



Inside La langue Language en coulisse

December/décembre 2019
ISSN: 1488-8157



From the Executive Director

Dear friends,

Since our last newsletter in September, we have made progress on a variety of projects, which are described in this issue of *Inside Language*. We are especially happy to report that the Milestones project has come to an end we trust that the information it has produced will be valuable to IRCC in their language training program evaluation.

We have also assisted our Board of Directors in their work, preparing the quarterly meeting in September and the upcoming meeting in December. The Nominations Committee has already started its work with a view to filling the Board positions that will become vacant in 2020.

I am very happy to report that following IRCC's request for proposals earlier this year, we have been advised that several of the proposals we had submitted have been approved in principle for the 2020 to 2025 period. Negotiations are beginning with a view to have a contribution agreement in place by April 1, 2020. This is the first time in the Centre's history that our funding horizon goes beyond two to three years.

I am pleased to announce that Anne Lechowicz has joined our team and is responsible for NCLC-related projects. Anne recently completed a Master's degree in Bilingualism Studies at the University of Ottawa. She speaks several languages fluently in addition to English and French.

Finally, I have recently announced to my Board and colleagues that I will retire this coming March 31. It has been a very good ten years with the Centre. I am happy to have contributed to the expansion, success, and improved financial health and sustainability of the Centre over that period. The Centre is in good shape, with both a full complement of competent professionals and, as noted above, a significant amount of funding for the next five years. I am especially proud of the excellent relationships that I have consistently enjoyed with my Board and colleagues, and with funders, consultants and clients alike.

May I take this occasion to wish you a Merry Holiday Season!

-François Bélisle

Message du directeur général

Chers amis,

Depuis notre dernier bulletin en septembre, nous avons progressé dans divers projets décrits dans le présent numéro de *La langue en coulisse*. Nous sommes particulièrement heureux d'annoncer que le projet Milestones est achevé et nous sommes confiants que les informations qu'il aura produites seront utiles à IRCC pour l'évaluation de son programme de formation linguistique.

Nous avons aussi assisté notre Conseil d'administration dans ses travaux, en préparant la réunion trimestrielle de septembre et la prochaine, en décembre. Le Comité des candidatures a déjà entamé ses travaux en vue de pourvoir aux postes du Conseil qui deviendront vacants en 2020.

Je suis très heureux d'annoncer que suite à la demande de propositions présentée par IRCC plus tôt cette année, nous avons été informés que plusieurs des propositions que nous avons soumises ont été approuvées en principe pour la période allant de 2020 à 2025. Les négociations débutent en vue de la mise en place d'un accord de contribution d'ici le 1er avril 2020. C'est la première fois dans l'histoire du Centre que notre horizon de financement dépasse deux ou trois ans.

Je suis heureux d'annoncer qu'Anne Lechowicz s'est récemment jointe à notre équipe. Elle est responsable des projets ayant trait aux NCLC. Anne a récemment obtenu une maîtrise en études du bilinguisme de l'Université d'Ottawa. Elle parle plusieurs langues, outre le français et l'anglais.

Enfin, j'ai récemment annoncé à mon Conseil d'administration et à mes collègues que je prendrai ma retraite le 31 mars prochain. Mes dix dernières années au Centre ont été très bonnes. Je suis heureux d'avoir contribué à l'expansion, au succès et à l'amélioration de la santé financière et de la durabilité du Centre au cours de cette période. Le Centre est en bonne santé avec à la fois un effectif complet de professionnels compétents et, tel que mentionné ci-dessus, un montant important de financement approuvé en principe pour les cinq prochaines années. Je suis particulièrement fier des excellentes relations que j'ai toujours entretenues avec mon Conseil d'administration et mes collègues, ainsi qu'avec les bailleurs de fonds, les consultants et les clients.

Permettez-moi de profiter de cette occasion pour vous souhaiter de très belles fêtes!

-François Bélisle



As part of Immigration, Refugees and Citizenship Canada (IRCC) 2018-19 program evaluation, CCLB completed pre- and post-testing of the Milestones test to LINC and NON-LINC participants. Other aspects

contributing to the evaluation outside of using the Milestones test include interviews, a panel of independent experts, site visits and a survey with IRCC-funded language training clients and non-clients.

During the period of November 2018-September 2019, testing sessions for both the LINC and NON-LINC groups were held across Canada in the following regions: Alberta, British Columbia, Manitoba, Ontario and Prince Edward Island. Test administration teams consisting of site administrators, registrars, speaking assessors, invigilators, hall monitors and storage personnel were established and trained to administer the Milestones test in each region. Approximately 1,100 individuals completed both the pre- and post-tests.

CCLB has completed all data entry related to the testing sessions and has provided the information to IRCC for review and analysis.

The Canadian Language Benchmark Placement Assessment (CLBPA)

CCLB continues to collaborate with the Centre for Education and Training on the development of the Canadian Language Benchmark Placement Assessment (CLBPA). Development of this new assessment remains on schedule.

Immigration, Refugee and Citizenship Canada (IRCC) has funded the development of the Canadian Language Benchmarks Placement Assessment (CLBPA) for benchmarks 1-8. This new tool will gradually replace both the CLBA and CLBPT as the only core assessment tool for use by assessment and referral centres for placement to federally funded English classes.



CLBPA
Language Placement Assessment

Portfolio-Based Language Assessment (PBLA)

With funding from Immigration, Refugees and Citizenship Canada (IRCC) and the Citizenship and Immigration Division of the Ontario Ministry of Children, Community and Social Services (MCCSS), CCLB continues to provide support to the implementation of Portfolio-Based Language Assessment (PBLA) as a standard feature of LINC and the Adult Non-Credit Language Training Program delivered by Ontario school boards. The focus of the PBLA project supports PBLA sustainability and application in the classroom. PBLA Practice Guidelines 2019 are available at <https://pblapg.language.ca/>.

The PBLA Lead Teacher/Instructor Prior Learning Assessment Review (PLAR) continues to support any program that has faced Lead Teacher/Instructor attrition. PLAR streamlines the certification process for classroom instructors who have been using PBLA in their classroom, and can demonstrate fundamental competency in PBLA concepts and skills. This last quarter, CCLB has supported PLAR candidates through both the PBLA PLAR Library as well as the Guided PLAR site. If your program has lost a Lead Teacher/Instructor, please contact pbla.plar@language.ca.

In response to feedback from the Multi-Level modules activity, teacher-ready resources have been added to several modules which include: skill-building activities, skill-using activities, goal setting, learner reflection tools and reference lists for other available materials.

The modules with teaching materials include:

- ⇒ Health: At the Walk-In Clinic, a CLB 3-4 Module
- ⇒ Fraud: Avoiding Scams and Fraud, CLB 5-6
- ⇒ Banking: Reporting a Lost, Stolen or Damaged Bank Card, CLB 1-2

The PBLA Multi-Level Modules are easily accessible through the Practice Guidelines site. Please go to the following link: <https://pblapg.language.ca/part-e-classroom-and-professional-learning/multilevel-modules/>. Behind the scenes, CCLB is working on blended learning multi-level resources and additional multi-level module packages will be available in December 2019.

The PBLA team also continues to develop Professional Learning sessions to all PBLA Lead Teachers/Instructors. These are short PD sessions (approximately one hour) which help programs to meet specific professional development needs. This fall, work has continued on the Receptive Tasks series. The series will be focused around one core session called *'Developing a Receptive Tasks – A Refresher'* and four mini-sessions to support instructors on how to create Receptive Tasks. They are expected to be released in 2020.

Ongoing support for classroom instructors new to PBLA is provided through the online *Introduction to PBLA for New Classroom Instructors* course (IRCC- and MCCSS-funded) which was offered twice this fall, October 2 to November 6 and November 6 to December 11. Approximately 212 instructors nationally took the online course this fall.

PBLA Practice Review Framework consultations continue for Cohort 1, 2, 3 and 4 programs. An information webinar was held in October for Cohorts 1, 2 and 3. The framework is based on a set of shared PBLA principles and practice standards for those working in four settings: classroom, program, monitoring authority, and national policy. The framework includes self-assessment and goal-setting activities for classroom teachers and administrators and is linked to the IRCC monitoring processes. If you have questions regarding the PBLA Practice Review Framework, please contact PBLA@language.ca for more information.

My PBLA

My PBLA: Engaging Learners is funded by the Ontario Ministry of Children, Community and Social Services (MCCSS). The focus of this project is to help improve learner engagement with Portfolio-Based Language Assessment (PBLA) and its French counterpart, the *Évaluation Linguistique Basée sur le Portfolio (ELBP)* by providing learners with information and training on PBLA/ELBP through interactive online components. Materials that will be developed will complement existing PBLA tools and resources in the field.

CCLB has been working on two components for the My PBLA/Mon ELBP project – development of PBLA/ELBP learner videos and development of listening exemplars. For the videos, CCLB has brought on a communications expert who has reviewed the feedback from our summer focus groups and has developed a blueprint for the videos that addresses key messages informed by these groups.

CCLB has also identified a CLB and NCLC expert to work on the development of the listening exemplars. A meeting with the experts was held in September to discuss directions for the development followed by four focus groups with learners in November to determine what they feel would help them. CCLB is in the process of reviewing feedback and identifying recurring themes to best address the needs of learners.

Within this project, CCLB has continued its ongoing support for classroom instructors new to PBLA in Ontario through the online *Introduction to PBLA for New Classroom Instructors* course (self-directed). This was offered twice this quarter, October 2-November 6 and November 6-December 11. In addition, CCLB has been working with school boards that need to replace Lead Instructors through the PLAR process.

Mon ELBP

Le projet *Mon ELBP : mobiliser les apprenants* est financé par le ministère ontarien des Services à l'enfance et des Services sociaux et communautaires. L'objectif du projet est d'aider à améliorer l'engagement des apprenants grâce à l'Évaluation linguistique basée sur le portfolio (ELBP) en fournissant aux apprenants des informations et une formation sur PBLA/ELBP via des composants interactifs en ligne. Les produits qui seront développés compléteront les outils et ressources existants de l'ELBP.

Le CNCLC a travaillé sur deux composantes pour le projet My PBLA/Mon ELBP : le développement de vidéos pour apprenants PBLA/ELBP et le développement d'exemple de compréhension de l'oral. Pour les vidéos, le CNCLC a fait appel à un expert en communication qui a examiné les commentaires de nos groupes de discussion et a élaboré un plan directeur pour les vidéos qui aborde les messages clés transmis par ces groupes.

Le CNCLC a également désigné un expert des CLB et des NCLC pour travailler au développement des exemples de compréhension de l'oral. Une réunion d'experts a eu lieu en septembre pour discuter des orientations du développement, suivie de quatre groupes de discussion avec des apprenants en novembre pour déterminer ce qui, à leur avis, pourrait les aider. Le CNCLC examine actuellement les commentaires et identifie des thèmes récurrents pour répondre au mieux aux besoins des apprenants.

Dans le cadre de ce projet, le CNCLC a poursuivi son soutien continu aux instructeurs nouvellement formés à l'ELBP en Ontario par le biais du cours en ligne, *Introduction à l'ELBP pour les nouveaux instructeurs en salle de classe*. Ce cours a été offert deux fois ce trimestre, du 2 octobre au 6 novembre et du 6 novembre au 11 décembre. De plus, le CNCLC a travaillé avec les conseils scolaires qui doivent remplacer les instructeurs principaux dans le cadre du processus d'évaluation et de reconnaissance des acquis.



PBLA for Innovative Language Training

CCLB has completed work on the *PBLA for Innovative Language Training (PBLA-ILT) Guide to Best Practice*.

Recognizing that there are a number of non-credit ESL programs within Ontario which are either part-time or offer specialized instruction such as language for work or language for academic purposes, the *PBLA for Innovative Language Training (PBLA-ILT) Guide to Best Practice* demonstrates how instructors offering part-time and/or specialized training classes can take advantage of the core principles and benefits of PBLA to support them and their learners.

To illustrate, this guide specifically looks at how PBLA principles can be applied in language for work programming; however, it is possible to replicate the core ideas for other related contexts. Portfolio Exemplars demonstrating how PBLA-ILT can be used in practice have also been developed to accompany the guide.

The guide and sample portfolio will help inform the funder, the Ontario Ministry of Children, Community and Social Services (MCCSS), for future programming.

ELBP pour une formation linguistique innovante

Le CNCLC a achevé ses travaux sur le *Guide des pratiques exemplaires de l'ELBP pour une formation linguistique innovante (ELBP-FLI)*.

Reconnaissant qu'il existe en Ontario un certain nombre de programmes de langue seconde non crédités qui sont à temps partiel ou qui proposent un enseignement spécialisé, comme la langue au travail ou la langue à des fins académiques, le *Guide des pratiques exemplaires de l'ELBP pour une formation linguistique innovante (ELBP-FLI)* montre comment les instructeurs proposant des cours de formation à temps partiel et/ou spécialisés peuvent tirer parti des principes et avantages fondamentaux de l'ELBP pour les aider, ainsi que leurs apprenants.

Le guide examine spécifiquement comment les principes de l'ELBP peuvent être appliqués à la programmation dans le contexte de la langue au travail. Cependant, il est possible de reproduire les idées de base pour d'autres contextes connexes. Des exemples de portfolio démontrant comment l'ELBP-FLI peut être utilisé dans la pratique ont également été développés pour accompagner le guide.

Le guide et le portfolio d'échantillons aideront à informer le bailleur de fonds, le ministère ontarien des Services à l'enfance et des Services sociaux et communautaires, en vue de la programmation future.

Plan d'action pour les langues officielles (PALO) - ELBP

Dans le cadre du Plan d'action pour les langues officielles (PALO), le ministère de l'Immigration, Réfugiés et Citoyenneté Canada a financé le Centre des niveaux de compétence linguistique canadiens dans le but de :

- ⇒ Accompagner les nouveaux fournisseurs de services dans l'implantation de l'ELBP et de former les nouveaux instructeurs des fournisseurs de services actuels.
- ⇒ Assurer la qualité de la formation dans les communautés francophones en situation minoritaire.

Pour répondre à ces objectifs les fournisseurs de services peuvent dès maintenant inscrire leurs instructeurs au processus de certification à l'ELBP en envoyant un courriel à elbp@language.ca.

De plus, la plateforme Lignes directrices pour la mise en œuvre de l'ELBP est maintenant disponible et offre plusieurs outils révisés ou développés à l'hiver 2019. Allez au elbpld.language.ca pour explorer la nouvelle version de notre plateforme ainsi que les ressources mises à votre disposition.

Une adaptation de la formation « Maximizing the CLB Support Kit » ainsi que la mise à jour du « Camp de formation aux NCLC » sont en cours de rédaction. Toutes nos formations NCLC se trouvent sur nclcenligne.ca.



Canadian Language Benchmarks for the Deaf (CLBD)

CCLB is pleased to announce a new addition to the CLB standards family. The **Canadian Language Benchmarks for the Deaf: Working Document** covers descriptors for CLB 1-4 in four skills: Expressive, Receptive, Reading and Writing skills. Expressive and Receptive skills relate to communication in American Sign Language (ASL) and describe signing interactions used in the Deaf and Hard-of-Hearing community. The two skills replace the CLB Listening and Speaking skills to describe tasks that are done by Hearing speakers at the same level.

Many Deaf newcomers to Canada who attend LINC for Deaf or ESL for Deaf classes often do not know any sign language or may know another country's sign language. Learning ASL allows the Deaf newcomers to communicate and integrate into the Deaf community in Canada. Learning to read and write in English allows Deaf newcomers to integrate and communicate with Canadians in the Hearing community. Deaf and Hard-of-Hearing immigrants have the challenge of learning two languages with very different syntaxes and ways of expressing things.

The new CLBD standard will allow instructors of LINC for Deaf classes across Canada to define and describe progress in ASL and in English for the first four CLB levels. CLBD task descriptors and examples can be used to create PBLA rubrics, real world tasks and recorded on PBLA Progress Reports. The CLBD was field-tested by several ASL/ESL instructors in publicly funded programs across the country. As a working document, CLBD is available to instructors and others in the Deaf community who wish to use it and give feedback to CCLB to inform any future revision of CLBD.

The Ottawa Catholic School Board (OCSB) has offered LINC for Deaf Newcomers and ESL for Deaf learner classes for over a decade. The CLBD was developed by OCSB with Deaf and CLB experts, and with input from Deaf organizations, CCLB and ASL/ESL instructors. OCSB's experience in ASL/ESL showed that the regular CLB did not meet the extra needs of Deaf or Hard-of-Hearing learners. The project was funded by the Government of Ontario. The CLBD can be downloaded in PDF format from the Publications page on CCLB's website, www.language.ca.



Online Assessor Training

The online, self-directed training for the new *Literacy Placement Test (LPT)* and *Batterie de tests de classement pour adultes moins alphabétisés (BTC-AMA)* is available via fee-for-service.

Funded by Immigration, Refugees and Citizenship Canada (IRCC), these new literacy placement tests better align to the descriptors in the CLB: ESL for ALL/NCLC: *FLS pour AMA* documents. This allows CLBPT and BTC assessors to identify literacy levels for Foundation/Niveau Exploratoire L to CLB/NCLC 4L, ensuring the placement of ESL/FSL learners into appropriate language and other training programs. It also includes a first-language screener task that has been developed and translated into 43 languages.

Since its release, approximately 100 assessors have been registered for the training.

Licensed assessment centres can visit our website to learn more about the [LPT](#) or [BTC-AMA](#) or contact training@language.ca.

Online Instructor Training

CCLB has adapted its face-to-face *CLB 5-10 Exit Assessment Tasks* training to an online offering. *CLB 5-10 Exit Assessment Tasks* provides instructors with a way to confirm the levels of their learners at the end of a course or training period. In this 2-hour, self-directed training, participants will have an opportunity to:

- ⇒ Become familiar with the CLB 5-10 Exit Assessment Tasks document.
- ⇒ Understand when and how to use CLB 5-10 Exit Assessment Tasks appropriately.
- ⇒ Learn how CLB 5-10 Exit Assessment Tasks can be used in a PBLA environment, and about their relationship with the Canadian Language Benchmarks.
- ⇒ Gain confidence in using task-based assessment through hands-on practice scoring materials for Speaking and Writing.
- ⇒ If you are interested in learning more about this fee-for-service training, you can [visit our website](#) or contact training@language.ca.



AUTOÉVALUATION EN LIGNE
www.nclc-ael.ca

Le Centre for Education and Training a confié au Centre des niveaux de compétence linguistique canadiens le mandat de créer une troisième forme du test NCLC-AEL en compréhension de l'écrit et de revoir les résultats des formes 1 et 2 en compréhension de l'écrit et en compréhension de l'oral. Cet automne, une instruction commentée avec un exemple a été développée pour les tests de compréhension de l'écrit. Le CNCLC a mené un test pilote

auprès des apprenants pour valider les questions révisées du test de compréhension de l'oral. Les résultats du projet pilote ont été analysés et des révisions ont été apportées pour améliorer la précision des tests. La plage des résultats rapportés pour les formes de compréhension de l'oral et de l'écrit a été ajustée. La mise à jour des versions finales des formulaires est en cours et celles-ci seront bientôt disponibles sur la plateforme améliorée NCLC-AEL.

Conferences

CCLB participated in a number of national meetings and conferences this fall:

- ⇒ Canadian Network of Agencies for Regulation: October 28-30, 2019, Québec (QC)
- ⇒ The Centre for Education and Training's 2019 Language Assessment Centre Administrators Meeting (online).
 - Part 1 (Managers and Coordinators): November 7 - presented CCLB-related updates
 - Part 2 (Funders): November 21 - attended
- ⇒ Officiellement 50 ans ! / Officially 50! : du 21 au 23 novembre 2019, Gatineau (QC)
- ⇒ Continuing Education School Board Administrators (CESBA) Conference: ESL Pre-conference November 27, 2019, Toronto (ON)
- ⇒ Conférence nationale des instructeurs de CLIC : les 28 et 29 novembre 2019, Moncton (NB)

Public Holidays

Please note that our offices will be closed starting December 24th 2019 until January 1st 2020 inclusively, as well as February 17th 2020 for Ontario Family Day.

Jours fériés

Veuillez noter que nos bureaux seront fermés du 24 décembre 2019 jusqu'au 1 janvier 2020 inclusivement, ainsi que le 17 février 2020 pour le Jour de la famille en Ontario.

Go to www.language.ca to subscribe to our newsletter (wait 5-10 seconds for the form to pop up)
Allez à www.language.ca pour vous abonner à notre bulletin (attendez 5 à 10 secondes pour que le formulaire apparaisse)



Centre for
Canadian Language
Benchmarks

Centre des niveaux de
compétence linguistique
canadiens

294, rue Albert Street, Pièce/Suite 400, Ottawa, Ontario, Canada K1P 6E6
Tél./Tel.: 613-230-7729 | Téléc./Fax: 613-230-9305
info@language.ca | www.language.ca