Cash	62,335	137,659
Contributions receivable	225,967	124,945
Other receivables	13,790	8,461
Prepaid expenses	4,055	229
GST recoverable	16,977	10,073
	<u>323,124</u>	<u>281,367</u>
CAPITAL ASSETS	<u>6,619</u>	<u>21,836</u>
	<u>\$ 329,743</u>	<u>\$ 303,203</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	149,699	95,173
Deferred contributions	41,580	80,734
Deferred capital grants	6,619	19,646
	<u>197,898</u>	<u>195,553</u>
Net Assets		
Invested in capital assets	--	2,190
Unrestricted	131,845	105,460
	<u>131,845</u>	<u>107,650</u>
	<u>\$ 303,203</u>	<u>\$ 303,203</u>



Financial Report

CONTRIBUTIONS IN KIND (unaudited)

Donor	Contributions
Citizenship and Immigration Canada	Travel and accommodation costs (including meals) for meeting attendance. Hosting teleconferences
Government of Alberta	Travel and accommodation costs (including meals) for meeting attendance. Telephone expenditures. Project development – the Summative Assessment Manual and the Classroom based Assessment projects
Government of British Columbia	Travel and accommodation costs (including meals) for meeting attendance. Courier expenses.
Government of Manitoba	Travel and accommodation costs for meeting attendance and support for the CLBPT trainer and training sessions/Project Development, CLB Posters
Government of Nova Scotia	Travel and accommodation costs (including meals) for meeting attendance
Government of Ontario	Travel and accommodation costs (including meals) for meeting attendance. Hosting teleconference calls and courier expenses. Staff time for providing CCLB presentations.
Government of Saskatchewan	Staff time for committee work, conference calls, correspondence and proposal review.



Financial Report

Statement of Operations and Changes in Net Assets for the year ended March 31, 2004

	2004	2003
REVENUE	\$	\$
Government of Ontario	358,567	225,573
Citizenship and Immigration Canada (CIC)	330,361	186,933
CIC Ontario – Settlement/Port of Entry Directorate	40,000	30,000
Government of Alberta	28,570	66,935
Government of British Columbia	125,000	171,973
Government of Nova Scotia	5,000	5,000
Human Resources Development Canada	136,177	---
Regional/Municipal Government – miscellaneous	---	---
Sales – Business Centre	51,805	47,318
Interest	110	58
Donations	664	444
Miscellaneous	4,998	224
Amortization of deferred grants	13,027	7,518
	<u>1,094,279</u>	<u>741,976</u>
EXPENSES		
Office		
GST	18,348	9,434
Telephone and internet	4,995	6,010
Rent and insurance	38,163	28,164
Office supplies and postage	47,983	25,953
Subscriptions and videos	528	1,680
Communications	18,359	15,491
Stakeholder services	2,984	2,242
Miscellaneous	9,795	713
Website development	5,050	7,717
	<u>146,205</u>	<u>98,404</u>
Personnel		
Salaries, fees and benefits	791,028	539,199
Staff development	5,338	302
Recruitment	7,624	260
	<u>803,990</u>	<u>539,761</u>
Board		
Travel	11,476	20,272
Insurance	1,852	1,555
Logistics	7,304	3,979
Conference calls	1,714	1,159
	<u>29,346</u>	<u>26,965</u>
Conferences and Memberships		
Association memberships and government fees	479	891
Conference fees	6,054	1,748
	<u>6,533</u>	<u>2,639</u>
Business Centre	<u>31,257</u>	<u>12,196</u>
Professional fees	11,677	14,414
Staff travel	32,858	18,518
Project overexpenditures	---	7,251
Amortization	15,218	10,912
	<u>1,070,084</u>	<u>731,059</u>
TOTAL EXPENSES	<u>1,070,084</u>	<u>731,059</u>
NET REVENUE	<u>24,195</u>	<u>10,917</u>
NET ASSETS, BEGINNING OF YEAR	<u>107,650</u>	<u>96,733</u>
NET ASSETS, END OF YEAR	<u>\$131,845</u>	<u>\$107,650</u>



Board of Directors and Staff

Board of Directors

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Manitoba Government Member*

Rob Boldt

*Vice Chairman
Provincial Government Member,
British Columbia*

Jim Jones

*Secretary-Treasurer
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TESL Canada Member

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Sylvia Wencil

Canada Council for Refugees Member

Donna Woloshyn

*Provincial Government Member
Saskatchewan*

Bonny Wong-Fortin

*Federal Government Member
Citizenship & Immigration Canada*

CCLB Staff

Pauline McNaughton

Executive Director

Roxanne Amweg

Finance/Budget officer

Mélanie Boucher

Office/Communications Administrator

Rachel Brière

Administrative Assistant

Mark Collings

Projects Coordinator

Rebecca Gowan

Project Manager

Ed Lovell

Assistant Executive Director

Louise Matte

NCLC Manager

Pat Meek

Test development coordinator

