

*Language
is the key.*



Annual Report



Centre for Canadian Language Benchmarks

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*Centre for Canadian Language Benchmarks
is the Centre of Expertise in support
of the CLB and NCLC*

Making a Difference

The Centre for Canadian Language Benchmarks is a national, not-for-profit organization established in 1998 to support 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 second language proficiency of adult immigrants and prospective immigrants for living and working in Canada.

Mission

The mission of the Centre for Canadian Language Benchmarks is to support the Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens through policy, guidelines, research and development, and to promote their recognition and use as practical, fair and reliable national standards of second language proficiency, in educational, training, community and workplace settings.

The Centre for Canadian Language Benchmarks supports the Canadian Language Benchmarks and Niveaux de compétence linguistique canadiens.



Strategic Planning

Strategic outcomes:

1. The Centre for Canadian Language Benchmarks (CCLB) is recognized as the centre of expertise in support of the Canadian Language Benchmarks (CLB)/Niveaux de compétence linguistique canadiens (NCLC) national standards for describing and measuring adult English and French second language proficiency.
2. The CLB/NCLC are supported and promoted by the CCLB Board which is multi-stakeholder, nationally representative, and accountable to member organizations, governments and networks.
3. The practical, fair and reliable use of CLB/NCLC by all stakeholders is promoted by the CCLB through policies, guidelines and best practices.
4. The practical, fair and reliable use of CLB/NCLC is supported and promoted to develop a strong and effective adult ESL/FSL community of practice.
5. A comprehensive CLB/NCLC national assessment system is established and maintained by the CCLB for use in the adult ESL/FSL community, education and training, and labour market, including a system of recognition of CLB/NCLC assessors and assessment service providers.
6. The CLB/NCLC are recognized, used and applied as the national standards in the adult ESL/FSL community and in the wider immigrant and immigrant serving community to support full participation and integration into Canadian society.
7. The CLB/NCLC are recognized, used and applied as the national standards by other stakeholders including regulatory bodies, education and training providers.
8. The CLB/NCLC are recognized, used and applied as the national standards by industry to improve the functioning of the labour market through the talents, skills and abilities that immigrants bring with them to Canada.
9. The CLB/NCLC are supported and promoted through the development and alignment of second language curricula, assessment tools, programs and occupational profiles.
10. Quality CLB/NCLC products are endorsed through a system of recognition developed and maintained by the CCLB.



Sincere Appreciation

The accomplishments and achievements presented in this report were made possible thanks to the support from our funders and member organizations and the many dedicated professionals across the country who contribute to CLB research and development projects:

Funders & Member Organizations:

- Citizenship and Immigration Canada
- Human Resources and Skills Development Canada
- Government of Alberta
- Government of British Columbia
- Government of Manitoba
- Government of Nova Scotia
- Government of Quebec
- Government of Ontario
- Government of Saskatchewan
- Atlantic Regional Association of Immigrant Serving Agencies (ARAISA)
- ATESL (Alberta)
- BC TEAL
- Certified CLB Assessors
- SCENES (Saskatchewan)
- TEAM and TESL Manitoba
- TESL Canada
- TESL Ontario
- Canadian Council for Refugees (CCR)

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The CLB and NCLC will be the national standards for describing, measuring and recognizing second language proficiency in Canada.



→ Special Thanks to the Members of National Advisory Groups

The CCLB initiates National Advisory Groups for many national projects involving the development of new products or services requiring national validation and testing.

Members of these committees are asked to:

- Review product design and content and provide feedback to ensure that the final product is relevant and useful for diverse stakeholders in all regions of Canada.
- Contribute to the development of a communication plan that will enable the CCLB to effectively promote and distribute the product to stakeholder networks across the country
- Provide recommendations to help inform implementation planning, policies, and protocols as required

The CCLB Board and Staff would like to thank members of the National Advisory Committees involved in the development of these new products and services:

Assessment Tools:

- Literacy Placement Tool
- CLBPT (Forms 2, 3 and 4)
- Workplace Language Assessment (CLB 7-10)

Bridging CLB and Essential Skills projects:

- Occupational Language Analysis (OLA)
- Online Professional Development website for ESL/FSL teachers

CLB Research Database

CELBAN

- Implementation and development of new versions
- Online Readiness Self-Assessment website

Message from the Chair



The CCLB's role has instead become increasingly one of ensuring that the CLB and NCLC standard is maintained and properly understood.

It has been a privilege and a pleasure to have served as the Chair of the Centre for Canadian Language Benchmarks' board in 2004-2005, CCLB's 6th full year of operation. CCLB has come a long way in these past 6 years. More importantly, the Canadian Language Benchmarks (CLB) and Niveaux de compétence linguistique canadiens (NCLC) have come a long way in this time period. It has been of interest to me to see, especially in this past year, the continuation of a trend where the CLB and NCLC success is defined not in terms of the advancements taking place out of CCLB's offices on Elgin Street in Ottawa but in terms of advancements taking place across the country; advancements by teachers, by educational institutions, and even by learners. You have only to read the reports which follow to fully appreciate this point.

The CCLB's role has instead become increasingly one of ensuring that the CLB and NCLC standard is maintained and properly understood. The change in emphasis of its function makes sense. Responsibility to ensure that the CLB and NCLC live up to their potential, has passed to, and been accepted by, many, many people across the country. The "ownership" of that responsibility is now in many hands. And so it is that the CCLB now sees that its key role in ensuring that these "owners", are supported, are able to derive maximum benefit from the CLB and NCLC and are able to recognize appropriate and inappropriate applications of the CLB and NCLC when put before them.

Having said that, while there is a growing appreciation of the importance of the standard setting role of the CCLB, the CCLB continues to remain very active in assessment instrument development, curriculum guideline development and the like. Of particular note in this past year is the CCLB's work in the advancement of the NCLC and its work in the advancement of employment and labour market applications of the CLB and NCLC.

The board, through its membership, has tried to keep pace this past year with these two growth areas of business for CCLB. Changes were made to the by-laws and, as the year came to a close, three positions on the board specifically for francophone members, were created. Two very capable individuals, Serge Boulé from the Conseil des écoles publiques de l'Est de l'Ontario and Gisèle Barnabé of the Collège universitaire de Saint-Boniface were nominated and elected to the board. We look forward to placing a third francophone member to the board in the very near future. The addition of Serge and Gisèle to the board represents a very significant advancement in the status of CCLB as a national

body. CCLB had French language capacity and expertise in French language instruction on staff prior to 2004-2005. However, francophone membership in the governance of the organization provides us with a good foundation upon which we can build further.

By good fortune, due to changing responsibilities in the "day jobs" of some board members, the board has also been able to build expertise and provide support to staff active in furthering the applications of the CLB and NCLC in labour market settings.



I wish to take this opportunity to thank the members of the board for their hard work and support throughout the year. I would also like to thank their sponsoring governments and organizations and, in cases where these governments and organizations are not also their employers, their employers, for supporting them to participate as board members.

Most importantly, I would like to thank the staff at CCLB, and especially Pauline McNaughton, the Executive Director, for their continuing commitment, enthusiasm, knowledge and hard work. The achievements of CCLB and the growth areas for the CLB and NCLC are almost entirely due to them and their special qualities. The greatest privilege of all, over this past year, has come from being given the opportunity to work closely with such exceptional people.

—Rob Boldt, Chair

Message from the Executive Director

Canada has national language standards in English and French for describing, measuring and recognizing the second language proficiency of adult immigrants and prospective immigrants for living and working in Canada – an advantage that very few countries can claim.

The CLB and NCLC have the potential to provide Canada with a significant, competitive advantage, particularly in the current climate of strong, global competition to attract and retain internationally educated and skilled workers.

According to Joe Volpe, Minister for Citizenship and Immigration Canada, in a speech he gave on April 28, 2005 – Canada needs immigrants; our future depends on it. With the birth rate among the lowest in the western world, and the unemployment rate continuing to fall, Canada must recruit new immigrants to Canada. “Let me promise you,” Volpe said, “we will not be alone in this recruiting drive. Former emigrant-generating countries, mostly in Europe, are not net immigrant receivers and seekers; their economies are every bit as vibrant as ours, with birth rates every bit as low.”

The Centre for Canadian Language Benchmarks is committed to serving the public interest as the national standard setting body in support of the CLB and NCLC. Our goal is to help Canada realize the full potential of the national standards by putting them to work in educational, community, training and workplace settings.

The CLB and NCLC have the potential to:

- assist newcomers in reaching their personal and professional goals
- help employers access the skills and abilities of internationally-educated immigrants to address skill shortages
- support regulatory and licensing bodies in determining fair language standards for professions and trades
- provide educators and trainers with information they need to help newcomers develop language skills necessary to meet their goals
- support a strong and effective adult ESL/FSL community of practice

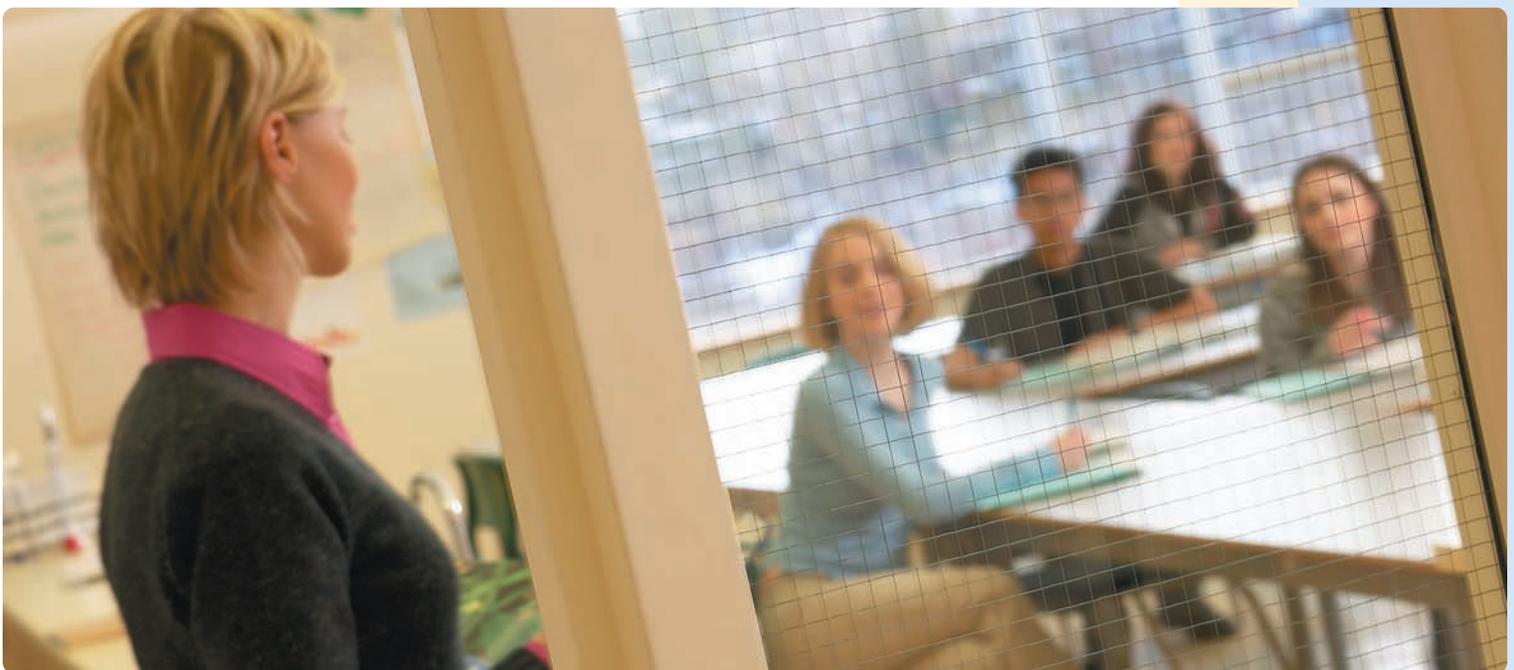
This report is full of success stories of how the CLB and NCLC standards have been applied in a wide variety of educational, training and workplace contexts to improve access and opportunity for newcomers to Canada – for the benefit of all Canadians.

I am confident that in reading this report you will find clear examples of how the CLB and NCLC standards can work for you!

—Pauline McNaughton, Executive Director



The Centre for Canadian Language Benchmarks is committed to serving the public interest as the national standard setting body in support of the CLB and NCLC.



Our Accomplishments

The CCLB is committed to developing a comprehensive national assessment system.



Building a National Assessment System

The CCLB is committed to the development of a comprehensive national assessment system to support the use of CLB and NCLC in the adult ESL/FLS community, education, training and labour market, including a system of recognition of CLB and NCLC assessors and assessment service providers.

A series of projects are included in this section:

1. Development of Guidelines for CLB Test Development – Phase 1
2. New Workplace Language Assessment (WLA) for CLB 7-10
3. New Versions of the Canadian Language Benchmarks Placement Test (CLBPT) for CLB 1-8
4. New Canadian Language Benchmarks Literacy Placement Tool (LPT) (English and French)
5. New Canadian Language Benchmarks Self-Assessment Tool (CLB 1-12 English and French)

1. Development of Guidelines for CLB Test Development – Phase 1

Project funding was provided by the Governments of Alberta, British Columbia, Ontario and Citizenship and Immigration Canada

Phase 1 of this project has involved reformatting the benchmarks into concise tables to provide an overview of key CLB content. It is hoped this will facilitate use of the CLB 2000 for task selection, task development, evaluation procedures, assessment development and test instrument alignment activities. An experienced ESL instructor and a CLB Expert worked with the researchers to ensure that the final document addresses the needs of the intended users.

The results of the research phase should be considered as a work in progress. The tables will



be unveiled at a CCLB symposium at TESL Canada in May. It is important that at some point, the tables undergo a validation process to establish their usefulness for the intended purpose and audiences. The feedback from the planned symposium will help to determine the next steps.

It is hoped that following validation, the reformatted tables will become the key piece in guidelines to inform future CLB test and task development and related activities. The guidelines will not replace the CLB 2000, but will serve as a companion document.

For more information contact Pat Meek, Test Development Coordinator at pmeek@language.ca or call (613) 230-7729 ext. 175

2. New Workplace Language Assessment (WLA) for CLB 7-10

Project funding was provided by the Government of Ontario and the Government of Alberta

The Workplace Language Assessment (WLA), formerly entitled ELAW, is designed to assess English language proficiency at Canadian Language Benchmarks (CLB) 7 – 10. It is being developed for assessments of internationally-educated newcomers seeking entry into bridge-to-employment and other higher-level programs which prepare new workers to enter the Canadian workforce.

Until now, there has been no standardized tool available to provide reliable reports of language-proficiency in the CLB 7 – 10 range. Development of this tool began only after consultation with agencies serving internationally-educated newcomers to determine the communicative language needs of workers in professional settings including IT, engineering and accounting.

WLA will be piloted with test-takers who have post-secondary education, some work experience and are seeking access into the Canadian workforce. The tool will assess clients in approximately 90 minutes and will measure English language proficiency in four basic skill areas: speaking, listening, reading and writing.

This tool will undergo a national pilot-testing process in Vancouver, Calgary, Winnipeg and Toronto to ensure that it provides reliable CLB scores in a time- and cost-efficient manner.

One of the unique features of this tool is a pre-test screening tool to help employment counsellors and

assessors identify clients in the CLB 7 range before referring them either for a full assessment or for CLBPT/BA assessments for LINC and basic ESL programs. It is expected this will help clients achieve more positive results from the tool. The WLA will be available to meet the needs of a range of workforce-related programs across Canada.

The National Advisory Committee for the WLA project represents a range of stakeholders including workplace trainers, CLB assessors, immigrant-serving agencies and employment preparation programs.

For more information contact Pat Meek, Test Development Coordinator at pmeek@language.ca or call (613) 230-7729 ext. 175

3. New Versions of the Canadian Language Benchmarks Placement Test (CLBPT) for CLB 1-8

Project funding was provided by the Government of Alberta and Citizenship and Immigration Canada

The CCLB has completed development of two new versions of the Canadian Language Benchmarks Placement Test (CLBPT) (Forms 2 and 3). Following a meeting with Regional Trainers in February, minor changes have been made to these new versions that will apply to all CLBPT test forms.

The Assessment Guide for Forms 2 and 3 includes writing exemplars to be used for orientation sessions, for self-study and skills sharpening. All three sub-tests (reading, writing, and speaking and

listening) are completely new. Half-day orientation sessions will be available beginning in the late summer. These will be delivered by CLBPT regional trainers and are mandatory before using the new test forms.

An employment-related version (Form 4) is under development and will be piloted at Bow Valley College and NorQuest College. It will be ready for release late in the summer. Form 4 will be appropriate for use with ESL learners seeking entry into employment and career preparation programs that cover the CLB 4 -8 range. As the tasks relate to employment and job-search experiences both in Canada and abroad, it will not be suitable for placement into general language training programs.

For more information contact Pat Meek, Test Development Coordinator at pmeek@language.ca or call (613) 230-7729 ext. 175

4. Canadian Language Benchmarks Literacy Placement Tool (LPT) (English and French)

Project funding provided by the Government of Alberta, Government of Manitoba, National Literacy Secretariat of HRSDC and Citizenship and Immigration Canada

Development of a new Canadian Language Benchmarks ESL/FSL Literacy Placement Tool aligned to the literacy benchmarks began in 2004-2005, with the completion date scheduled for the late fall of 2005. Along with an adapted French-language version based on the Niveaux de compétence linguistique canadiens, the new



The CCLB has completed development of two new versions of the Canadian Language Benchmarks Placement Test.

ardocs corporation

The CLB is an essential document for a country that receives more than 200,000 immigrants annually, and invests significant resources annually on immigrant services. A sound and unifying framework for language training is a key to Canada's ability to successfully include immigrants into our society and economy.

The CLB is just that: a framework comprising a current, theoretically sound, and versatile set of descriptors of communicative competence in adult immigrants. By contextualizing language proficiency within a matrix of communication skills, the CLB helps instructors, curriculum developers and assessors to understand language as much more than its parts. This deepened understanding of communication enhances the programs we deliver to immigrants, and brings them closer to success.

As the sponsor of the CLB document, the Centre for Canadian Language Benchmarks has continued to expand their influence on the ESL community through the development of resources and promotion of relevant initiatives. CCLB resources have been an important source of guidance in my roles as curriculum developer, language assessor, and consultant on issues relating to access to employment for immigrants.—Andrea Strachan, Curriculum and Assessment

resource will facilitate the placement of ESL/FSL learners into appropriate language and literacy training programs.

Registry of CLB Experts

The CCLB provides a service for organizations looking for experts on the Canadian Language Benchmarks (CLB). We can refer you to members of the Registry, all of whom have extensive expertise and background in areas such as curriculum development, assessment, research and materials development in a range of ESL contexts.

Along with their proven presentation skills, they were selected for their demonstrated expertise and leadership roles in CLB-related activities. Depending on the type of service requested, the experts' charge for service delivery may vary.

Use our new free, phone-based service to locate experts in your region with expertise in an area of interest to your organization.

The members of the Registry include:

- Teachers
- Academics
- Researchers
- Trainers
- Private consultants

Registry members are available to provide services such as:

- Facilitating workshops
- Leading professional development projects
- Conducting research
- Serving as leaders for change
- Making presentations
- Leading teacher in-service projects related to the CLB
- Providing CLB assessment services
- Presenting papers on CLB-related topics
- Participating in panel discussions for CLB-related activities

Clients for services of the Registry include:

- ESL service providers
- Adult training centres
- TESL-training institutions
- Workplace programs
- ESL professional organizations

For further information on the Registry, please call the Centre at 613-230-7729 or email us at info@language.ca.

The Literacy Placement Tool has been reviewed by ESL literacy assessors in order to prepare for a national validation process in May 2005. Plans call for assessors and literacy practitioners in ESL and LINC centres to participate in the process, along with over one hundred literacy learners.

Once completed, these tools will identify learners whose observable skills and strategies reflect CLB Foundations and Phase 1 literacy competencies in a streamlined one-on-one assessment procedure. In response to needs expressed by practitioners, Phase 1 numeracy competencies will also be assessed.

Practitioners in multi-level classes will find the tool of particular value to identify what a new learner can do in English before beginning to target training to meet particular needs. The LPT will also facilitate improved referral opportunities to programs where the literacy benchmarks are used as a framework for training and evaluation.

The LPT package will include a self-training guide, a standardized, scripted set of instructions for administering each task, a checklist of skills and strategies observed during the assessment, and a simple scoring methodology. Experienced practitioners and assessors will be able to administer the LPT in a range of settings (e.g. classrooms, community-based programs, controlled intake assessment centers).

For more information contact Pat Meek, Test Development Coordinator at pmeek@language.ca or call (613) 230-7729 ext. 175



5. Canadian Language Benchmarks Self-Assessment Tool (CLB 1-12 English and French)

Project funding provided by Citizenship and Immigration Canada and the Government of Ontario.

In partnership with the Centre for Education and Training and Conseil des écoles publiques de l'Est de l'Ontario, the CCLB is developing an on-line self-assessment tool aligned to CLB levels 1 – 12. The tool will be accessible anywhere and will provide immigrants and prospective immigrants with the option of self-assessment of their second language proficiency in English and/or French to better inform decisions related to:

- Employment, access to trades and professions
- Further education and training
- Immigration and integration
- Higher-stakes test-taking

In the first phase of this project, tasks are being developed to provide self-assessments in two skills: reading and writing. The tool will also provide a body of supporting information about the CLB/NCLC and how they apply to various Canadian contexts. Following development of tasks and the platform for delivery, item field trials are expected during the summer to be followed by a large national pilot in the fall.

A further objective of this project is the development of a test engine to serve as a platform for future online tests and assessment tools. The self-assessment tool will be launched as a key feature of the Citizenship and Immigration Canada "Welcome to Canada" portal.

For more information contact Pat Meek, Test Development Coordinator at pmeek@language.ca or call (613) 230-7729 ext. 175

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Canadian Nurses Association

nurses need effective language/communication skills to provide safe and quality health services to the Canadian public. The Canadian Nurses Association (CNA), a federation of 11 provincial and territorial registered nurses associations, has heard from internationally educated nurses, employers and regulators that there is a need for an English language proficiency test specifically for nursing. CNA is very pleased to see that the Centre for Canadian Language Benchmarks (CCLB) has completed its extensive research and development work with respect to the Canadian English Language Benchmark Assessment for Nurses (CELBAN) and commends CCLB on their work in this area. CNA has had a representative on the National Advisory Committee for CELBAN since 2002.—Jean Barry, RN, MSN, Senior Consultant - Regulatory Policy, Canadian Nurses Association

→ Language proficiency standards for internationally trained nurses

Setting language proficiency standards for internationally-educated nurses seeking licensure in Canada

The CCLB supports the recognition and use of the CLB and NCLC standards by regulatory and licensing bodies.

Two projects are described in this section:

1. Expanded Delivery and Support for The Canadian English Language Benchmark Assessment for Nurses (CELBAN)
2. CELBAN Readiness Self-Assessment Project

1. Expanded Delivery and Support for The Canadian English Language Benchmark Assessment for Nurses (CELBAN)

Project funding provided by the Government of Ontario and the Government of Alberta.

The Canadian English Language Benchmark Assessment for Nurses (CELBAN) is an assessment tool designed to assess the English language proficiency of internationally-educated nurses who are applying for licensure in the nursing profession in Canada. The goal of the CELBAN project is to facilitate the entry of internationally-educated Registered Nurses, Licensed Practical Nurses and Registered Practical Nurses into Canada's health care system by addressing a key barrier that makes it difficult for internationally-educated health professionals to work in the Canadian health care system.

Key achievements in 2004-2005:

- Obtained approval for CELBAN from virtually all licensing authorities across Canada for Licensed Practical Nurses (LPN) and Registered Practical Nurses (RPN).
- Established a National Advisory Group for CELBAN including representation from nursing associations, educational institutions, employers, licensing bodies, governments and unions.
- Developed a new website at www.CELBAN.org with a wealth of information about CELBAN for potential candidates, licensing bodies, nursing programs and other stakeholders. CELBAN test preparation materials were also developed to support potential candidates for CELBAN. (See Project Report titled, CELBAN Readiness Self-Assessment Tool for information regarding the development of this new online and offline resource.)
- Established the CELAS Centre at Red River College in Manitoba as the national administrative body for CELBAN. In this capacity, the CELAS Centre:
 - > Licensed test administration sites and trained assessors in Alberta, British Columbia and Ontario at these original pilot sites:
 - Vancouver Community College, King Edward Campus, Vancouver
 - George Brown College, Casa Loma Campus, Toronto
 - Grant MacEwan College, Alberta College Campus, Edmonton



CELBAN is an assessment tool designed to assess the English language proficiency of internationally-educated nurses who are applying for licensure in Canada.

CELBAN is the first occupation-specific test developed for a profession using the Canadian Language Benchmarks (CLB) and it is based on a needs analysis of the profession.



- > Initiated the process to establish 2 new test administration sites in Ontario at:
 - Centennial College, Scarborough
 - St. Charles Education Centre, Hamilton
- > Conducted research and developed 2 new versions of CELBAN. The development and national validation of the two new versions is taking place in 3 stages. Stage 1 has now been completed with funding from the Government of Ontario. The following outcomes will be achieved with the release of these new versions:
 - Improved validity and reliability of CELBAN
 - Improved security of CELBAN
 - Increased confidence in CELBAN by all stakeholders
 - Improved service delivery to clients who may need to take CELBAN for a second or third time

For further information contact Pauline McNaughton, Executive Director at pmcnaughton@language.ca or call (613) 230-7729 ext. 177

2. CELBAN Readiness Self-Assessment Project

Project funding provided by Citizenship and Immigration Canada.

The CCLB worked closely with Red River College to develop the CELBAN Readiness Self-Assessment (CRSA) tool available online at www.CELBAN.org. The purpose of the CRSA is to provide internationally-educated nurses with the opportunity to determine their readiness to take the Canadian English Language Benchmark Assessment for Nurses (CELBAN). CELBAN is the first occupation-specific test developed for a profession using the Canadian Language Benchmarks (CLB) and it is based on a needs analysis of the profession. The CRSA is accessible from Canada or abroad through the www.CELBAN.org website and will soon be launched on Citizenship and Immigration Canada's "Coming to Canada" portal.

This project involved two tasks:

- Development of an online self-assessment tool that an internationally-educated nurse could use to get:
 - > a basic diagnostic of their CLB levels
 - > an idea about the difficulty and types of questions that they can expect on CELBAN
- Development of self-study materials for internationally-educated nursing applicants who want to prepare to take CELBAN which include:
 - > Test taking strategies – A "CELBAN test taking strategies" booklet was created for nurses. This can be downloaded from the CELBAN website or ordered from the CELAS Centre.
 - > Practice questions – These are similar to the type nurses will encounter on the test and are included in both the online and off-line print versions of the self-assessment tool.
 - > CELBAN Readiness Profile – A detailed "Information for Candidates" booklet was created to provide candidates with guidance and information on all aspects of the CELBAN. Through the use of this material, candidates will be able to assess their readiness to take CELBAN and to evaluate where they are in the registration process. This booklet can be downloaded off the CELBAN website or ordered from the CELAS Centre.
 - > Listening/Speaking Practice – These are audio and videotape samples of questions similar to those done in the Listening & Speaking part of CELBAN.

The new CELBAN Readiness Self-Assessment will be live online on May 19, 2005. The online assessment will remain under review for a three month period and will be modified based on user data collected.

For further information contact Lucy Epp or Catherine Lewis at the CELAS Centre at Red River College at celas@rrc.mb.ca or by fax 204-948-3214.

→ Supporting ESL Professionals

The CCLB develops resources to support the practical, fair and reliable use of the CLB and NCLC in order to develop a strong and effective adult ESL community of practice.

Summative Assessment Manual for Canadian Language Benchmarks Stage 1 (SAM)

This publication, developed by the author of the Canadian Language Benchmarks with funding from the Government of Alberta, Citizenship and Immigration Canada (Edmonton Region) and the CCLB, provides learner benchmark achievement report tools. SAM provides made-for-classroom assessment tools and supports for CLB-based programs at CLB levels 1 – 4 in four universal themes:

- Food & Nutrition
- Health & Safety
- Home and Community
- Work

The tools have been field tested for reliability and validity and include user-friendly rating scales and marking schemes for speaking, listening, reading and writing. The publication comes in two volumes.

CLB Posters for the ESL Classroom for CLB 1-8 (English and French)

The *Canadian Language Benchmark (CLB) Posters* were developed by the Government of Manitoba, and provided to the CCLB for national distribution.

There are eight 16 x 25 inch CLB wall posters (one for each CLB level from 1 to 8). The language of the posters is clear and simple, summarizing the competencies for each CLB level in the form of “can do” statements. Students at each level should be able to read and understand the description with a minimum of help from their instructors. Each poster contains descriptors and outlines tasks for listening, speaking, reading and writing for the level. (Posters for CLB 9 and 10 will be developed in 2005-2006).

CLB Can Do Checklists for CLB 1-8 (English and French)

The *Can Do Checklists* for CLB levels 1-8 use the same content developed by the Government of Manitoba for the CLB Posters. The Canadian Language Benchmarks provide a common language for teachers and learners to discuss language learning and progress. ESL teachers will find this resource helpful to use in learner conferencing or when conducting portfolio reviews where learner samples of work are reviewed and discussed. Helping learners understand the Canadian Language Benchmarks facilitates meaningful and relevant language instruction and helps learners:

- understand where they fit within the continuum of language competency
- understand their own progress
- identify language gaps and needs and set their own goal

The CCLB develops resources to support the practical, fair and reliable use of the CLB and NCLC

Workplace Training & Services Inc.

As communication consultants working with clients in the corporate world, we have found that the *Canadian Language Benchmarks* document has enhanced our ability to meet and often surpass client expectations. The *Benchmarks* have given us a descriptive language that business understands and can work with because it is competency based and can be clearly demonstrated.

For example, after listening to supervisors in an aerospace support company describe what people did and how they needed to communicate, we suggested that a benchmark for hiring in their particular department was not the “grade 12 document” but a CLB 5. This opened up the pool of potential candidates for the organization. The feedback has been positive - higher retention, stronger communication within the department and fewer adjustment errors.

When we think of the CCLB, we are grateful for the wealth of information, the opportunities to continually develop professionally because CCLB exists to support us, and how wonderful it is to have a national organization disseminating a growing body of work.
—Judith Bond, Director

Graybridge Malkham

The CLB serves as the basis for our program and lesson planning and provides teachers with indicators for progressing students to the next level. A consistent use of the CLB also helps our students understand their level of proficiency and what they need to achieve in order to register in other language or continuing education programs.

The new CLB poster project contributes nicely to the further familiarization of benchmarks among our students.

In addition, Graybridge Malkham uses Canadian Language Benchmarks Placement Test (CLBPT) to identify proficiency levels and learning objectives our Workers Safety Insurance Board (WSIB) sponsored students. The WSIB students are usually immigrants who were injured in their workplace and need to upgrade their language skills to a level appropriate for employment or extended training. In such cases, the CLB serves as a common language for communicating among the school, students, students' counsellors and potential employers.

Graybridge Malkham has been very pleased with tools and services offered by the Centre for Canadian Language Benchmarks, and values its contribution to the immigrant population in Canada. We're looking forward to continuing our successful relationship with the Centre.—*Stanica Karadzic*



The French LINC document is very similar to the English publication.

→ Supporting FSL Professionals

The CCLB develops resources to support the practical, fair and reliable use of the NCLC in order to develop a strong and effective adult FSL community of practice.

Development of National French Curriculum Guidelines for LINC 1-5

Project funded by Citizenship and Immigration Canada.

The CCLB was funded to develop a national curriculum suitable for use in French Language Instruction for Newcomers to Canada (LINC) programs, by translating and adapting the English Curriculum Guidelines for LINC 1-5 developed by the Toronto Catholic District School Board in 2002 for use in Ontario LINC programs.

Key challenges in this project included:

- adapting the English curriculum guidelines developed for use in Ontario into a national curriculum guidelines
- locating equivalent French curriculum resources and materials appropriate for use with the Niveaux de compétence linguistique canadiens

A strategic plan was developed in consultation with French LINC service providers in Ontario and New Brunswick, as well as other stakeholders involved

in providing French language training to newcomers. This consultation process helped determine field-based needs and priorities to inform the development of the curriculum.

The French LINC document is very similar to the English publication except that it does not include all of the computer-assisted language training resources. The content material has been adapted to meet the French language grammatical standards, vocabulary and phonetics. Consultations were made with FSL field experts from the Ministry of Immigration Quebec who provided appropriate advice and curriculum resource materials. The experts provided input on an ongoing basis. The following key sections and topics were translated:

- Overview
- How to use the Guidelines
- Planning
- Evaluation
- Level Outcomes
- At Home in Our Community & the World
- Banking, Customer Service & Telephone
- Canada
- Canadian Culture

- Travel & Transportation
- Canadian Law
- Employment
- Education
- Family & Relationships
- Health & Safety
- Commercial Services & Business
- Community & Government Services

For more information about this project please contact Silvia Dancose, Project Manager at sdancose@language.ca or (613) 230-7729 ext. 181.

French Translation and Adaptation of the Canadian Language Benchmarks 2000: ESL for Literacy Learners

This project provided support for the translation, into French, of the Canadian Language Benchmarks 2000: ESL for Literacy Learners document. This publication is a guide intended to provide support and information for FSL immigrants with low literacy skills. The four phases have been translated and reflect the same skills progression as in the original document.

The Centre franco-ontarien de ressources en alphabétisation (Centre FORA) from Sudbury (Ontario) did the translation of the document and gave additional support in terms of providing

literacy definitions and an in depth knowledge of the French literacy movement within Canada. The CCLB has added a preface to the document stating that, though FSL teachers are intended to be the primary users of the document, it is also acknowledged that literacy teachers could find this document useful for all of their French learners.

For further information contact Silvia Dancose, NCLC Project Manager at sdancose@language.ca or call (613) 230-7729 ext. 181.



Canadian Tourism Human Resource Council

The Canadian Tourism Human Resource Council (CTHRC) is pleased to count the Centre for Canadian Language Benchmarks (CCLB) as one of its partners in addressing the tourism industry's human resource needs.

The Canadian tourism sector has a strong immigrant labour force and human resources have been identified as being a critical issue over the next ten years. Tourism represents 10.7% of the Canadian labour market, or 1.67 million workers.

The CCLB and CTHRC joint project to create a framework comparing the Canadian Language Benchmarks (CLB) and Essential Skills will allow for a greater understanding of the second language skills, as well as Essential Skills, needed to be successful in select tourism sector occupations.

The Canadian Language Benchmarks provide a commonly understood national framework useful for describing and measuring the communicative proficiency of second language speakers. They provide a clear, measurable standard for use in the workplace, and can help both employers and newcomers understand the language requirements of specific jobs.

CTHRC looks forward to our continuing partnership which will facilitate the successful integration of new immigrants into the tourism employment sector.—*Philip Mondor, Vice-President and Director of Development*



The CCLB has continued with two major projects that are helping to bridge the Canadian Language Benchmarks with the Essential Skills.



Bridging CLB and Essential Skills for the Workplace

Project funding provided by Human Resources and Skills Development Canada

The CCLB supports the recognition and use of the CLB and NCLC as the national standards for industry to improve the functioning of the labour market through the talents, skills and abilities that immigrants bring with them to Canada. Through the financial support of Human Resources and Skills Development Canada, the CCLB has continued with two major projects that are helping to bridge the Canadian Language Benchmarks with the Essential Skills.

The first project, *Online Essential Skills Resources for ESL/FSL Professionals*, will develop and provide second language instructors with materials to help incorporate Essential Skills materials and resources into their classrooms. The project activities include:

- The development of a CLB/ES Comparative Framework
- A website (www.itsessential.ca) of PD materials,
- Research on CLB & Essential Skills, and
- CLB/Essential Skills Resources List.

This project is done in partnership with SkillPlan (the BC Construction Industry Skills Improvement Council).

The second project, *Language Profiling of Tourism Sector Occupations Based on Essential Skills Profiles*, involves the development of a methodology for benchmarking the language demands of an occupation in the Tourism sector as a starting point for benchmarking other occupations in other sectors. An Occupational Language Analysis (OLA) defines language used in the occupation in terms of the CLBs and based on information in the Essential Skills Profile and the National Occupational Standards of the sector. Initial versions of OLAs completed to date are:

- Golf Club Manager
- Hotel Front Desk Attendant
- Travel Counsellor
- Taxicab Driver
- Bartender
- Kitchen Helper
- Freshwater Angler

The OLAs will also be available on the www.itsessential.ca web site and this website will house the materials and resources produced on both projects. The site, www.itsessential.ca, is expected to be available sometime in the early fall.

This project is done in partnership with Canadian Tourism Human Resource Council (CTHRC).

Both projects have had their own challenges and have had many favourable outcomes during the year, including national teams of consultants working closely on project materials. The CCLB bids farewell to the original Project Manager for both projects, Rebecca Gowan. Both projects have an internal CCLB board committee (M. Pidlaski – Chair, Carolyn Dieleman, G. Pirro, and M. Kayed) as well as an active National Advisory Committee composed of experts representing expertise in Essential Skills, CLBs, and workplace training. As we move into the final phase of this 3 year project, the momentum and the interest in these two projects is increasing as more sector councils, HR professionals, and ESL/FLS professionals hear about this work.

For more information on these projects contact Marianne Kayed, Project Manager, at mkayed@language.ca or by telephone at 613-230-7729 ext. 176

Canadian Trucking Human Resources Council

In 2002 the Canadian Trucking Human Resources Council (CTHRC) conducted a study to assess the Essential Skills learning needs for the trucking sector. Among a number of findings, the CTHRC discovered that in many urban regions of the country (e.g. Greater Toronto Area, Quebec, Vancouver) there are significant learning needs among Professional Drivers related to oral communication because English is their second language. Similar learning needs exist among new immigrants. Consider also that a significant number of Professional Drivers have poor reading skills, and this poses challenges in adapting to industry changes. This is particularly true for workers in their 40s and 50s with low levels of education. Resource materials that Professional Drivers are required to use are too complex because they are not developed in accordance with principles of clear language.

Currently, some employers accommodate poor literacy and language skills by, for example, administering oral tests and relying on visual teaching techniques as long as other hiring criteria are met (e.g., clean driver's abstract, medical). It is clear to the CTHRC that there is a need for a comprehensive strategy involving a variety of community resources to respond to the language and literacy needs within the trucking sector. The Council supports the work undertaken by the Centre for Canadian Language Benchmarks in addressing the need for industry-specific standards and corresponding resources.—Andrea Webber Nelson, Program and Services Manager

→ Strengthening Public Awareness & Image of the CLB and NCLC

The CCLB is recognized as the centre of expertise in support of practical, fair and reliable use of the CLB and NCLC national standards.

Strengthening Public Awareness & Image of the CLB and NCLC

Project funding and in-kind contributions provided by the Governments of Alberta, British Columbia, Manitoba, Nova Scotia and Ontario and Citizenship and Immigration Canada.

The growing interest in the Canadian Language Benchmarks is a natural consequence of the evolution of the whole Canadian Language Benchmarks initiative. The benefits of the Canadian Language Benchmarks are increasingly recognized as a commonly understood and articulated national framework useful for describing a person's ability to accomplish particular tasks involving reading, writing, speaking and listening skills.

The CCLB Board and staff worked hard to increase public awareness and image of the CLB and NCLC.

New Vision, Mission and Strategic Outcomes:

The Board of Directors identified the need to review and update the mandate and mission of the CCLB in response to the changing environment within which the CLB are being used nationally and internationally. A comprehensive strategic planning process resulting in the new vision, mission and strategic outcome statements [see inside cover], taking into account both what the CCLB has already accomplished, and needs to accomplish to meet its objectives.

Endorsements for the national standards:

The CCLB gathered numerous high profile endorsements regarding successful use of the CLB and NCLC from national organizations including sector councils, regulatory and licensing bodies, postsecondary institutions. Samples of these endorsements have been added to this report.

Participation at national and provincial conferences and forums:

CCLB staff connected with the adult ESL and immigrant serving communities across the country at numerous national and provincial conferences through presentations, workshops and exhibits. A complete listing of all the events at which the CCLB participated is included here.

Prepared by Pauline McNaughton, Executive Director



The CCLB participated at:

- Alberta Human Resources Conference
- Association of Canadian Community Colleges: Field of Dreams
- Association Canadian Community Colleges: Symposium on Immigrant Settlement Programs and Services in Canada's Colleges and Institutes
- Association Canadian Community Colleges: Roundtable on models of Accelerated Labour Market Integration of Immigrants
- ATESL Annual Conference
- Canadian Association of Prior Learning and Assessment
- Canada Career Consortium
- Canadian Council for Refugees: Collaboration: A national dialogue on settlement and immigration
- Canadian Society of Training & Development: Annual Conference
- CESBA - (Ontario) Continuing Education School Board Administrators – Spring & Fall Conferences
- Conference Board of Canada: Workplace Education and Learning Conference
- Minister's Conference hosted by Ontario Ministry of Training, Colleges and Universities "Removing Barriers: The Economic Advantages of Hiring Internationally Trained Individuals"
- National Consultation on Career Development - Conference
- Re-Connecting the Dots Conference
- Registrars for Licensed Practical Nurses of Canada – National Meeting
- TESL Ontario Annual Conference
- TESL Nova Scotia Annual Conference
- TESL Ottawa Annual Conference

The CCLB Board and staff worked hard to increase public awareness and image of the CLB and NCLC.



Successes captured in this research offer recommended approaches for new programs.

→ Supporting National Research and Development

Supporting national research and development for Enhanced Language Training for CLB 7 - 10:

The CCLB recognizes the contributions of professionals working in education, training and workplace settings in the development of programs, services and resources based on the CLB and NCLC.

In this section is a combined report on two projects funded under the Enhanced Language Training Initiative (ELT) to support higher level language training:

ELT: National Advisory Committee Project & Research Project

Projects funded by Citizenship and Immigration Canada

The CCLB was funded to provide advisory support to Citizenship and Immigration Canada (CIC) in order to increase the effectiveness of the Enhanced Language Training (ELT) initiative in improving the employment possibilities of immigrants. Projects funded by CIC under the ELT initiative will address labour market needs for language training and assessment in the CLB 7-10 range.

The ELT research project identified programs, services and resources for CLB 7-10 that are focused on the 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 future (refer to the next section for a more detailed description of the project mandate and methodology).

The results of the CCLB ELT Research Project (ELT Research) provided 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 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/territories through the integration of skilled immigrants into the economy. Successes captured in this research offer recommended approaches for new programs.

The following sections of this report describe the project findings:

- *CCLB ELT Research Project Methodology* describes the approach to the project work, including the parameters for data collection, the manner in which the data was collected, and the project timeline.
- *What's the need? Labour Market Profiles* offers a current view of the provincial and territorial labour market conditions.
- *What's out there? Programs & Services* describes programs and services discovered through the project.
- *How are programs delivered? Program Design & Evaluation* reports on how programs and services are organized, delivered and evaluated.
- *Which CLB resources are used? CLB Tools & Resources* describes CLB-aligned tools available and used in the programs and services contacted during this research.
- *What seems to be working? Identified Challenges & Solutions* describes challenges and successes reported by programs and services surveyed as well as successful solutions.
- *What's Missing? Gaps Analysis* offers provincial perspectives on gaps and a summary of gaps across the country.
- *What can we learn from this research? Recommendations for Labour Market Language Training CLB 7-10* discusses the findings of the research in terms of lessons learned and recommendations for the future. This section will provide information useful for committee members when considering ELT programs and services.

A searchable on-line database of all the programs, services and tools discovered in this research is now available at the CCLB website at www.language.ca. To report a program, service, tool or research for inclusion in the database please contact the CCLB at info@language.ca.

This report was prepared by Andrea Strachan, ELT Research Project Manager

For more information contact Pauline McNaughton, Executive Director at pmcnaughton@language.ca or by telephone at 613-230-7729 ext. 177

Partners Contribute Success

Alberta

The Province of Alberta continues to promote the use of the CLB and support the work of the Centre for Canadian Language Benchmarks (CCLB). Discussions with key stakeholders in the province this year, which included ATESL, confirmed the increasing use of the benchmarks to support the integration of adult immigrants into community, workplace and further education contexts. The province supports the CCLB through participation on the Board, funding for operations and research projects and in-kind contributions of resource materials.

The Province of Alberta, in some instances in cooperation with Citizenship and Immigration – Northern Alberta Region, funded the following projects directly related to Canadian Language Benchmarks.

1. *Summative Assessment Manual (SAM), CLB 1 - 4* – This two volume set of summative assessment tasks is now available through the CCLB.
2. *Integrating CLB Assessment into Your ESL Classroom* – Publication of this formative assessment resource package was completed in the fall of 2005. After initial distribution in Alberta, it is now available through the CCLB.
3. *Developing a Framework for Comparing TOWES and CLB* – A project undertaken by Bow Valley College.
4. *Nurse Refresher Program incorporating the CLB* – MacEwan College is now offering this program and is also a site for CELBAN.

5. *Building Capacity in Rural ESL Programming* –

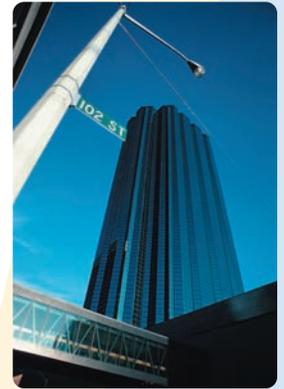
- > NorQuest College provided workshops and materials to rural communities that offer ESL programs to newcomers, with a special emphasis on CLB.
- > Industry Specific Pre-Employment Language Development for Immigrants in Rural Alberta Communities, Phase 1. Bow Valley College undertook the research and design of a curriculum model that incorporates CLB in specific occupational contexts. Piloting will take place in 2005/06.

6. *Distributed Learning* – Calgary Board of Education provided 13 CLB referenced ESL courses on disc and workshops on using the technology throughout the province.

7. *Canada/Alberta Integrated Language Training Initiative* – This initiative reflected the purposes of the national Enhanced Language Training Program and the principles imbedded in the policy framework, *Integrating Skilled Immigrants into the Alberta Economy*. Nine ESL delivery programs were funded in Alberta in 2004-05. They included programs addressing the needs of accountants and auditors, engineers, oil and gas workers, psychologists, pharmacists, and teachers.

Prepared by:

Tara Holmes, *ESL Expert Member, Alberta and Carolyn Dieleman, Provincial Government Member, Alberta*



Alberta supports the CCLB through participation on the Board, funding for operations and research projects and in-kind contributions of resource materials.

British Columbia

In reviewing Canadian Language Benchmarks (CLB) developments in the Province of British Columbia during this past year, and comparing them with developments in previous years, it is strikingly evident that 2004/2005 represents our first year of significant advancement in the use of the CLB to assist immigrants to British Columbia gain access to the labour market. This is a reassuring finding. It tells us that the Centre for the Canadian Language Benchmarks (CCLB) continues, in spite of its modest size, to sustain its relevancy and impact, for governments, for immigrants and for

the general public. We make this statement in light of the following four trends:

- The number of immigrants arriving without English language skills to British Columbia is on the rise, as increasingly, immigrants to the province are coming from non-English speaking countries.
- These recent immigrants are well educated and well trained, more educated and well trained, in fact, than at any time in the history of the province.

The use of the CLB in college programs will provide clear pathways for students to transition from ELSA to higher levels of language instruction in BC.

- The province is beginning to experience more shortages of skilled workers amid a tightening labour market.
- The province is unable to fill those labour market shortages with these well educated and trained immigrants due, in large part, to their English language communication limitations.

It is the role of governments and of educators, and of others such as business councils and labour unions, to take stock of such trends and think of ways in which they can respond to them. As a result, there has been a great deal of attention paid in this past year to the development of further labour market access programming for immigrants whose first language is not English. For those active in this field, the use of CLB to define programming and to measure progress is now an expected “best practice”.

The Government of British Columbia and Vancouver Community College (VCC) worked together late in this past year on the development of a language “training kit” for applied programs at the college level. The kit contains two oral communication tasks videos, with a trainer’s “how to” manual (in hardcopy and electronic format), and sample language profiles. There are plans to follow up on this with VCC developing and delivering a marketing and implementation strategy of the toolkit to other educational institutions (public and private) and not-for-profit organizations to benchmark their applied programs. This will be done in a train the trainers format, which is intended to increase regional benchmarking capacity and develop common benchmarking practices among applied programs. Camosun College is using the tool in a pilot project to benchmark their carpentry program.

Also initiated near the end of the year was a project intended to develop and/or adapt CLB, Essential Employability Skills and Socio-Cultural Competency profile assessment tools for specific occupations in the areas of engineering and applied science technology in British Columbia. These will be used to measure the skills of internationally-educated professionals and skilled workers wishing to re-enter their occupations or related occupations. The project has developed a cross sectoral body (*advisory committee*) consisting of regulatory/non-regulatory bodies, educational institutions, not-for-profit, employers and others to provide advice and guidance on project activities and the work plan. Inter-provincial and national networks have been established by the project to better facilitate and link benchmarking activities in the engineering

and applied science technology field. Again VCC is taking the lead on this project, but there is very active involvement of a number of other educational institutions, as well as regulatory bodies and employers, on this initiative.

Additionally, a CLB-aligned labour market focused curriculum at CLB 4 & 5 levels was field tested at eight locations throughout the province during this past year. An evaluation of the curriculum and delivery model will follow, although early indications are that the curriculum and training supports, all provided by the English Language Services for Adults (ELSA) staff at VCC, were well received, and there is an eagerness to expand the use of this curriculum throughout the province.

British Columbia’s college system provides consistency in programming across the province by means of an Articulation process. ESL courses offered in all colleges are articulated with each other, and now they are being articulated with the CLB. This is a challenging process, but one which the Articulation Committee has identified as a priority. The use of the CLB in college programs will provide clear pathways for students to transition from ELSA to higher levels of language instruction in BC.

Prepared by:

Rob Boldt, *Provincial Government Member, British Columbia* and **Brenda Storr**, *ESL Expert Member, British Columbia*



Manitoba

The settlement annex of the Canada Manitoba Immigration Agreement allows the provincial government to manage the federal funds directed to settlement programs in Manitoba. The Adult Language Training (ALT) Branch of Manitoba Labour and Immigration is responsible for the coordination of Adult English as a Second Language (ESL) instruction throughout Manitoba.

In Manitoba, there are no time limits to the ESL study period for each newcomer and re-entry into programs is allowed. Prioritized wait lists allow the newest arrivals the first chance at empty seats.

All instruction is CLB based with the guidance of the Manitoba CLB Curriculum Framework. Appropriate resources and resource choice assistance are offered to Adult ESL teachers through the centralized ALT Branch ESL resource collection.

CCLB Board Involvement

Four Manitobans were on the CCLB board in 2004-2005. Margaret Pidlaski, Director of ALT Branch continues to represent the Manitoba government on the board. Seonaigh MacPherson is the field representative from TEAM and TESL Manitoba, Chris Bertram represents TESL Canada and is an Adult ESL teacher in the Winnipeg School Division and Gisèle Barnabé from the Collège Universitaire de Saint-Boniface is a new Francophone representative on the board.

CLB Posters

The ALT Branch developed the Canadian Language Benchmarks posters as part of the Manitoba CLB implementation plan. The purpose of the posters is to support Adult ESL learners in understanding the CLB levels in order for them to mark their own progress, articulate goals and understand the Manitoba Adult ESL system. Eight different wall posters (one for each level from 1-8) have been developed. Each poster outlines tasks that represent the four skills at each benchmark level. The CLB posters have been given to the Centre for Canadian Language Benchmarks for national distribution.

CLB Assessment Centre

Canadian Language Benchmarks assessments were conducted for 3,108 individuals. Following intake interviews, referrals were made to Adult ESL

programs based on language needs, goals and personal circumstances.

Collaborative Language Portfolio Assessment

The implementation of Collaborative Language Portfolio Assessment was expanded to more programs throughout the province and complemented by further introduction of standardized progress reports.

Manitoba does not promote the development and implementation of centralized, standardized exit tests for Adult ESL students. Instead, the province has taken the stance that Adult ESL teachers are qualified to assess language proficiency, as they see students attempt a variety of tasks over a period of time and in less stressful situations. Teachers build a rapport with the learners to enable them to demonstrate their best English language usage. As part of good teaching, instructors constantly assess learners' abilities. They know when someone has mastered a goal, or has improved their English communication skills. We believe that a teacher, who is knowledgeable about CLB competency levels (considering real world tasks and situations), interacts with an ESL learner regularly, and who employs professional assessment techniques can assign CLB levels accurately.

English Supports for Working Immigrants

In addition to the 20 English at Work classes held on-site in Manitoba businesses with English instruction specific to the needs of the job, several occupation specific English communication resource centres for immigrant employees were piloted. The resource centres are staffed part time by an ESL specialist. There are options for individual sessions, small group tutorials and self-directed learning. The ESL specialist organizes guest speakers and meets with employees, as needed, to conduct needs assessments, diagnose communication issues and plan and implement remediation. The resource centres have computers with internet access and ESL software.

Enhanced Language Training Projects

Over 15 ELT projects were completed including regional ESL and support projects and internationally educated immigrants from the following professions and trades were supported in 04-05: Engineers, Doctors, Credit Union Customer Service Representatives, Teachers, Practical Nurses,



The Adult Language Training (ALT) Branch of Manitoba Labour and Immigration is responsible for the coordination of Adult English as a Second Language (ESL) instruction throughout Manitoba.

The Manitoba ESL field is very proud of local ESL practitioners and programs that have received national prominence for their CLB work.

Hairdressers, Accountants, Child Care Workers, Call Centre Workers and Truck Drivers.

Other News

- The Manitoba ESL field is very proud of local ESL practitioners and programs that have received national prominence for their CLB work:
 - > Kathy Angst, Christine Bertram, Mary Jean Davis and Linda Johansson for the development of *Canadian Snapshots: Linking to the Community* CLB Level 3 (a Pearson, Longman publication).
 - > Red River College's Language Training Centre for the development of the Canadian English Language Benchmarks Assessment for Nurses (CELBAN), the CELBAN on line readiness test and the establishment of the Canadian English Language Assessment Services (CELAS) Centre.
- Adult Learning Centres (mature high school diploma programs) are considering using CLB levels as one part of the registration criteria. Based on research into language levels of content in high school courses and the experiences of learners who have taken the courses, CLB 7 was suggested as a guideline for entry. Using CLB levels for guidelines will enable immigrants to move through a coordinated seamless system of educational opportunities.
- The Enhanced Language Training Program for Engineers has developed a website in order to offer on-line support to engineers in all parts of Manitoba: The website is called Canadian English for Professionals (www.cefp.ca).
- For terminology consistency between the two provincial government departments responsible for ESL training (Education, Citizenship and Youth (for children) and Labour and Immigration (for adults)), the Adult Language Training Branch is considering changing the name of Adult English as a Second Language (ESL) programs to Adult English as an Additional Language (EAL) programs.

TEAM / TESL Manitoba News

- The Learner Liaison for TEAM (Teaching English to Adults of Manitoba), Tatiana Galetskai, has initiated a survey of Adult ESL learners in the province. She intends to reach 500 learners in both urban and rural areas. The survey includes questions on their awareness of and the usefulness of the CLB and their perception of the accuracy of their levels.
- Manitoba is the site for the next TESL Canada Conference in October 2006, which is being

organized by TESL Manitoba. The Learners' Conference organizers are preparing a Learners' Survey for that conference, which will include questions on the CLB.

University of Manitoba News

- The CTESL program and the Faculty of Education are initiating a new course on the CLB entitled: *Adult ESL & the Canadian Language Benchmarks*. The course is being developed by the CCLB- TESL Field Rep. for Manitoba, Dr. Seonaigh MacPherson, and is currently under review by the CTESL-Committee to be included as an elective course for the TESL certificate offered by the university.
- The University has initiated a program for internationally educated teachers pursuing certification in Manitoba. It is being overseen by Dr. Clea Schmidt (Asst. Professor of TESL and member of TEAM) and Dr. David Mandzuk (the Associate Dean of Undergraduate Studies for the Faculty of Education).

Prepared by:

Margaret Pidlaski, Provincial Government Member, Manitoba



Nova Scotia

Office of Immigration

In January, 2005, following months of stakeholder consultation meetings across the province, the Nova Scotia government launched *Nova Scotia's Immigration Strategy*. Soon afterwards, the Honourable Rodney J. MacDonald was appointed Nova Scotia's first Minister of Immigration. This was a breakthrough year for immigration and settlement in Nova Scotia.

The strategy identified that: *"Language training is a priority for newcomers and the key to successful integration and ultimately retention. To live, work, and raise families in Nova Scotia, newcomers must be proficient in English and/or French. Therefore, they need to access the full range of language training opportunities to help them develop the necessary proficiency. In particular, immigrants often face language challenges in their search for appropriate employment, and in accessing their own profession. The language needs of newcomers beyond basic language training and not being adequately addressed. The gaps in service, especially with regard to occupation specific, sector specific, and employment specific language training, are limiting employment prospects and opportunities."*

This announcement also meant that dedicated funding became available in the province to enhance the language skills of newcomers to our community.

Ontario

Ontario receives approximately 58 per cent of all immigrants to Canada, which equalled about 133,640 new immigrants to Ontario in 2002. Of these, over 70 per cent of adult immigrants are highly skilled with postsecondary education or training.

The 2004 Ontario budget announced new investments of \$9.5M last year, growing to \$12.5M annually by 2005-06 to support bridging projects for new immigrants. In 2004-2005, 15 more bridging projects (healthcare professionals including optometrists, pharmacists, social workers, nurses, professionals in food and nutrition, as well as university professors, teachers and foresters) were funded to provide training to approximately 1,400 internationally educated individuals to help

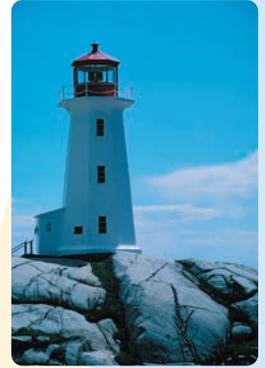
Projects

In 2004/05, through funding from provincial and federal sources, the following projects related to the Canadian Language Benchmarks were undertaken.

- *Orientation to the Canadian health care system for internationally educated health care professionals (curriculum)*. The 8 week course was also piloted in the spring of 2005
- *English for internationally educated health care professionals (curriculum)* The 14 week course was also piloted in the winter/early spring of 2005
- *English for Work and Business* (curriculum and student workbook) The course was delivered twice in 2004/2005
- *Linking Employment and Language, linking CLB's and Essential Skills* (one day workshop for ESL instructors and Employment Counsellors)
- Research on delivery of ESL Assessment services in Nova Scotia (guidelines on delivering CLB assessments in urban and rural settings in Nova Scotia)
- *Orientation to delivering CLBPT Manual*. Developed as a resource for newly trained part time CLBPT assessors.

Prepared by:

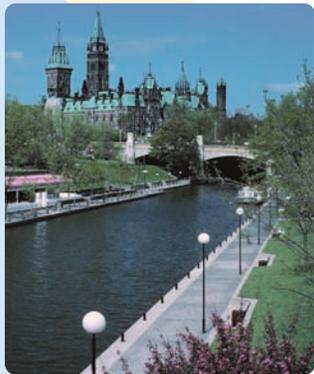
Gerry Mills, *Canadian Council of Refugees member*



This was a breakthrough year for immigration and settlement in Nova Scotia.

them gain access to licensure, registration and certification. Language training is often a key component of these bridging programs. Also included was a project to train French-speaking internationally educated individuals, and in 2005, a partnership among the Centre for Education and Training (CET), Centre for Canadian Language Benchmarks (CCLB) and Conseil des écoles publiques de l'Est de l'Ontario (CEPEO) is underway to produce an online self-assessment test to assess language competencies in relation to the benchmark in both official languages.

An investment of \$4.0 million in 2004/05 (growing to \$5.0 million dollars annually as of 2005/06) is being made to expand Job Connect services to internationally educated individuals by increasing



With the Premier's cabinet shuffle that was announced in early June, responsibility for adult ESL moved to the Ministry of Citizenship.

activity through adult Job Connect delivery sites across the province and expanding the current delivery network to include three new adult Job Connect delivery sites that focus on providing services to the internationally educated in Etobicoke, Mississauga/Brampton and Ottawa. Services include access to language and credential assessment, information and job search support as well as employment placement to gain Canadian work experience and/or to meet licensure requirements.

In 2004, the Ministry of Training, Colleges and Universities (MTCU) worked with federal officials to help them identify projects submitted for the Enhanced Language Training (ELT) initiative that most closely met the needs of immigrants in Ontario.

MTCU committed \$1.7 M over two years to support 50 per cent of the cost of 13 pilot projects. MTCU also agreed to administer these projects to better ensure that they complemented MTCU's bridge training projects. CIC contributed \$1.7 M for these projects as well as funding other pilot projects in Ontario that MTCU did not support.

In 2004, MTCU provided additional funding to the CCLB to further develop and validate the Workplace Language Assessment (WLA) tool based on a version that had been originally developed for Career Bridge

TESL Ontario's membership now stands at over 3,500. In the five years since the certification process began, 3,533 individuals have been certified. Renewal of certification is underway for those who were certified in the first year. They must have ongoing membership in TESL Ontario and have evidence of 25 hours of professional development to qualify for renewal.

TESL Ontario continues to have two representatives on the Ontario Region LINC Advisory Committee (ORLAC). The members of this committee liaise with their constituents and may also bring recommendations from the field to the committee. The TESL Ontario Board has representation from each of its affiliates as well as from the province, the Ontario Association of Continuing Education School Board Administrators (CESBA), and the Elementary Resource Group of Ontario (ERGO). With this representation, we are able to liaise with stakeholder groups in the elementary and adult sectors.

TESL Ontario's annual conference "Language for Life" was held in November and attracted a record number of participants. Conference delegates were provided with a vast array of opportunities to learn about new resources, current research and innovative classroom techniques.

With the Premier's cabinet shuffle that was announced in early June, responsibility for adult ESL moved to the Ministry of Citizenship. We are anxiously waiting to see how this change will affect adult ESL programs.

Prepared by:

Barb Krukowski, *ESL Expert Field Member, Ontario* and **Peggy Frederikse**, *Government Member, Ontario*

Quebec

In May 2004, the *Ministère de l'Immigration et des Communautés culturelles (MICC)* tabled its 2004-2007 Action Plan, entitled "Shared Values, Common Interests" (summary document available in English on the web site: www.micc.gouv.qc.ca)

The Action Plan is organized around five pillars, one of which is the francization of immigrants. The two objectives of that pillar are to accelerate French learning and to increase francization by adapting services to needs.

A range of measures and methods have been implemented to achieve those objectives, or will be implemented in future. In relation to competency levels in French as a second language, they include:

- establishing partnerships to standardize the evaluation of language competency for selection purposes;
- offering French learning services to accepted candidates on line: intermediate stage (levels 5 to 8); and
- implementing a unified evaluation system that provides a common frame of reference for evaluating and recognizing language learning and competency.

As well, the MICC is currently conducting a study of the software architecture for a computerized placement test.

The MICC is also working on developing made-to-measure courses to meet the needs of an increasingly educated clientele for whom knowledge of French at a more advanced level is necessary.

Prepared by:

Sylvie Beaulieu, *Assistant Executive Director, Direction des politiques et programmes de francisation, Ministère de l'Immigration et des Communautés culturelles*

Saskatchewan

ESL Programs offered by the Centre for Continuing Education at the University of Regina have been aligned with the Canadian Language Benchmarks (CLB). Curriculum for core classes and electives has also been aligned to the CLB.

In November 2004, LINC teachers across most of Saskatchewan attended a one-day workshop on assessment using the *CLB 2000: English as a second language for adults*. Participants explored collaborative language portfolio assessment, using the CLB for informal assessment and designing assessment tasks. Many of the teachers in attendance are further exploring the use of collaborative portfolio assessments now with the added resources of *Summative Assessment Manuals: Volumes 1 & 2*, and the CLB posters. A special thanks to Joanne Pettis from Manitoba Labour and Immigration for facilitating the workshop, and to our local Citizenship and Immigration Canada offices which made the workshop possible.

In March 2004, the Saskatchewan Immigration Branch completed research on the language and employment needs of recent immigrants as part of development and planning work in Saskatchewan under the Enhanced Language Training (ELT) initiative. The Canadian Language Benchmarks Placement Test (CLBPT) was used to assess immigrants' language competency levels. A certified assessor administered the test. It is anticipated that CLB aligned assessment tools will be used in assessing language competency of immigrants

seeking to participate in ELT pilot projects that will be delivered in Saskatchewan next fiscal year.

The Extension Division of the University of Saskatchewan is developing a three-credit, distance-delivered teacher education course on teaching English as a Second Language (ESL)/English as a Second Dialect (ESD). The course will be offered as part of the Certificate in Teaching English as a Second Language Program (CERTESL) administered by the University. A community advisory group which will include representatives from agencies serving immigrant and indigenous Canadian ESL/ESD learners will provide advice on the project. *The CLB 2000: ESL for Literacy Learners* will be a cornerstone to the project. A special thanks to the National Literacy Secretariat and the Government of Saskatchewan (Immigration Branch) for funding provided for the project.

The Saskatchewan Council for Educators of Non-English Speakers (SCENES) is offering an annual scholarship of \$1,000 to encourage learners to continue their studies. This year the scholarship was awarded to a second year nursing student. He completed CLB 5 and upgrading at the Saskatchewan Institute of Applied Science and Technology (SIAST), before enrolling into the nursing program at SIAST. He will be a model for future applicants to this award.

Prepared by:

Giovanna Pirro, Government Member, Saskatchewan

The Saskatchewan Council for Educators of Non-English Speakers (SCENES) is offering an annual scholarship of \$1,000 to encourage learners to continue their studies.

Report on the Appointment of Francophone Directors to the Board

In 2004-2005 the Board of Directors accepted and acted on key recommendations from the NCLC Committee to address the need for directors with in-depth knowledge of the FLS immigrant-serving community. (The CCLB has welcomed an observer member to the Board from the Province of Quebec since its establishment in 1998. Please see the report for Quebec in the Our Partners section of this annual report.)

Changes to the corporate by laws were approved to allow for the appointment of 3 new members, representing the FLS community, 1 of whom would also be appointed to the Executive Council. It was agreed that 3 members would insure a better decision-making process with regards to NCLC matters, and would allow for a

dynamic debating and exchange of ideas, as well as for the distribution of responsibilities related to NCLC.

The following member-qualifications were also recommended:

- FSL experts with second language assessment expertise;
- knowledge, understanding and demonstrated sensitivity to complex issues and concerns of the Francophone community related to FSL and immigration integration;
- high level of proficiency in French;
- from each region of Canada – East, Central and West;

An interim recommendation is that board members be selected from the NCLC Committee for the first year until appropriate nominating organizations could be determined to elect ongoing representatives to the Board. In this report, the CCLB Board of Directors would like to present the 2 new directors representing Central Canada and Western Canada. The director for Eastern Canada has not yet been appointed.

Member for Central Canada

For the first time a member has been appointed to the CCLB Board representing the Francophone community in Central Canada. Serge Boulé is an Analyst – *Évaluation et statistiques* with the *Conseil des écoles publiques de l'Est de l'Ontario (CEPEO)*. The *CEPEO* covers an area of 37,000 square km, equivalent in size to Switzerland. It was created by the merger of four French-language sections (Hastings, Frontenac, Prescott-Russell and Stormont, Dundas and Glengarry), one board of education (the *Conseil des écoles publiques d'Ottawa-Carleton*) and five unserved regions (Renfrew, Leeds-Grenville, Lanark, Prince Edward and Lennox and Addington). The *CEPEO* serves more than 11,000 students in 37 elementary and secondary schools and adult education centres.

With the addition of the *CEPEO* to the Eastern Ontario landscape, French-language public education has achieved a prominent place in the education system and thousands of parents have now opted to take advantage of it.

The *CEPEO* also offers a wide range of courses in French that are taken by several thousand adults every year. Its programs include a complete French second language (FSL) program, and each year nearly 2,000 people enrol. The *CEPEO* supports the work done by the CCLB to develop tools for evaluating language proficiency and teaching materials for Francophones.

Serge Boulé

Francophone Member, Central Canada

Member for the region of Western Canada:

Gisèle Barnabé is the Director of the *Division de l'éducation permanente et du Service de perfectionnement linguistique* at *Collège universitaire de Saint-Boniface (CUSB)*. *CUSB* is a French-language post-secondary educational institution in Manitoba that offers both community college and university programs, as well as continuing education classes. The *Division de l'éducation permanente* mainly provides non-credit language training, in French, Spanish and English. It also organizes professional and personal development courses and administers *CUSB's* youth programs.

For about five years, the *Division de l'éducation permanente* has been negotiating with the Adult Language Training Branch of Manitoba Labour and Immigration to offer courses in English as a second language for French-speaking immigrants. More recently, it has worked with the *Accueil francophone* program of the *Société franco-manitobaine* to achieve that goal.

From April 2002 to the end of March 2005, *CUSB* accepted landed immigrants into English as a second language courses designed for its international students. A small grant received under the Manitoba Immigrant Integration Program made it possible for a limited number of immigrants to enrol in non-credit English as a second language courses free of charge.

In 2003-2004, with the support of its *Service de perfectionnement linguistique* (a language support service for *CUSB's* university and community college clientele) and a grant received from Citizenship and Immigration through the *Société franco-manitobaine*, the *Division de l'éducation permanente* explored strategies for establishing an English as a second language program for French-speaking newcomers. A report on this initiative was produced, but *CUSB* was not granted funding to develop programming. However, in August 2005 the *Division de l'éducation permanente* signed an agreement with Manitoba Labour and Immigration, under the Manitoba Immigrant Integration Program, to offer two English as a second language courses in the fall of 2005 and winter of 2006: one course designed for women not working outside the home, consisting of two-hour classes, three mornings a week, with child care and transportation included, and a second course in the evening, consisting of two-hour classes, two evenings a week, for a more varied audience. The special feature of the English as a second language courses offered by *CUSB* is that they are designed for speakers of French as a first or foreign language. One of their functions is to serve as a springboard for providing French-speaking immigrants with an explanation of the circumstances in which they can use French in Manitoba, and also of the contexts when it will be in their interests to be able to communicate in English. French-speaking immigrants who settle in Manitoba do want to learn the language of the majority, but for cultural reasons they would also like to forge close ties with the French-speaking community, and to find jobs in that community if possible. The approach used in teaching the English as a second language courses offered by *CUSB* takes into account the learners' common base language – specifically, French – and this is a significant advantage for them.

The *Division de l'éducation permanente* is also well placed to offer courses who want to learn French, one of our official languages, as a second or foreign language. In fact, from September 1, 2004, to August 31, 2005, total enrolment in the various French as a second language courses it offered for adults, not counting courses offered for its youth clientele and upgrading courses for French speakers, was 2,300. In addition, the *Division de l'éducation permanente* publishes *À vous!*, a collection of pedagogical material that takes a thematic, communicative and experiential approach to teaching French as a second language. If Manitoba's immigrants were have a right to language training in French, the *Division de l'éducation permanente* would certainly want to be part of that initiative.

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, 2005

ASSETS	2005	2004
Current Assets	\$	\$
Cash	207,011	62,335
Contributions receivable	315,074	225,967
Other receivables	8,469	13,790
Inventory	26,961	—
Prepaid expenses	9,334	4,055
GST recoverable	14,963	16,977
	581,812	323,124
Capital Assets	—	6,619
	581,812	329,743
 LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	282,302	149,699
Deferred contributions	125,681	41,580
Deferred capital grants	—	6,619
	407,983	197,898
 Net Assets / Actifs nets		
Unrestricted	173,829	131,845
	581,812	329,743

→ Contributions in Kind (unaudited)

Donor	Contributions
Citizenship and Immigration Canada	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance. Hosting teleconferences.
Government of Alberta	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance, telephone expenses and hosting of conference calls; project development – the Summative Assessment Manual; mail and/or courier expenses; staff time for working on CLB committees and/or presentations.

Contributions in kind (unaudited) (continued from page 23)

Government of British Columbia	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance; telephone expenses; mail and/or courier expenses; staff time for working on CLB committees and/or presentations.
Government of Manitoba	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance; project development – the CLB posters; staff time for working on CLB committees and/or presentations.
Government of Nova Scotia	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance; staff time for working on CLB committees and/or presentations.
Government of Ontario	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance; telephone expenses; mail and/or courier expenses; staff time for working on CLB committees and/or presentations.
Government of Quebec	<ul style="list-style-type: none"> • Travel, staff time and accommodation costs (including meals) for meeting attendance.
Government of Saskatchewan	<ul style="list-style-type: none"> • Travel and accommodation costs (including meals) for meeting attendance; staff time for working on CLB committees and/or presentations .



Statement of Operations and Changes in Net Assets for the year end March 31, 2005

	2005	2004
REVENUE	\$	\$
Government of Ontario	282,989	358,567
Citizenship and Immigration Canada (CIC)	590,572	330,361
CIC Ontario – Ontario Administration of Settlement and Integration Services	—	40,000
Government of Alberta	52,222	28,570
Government of British Columbia	28,101	125,000
Government of Nova Scotia	5,000	5,000
Human Resources and Skills Development Canada	375,045	136,177
National Literacy Secretariat	20,614	—
Grant MacEwan College	46,729	—
Sales – Business Centre	69,051	51,805
Interest	—	110
Donations	—	664
Miscellaneous	—	4,998
Amortization of deferred grants	6,619	13,027
	1,476,942	1,094,279

EXPENSES**Office**

GST	23,395	18,348
Telephone and internet	9,101	4,995
Rent and insurance	46,876	38,163
Office supplies and postage	21,086	47,983
Subscriptions and videos	590	528
Communications	61,054	18,359
Stakeholder services	2,790	2,984
Miscellaneous	14,547	9,795
Website development	19,555	5,050
	198,994	146,205

Personnel

Salaries, fees and benefits	1,089,433	791,028
Staff development	2,180	5,338
Recruitment	544	7,624
	1,092,157	803,990

Board

Travel	15,584	11,476
Insurance	1,655	1,852
Logistics	5,094	7,304
Conference calls	297	1,714
	22,630	22,346

Conferences and Memberships

Association memberships and government fees	1,636	479
Conference fees	7,788	6,054
	9,424	6,533

Business Centre

	27,312	31,257
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Professional fees

	25,388	11,677
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Staff travel

	52,434	32,858
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Amortization

	6,619	15,218
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TOTAL EXPENSES	1,434,958	1,070,084
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NET REVENUE	41,984	24,195
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NET ASSETS, BEGINNING OF YEAR	131,845	107,650
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NET ASSETS, END OF YEAR	\$173,829	\$131,845
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Board Members and Staff

BOARD OF DIRECTORS

Rob Boldt

Chairperson
Provincial Government Member,
British Columbia

Brenda Storr

Vice Chairperson
ESL Expert Field Member, British Columbia

Jim Jones

Secretary-Treasurer
TESL Canada Member

Christine Bertram

TESL Canada Member

Sylvie Beaulieu

Observer Member, Government of Quebec

Carolyn Dieleman

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Peggy Frederikse

Provincial Government Member, Ontario

Margaret Hnidy

Observer Member, ESL Expert Field Member,
Saskatchewan

Tara Holmes

ESL Expert Field Member, Alberta

Barb Krukowski

ESL Expert Field Member, Ontario

Seonaigh MacPherson

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William McMichael

TESL Canada Member

Margaret Pidlaski

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Manitoba

Giovanna Pirro

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Immigration Canada

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Executive Director

Tom McBride

Finance/Budget Officer

Mélanie Boucher

Office/Communications Administrator

Rachel Brière

Administrative Assistant

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Marianne Kayed

Project Manager

Ed Lovell

Assistant Executive Director

Louise Matte

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[room for funder acknowledgements]

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