

*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

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

Vision

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

Mission

The Centre for Canadian Language Benchmarks supports the Canadian Language Benchmarks/Niveaux de compétence linguistique canadiens through policy, guidelines, research and development; and promotes their recognition and use as practical, fair and reliable national standards of English and French language proficiency in educational, training, community and workplace settings.



Strategic Planning

Strategic outcomes:

1. The **adult** ESL/FSL community and the wider immigrant and immigrant-serving community recognize the Centre for Canadian Language Benchmarks (CCLB) 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 language proficiency.
2. The CCLB Board supports and promotes the CLB/NCLC. This multi-stakeholder and nationally representative Board is accountable to member organizations, governments and networks.
3. The CCLB promotes the practical, fair and reliable use of the CLB/NCLC by all stakeholders through policies, guidelines and best practices.
4. A strong and effective adult ESL/FSL community of practice develops as a result of the CCLB's support and promotion of practical, fair and reliable use of the CLB/NCLC.
5. The adult ESL/FSL community, education and training and labour market successfully use a comprehensive CLB/NCLC national assessment system. The CCLB establishes and maintains this system which includes recognition of CLB/NCLC assessors and assessment service providers.
6. The adult ESL/FSL community, education and training providers, and the wider immigrant and immigrant-serving community recognize, use and apply the CLB/NCLC as the national standards to support full participation and integration of immigrants into Canadian society.
7. Industry and regulatory bodies recognize, use and apply the CLB/NCLC as the national standards to improve the functioning of the labour market through the talents, skills and abilities that immigrants bring with them to Canada.
8. Developers of adult ESL/FSL language curricula, assessment tools, programs and occupational profiles align their products and practice with the CLB/NCLC.
9. The CCLB develops and maintains a system of recognition to endorse quality CLB/NCLC products.



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

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 Social 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)

Table of Contents

Message from the Chair	02
Message from the Executive Director	03
Our Accomplishments	04
Partners Contribute Success	17
Alberta	17
British Columbia	18
Manitoba	19
Atlantic Canada	21
Ontario	23
Quebec	24
Saskatchewan	25
NCLC - Report from francophone members	26
Financial Report	27
Board Members and Staff	30

*Quality CLB/NCLC
products are
endorsed through a
system of recognition
developed
and maintained
by the CCLB.*



→ 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

Message from the Chair



This year has seen some significant new initiatives which are evidence of the growing impact of both the Canadian Language Benchmarks (CLB) and the Niveaux de compétence linguistique canadiens (NCLC).

It has been my privilege, and a challenge, to have held the position of Chair of the Board of the Centre for Canadian Language Benchmarks (CCLB) from June 2005 to June 2006. This year has seen some significant new initiatives which are evidence of the growing impact of both the Canadian Language Benchmarks (CLB) and the *Niveaux de compétence linguistique canadiens* (NCLC). It has also become clear that the governance model developed to serve the needs of the founding CCLB is no longer suitable or effective.

The reports that follow demonstrate the commitment of staff to providing support to initiatives which have national implications. I am impressed by the quality of work the Centre produces, and eager to share this work with my colleagues.

A major accomplishment this year was the significant advancement of the *Niveaux de compétence linguistique canadien* (NCLC) in the work of the Centre. There is a noticeable presence of projects related to the NCLC as well as discussion of issues in the field of French as a second language (FSL) raised by our new board members who represent the francophone communities in the West, Central and Eastern regions of Canada. The new website for the CCLB reflects the growing bilingual nature of the Centre. These changes in the work of the Centre are the direct result of the hard work and dedication of both staff and board members.

This year has also seen an increasing interest



in developing expertise at the higher benchmark levels (7 – 10) as well as a continuation of the work to align the CLB with the Essential Skills. The Occupational Language Analyses (OLAs) which have emerged from the application of the CLB to the workplace have significant implications for employers as they seek skilled workers. Indeed the OLA model of examining language skills in determining eligibility for training may have implications in assessing the language skills of native speakers seeking work or training as well as non-native speakers of French or English..

The challenge of identifying a new governance model came from a number of directions. Firstly, as the CLB/NCLC has gained prominence nationally, so the field of stakeholders has expanded. The Centre must seek ways to involve all stakeholders in discussions of the work it does and the services it provides without creating an unwieldy board structure. Secondly, the traditional model of including federal and provincial government funders on the Board of Directors has been challenged by issues of conflict of interest for some of the government funders. The CCLB must identify new relationships with its government funders and seek clarity of the future vision for the CLB/NCLC and the role that the CCLB will play in promoting the language standards nationally and ensuring the integrity of the standards. 2006 – 2007 will be a significant year for the Centre as its staff, board members and other stakeholders work together to meet this challenge.

I would like to extend my thanks to the staff of the Centre for their dedicated professional work this past year. Pauline McNaughton has done superb work in gathering and mentoring a very skilled staff, as well as in advocating for the use of the CLB/NCLC and the work of the Centre nationally. The following reports represent significant effort and commitment on the part of Pauline and her staff. TESL practitioners and program funders and developers from across the country appreciate the work of the Centre and rely on it as a source of information as well as a place to seek support and guidance in the use of the CLB/NCLC.

I would also like to extend my thanks to my fellow Board members for their dedication to the work of the Centre. I appreciate the professionalism and willingness to provide support for our work both in face to face meetings, and via teleconferences scheduled at times that work across 5 time zones!!

—Brenda Storr, Chair

Greetings from the **Executive Director**

I would like to thank the many education and training professionals across the country, knowledgeable in the CLB and NCLC, who have been involved in the various projects described in this report through participation on national advisory committees, involvement in pilots and field tests, as well as in materials development and delivery of training. CLB and NCLC national standards are living documents developed through a national consultative process to address the settlement and integration needs of immigrants to Canada. The work of the original National Working Group on Language Benchmarks, established by Citizenship and Immigration Canada in partnership with provincial governments, ensured that the benchmarks reflect common ownership from users in all regions of Canada – a remarkable achievement. The CCLB has taken on the responsibilities of the National Working Group in

many ways, and continues to support processes that ensure ongoing dialogue and input from the CLB and NCLC community of practitioners across Canada. The CCLB has done this through the use of national consultations and focus groups, national advisory councils and expert panels, in order to obtain direction and feedback on all new products, services and resources. We are committed to ensuring that the CLB and NCLC remain living documents, reflective of the needs across Canada. This also helps to ensure that the CLB and NCLC standards meet the criteria set out by the Conference Board of Canada of demonstrated “authenticity, currency, quality, relevancy, trustworthiness and transferability” in service to the settlement and integration needs of newcomers to Canada for living, working and studying in Canada.

—Pauline McNaughton, *Executive Director*



We are committed to ensuring that the CLB and NCLC remain living documents, reflective of the needs across Canada.



Our Accomplishments

The Centre for Canadian Language Benchmarks (CCLB) has developed a communicative assessment tool to identify language proficiency in the CLB 7-10 range.



Building a National Assessment System

Workplace Language Assessment (WLA) for CLB 7 – 10

Project funding provided by the Governments of Alberta and Ontario

The Centre for Canadian Language Benchmarks (CCLB) has developed a communicative assessment tool to identify language proficiency in the CLB 7-10 range.

The Workplace Language Assessment (WLA) assesses language proficiency of internationally-educated newcomers for placement into programs where the national standard (CLB 7 – 10) is used to help determine eligibility. The task-based instrument requires clients to demonstrate samples of some of the language skills used in the workforce in professions such as engineering, IT and finance. The tasks are generic, rather than profession-specific.

National pilots on the first test form were carried out in bridge to employment and college-level workforce preparation programs in Vancouver, Calgary, Winnipeg and Toronto. Later, pilots to establish parallelism between the two test forms were conducted in Enhanced Language Training programs, along with ESL programs in Ottawa, Winnipeg and London, Ontario. The validity and reliability of the pre-test screening tool were established in a small pilot study carried out in Ontario among employment counselors and LINC assessors with funding from Citizenship and Immigration Canada.

Development of the WLA was guided by members of the National Advisory Committee which included representatives of Assessment Centres, workplace trainers, colleges, ESL professionals, immigrant-serving agencies, providers of higher-level employment preparation programs, funders, and CLB experts.



The Pre-Test Screening Tool and WLA

The WLA package includes both a pre-test screening instrument and two versions of the WLA for more flexible and secure assessments.

The WLA Screener*	<ul style="list-style-type: none"> to determine readiness for WLA assessment 30 minutes 20 minute writing task 10 minute oral interview formatted like an application form used by trained intake counselors, assessors, employment counselors, teachers
Speaking	<ul style="list-style-type: none"> conducted by trained assessor single rater a 3-part interview 20 minutes interview must be recorded for scoring purposes
Listening	<ul style="list-style-type: none"> conducted by trained assessor single rater part of interview format 3 parts 10 minutes
Reading	<ul style="list-style-type: none"> scored by trained assessor one task: two-page text and 25 multiple-choice test items 30 minutes to administer Individual or group administration
Writing	<ul style="list-style-type: none"> scored by trained assessor One task 30 minutes to administer Individual or group administration

Training and certification in the administration of the screener tool and the WLA are now available for certified CLB assessors. Following the model developed for standardized training in the CLBPT, training sessions for the WLA can be arranged in all regions of Canada.

*The WLA screening tool is not a language test and should not be treated as a replacement for a full language assessment. The tool is one step in the process leading to a full language assessment and entry into appropriate language training. It has been determined to be a useful resource to refer clients to appropriate language assessments. Readiness for the WLA is based on speaking, listening and writing skills demonstrated in a 30-minute screening session.

Training is available to prepare teachers, employment counselors, and other professionals in how to use the screening tool to determine whether clients are ready to take the WLA.

Client Profile

The candidates for the WLA are university- and college-educated newcomers with at least one year of work experience who are preparing to enter a wide range of professional positions in Canada.

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

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

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

The CLBPT now is available in four parallel versions to support assessors in using the placement tool for more secure and flexible assessments. All sub-tests – reading, writing, speaking and listening – are new but provide parallel reports of benchmarks upon entry into programs. Version 4, funded by the Government of Alberta, includes tasks relevant to test-takers with work experience who are actively preparing to transition into the Canadian workplace.

Training is now available for organizations intending to use three or four of the CLBPT versions. Six-hour sessions are available based on demand. New assessors, unfamiliar with CLB assessments, must become certified within three months following the training. Samples of accurate scoring are submitted to the regional trainer for evaluation and feedback.

Certified assessors who have been using the original test version and continue to work in CLBPT licensed test centers are eligible to attend half-day orientation sessions held in the regions based on demand. The sessions introduce assessors to the new forms and offer an opportunity to practice using new test versions to ensure reliable scores are maintained across versions.

In March 2006, a series of training and orientation sessions were conducted for LINC assessors in the Atlantic, Ontario and the Prairie Regions to ensure that assessment centres have access to the new CLBPT versions. Funding was made available for this project by Citizenship and Immigration Canada.

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

Test Administration and Supports

Project funding provided by the provincial Governments of Alberta, Ontario and Citizenship and Immigration Canada

CCLB remains committed to the importance of providing trained CLB assessors with an accessible means of maintaining reliable scoring of client performance on speaking and writing assessments. Maintaining sharp, accurate scoring is of particular concern for assessors who have been away from assessments for an extended period or who have infrequent opportunities to use CLB assessment tools.

In 2005 – 2006 CCLB developed a number of new resources including new webpages for assessors trained in the CLBPT. Assessors now can access audio files of CLBPT speaking and listening interviews and compare their scores to those set by regional trainers from across Canada. Similarly, writing samples will be available on the webpages for practice and skills sharpening. If scoring discrepancies exist, assessors can refer to comments and observations provided by trainers to support their standardized decisions. The interviews and writing samples are changed every three months and archived to allow assessors ongoing opportunities to maintain reliable scoring of all test forms

The introduction of new test forms in 2005, required updated training videos for use during both training and orientations sessions. Exemplary interviews of all four CLBPT test forms have been prepared for use by trainers.

Assessors who are new to CLB assessments and complete the one-day of training in CLBPT administration will be provided with audio CDs of successful interviews. While preparing for certification, they will be able to use the interviews to study appropriate protocols and practice scoring of all test forms. Standardized scores were set by trainers for all new training materials. The work completed for the CLBPT assessors provide the model for supports now available for Workplace Language Assessment (WLA) assessors.

CCLB continues to invite feedback from CLB assessors on test administration concerns to ensure that test instruments used across Canada are used to provide fair, consistent reports of language proficiencies.



The introduction of new test forms in 2005, required updated training videos for use during both training and orientations sessions.



Canadian Language Benchmarks Literacy Placement Tool - Volume 1 (LPT) (English and French)

Project funding provided by the provincial Governments of Alberta and Manitoba and Citizenship and Immigration Canada

The LPT – Volume 1 (English) was completed and available for distribution in the fall of 2005. The French-language version was launched a few months later.

The first volume of the LPT was validated by literacy practitioners and assessors to determine its accuracy and utility for assessing learners in the Foundation and Phase 1 levels of the literacy benchmarks. The volume consists of 10 tasks to identify what a new learner can do in terms of second language reading, writing and numeracy skills. This information is summarized on a checklist so a practitioner can begin to plan and deliver appropriate training targeting the needs of a new learner. The LPT also facilitates improved referrals to literacy programs where the literacy benchmarks are used for training and evaluation.

The streamlined LPT – Volume 1 can be administered in approximately 30 minutes in a variety of settings including multi-level classrooms, community-based programs and assessment centers. Administration of the new tool produces standardized results provided users follow the scripted instructions and respect the Code of Best Practices for Users of the Literacy Placement Tool (LPT) that is included in the document. The code includes appropriate uses for the LPT, duplication and security practices and administration best practices. All tasks are available on a CD that is included in the document.

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

The first volume of the LPT was validated by literacy practitioners and assessors to determine its accuracy and utility for assessing learners in the Foundation and Phase 1 levels of the literacy benchmarks.

Canadian Language Benchmarks Literacy Placement Tool - Volume 2 (LPT) (English and French)

Project funding provided by the National Literacy Secretariat of HRSDC

The second volume of the Literacy Placement Tool (LPT) is now available in English and French to support reliable, accurate assessments of new learners whose competencies fall within Phase 2 of the national literacy benchmarks. Six tasks provide a streamlined assessments of ESL learners' reading, writing, and numeracy competencies upon beginning a new training program. The LPT – Volume 2 provides two sets of tasks to address the needs of a broader range of program providers: one section is suitable for learners who are developing literacy and numeracy to live and work in Canada, while another section is more suited to learners with workplace experience who are beginning re-skilling or training programs. Both sets of tasks can be administered in approximately 30 minutes using tasks available on the CD included in the package.

The LPT-2 was validated across Canada applying a protocol similar to that used in 2005. Results have ensured that the LPT-2 is a reliable and valid tool for placement referenced to the literacy benchmarks.

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



CSTD Partners for Learning and Performance

I am pleased to advise you that CSTD recognizes and supports the important work that the CCLB is doing in the area of setting national standards for Canada in language benchmarks. You are correct in that Canada's ability to be competitive lies in our ability to attract, retain and develop a world-class labour force, and that tools like these are essential to that success.

I will notify our membership of the Canadian Language Benchmarks 2000 and your website.

—Lynn Johnston, President

Assessment - Outil de classement en alphabétisation pour immigrants adultes – volume 1

Project funding provided by the National Literacy Secretariat of HRSDC and Citizenship and Immigration Canada

This simplified instrument is composed of a set of reading, writing and numeracy tasks based on the skills set out in the foundation phase and phase I of the document entitled *Alphabétisation pour immigrants adultes en français langue seconde*. The purpose of the tool is to facilitate the placement of adult immigrants and to direct them to literacy or French second language programs that can help them integrate into the Canadian community.

"The tool is well designed and well organized. I think it will be useful in a variety of adult education settings."

Coalition francophone pour l'alphabétisation et la formation de base en Ontario

"The documents are well prepared and easy to use. They are excellent assessment tools for adult literacy centres."

Pluri-elles (Manitoba)

Assessment - Outil de classement en alphabétisation pour immigrants adultes – volume 2

Project funding provided by the National Literacy Secretariat of HRSDC

Volume 2 of the *Outil de classement en alphabétisation pour immigrants adultes en FLS* was developed in collaboration with a working committee made up of French and English literacy educators who work with immigrant clients. It is designed to assist literacy or French second language educators, workplace or employability educators and assessors in making informed decisions about the needs of immigrant clients and the appropriate placement of those clients.

The tool provides two sets of six reading, writing and numeracy tasks based on Phase II of the document *Alphabétisation pour immigrants adultes en français langue seconde*. The tasks are adaptive, either for community and school use or for employability organizations, so that they can direct adult immigrants to literacy, French second language, employability or workplace training

programs, with the simultaneous goal of helping them to integrate into the Canadian community and the working world.

To learn more about these projects, contact Silvia Dancose, NCLC Project Manager, by e-mail at sdancose@language.ca or by telephone at (613) 230-7729, ext. 181.

CIITE Project

Project funding provided by the Government of Ontario

CCLB and seven Ontario colleges have partnered in the Colleges Integrating Immigrants to Employment (CIITE) project. The objective is to identify and create strategies to remove barriers that internationally trained immigrants (ITIs) face in the Ontario college network. CIITE consists of five independent projects and CCLB's involvement specifically has been with the Language Proficiency project.

A key focus has been on how use of the national standard within the colleges may serve to reduce barriers and support success for ITIs. College staff members were introduced to the CLB in training sessions in January 2006. The sessions were followed by training provided by experts from Red River College in Winnipeg in a methodology for applying benchmarks to identified college programs, a process that all participating colleges had agreed to undertake. In the following months, college assessors were trained to administer the CLBPT while orientation sessions were held to introduce certified CLBPT assessors to test forms – 2 and 3.

Beginning in the fall of 2006, ITIs who agreed to participate in the pilot project were assessed to establish their language benchmarks upon entry into college. Their academic performance in the program is being tracked and their experiences recorded to establish the impact of language levels on college success. Researchers will make recommendations that will assist all Ontario colleges in better serving the needs of internationally trained immigrants.

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

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Toronto District School Board Continuing Education

The Toronto District School Board has embraced the Canadian Language Benchmarks since their inception, and have found each new document (including the Guide to Implementation, the Literacy Placement Tools and the Can-Do documents) to complement our ongoing initiatives, from placement to exit.

The Canadian Language Benchmarks allow us to deliver a program that is aligned to objective, national standards. They give validity and coherence to our work, and enable us to work as a team that speaks the same language: learners, assessors, instructors, and administrative staff alike.— Grainne O'Donnell



Canadian English Language Benchmark Assessment for Nurses

Project funding provided by the Governments of Alberta, British Columbia and Ontario.

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. CELBAN has been approved by licensing bodies across Canada for Registered Nurses, Licensed Practical Nurses and Registered Practical Nurses.

Accomplishments for 2005-2006:

→ 2005-2006 was the first year of official administration in Canada at test sites in Vancouver, Edmonton, Winnipeg, Toronto, Scarborough and Hamilton.

→ Two new versions of CELBAN were developed, which reduces the waiting period from 6 to 3 months for candidates who need to take CELBAN a second time, and allows candidates to take CELBAN a total of 3 times instead of 2.

→ Statistics confirm that CELBAN is gaining popularity with candidates, and is becoming accepted as a reliable and valid assessment tool for the English language assessment of internationally-educated nurses. Over the past year 193 candidates were assessed with CELBAN.

- **82.3%** of respondents agreed or strongly agreed that the CELBAN accurately assesses their English abilities;
- **84.9%** of respondents agreed or strongly agreed that CELBAN content reflects the Canadian nursing context;
- **84.9%** of respondents agreed or strongly agreed that CELBAN tasks reflect the Canadian nursing context;
- **88.7%** of respondents agreed or strongly agreed that it is beneficial to them that upon receiving their CELBAN test results (scores), they will also be receiving feedback on their strengths and weaknesses in both Speaking and Writing.

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

The tools are intended to measure achievement at the end of a training program according to the national standard.



Developing Canada's National Language Standards

The Development of a Set of Exit Tools for Use by Instructors of CLB 7-10 in Enhanced Language Training (ELT) Programs

Project funding provided by Citizenship and Immigration Canada

The Centre for Canadian Language Benchmarks (CCLB), with funding from Citizenship and Immigration Canada (CIC), has begun development of Exit Tools to promote and support fair, reliable assessments of high intermediate and advanced-level adult ESL learners (CLB 7 – 10) according to the standards described in the Canadian Language Benchmarks 2000. The tools are intended to measure achievement at the end of a training program according to the national standard. The Exit Tools are being developed to provide practitioners of Enhanced Language Training (ELT) and other higher level ESL programs with easy to score exit assessments of listening, speaking, reading and writing and provide learners with reliable reports of language proficiency when they leave their training program to pursue academic, employment or community goals.

The Exit Tools 7-10 are being developed with input from ELT practitioners from across Canada. The project began with a survey investigating the types of assessment currently used in ELT programs. Responses to the survey, from dozens of ELT practitioners across Canada, were shared with a national panel of experts. This panel, with demonstrated expertise in Canadian Language Benchmarks, test measurement and design, and experience working with learners in higher-level language and workplace training programs, are from British Columbia, Alberta, Manitoba and Ontario.

As part of the development process, CCLB will be conducting field trials and national pilots to ensure that the exit tools provide valid and reliable reports that practitioners and learners can use with confidence.

The ELT Exit Tools will be piloted in the late summer and fall, 2006, with the final product available in the spring of 2007.

For more information, contact Julie Newlands, Project Manager, CCLB (613) 230-7729, ext. 179 jnewlands@language.ca



Canadian Language Benchmarks Companion Tables

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

The Canadian Language Benchmarks 2000 provides rich and detailed descriptions of learner competencies supported by samples of tasks to facilitate instruction and evaluation of learner performance. Users are familiar with the document which is organized into three sections, each containing an outline of one of the three stages of proficiency. All information about each language skill – speaking, listening, reading, writing – is grouped within the appropriate section. This in-depth view of benchmarks has served instructional users well, but curriculum developers, researchers and assessment tool developers often need to look across benchmarks to identify and compare competencies across levels.

The CLB 2000 Companion Tables have been designed to serve the needs of those who benefit most from a document that presents many of the relevant competencies and indicators in a new format that can be viewed across levels. The new tables facilitate use of the CLB 2000 for task selection, task development, evaluation procedures, assessment and test instrument alignment activities.

Following the launch of the tables at TESL Canada 2005, a validation project was carried out by the CCLB over the summer of 2005. Participants from across Canada used the reformatted tables for three months in a variety

The new tables facilitate use of the CLB 2000 for task selection, task development, evaluation procedures, assessment and test instrument alignment activities.





The CCLB is very proud to make a new version of the language benchmarks for French as a second language available to the francophone community...

of benchmarks-related projects in universities, colleges, school boards and other institutions. Their qualitative feedback revealed that the tables provided a valuable resource that did facilitate their activities. Since that time, the CLB 2000 Companion Tables have been available on the CCLB website to encourage as wide a range of users as possible. Requests for copies of the Companion Tables resulted in decision in the spring of 2006 to print a limited number of documents.

A full validation procedure will be important in determining the utility of the tables for specific purposes and in eliciting the feedback required so that the tables can be further tailored to suit the requirements of specific groups and institutions. The Companion Tables are a work in progress and feedback on the use of the Companion Tables is welcome.

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

Revision and Validation of Niveaux de compétence linguistique canadiens

Project funding provided by Citizenship and Immigration Canada (CIC)

The CCLB has completed a comprehensive review of the French version of the *Canadian Language Benchmarks*. The revised document is intended to be national in scope and to support the teaching and learning of French as a second language in CLIC (Cours de langue pour immigrants au Canada) and FSL programs offered in continuing education programs delivered by school boards, colleges and universities.

The review involved making the entire document more readable by using plain language that is accessible to a majority of both the general public and readers who specialize in French second language skills. To complete the review, changes had to be made to various aspects of sentence structure and vocabulary, by adapting and standardizing them to ensure that FSL professionals, program administrators, employers, sectoral councils, unions, learners and all other interested parties could understand them and would be able to abide by them.

For the purposes of this project, the Centre franco-ontarien des ressources pédagogiques

(CFORP) was assigned to conduct a comprehensive review of the 12 skill levels, produce a lexicon, prepare summary tables and rewrite the introduction. Each sentence was carefully examined and compared with the English version, *Canadian Language Benchmarks 2000*. The initial document, *Standards linguistiques canadiens 2002*, was used as a secondary reference for assessing the level of accuracy.

The CCLB is very proud to make a new version of the language benchmarks for French as a second language available to the francophone community, based on the following results:

- a clear, accessible and credible frame of reference for describing fluency in French on the part of adult immigrants and potential immigrants;
- a document that follows the fundamental principles relating to progress levels set out in *Canadian Language Benchmarks 2000: English as a second language for adults*;
- a new title – *Niveaux de compétence linguistique canadiens 2006* – that is more coherent and meaningful. It reflects the wealth of knowledge and expertise in the organization that supports, protects and promotes it;
- an organized, clear introduction that makes sense to French-speaking readers, both those who specialize in French as a second language and those who do not;
- a document that genuinely reflects the French spoken in Canada and that is recognized and used by the leading stakeholders, including FSL professionals, individuals who deliver education and training programs, employers, regulatory agencies, sectoral councils and immigrant aid organizations;
- a practical bilingual lexicon of about 300 words, representing the corporate and specialized terminology used in the CLB. The lexicon is in Excel format and includes source citations;
- a 2006-2007 national validation plan that sets out the various applications of the language benchmarks and provides a way of ascertaining the level of compliance with the benchmarks, and also takes into account the needs expressed by the francophone community in Canada.

To learn more about the project, contact Silvia Dancose, NCLC Project Manager, by e-mail at sdancose@language.ca or by telephone at (613) 230-7729, ext. 181.



Teaching English as a Second Language – Canada (TESL Canada)

set of descriptors that clearly indicate a learner's achievement are critical in ensuring that communications and accountability are transparent for all. With the Canadian Language Benchmarks (CLB) this is achieved. The CLB allow for a common language to be used and as a result a seamless process for learners and language providers to be in place as individuals move across the country. The CLB have also been a useful tool in assisting employers to understand the level of English an individual may have or may need to be gainfully employed. Since the introduction of the Canadian Language Benchmarks we have been able to develop better curricula and test, which have provided opportunities for newcomers to Canada to integrate in a more holistic manner. TESL Canada not only recognizes the Canadian Language Benchmarks as the standard for language measurement in this country but also the value of having this standard in place and is pleased to be able to endorse Canadian Language Benchmarks as the official document for this purpose..—Shailja Verma, President

National Literacy Benchmarks – Trousse en alphabétisation pour immigrants adultes en FLS

Project funded by the National Literacy Secretariat (NLS) and Citizenship and Immigration Canada (CIC)

Beginning in early 2006, the CCLB was proud to publish its first two francophone publications: *Alphabétisation pour immigrants adultes en FLS* and *Outil de classement en alphabétisation pour immigrants adultes en FLS, volume 1*. These two publications are part of the comprehensive literacy kit for adult immigrants in Canada which will also include a second placement tool. The placement tools were developed in collaboration with a working committee made up of French and English literacy educators who work with immigrant clients. The English version is entitled Literacy Placement Tool.

At the same time, the CCLB was working on the development of the second placement tool, which was released in the fall of 2006 under the title *Outil de classement en alphabétisation pour immigrants adultes en FLS, volume 2*. The following is a brief outline of the first publication of the kit. An outline of the second publication and a description of the project relating to the second tool can be found on page 7.

Alphabétisation pour immigrants adultes en FLS

This document is the product of a lengthy process of translating and adapting the English document *ESL for Literacy Learners*, with the assistance of the Centre Fora (Centre franco-ontarien de ressources en alphabétisation). The guide, entitled

Alphabétisation pour immigrants adultes en FLS, will be useful to organizations that offer literacy courses for adult immigrant clients who have few or no literacy skills in their first language and who are in a French learning situation. Program coordinators and literacy educators will be able to use the guide to plan customized learning activities tailored to learners' needs.

This document is based on the English version of the Canadian Literacy Benchmarks to assess the literacy progress made by an immigrant learner based on four phases that deal with basic reading, writing and numeracy skills. In order to adapt and publicize this new resource, the CCLB has made numerous contacts with the francophone network of literacy and French second language educators in Canada, including Quebec.

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



The placement tools were developed in collaboration with a working committee made up of French and English literacy educators who work with immigrant clients.





For the growing percentage of Canada's labour force which is internationally-trained and speaks English or French as a second language, demonstrating their Essential Skills can be a serious problem depending on their level of language proficiency.



Improving Access For Internationally Educated Professionals

Update on "Online Essential Skills Resources for ESL/FSL Professionals" Project and the "Language Profiling of Tourism Sector Occupations Based on Essential Skills Profiles"

Project funding provided by Human Resources and Social Development Canada

The CCLB undertook 2 multi-year projects linking two national standards, Citizenship and Immigration Canada's Canadian Language Benchmarks, and Human Resource and Social Development Canada's Essential Skills for the Workplace.

1. *Online Essential Skills Resources for ESL/FSL Professionals* to provide online professional development materials to ESL/FSL teachers
2. *Language Profiling of Tourism Sector Occupations Based on Essential Skills Profiles*, to develop a methodology for language benchmarking tourism occupations

HRSDC identified 9 Essential Skills that are essential to success in all occupations: reading text, document use, writing, numeracy, oral communication, thinking skills, working with others, computer use and continuous learning. The Canadian Language Benchmarks provide national standards for describing, measuring and recognizing second language proficiency of adult

immigrants for living and working in Canada. For the growing percentage of Canada's labour force which is internationally-trained and speaks English or French as a second language, demonstrating their Essential Skills can be a serious problem depending on their level of language proficiency. The purpose of this project was to develop tools and resources to support the use of both the Canadian Language Benchmarks and the Essential Skills, in order to improve training and learning opportunities for newcomers.

Work on these projects was guided and informed by a National Advisory Committee made up of experts in the Essential Skills and Canadian Language Benchmarks, as well as representatives from sector councils, workplace trainers and assessment experts.

Two key achievements from these projects include:

→ Publication of *A Comparative Framework: Relating Canadian Language Benchmarks to Essential Skills* in English and French which provides general guidelines for how the CLB levels for reading, writing, speaking and listening levels correspond to ES levels for writing, reading text, document use and oral communication.

→ Methodology and model for the development of *Occupational Language Analyses* (OLAs) in English and French, to provide a description of language

Movement for Canadian Literacy

On behalf of the Movement for Canadian Literacy (MCL), I am writing to recognize the excellent work done by the Centre for Canadian Language Benchmarks (CCLB).

MCL is very aware of the critical role that language and literacy plays in people's full development and participation in the life of their communities. By strengthening our knowledge about these areas and by providing tangible ways to harness that knowledge, CCLB is making an important contribution.

MCL salutes CCLB's work in the development of policy, guidelines and research. We especially appreciate the work done on benchmarks for both ESL and FSL literacy learners. The recent Literacy Placement Tool offers practitioners a comprehensive and practical tool as a framework for assessment, training and evaluation.

The work of CCLB gives us a language to talk about language. In doing so, they are making an invaluable contribution to our collective efforts to strengthen the social and economic well-being of individuals, families, communities and the country.

—Wendy DesBrisay, Executive Director

competencies, referenced to the CLB, based on Essential Skill Profiles (ESP) and National Occupational Standards (NOS).

Many other deliverables resulting from these projects are available online at a new dedicated website www.itsessential.ca, hosted by the CCLB, dedicated to information and resources that connect the Canadian Language Benchmarks and Essential Skills.

The following online resources resulted from the *Online Essential Skills Resources for ESL/FSL Professionals*:

- Final publication of the document *Relating Canadian Language Benchmarks to Essential Skills: A Comparative Framework* published in both English and French, in print and online. Online versions include a downloadable PDF file, and an online database, searchable by global descriptors. In 2005-2006 the following validation activities were also successfully completed.
- Validation of Reading and Document Use sections of the Comparative Framework with 40 ESL teachers reviewing the framework and giving targeted feedback through online surveys and a one-day focus group in each of (Vancouver, Edmonton, Toronto, and Hamilton). See online report, *"CLB - ES Comparative Framework: Report on Responses from the Field"*.
- Validation of the Writing section involved 15 ESL Writing experts rating authentic workplace tasks that had been previously rated by Essential Skills experts. See online report, *CLB-ES Comparative Framework Validation Study*.
- Validation of the Speaking and Listening sections followed a similar methodology to the Writing validation.
- French validation for Reading and Document Use was completed with 15 participants who followed the same methodology used for the English pilot, including a focus group of participants and 16 observers (administrators, government project officers, and NCLC members) in Montreal.
- Teaching resources were developed for adult ESL and FSL teachers in order to demonstrate how to integrate both CLB and ES in language training programs. These resources are available online in the "Sample Lesson Plans" area including
- A module of 16 ESL lesson plans developed for

Hotel Front Desk Agent, together with 11 Exit Assessment activities

- 25 additional ESL lesson plans for various other occupations
- 10 FSL lesson plans developed for Administrative Support workers
- Information sessions were given in February and March 2006 on how to use these new resources, offered at 7 school boards in Ontario and at two in Alberta.

The following online resources resulted from the *Language Profiling of Tourism Sector Occupations Based on Essential Skills Profiles*:

→ 14 Occupational Language Analyses (OLAs) in English and French for the following occupations: Bartender, Food & Beverage Server, Food Counter Attendant, Taxicab Driver, Hotel Front Desk Attendant, Special Events Coordinator, Golf Club Manager, Kitchen Helper, Line Cook, Cook (Chef), Freshwater Angler, Guest Services Agent, Travel Counsellor, and Tour Guide.

→ The OLAs are available online in English and French as downloadable PDF files, or through an online database searchable by NOC¹ code, sector name, occupation name.

→ The multimedia "OLA Orientation" tool was added to the web site in English and French and contains information targeted to 3 different audiences including: Human Resource professionals, ESL/FSL teachers and Settlement Workers explaining the use of OLAs.

→ A 2 page white paper, entitled "Occupational Language Analysis: Overview of the Methodology" was developed and made available at conferences and also online.

→ A set of *Best Practices* for the OLAs was developed and are available online.

The results of these two projects have been well received by the ESL/FSL community, as well as from sector councils and Essential Skills practitioners. The CCLB hopes to continue to build on this work in the future and to develop further resources that relate to both the Canadian Language Benchmarks and Essential Skills.

To learn more about these projects, contact Marianne Kaye, Project Manager, by e-mail at mkayed@language.ca or by telephone at (613) 230-7729, ext. 176.



Teaching resources were developed for adult ESL and FSL teachers in order to demonstrate how to integrate both CLB and ES in language training programs.

¹ National Occupational Classification



The CCLB has made a nation-wide teaching tool available for FSL professionals to assist in planning French second language lessons for newcomers to Canada.



Professional Development

Professional Development - Lignes directrices nationales du programme CLIC

Project funded by Citizenship and Immigration Canada (CIC)

The CCLB has made a nation-wide teaching tool available for FSL professionals to assist in planning French second language lessons for newcomers to Canada. FSL program administrators and teachers who offer CLIC (Cours de langue pour immigrants au Canada) programs will be able to use this document to help provide better service to their immigrant clients. The *Lignes directrices nationales pour le programme CLIC* is the French second language training program offered to immigrants to assist them in integrating into the social, cultural and economic life in Canada.

In March 2006, only one provider in Canada offered French second language training that was funded by Citizenship and Immigration Canada's CLIC program. The CCLB was therefore retained to send out questionnaires seeking feedback, not only from educational institutions that offer FSL programs, but also from organizations that provide settlement and integration assistance to newcomers throughout Canada. The primary objective was to gather comments and suggestions about how this resource could be used within the target organizations.

The CCLB was persuaded that this was a valuable and useful document, and sent out 14 questionnaires over the period of January 31 to February 27, 2006. The Government of Quebec was given a complimentary copy of the *Lignes directrices nationales du programme CLIC* for its contribution of teaching resources and reference materials. The data collected from this exercise was submitted to CIC in a compilation report. Some of the responses are set out below and attest to the usefulness of this kind of tool across Canada.

"This is first-hand material that will be useful to our trainers, who are often left to their own devices." Alberta

"An excellent approach that is useful for newcomers. This program can also serve as a model for all FSL programs for new Canadians."

British Columbia

"This document can be used as a resource for French lesson planning in the CLIC program that we would like to offer." Ontario

"The program offers teachers of French as a second language useful content and allows them to standardize their approaches." Manitoba

"This kind of national tool means that training of equal quality can be offered throughout Canada, while being adapted to regional situations." New Brunswick

To learn more about the project, contact Silvia Dancose, NCLC Project Manager, by e-mail at sdancose@language.ca or by telephone at (613) 230-7729, ext. 181.

Professional Development - Validation of the Cadre de référence comparatif des Niveaux de compétence linguistique canadiens et des Compétences essentielles

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

The CCLB organized and coordinated the process of validating the document *Faire le lien entre les Niveaux de compétence linguistique canadiens (NCLC) et les Compétences essentielles (CE) : un cadre de référence comparatif*, working with 12 participants who are involved primarily in French second language teaching. In the course of the validation, the participants completed three questionnaires and took part in a discussion group organized in Montreal in March 2006. Some 10 observers from the federal government, sectoral councils and educational institutions that offer FSL programs were included in the discussion group. The focus group was a great success, bringing together a large group of francophone professionals from across Canada for the first time and providing them with a unique forum for establishing links. It also provided the CCLB with an opportunity to introduce itself to them as a dynamic francophone organization.

The NCLC and CE project represents the first comparative study of the four benchmarks and four of the nine essential skills established by HRSDC. The essential skills are those that enable people to function at work and in everyday life.

At the end of the three-year project, the CCLB validated the *Cadre de référence comparative/Comparative Framework* with French and English second language professionals. Three independent consultants took part in preparing the final report on the validation process in French.

"A very complete document that brings together information about essential skills and the Niveaux de compétence linguistique canadiens."

Association of Canadian Community Colleges (ACCC)

"There are many people committed to using their expertise and energy to help newcomers settle in Canada. The Cadre de référence comparative might make their jobs easier."

Collège universitaire de Saint-Boniface (Manitoba)

To learn more about the project, contact Silvia Dancose, NCLC Project Manager, by e-mail at sdancose@language.ca or by telephone at (613) 230-7729, ext. 181.

Professional Development

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

In 2005-2006, the CCLB awarded a contract to the Toronto Catholic District School Board (TCDSB) to develop an online, introductory Professional Development module about the Canadian Language Benchmarks. The print and audio visual materials were developed and piloted with up to 20 ESL teachers and 3 CLB/TESL experts

The pilot included:

- novice ESL teachers who are new to the Canadian Language Benchmarks and ESL teaching (e.g. recent graduates of TESL programs), and

- ESL teachers who are teaching in the field with limited or no knowledge of Canadian Language Benchmarks.

The participants were emailed a 3 page Online Professional Development Evaluation Form subdivided into the following categories: Training Quality, Course Presentation, Course Objectives, and Materials.

The feedback from both teachers and experts was predominantly favourable. Minor changes were recommended to improve the two units, and to improve access on the website to the materials.

For more information about this project contact Marianne Kayed at mkayed@language.ca or call (613) 230- 7729 ext. 176

Learner Outreach

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

The CCLB carried out a number of activities in order to provide information to adult learners, to help them better understand their Canadian Language Benchmarks levels, and the levels necessary to meet their learning and employment goals.

→ hosted a workshop for learners at the TESL Canada Learners' Conference Spring 2005 in Ottawa. Learners were asked to give feedback on the CLB Posters for CLB levels 1 – 8. The feedback was overwhelmingly positive, and inspired the development of a related series of "Can Do Checklists" for CLB levels 1 to 8 were developed for use in ESL/FSL classrooms, for the purpose of self-assessment and goal setting

→ Piloted Learner Introductory Kits at over 50 sites across Canada. The kits included = assorted learner outreach materials developed in recent



It is hoped that these resources will provide learners and practitioners with clear information about CLB language proficiency levels necessary to inform language training and employment planning and preparation.

The Conference Board of Canada

The Canadian Language Benchmarks are a valuable tool that can make an important difference in helping newcomers and immigrants successfully integrate into the Canadian workforce. The benchmarks complement The Conference Board of Canada's Employability Skills 2000+ profile of vital employability skills. They also provide a good foundation for engaging Canadians in a dialogue about communication skills that will help enhance workplace preparation, training and career planning."

—Dr. Michael Bloom, Executive Director, Strategic Projects and Initiatives & Education and Learning



The CCLB received funding to develop and promote the Canadian Language Benchmarks for use in community, education, training and workplace contexts.

years, including photocopiable Can-Do Checklists, Lesson Plans (3) about the CLB written for Stage 1, 2 and 3 learners, learner brochures in 8 different language and bookmarks. The feedback was very positive and informative. The materials are available online at www.language.ca.

→ Developed the content for CLB Posters for levels 9 and 10, in English and French, subject to a national review process. The content was also used to develop CLB Can-Do Checklists for levels 9 and 10.

→ Developed 2 new, downloadable, informational booklets to help newcomers and practitioners understand the CLB levels of language proficiency necessary to live, work and study in Canada. Included were mini-versions of the CLB Posters.

- CLB for Study and Work for higher CLB level programs, include mini-versions of the CLB Posters for levels 5 to 10
- CLB for Living and Working in Canada for lower CLB level programs, include mini-versions of the CLB Posters for levels 1 to 5

It is hoped that these resources will provide learners and practitioners with clear information about CLB language proficiency levels necessary to inform language training and employment planning and preparation.

For more information about these resources contact the CCLB at info@language.ca or call (613) 230-7729.

Communications

Project funding provided by the Governments of Alberta, British Columbia, Nova Scotia, Ontario, Citizenship and Immigration Canada and Human Resources and Social Development Canada

The CCLB received funding to develop and promote the Canadian Language Benchmarks for

use in community, education, training and workplace contexts. Funding was also provided to promote new CLB related products and resources.

The CCLB:

- processed requests for the CLB totalling 3000 English and 145 French.
- welcomed 180,000 visitors to its websites www.language.ca, www.celban.org and www.itsessential.ca, with a daily average of 488 visitors from 35 countries.
- responded to over 200 general enquiries about the CLB
- provided news and updates through the website, newsletter and emails
- maintained a database of stakeholders interested in receiving regular news and updates by email
- participated in over 30 conferences, consultations and symposiums through presentations, workshops, panel presentations and exhibits

The CCLB received testimonials about the value of the CLB from::

- Canadian Society for Training and Development
- Conference Board of Canada
- Toronto District School Board
- Movement for Canadian Literacy
- TESL Canada
- Association des collèges communautaires du Canada (ACCC)
- Collège universitaire de Saint-Boniface (Manitoba)
- Coalition francophone pour l'alphabétisation et la formation de base on Ontario
- Conseil des écoles publiques de l'Est de l'Ontario

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

The Alliance of Sector Councils

The Alliance of Sector Councils (TASC), an alliance of Canada's national sector councils, recognizes the importance of national language benchmarks in facilitating the success of newcomers to Canada.

The work of the Centre for Canadian Language Benchmarks (CCLB), in particular in partnership with our members, is a great example of a successful pan-Canadian approach.

—Andrew Cardozo, Executive Director

Alberta

Each year there is evidence of increasing use of the CLB to support the integration of adult immigrants into community, workplace and further education contexts. The Province of Alberta continues to promote the use of the CLB and support the work of the Centre for Canadian Language Benchmarks through participation on the Board, funding for operations and research projects, in-kind contributions of resource materials, and co-funding of projects with local Citizenship and Immigration Canada offices.

The province also directly funds initiatives related to the Benchmarks. Projects that are currently underway include:

- Development of a framework for offering transition programming from high school to post high school for young adult immigrant literacy learners. This framework will be piloted in new communities in 2007. (Bow Valley College)
- Piloting of tools to support and enhance ESL delivery with a focus on intercultural communications (NorQuest College) and the piloting of a curriculum for industry specific pre-employment language development. (Bow Valley College)
- Workshops to offer language tools and resources for local trainers in rural and smaller urban communities. The professional development workshops are developed within the framework of the Benchmarks and offered throughout Alberta. (NorQuest College)

Additional CLB-related projects are funded through the Canada/Alberta Enhanced Language Training initiative¹. In 2005-06 a total of 13 ESL delivery programs were funded. They included programs addressing the needs of accountants and auditors, engineers, oil and gas workers, pharmacists, and nurses. These programs all describe learner language proficiency and learner progress using the CLB. In addition, many of the programs funded under this initiative also include the development of curriculum materials and other resources that are CLB-related. 2005-06 projects included:

- Development of a virtual learning environment for engineers and accountants (Edmonton Mennonite Centre for Newcomers), and support

for pharmacists through a pharmacy preceptor manual, (Bredin Institute).

- Piloting of a fast track bridging program for licensed practical nurses
- Phase 1 of a research and development project on benchmarking the language requirements for engineers (Edmonton Mennonite Centre for Newcomers).

The province maintains a commitment to supporting ongoing research related to the CLB. Currently, the province is funding a research project to determine the professional language gains that can be expected from learners in Enhanced Language Training projects. (University of Calgary). Another project documents gains in professional language proficiency for a group of International Medical Graduates enrolled in a program designed to accelerate professional integration through meeting the requirements of Canadian medical practice.

In March, 2006 the Province of Alberta and CIC co-sponsored an Occupational ESL Conference to bring together providers and government representatives to share learnings from current occupational ESL programs. A consistent theme was the use of the Canadian Language Benchmarks to describe programming, learner outcomes and workplace needs.

Some programs have initiated projects within their own institutions to further understanding of how the CLB can be integrated into classroom planning and assessment processes. A recent project based on assessment for learning principles resulted in the development of a portfolio process to document learner progress. (Bow Valley College and Tara Holmes & Associates, Inc.)

More stakeholders are using and referring to Canadian Language Benchmarks in a variety of forums, well beyond the ESL classroom. Government departments, employers, professional associations are referencing immigrant needs and accomplishments in terms of the benchmarks in their contexts.

Prepared by:

Carolyn Dieleman, Provincial Government Member, Alberta

Tara Holmes, ESL Expert Member, Alberta



Currently, the province is funding a research project to determine the professional language gains that can be expected from learners in Enhanced Language Training projects.

¹ This initiative reflects the purposes of the national Enhanced Language Training Program and the principles imbedded in the policy framework, *Integrating Skilled Immigrants into the Alberta Economy*

British Columbia

To date many applied programs in several community colleges, ranging from the trades, to health, to science technologies, have been benchmarked.

2005-2006 marked another year of growth in the use of the Canadian Language Benchmarks in the Province of British Columbia. For a decade now the CLB has provided the framework for ESL delivery at the lower levels of English language ability and they are very much in evidence in language assessment and in instruction at these lower levels.

Increasingly the CLB are being applied at higher levels. Nowhere is this more in evidence than at the province's community colleges. During this past year a "Benchmarking Training Kit" was developed. The kit provides ESL instructors direction on how to benchmark career training programs. This kit was developed with the intent that it would be used for programs not only within the college system but could also be used by private and not-for-profit career training institutions. To date many applied programs in several community colleges, ranging from the trades, to health, to science technologies, have been benchmarked.

In addition, several CLB-aligned curriculum development projects were carried out during the year. One example is an English for Professional and Career Integration course, designed for internationally educated professionals from a variety of educational backgrounds. This course was created through the collaborative work of Camosun College, Vancouver Community College (VCC) and Kwantlen College and is intended to be used in programs such as BC Skills Connect, funded in part by the provincial Ministry of Economic Development and in part through Citizenship and Immigration Canada's Enhanced Language Training funding. This program is designed to transition immigrants into the Canadian workplace. Another example of a CLB-aligned curriculum is a new course to be offered at VCC this year called Communication for Engineering and Technology.

Also at the colleges, there is a growing use of

CLB-aligned tests. Each year more ESL instructors are trained to use the Canadian Language Benchmarks Placement Test (CLBPT). The CLBPT is replacing other, non-CLB-aligned tests as the institutions' placement test into ESL programming. At VCC staff have been trained on the Canadian English Language Benchmarks Assessment for Nurses (CELBAN). VCC is the test centre for BC for the test and it offers test sittings five times a year.

The colleges also embarked in 2005-2006 on a project that will align their ESL programming articulation levels with the CLB. This work was first done in 2000/2001, shortly after the CLB 2000 document was released, at a time when there was not much experience with the document. Since then instructors and administrators have become much more knowledgeable about the CLB and have found some inaccuracies in that initial work. This new project of (re)alignment will include rigorous validation, using expertise both within and outside the province.

Finally, staff at VCC reviewed and revised the progress and exit tests for the English Language Services for Adults (ELSA) levels that they had first developed for ELSA service providers several years ago. (ELSA is the LINC Program equivalent in British Columbia, where the Provincial Government, and not the Federal Government, administers adult settlement English language training.)

All in all 2005-2006 represented yet another year of strong growth for the CLB in British Columbia. With several projects well underway at the end of the year, it is clear that that strong growth will continue for quite some time.

Prepared by:

Rob Boldt, Provincial Government Member, British Columbia

Brenda Storr, ESL Expert Member, British Columbia



Manitoba

Manitoba's commitment to recruit 10,000 newcomers annually is being realized as all indicators suggest we will meet our goal this year. These increases in newcomer arrivals have impacted a number of regions in Manitoba as well as Winnipeg. As we work throughout the province to address emerging challenges, *The Canadian Language Benchmarks* continues to hold a pivotal place in Manitoba's adult English as an Additional Language (EAL) programs and support activities.

CLBPT Assessments

In 2005-06 the Adult Language Training (ALT) Branch of Manitoba Labour and Immigration conducted 2782 CLBPT assessments. In addition, ALT Branch undertook the training of 14 new CLBPT assessors, many of whom will be available to conduct assessments on a "need be" basis. Most of the assessors in Manitoba are now trained in the use of all 4 forms of the CLBPT.

New Courses

This year Red River College, Language Training Centre has launched several new Adult EAL courses based on the CLB.

Canadian Communication for Allied Health Professionals This 300 hour course is intended for professionals, such as X-ray technicians, pharmacists, occupational therapists, etc. It is based on RRC's successful program model developed for foreign-trained doctors who are recertifying for Canadian practice. It provides an intensive, specific, modularized program of language and culture instruction to assist professionals to communicate successfully in health settings. Participants must be at a CLB 7 or 8+ for entry into the program.

Workplace Communication for Community Service This intensive program will assist individuals, such as disability workers, Early Childhood Educators, etc. acquire language and culture for community service contexts. The 19 week course includes a 3 week work placement. The course is intended for participants who are at a CLB 6-8 in their language proficiency.

New Resources

This past year Manitoba released **Writing Rubrics for Outcome Assessment (working document) based on *The Canadian Language Benchmarks 2000***. Teachers had an early the opportunity to preview the rubrics at an October PD event. They provided valuable feedback, which was incorporated into the rubrics and released as this working document. Teachers have been seeking help in carrying out outcome assessment of their learners and initial response has been favourable. However, they have indicated a need for an additional level and writing exemplars. Consequently, Manitoba will undertake development of a CLB level 9 writing rubric and the collection of writing task exemplars. The writing rubrics are currently available on the Manitoba web site at: http://www.gov.mb.ca/labour/immigrate/learningenglish/pdf/rubrics_assess_pro_doc.doc

Teachers have also requested assistance with outcome assessment of reading; consequently Manitoba will also undertake a project to develop reading rubrics for outcome assessment and reading task/text exemplars for CLB 1-9.

Manitoba also released **Practise English on Your Own: Self Study Ideas for English Language Learners**. This small booklet is available in hard copy in limited quantity to learners not able to attend an EAL class, but who are motivated to improve their English skills on their own. It is also available online on our web site at: http://www.gov.mb.ca/labour/immigrate/learningenglish/pdf/self_study_web_small.pdf

Research

Manitoba undertook a small inter-rater reliability project to determine how accurately teachers are able to assess their learners' language proficiency. Manitoba has long argued against the use of standardized testing for outcome assessment and has held that classroom teachers are best able to assess their learners' CLB levels. They know their learners best and are able to observe them carry out a variety of language tasks over a period of time. They are also able to develop language assessment tasks based on their learners' needs and learning contexts.



Most of the assessors in Manitoba are now trained in the use of all 4 forms of the CLBPT.

A Professional Development leadership group was formed with teachers from a variety of programs who were interested in exploring issues and new directions in teaching writing and trying out new ideas in a task-based, CLB context.

The results were generally positive with a fairly high degree of reliability in assessing speaking and writing. Teachers experienced more difficulty conducting accurate assessments of listening and reading, with reading being the more problematic. The results indicate that additional PD is needed by teachers to develop their assessment expertise. Development of assessment tools and guides would also be a benefit. As a result Manitoba will be developing additional rubrics, beginning this upcoming year with reading rubrics to add to the writing rubrics developed this past year.

Diane Koreen, recently completed her M. Ed in TESL at the University of Manitoba. Her thesis, *Implementing the Canadian Language Benchmarks: Teachers' Perceptions of Changes in their Teaching Approaches, Classroom Practices, and Conceptions of Teaching* provides insights into CLB implementation and findings on perceived changes in teaching.

CLB related Professional Development in 2005-06 focused on teaching writing. A PD leadership group was formed with teachers from a variety of programs who were interested in exploring issues and new directions in teaching writing and trying out new ideas in a task-based, CLB context. In May, 2005 teachers attended a conference on teaching writing to adult EAL learners. The keynote address introduced a genre and task-based approach to writing instruction and this was complemented by a variety of concurrent workshops for CLB Stage 1 and 2 teachers that focused on teaching activities for specific writing genres.

TESL Training

This past year, the University of Manitoba CTESL program offered a new elective. The course was on the CLB and eighteen TESL students participated in it. The CLB 2000: Guide to Implementation was one of the textbooks for the course. Linda Johansson, principal author of the CLB ESL for Literacy Learners was a guest speaker. In 2004, the CTESL program offered an elective called "Bilingual Literacies", which had a focus on teaching ESL Literacy and was taught by Linda Johansson.

Adult Learning Centres and the CLB

Adult Learning Centres (ALCs) provide high school courses for adults in order for them to attain their mature student high school diploma. ALCs are receiving an increasing number of adult EAL learners in the centres. Too often, the students do not have sufficient English skills to be successful in the academic programs. Consequently Manitoba Advanced Education and Training with support of the Adult Language Training Branch has contracted two experienced adult EAL teachers and CLBPT assessors to develop a screening tool based on the CLB to be used as part of the intake process. The tool, currently in the pilot phase, is intended to be used as one of the indicators to identify learners who have sufficient skills (approximately a CLB 7) to be successful in the ALC. Students revealed by the screener to be not yet ready for high school academic work can then be referred to EAL programs for additional language training.

Labour Market Strategy for Immigrants (LMSI)

The LMSI is a joint action plan and formal working relationship between two Provincial government departments, Manitoba Labour and Immigration and Advanced Education and Training. Components of the strategy are supported through a federal contribution agreement with Human Resources and Skill Development Canada. The goal of the initiative is to establish interdepartmental coordination mechanisms to facilitate service/program coordination and the development of new assessment tools and capacities which will enhance services and improve outcomes in the labour market integration of immigration. It is anticipated that the Canadian Language Benchmarks will play an important role in the development of new tools and processes.

Prepared by:

Margaret Pidlaski, Provincial Government Member, Manitoba

Atlantic Canada

New Brunswick

The Saint John YM-YWCA runs four levels of LINC from Pre-Benchmark level 0 through Level 3. For CLB issues there has been ongoing consultation with the Centre for Canadian Language Benchmarks and National Network for LINC Teachers. Professional development opportunities, either through our local TESL conferences or at the regional level through ARAISA conferences, have been beneficial and remain our primary source of professional development. In the past, we have run higher levels of LINC and with participants having gained appropriate skills, they have moved successfully into the labour market. Daycare facilities are on site. Starting this fiscal year, CLBA-CLBLA assessments are being done through contract by the Saint John YM-YWCA. This has allowed newcomers in Saint John to be assessed in a faster time-line, providing quicker entry into the LINC program.

Newfoundland

The Association for New Canadians Adult ESL Training Center offers three programs to adult immigrants in this province. One of these is the LINC program, which currently has an enrolment of 130 students. This is the highest enrolment has ever been. Language services are also offered to immigrants in other parts of the island through Outreach Tutoring. AXIS Career Services include work placement programs, a mentoring program, TOEFL, career exploration and career connections workshops. The Training Center also offers the program formerly known as ELT, now called Work Specific Language Training. With this range of services it means that the Center now offers training at levels from Pre-Benchmark to CLB Level 8.

The Child Minding Center has recently been divided into two centers: one a provincially licensed daycare, called International Friends, for children from two to five and an infant center which is still being run under LINC and CMAS guidelines. In the past year an outdoor play area was constructed as part of the provincial licensing requirements.

Staff at the Center is comprised of eight

instructors, a part-time computer instructor, four daycare workers, and four support staff. There are two CLB assessors on staff: one is trained in both CLBA and CLBPT; the other is trained to do the CLBPT. Both of these assessors are also LINC instructors.

Everyone at the Association for New Canadians is moving into high gear preparing for the Atlantic Settlement Conference, which will be held in St. John's in September.

Nova Scotia

→ Nova Scotia Office of Immigration

The goals of the Nova Scotia's Immigration Strategy, released in January 26, 2005, are to increase the retention rate from 40 per cent to 70 per cent for the 2006-2011 census period, and more than double the number of immigrants to Nova Scotia by 2010. In the first year of the five-year strategy, a solid foundation was laid to put the strategy into action including:

- passing legislation, to create the Nova Scotia Office of Immigration. This Office is working with partners to attract more immigrants, and help them settle and stay
- locating permanent office space in the same building as Citizenship and Immigration Canada (CIC). Nova Scotia is the only province in the country where immigrants can attend to provincial and federal immigration matters in one place
- providing approximately \$1.5 million in funding for settlement agencies and communities, more than doubling previous provincial allocations. Funded all immigration projects funded previously and provided funding to expand existing projects and start new ones.
- provided funding to support immigration in rural communities for the first time, including dedicated funding to support Francophone immigration
- partnered with the Office of African Nova Scotian Affairs to fund workshops for immigrants of African descent
- also approved \$5,000.00 to the Centre for Canadian Language Benchmarks for 2006-2007



The goals of the Nova Scotia's Immigration Strategy, released in January 26, 2005, are to increase the retention rate from 40 per cent to 70 per cent for the 2006-2011 census period, and more than double the number of immigrants to Nova Scotia by 2010.

By participating in the mentoring program, immigrant professionals are provided with support, encouragement, guidance, and professional networks.

→ Projects

In Nova Scotia, there are three LINC-funded language schools plus other organizations that are funded to provide language services. During the past year, an additional 109 CIC eligible and 122 (including non CIC-eligible) CLBPT assessments were completed. Assessments were also, for the first time in the ELT initiative, conducted for newcomers outside HRM. A MOU is currently being developed to describe the relationship of the rural assessment service (through Metro-Region Immigrant Language Services).

The following details organizations and descriptions of language-funded programs associated with CLB. Funders included Citizenship and Immigration Canada and the Nova Scotia Office of Immigration.

Metropolitan Immigrant Settlement Association through ELT delivered the following programs:

Mentoring - The Mentoring program continues to serve as an effective intervention for newcomers to overcome the barriers they face in regards to self-employment or labour market attachment. By participating in the mentoring program, immigrant professionals are provided with support, encouragement, guidance, and professional networks. Thirty-five matches were arranged and maintained.

Employment Placements - The placement is a six-week, full-time “on the job” experience which, is closely related to the newcomers’ professional background and credentials. Thirty-seven employment placements were confirmed. Program outcome measures determine that 65% of participants who complete the placement find work in their field or own business.

Halifax Immigrant Learning Centre also through ELT conducted the following:

English for Work and Business (EWB) – This program addresses the needs of high level professionals from diverse employment backgrounds. The program focuses on general workplace language skills, incorporating a variety of skills and activities that are connected to real life. Two twelve-week full-time courses and an ongoing twice-a-week evening class were delivered.

Language Assessment Tools – This curriculum has been developed to match the English for Work

and Business (EWB) curriculum. They provide an exit tool for assessment and are aligned with Canadian Language Benchmarks 2000 (CLB). The tools were designed to reflect the language and content of the program for reading, writing, listening and speaking from CLB 6-9.

Language Learning Strategies (LLS) –

LLS helps learners understand what strategies are available to improve vocabulary, grammar knowledge and skills in reading, writing, listening and speaking. One seven-week fulltime program was delivered.

Rural Video-conferencing ELT – This was a six-week video-conferencing pilot designed for small-centre newcomer learners in Halifax, Truro and Kentville in partnership with the Nova Scotia Community College. The content was the English for Communication and Networking module of the EWB curriculum.

English for Internationally Educated Healthcare Professionals (IEHP) –

This is an interdisciplinary program for healthcare professionals focusing on communication skills for the healthcare sector. One fourteen-week full-time program was delivered.

The draft curriculum was developed in 2004-2005 and underwent revisions in 2006. The new format consists of:

- English for Internationally Educated Healthcare Professionals Curriculum
- Student Workbook
- Medical Terminology Guide.

Halifax Immigrant Learning Centre through the Labour Market Language Program for Engineers conducted the following:

Orientation and Communication for Engineers –

This is an interdisciplinary program for engineering professionals focusing on communication skills for the engineering sector. Program development included piloting of the curriculum. The Association of Professional Engineers of Nova Scotia (APENS) Board of Examiners has recently adopted the following policy regarding the program: “The Board will give a 3-month credit towards the year-long Canadian experience requirement with APENS.” One fourteen-week full-time program was delivered.

Metro-Region Immigrant Language Services provides LINC classes from literacy to Level 6, as well as the Teaching Immigrants English program:

Teaching Immigrants English (TIE) – This program offers ESL to newcomers living outside the greater Halifax area (in mainland Nova Scotia and Cape Breton). As of May 2006, TIE had six instructors offering ESL in rural/small town Nova Scotia. TIE also administers the MILS Canadian Language Benchmarks Assessment Centre, which has been providing CLB assessments outside of Metro-Halifax since April 2005. The coordinator of the Centre is qualified to conduct both the CLBA and the CLBPT; three additional assessors conduct the CLBPT. The Metro-Region Immigrant Language Services CLB Assessment Centre is an itinerant centre, providing assessments wherever necessary in the province. One of our assessors has also applied to be a CLB expert with the CCLB.

Examples of other language programs in Nova Scotia include:

- Dedicated funding to the Nova Scotia Department of Education for the first time for English second-language education in the public schools

- Centre for Diverse Visible Cultures for their Accent Reduction Program for Immigrant Professionals and ESL for Homebound Persons
- Halifax Public Library branches to deliver an ESL volunteer tutor program
- Kings County Learning Association to deliver ESL classes in King's county
- Nova Scotia Community College to deliver English for academic purposes. The curriculum outcomes are aligned with CLB levels 6-8.
- YMCA Centre for Immigrant Programs to develop and conduct a pilot summer skills program for immigrant youth

Prepared by:

Richard Campbell, Director of Settlement Programs, Saint John YM-YWCA, New Brunswick

Lorraine Angelopoulos, LINC Coordinator, Association for New Canadians, Newfoundland

Carol Derby, Curriculum Developer, Halifax Immigrant Learning Centre, Nova Scotia

Paroo MacKinnon, Settlement Officer, Nova Scotia Office of Immigration

Anne Kelly, TIE Coordinator, Metro-Region Immigrant Language Services

Ontario

With responsibility for adult non-credit ESL moving to the new Ministry of Citizenship and Immigration (MCI) Ontario, there have been encouraging signs for school board providers of adult non-credit ESL. MCI recently funded a pre-conference ESL day in conjunction with the spring CESBA (Ontario Association of Continuing Education School Board Administrators) Conference. The day was spent examining best practices that currently exist in ESL programmes.

In 2005-2006, the Federal government invested approximately \$6.2 million in Ontario for twenty-eight Enhanced Language Training (ELT) projects. Ontario is not a partner in the 2005-2006 funding.

On November 21, 2005, the Canada-Ontario Immigration Agreement was signed. Under the terms of the agreement, the Government of Canada will invest an additional \$920 million over the next five years in Ontario. This is the first comprehensive immigration agreement between Ontario and Canada. The

agreement outlines how the governments of Canada and Ontario will work together to expand language training and settlement programs.

OntarioImmigration.ca was launched in March, 2006. It promotes Ontario and facilitates access to information about our communities, settlement services, and the provincial labour market. In addition to prospective and recent immigrants, the target audience for the portal includes international students, temporary workers, community agencies, language training teachers, counsellors supporting immigrants, professional and trade organizations, governments and, potentially, private and public sector employers

The Ministry has partnered with occupational regulatory bodies and other stakeholders to develop Career Maps for 22 professions and 13 skilled trades. These maps provide up-to-date information about entry-to-practice requirements and labour market conditions in regulated occupations



In 2005-2006, the Federal government invested approximately \$6.2 million in Ontario for twenty-eight Enhanced Language Training (ELT) projects.

On June 8, 2006, the Ontario government tabled Bill 124, the Fair Access to Regulated Professions, 2006. This legislation is the first of its kind in Canada. If passed, it would require regulated professions in Ontario to have a licensing process that is more transparent, fair, and expeditious, and will help more internationally trained professionals work in their fields of expertise sooner.

Since 2003, the Ontario government has invested more than \$34 million in over 60 bridge training projects to help thousands of newcomers work in trades and professions for which they have been trained abroad.

The annual TESL Ontario conference will be held November 16 to 18 in Toronto, at the Holiday Inn on King. CIC has reinstated the LINC subsidy programme for up to 500 LINC practitioners to attend the conference. TESL Ontario also received funding from MCI to develop a language-based citizenship curriculum for use in the province.

ORLAC (Ontario Region LINC Advisory Committee) recently held a Visioning Day in which members considered what the future of LINC in Ontario might look like. A preliminary

report has been prepared by the facilitator, but is still in draft form and not able to be distributed. As well, ORLAC funded a research project about LINC Literacy in the province, and most recently a research project about High/Special Needs in the LINC programme. Results are still in draft form, and not for distribution.

An excellent new resource, "New Moves" was recently produced and is available free from Settlement.org. The DVD can be downloaded or ordered online, as can the accompanying guide. In this 18-minute resource, secondary school immigrant students share their thoughts and feelings about adjusting to high school in Canada. It would be useful at the secondary level, and also in adult ESL programmes to help parents understand what their children are experiencing. "New Moves" is in English and 16 other languages. Settlement.org is working on 2 additional resources about libraries, and parent teacher interviews.

Prepared by:

Barb Krukowski, ESL Expert Member, Ontario

Quebec

In 2005-2006 the Ministère de l'Immigration et des Communautés culturelles (MICC) continued to implement measures set out in its 2004-2005 action plan. The major actions taken in respect of the francization of immigrants were:

- Agreements signed with a range of partners who offer French language courses and agree to incorporate components dealing with knowledge about Quebec: agreements are in place in Mexico, China, Argentina, Uruguay, Bulgaria and India. This is a recurring measure, and new agreements are to continue being negotiated with partners abroad. Teaching kits and a set of materials about Quebec are sent to partners with whom an agreement has been signed.
- Agreements signed with two French partners (Centre international d'études pédagogiques and Chambre de commerce et d'industrie de Paris) that have an extensive network of French skills evaluators, for developing tests that are adapted to Quebec's requirements. The agreements took effect simultaneously with the new selection grid that became effective in October 2006.
- *Banque d'exercices de français* added to the

Immigration-Québec Internet site for people whose knowledge of French as a second language is at the beginner, intermediate or advanced level. The site also offers a test that net surfers can use to find the section of the exercise bank that corresponds to their own knowledge level. The bank has been on line since July 2004, and its official launch took place in March 2005.

- On-line French course developed, with personalized support to be brought on line in 2007. The course covers the four levels in the intermediate stage of the *Niveaux de compétence en langue seconde pour les immigrants adultes*.
- Two French language self-training centres opened, in Montreal and Quebec City, designed primarily to provide services to working people.
- Tailored courses developed to serve client groups with specific needs, for example: isolated individuals (especially women), live-in caregivers, working people, and health care and engineering professionals.
- Customized course developed, including the development of activities and teaching materials for nurses.



On-line French course developed, with personalized support to be brought on line in 2007.

- Adapted French courses offered to students enrolled in courses leading to college certificate or in bridging programs leading to admission to a regulated profession.

The list would not be complete without mentioning the complete revision of the Ministry's website, which net surfers can use to get a complete picture of the services offered by

the MICC. They can be viewed here:
www.micc.gouv.qc.ca
www.immigration-quebec.gouv.qc.ca
www.quebecinterculturel.gouv.qc.ca

Prepared by:

Sylvie Beaulieu, Provincial Government Member, Quebec

Saskatchewan

The Saskatchewan Immigration Branch, in cooperation with Regina Public Schools and the Regina Open Door Society, organized an information workshop, ESL for Literacy Learners, on the Canadian Language Benchmark (CLB) for Literacy Learners on June 28, 2005. The workshop was for public school teachers and settlement agency language instructors including instructors from the Regina Open Door Society and Saskatchewan Institute of Advance Science and Technology (SIASST) who currently deliver language training under the federal Language Instruction for Newcomers to Canada (LINC) program. These instructors work with immigrants and refugees presenting literacy, as well as ESL needs. Linda Johansson (Winnipeg School Division) delivered the workshop.

In collaboration with Regina Open Door Society, Citizenship and Immigration Canada, Saskatchewan Learning, Saskatchewan Immigration Branch, and Saskatchewan Institute of Advance Science and Technology (SIASST), Regina Public Schools implemented a new ESL Transition Program. The program will facilitate transitions into continuing education and the labour market for refugee youth 18-22 years old with literacy and ESL needs who are not likely to obtain a high school diploma before exiting the public school system. The Regina Open Door Society, Citizenship and Immigration Canada, Saskatchewan Learning, and the Saskatchewan Immigration Branch also collaborated in the development of the ESL Transition Program. SIASST provided the teaching space in the first year. The partners anticipate implementing revisions and enhancements to the program for the 2006-07 academic year.

Pilot projects under the Enhanced Language Training (ELT) and Immigrant Internship Project (IIP) initiatives were implemented in December 2005. ELT and IIP will facilitate the labour market

integration of recent skilled immigrants to Saskatchewan by providing labour market language training at CLB levels 4 -12 (depending on the program), as well as work experience and career mentoring opportunities.

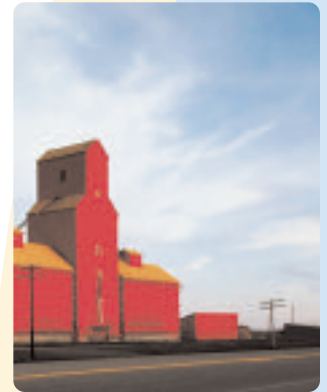
In November, as part of professional development training for ELT/IIP service providers, day-and-a-half long professional development sessions were delivered in Regina and Saskatoon. The sessions were provided through a partnership with Manitoba Labour and Immigration, Adult Language Training Branch and were facilitated by Joanne Pettis, Manitoba Coordinator of Adult EAL Curriculum Development and Implementation. The sessions provided an orientation to the CLB 2000 and its use as a basis for curriculum, teaching and assessment. The session also looked at ways to develop lesson plans in response to needs assessment and introduced participants to Collaborative Language Portfolio Assessment.

Saskatchewan Immigration Branch is developing distance language training options under the ELT/IIP initiatives. Training will be offered initially at CLB levels 5-6. Pilot testing is anticipated to begin in January 2007. A pronunciation module and a technical literacy module will be available as part of the program. Tutor training will also be provided to ensure learner support is in place to assist with language training in smaller communities and rural areas.

On April 1, 2004, the Saskatchewan Immigration Branch joined the new Department of Advanced Education and Employment. The new Department will provide leadership and support for post-secondary education and training institutions and students, immigration, and Canada-Saskatchewan Career and Employment Services.

Prepared by:

Cathy Zhao, Provincial Government Member, Saskatchewan



*Pilot projects under the
Enhanced Language
Training (ELT) and
Immigrant Internship
Project (IIP) initiatives
were implemented in
December 2005.*

NCLC – Report from Francophone members

Canada's goal is to integrate immigrants into the Canadian community, and also to assist them in integrating into Canadian society, by offering English language courses so that they will have access to the broadest range of opportunities possible. It is also a good idea for immigrants in Canada to be offered French language courses. Many immigrants recognize the value of Canadian bilingualism, and would like to learn French or improve their knowledge of the language. Offering French-speaking immigrants courses or workshops in Canadian French also helps them to integrate into the community, particularly when they are applying for jobs.

The *Strategic Plan to Foster Immigration to Francophone Minority Communities* that has been adopted by Citizenship and Immigration Canada (CIC) recommends that 4.4% of immigrants to Canada be French-speaking, so that francophone minority communities will be able to maintain their demographic weight. Manitoba Labour and Immigration has set a 7% target for Manitoba, and also provides funding for *Accueil francophone du Manitoba*, which, "in collaboration ..., identifies the needs of new Francophone immigrants and assists in their settlement. In doing so, the *Accueil francophone* aims to integrate [them] ... as best possible" (*Renseignements pratiques destinés aux nouveaux arrivants francophones*, *Accueil francophone du Manitoba*, 2005, and Manitoba Labour and Immigration Bilingual Services Centre website)

Toronto and Ottawa are two of the five cities in Canada where most immigrants settle. Ontario receives a majority of francophone immigrants who choose to settle outside Quebec. A large proportion of the population of Eastern Ontario, which includes the National Capital Region, consists of francophones. There are universities, colleges and school boards in the region that offer courses in French as a second language (FSL). Programs are available for francophile immigrants, funded by CIC and the Government of Ontario. In 2005-2006, CIC was in discussions with the *Conseil des Écoles publiques de l'Est de l'Ontario (CEPEO)* to find ways of providing better service in Ottawa South, through another CLIC program (*Cour de langue pour immigrants au Canada*) in addition to the program already offered at *La Cité Collégiale*.

In New Brunswick, 34% of the population is

francophone. Moncton, Canada's first officially bilingual city, with the Greater Moncton Area, is now 42% francophone. These proportions are growing in each census. MAGMA, the Multicultural Association of the Greater Moncton Area, provides settlement assistance on behalf of CIC for about 60 refugees per year, and delivers all of the services provided for them. While a majority of the refugees with whom MAGMA is involved have French as their common language, the bilingual character of the region means that people looking for jobs have to improve their profiles by knowing both languages. It is therefore essential to provide training in both official languages so that newcomers are able to integrate successfully into the community, both socially and economically. With the support of the two levels of government and its other partners, MAGMA was able to offer the CLIC program in 2004 and is planning to offer it again in 2006-2007.

Given the large number and varying kinds of FSL programs offered in Canada, it is important to ensure consistency in evaluating language skills. Establishing and supporting language benchmarks promotes fairer evaluation of learners' needs and assists in making appropriate referrals to training programs. The benchmarks also help to guarantee the quality of the services provided. The work done by the CCLB is part of this picture. At the end of fiscal 2005-2006, the CCLB had completed the final version (in press) of the document entitled *Niveaux de compétence linguistique canadiens 2006*. This year, the CCLB and its partners will be continuing work on developing an on-line diagnostic test for potential francophone immigrants. Together with federal and provincial funders, the CCLB is planning the development of two other interactive tests for francophones. The CCLB receives ongoing feedback and support from FSL experts in Canada.

Prepared by:

Serge Boulé, Francophone Representative from Central Canada

Gisèle Barnabé, Francophone Representative from Western Canada.

Georges Wybouw, Francophone Representative from Eastern Canada.



Given the large number and varying kinds of FSL programs offered in Canada, it is important to ensure consistency in evaluating language skills.

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, 2006

ASSETS	2006	2005
Current Assets	\$	\$
Cash	104,434	207,011
Contributions receivable	353,219	315,074
Other receivables	—	8,469
Inventory	26,440	26,961
Prepaid expenses	—	9,334
GST recoverable	19,383	14,963
	503,476	581,812
Capital Assets	—	—
	503,476	581,812
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	127,794	282,302
Deferred contributions	124,794	125,681
Deferred capital grants	—	—
	252,588	407,983
Net Assets / Actifs nets		
Unrestricted	250,888	173,829
	503,476	581,812



Contributions in Kind (unaudited)

Donor	Contributions
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 for “Integrating CLB Assessment into your ESL classroom” and cofunded the printing of the document; mail and/or courier expenses; staff time for working on CLB committees and/or presentations.

Contributions in kind (unaudited) (continued from page 25)

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; 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, 2006

	2006	2005
	\$	\$
REVENUE		
Citizenship and Immigration Canada (CIC)	319,357	590,572
Human Resources and Social Development Canada	612,111	375,045
Government of Ontario	329,777	282,989
Government of Alberta	105,080	52,222
National Literacy Secretariat	62,823	20,614
Government of British Columbia	34,519	28,101
Government of Nova Scotia	5,000	5,000
Grant MacEwan College	—	46,729
Centre for Education and Training	27,691	—
Colleges Integrating Immigrants to Employment	28,825	—
Sales – Business Centre	168,798	69,051
Miscellaneous	9,077	—
Amortization of deferred grants	—	6,619
	1,703,058	1,476,942

EXPENSES**Office**

GST	28,405	23,395
Telephone and internet	8,827	9,101
Rent and insurance	55,918	46,876
Office supplies and postage	33,384	21,086
Subscriptions and videos	34,031	590
Communications	100,742	61,054
Stakeholder services	—	2,790
Miscellaneous	27,840	14,547
Website development	—	19,555
	292,147	198,994

Personnel

Salaries, fees and benefits	519,358	556,928
Staff development	624	2,180
Recruitment	1,659	544
	521,641	559,652

Board

Travel	17,448	15,584
Insurance	1,990	1,655
Logistics	4,457	5,094
Conference calls	2000	297
	25,895	22,630

Conferences and Memberships

Association memberships and government fees	2,097	1,636
Conference fees	9,429	7,788
	11,526	9,424

Business Centre

	103,809	27,312
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Contract Services

	557,507	532,505
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Professional fees

	22,433	25,388
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Staff and contractor's travel costs and associated fees

	91,041	52,434
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Amortization

	—	6,619
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TOTAL EXPENSES	1,625,999	1,434,958
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NET REVENUE	77,059	41,984
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NET ASSETS, BEGINNING OF YEAR	173,829	131,845
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NET ASSETS, END OF YEAR	\$250,888	\$173,829
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