



Centre for  
Canadian Language  
Benchmarks

Centre des niveaux de  
compétence linguistique  
canadiens

# REPORT: ASSIGNING OR REMOVING THE L FOR LITERACY DESIGNATION

## RAPPORT : ENQUÊTE SUR L'ATTRIBUTION ET LE RETRAIT DU CLASSEMENT EN ALPHABÉTISATION (L)



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## Executive Summary

In response to a request from Immigration, Citizenship and Refugees Canada, the Centre for Canadian Language Benchmarks (CCLB) coordinated a research activity from February to March 2024 on the status of the “L” for Literacy designation for ESL and FSL learners in the Language Instruction for Newcomers to Canada (LINC) and Cours de langues pour immigrants au Canada (CLIC) programs. Specifically, the research collected data to confirm current practices and assess what is working and where changes are needed in decisions around assigning or removing the L designation.

The research was undertaken to respond to the concerns of stakeholders, who have repeatedly expressed the need for clearer guidelines around who can and when to assign or remove the L designation for ESL/FSL learners, as well as for tools to support the decision-making process.

CCLB collected quantitative and qualitative data from four groups of stakeholders: LINC/CLIC Assessors, Program Administrators, Instructors, and Learners:

- A comprehensive survey with mostly multiple-choice answers was used to collect information from Assessors, Program Administrators and Instructors.
- Interviews, with first-language interpretation as needed, were conducted with ESL Learners.

The number of respondents in each group were as follows:

Assessors – 61 ESL respondents; 5 CLIC/FSL

Program Administrators – 36 LINC/ESL respondents; 4 CLIC FSL

Instructors – 197 ESL respondents; 2 CLIC/FSL

Learners – 21 ESL respondents; 0 CLIC/FSL

There was limited data obtained on the French side; however, it reflected the smaller number of CLIC/FSL programs, and the comments made by some of the respondents that they see relatively few learners with literacy needs.

### Key Conclusions

- Assessors are in the best position to make the initial decision on whether to assign the L designation.
- Administrators and/or Instructors are in a better position to make decisions on whether to assign, retain or remove the L designation using professional judgement, supported by real-time evidence and the use of a decision tree process/protocol.
- More training on literacy must be provided so that Assessors, Administrators and Instructors can make informed, fair and reliable decisions.
- Learners must be consulted in the decision process when changing the L designation in a classroom situation.

- Programs need the resources to support literacy learners.
- Classroom sizes for literacy learners must reflect IRCC defined numbers.

### **Recommendations**

- Develop a decision-tree protocol that will provide Administrators and Instructors with a fair and reliable process to follow when making decisions around the L designation.
- Educate Assessors and Instructors on what constitutes/differentiates a literacy learner and on their special needs through developing and offering more training.
- Ensure Assessors and Instructors take the training by providing support such as paid release time.
- Include the Learner in the decision process.
- Enforce adherence to recommended classroom sizes.
- Provide stakeholders with information on who can make changes in ICARE on the L designation and how and when this should happen.
- Consider how to support learners with literacy needs beyond CLB/NCLC 4L. Research has shown that many learners with literacy needs always need extra support.
- Encourage the sharing of best practices and expertise in working with learners with literacy needs.

The data from the French respondents supported similar findings and recommendations to those from the English side.

## Sommaire Exécutif

L'activité s'est déroulée en parallèle pour le PBLA/LINC et ELBP/CLIC. Deux équipes ont effectué un sondage auprès des responsables d'institutions et des instructeurs. Un échantillonnage conséquent dans le cas de l'équipe anglophone a permis de collecter des données fiables pour une analyse approfondie des informations. Cette analyse a révélé les tendances des répondants sur leur pratique d'évaluation dans les programmes d'Alphabétisation et a contribué à proposer des recommandations pertinentes. Dans le cas du sondage de l'équipe francophone il y a malheureusement eu une faible participation.

- Néanmoins pour ce qui est des résultats et des recommandations des deux sondages, on retient que certains programmes ont mis en place des procédures. Celles-ci sont propres à chaque organisation, ne sont pas standardisées et ne prennent pas nécessairement en compte les meilleures pratiques. De plus, ces procédures ne sélectionnent pas les critères nécessaires pour prendre une décision. D'après l'expérience du CNCLC, il faudrait un ensemble de procédures spécifiques ou un arbre de décision standardisé que les programmes pourraient utiliser lorsqu'ils reçoivent des demandes de la part d'instructeurs pour l'ajout ou le retrait du classement L en Alphabétisation ce qui constituerait une pratique exemplaire harmonisée.

### Recommandations

Le nombre très modeste de répondants ne nous permet pas de faire le portrait des besoins du milieu. Toutefois, partant des réponses reçues, il nous semble important de mettre en avant les recommandations suivantes. Il pourrait être utile:

- de réunir suffisamment de ressources pédagogiques destinées aux apprenants en alphabétisation dans chaque institution susceptible de les recevoir;
- d'enrichir et mettre à jour les formations en enseignement en alphabétisation pour que les instructeurs soient prêts à accueillir ces apprenants;
- de mettre à jour les ressources elles-mêmes;
- de faciliter le partage de bonnes pratiques en alphabétisation;
- de faciliter le partage d'expertise dans le repérage des apprenants qui ont des besoins en alphabétisation;
- de créer des formations sur l'ajout et le retrait du classement L, formations destinées aux évaluateurs, mais aussi aux instructeurs pour qu'ils comprennent mieux ce classement;
- de créer des formations sur la distinction entre un apprenant en difficulté et un apprenant ayant des besoins en alphabétisation, formations qui seraient destinées cette fois aux instructeurs.

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## 1.0 Introduction

This report presents findings of the research activity conducted by the Centre for Canadian Language Benchmarks (CCLB) from February to March 2024 on the status of the “L” for Literacy designation for ESL learners in the Language Instruction for Newcomers to Canada (LINC) program. Specifically, the research activity examined whether literacy learners are always assigned an L with their CLB level at the time of placement assessment and what LINC programs and instructors do if a learner without a designation is suspected of having literacy needs. Drawing on the perspectives of all stakeholders concerned with literacy, the research also asked LINC assessment centres, service providers, instructors and ESL learners across Canada who they believe is best positioned and best suited to add or remove the L designation for ESL learners, if such action is needed.

Currently, Stage 1 learners who are assessed with a formal Literacy Placement Test (CLB-LPT) and found to be pre-literate (from cultures with no written forms of language), non-literate (from literate societies, but having no reading or writing skills in any language), or semi-literate (some skills, but not functionally literate) are assigned an L beside their CLB level of language proficiency (i.e., 1L, 2L, 3L or 4L). Learners who are not assessed with the CLB-LPT and enter LINC programs displaying signs of literacy challenges, such as trouble forming letters to copy words or a lack of sound-symbol correlation, can be sent back to the assessment centre to receive the CLB-LPT and have an L assigned, if warranted.

No other formal mechanisms or protocols exist for adding an L designation if one has been missed, and there is no sanctioned process for removing the L designation if a program, instructor or learner believes that literacy issues do not exist or have been mitigated. Yet, some LINC programs across Canada have developed in-house processes for adding and removing the L designation for learners; these processes are not the same from provider to provider and may not provide consistent and accurate results. The wide variety of in-house processes and tools causes confusion in the field about what is best to support both unidentified and identified literacy learners, as well as what is acceptable to LINC’s funder, Immigration, Refugees and Citizenship Canada (IRCC), around assigning or removing the L designation from learners’ CLB levels.

CCLB decided to pursue this particular research activity because of questions raised in recent years about the L designation for ESL learners. PBLA Lead Teachers on the CCLB’s PBLA Implementation Forum have consistently been asking about the designation since before 2017, when a thorough review of the forum questions to date was first completed. Additionally, LINC administrators have directly posed similar questions to the CCLB’s PBLA program management team.

There are many reasons why resolving the questions surrounding the L designation is critical for LINC programs, for instructors, and most importantly, for ESL learners themselves.

For example, some LINC programs have dedicated ESL literacy streams or classes for L-designated learners so that resources to support the recommended approach to teaching literacy can be maximized; however, literacy learners without an L designation may be delayed in accessing these targeted supports. In programs without literacy streams, the L designation alerts the mainstream class instructor that the learner will need extra help, support and accommodation to work on reading and writing skills, along with listening and speaking. Without the L designation, an inexperienced instructor or one not trained in literacy support may not recognize the signs of literacy needs, and instead, attribute other reasons to the learner's struggle, such as undiagnosed learning disabilities.

For programs, a very important reason to ensure that pre-literate, non-literate and semi-literate learners are properly identified with an L designation is that IRCC – recognizing the positive outcomes to newcomers who receive targeted literacy supports – has allowed for both smaller, designated literacy class sizes (a maximum of 8 to 10 learners versus up to 20 learners in Stage 1 mainstream classes), and for one L-designated literacy learner to be counted as two literate learners if placed in a mainstream class – also resulting in smaller class sizes. Smaller class sizes allow an instructor to spend more time addressing the individual needs of the literacy learners, which increases learners' retention in the program and their chances of success in gaining literacy skills. Without an L designation, the only choice for literacy learners is to attempt to cope in larger mainstream classes with less attention from the instructor and where they are expected to maintain a faster pace of learning to keep up with their literate peers.

As the culmination of this research activity, this report outlines the project objectives and methodology, and then presents a synthesis of the findings from the perspectives of multiple stakeholders, as well as an overall conclusion. The report concludes with recommendations that might be implemented in the field before March 2025, as well as recommendations for further follow-up and study.

## 1.1 Research Objectives

There were a number of objectives for this research activity. An overarching objective was to ensure that all stakeholders directly affected by any changes to the current authorized processes for adding or removing an L designation were included as part of the consultation. This objective was addressed through the design of the research activity, as demonstrated in the methodology section below.

The next objective of the data collection was to gain and present an understanding of when and how the L for literacy designation is currently assigned or removed from ESL learners' CLB levels in the LINC program in various regions across Canada.

A related objective was to learn what aspects of these processes are considered to be successful by the various stakeholders, as well as to identify appropriate guidance for the field to support consistent outcomes for literacy learners in LINC.



Finally, to address concerns expressed in the LINC field about the current authorized practice of sending learners without an L designation back to the LINC assessment centre to have the CLB-LPT administered, the last objective was to determine what tools and supports would be required for LINC administrators and instructors to be and feel qualified to add or remove an L designation from a learner's CLB level. Supports might include, for example, additional training on recognizing literacy issues in a learner or a decision tree for programs and instructors to follow to document the steps they took to add or remove an L designation from a learner's CLB level.

## 2.0 Methodology

A mixture of quantitative and qualitative data was collected for this research activity in order to gain information and perspectives from all stakeholders directly impacted by practices around assigning or removing an L designation from literacy learners in LINC. Assessors, program administrators, ESL instructors, and learners were all included. Quantitative data from all respondents provided information about the different areas in Canada that participated in the research, as well as program and class sizes and numbers of literacy learners involved. The numerical data also allowed for visual comparisons of various literacy practices or differing perspectives within the respondent groups.

Qualitative data gathered from the four groups of stakeholders provided information on uniquely local or uncommon practices, as well as personal insights and assessments of respondents' experience of the current landscape for literacy learners in LINC.

The first method of data collection used with LINC Assessors, Program Administrators (Programs) and Instructors was a comprehensive survey, tailored to each specific group. The surveys contained between 26 to 30 questions. Most of the questions were multiple choice with multiple answers allowed, although several questions that might require explanation or a different answer than provided allowed respondents to also check "other" and provide an unlimited written answer. While each group had some questions that were specific to their role only, in general, the questions were written to discover:

- Demographics of the respondents
- Demographics of the literacy classes being reported on
- The perspective of each group about the need for an L for literacy designation and the ability to change the designation
- The current situation regarding literacy learners receiving L designations, from the perspectives of different stakeholders and areas in Canada
- The perspective of each research group about who is best suited to add or remove the L designation from literacy learners and why

Surveys with mostly multiple-choice answers were chosen as a data collection tool because they could be quickly and easily distributed to the field, and busy respondents could choose to just check answers and not answer the open-ended questions if they did not have a lot to say or



wanted to finish quickly. In fact, responses in the open-ended questions were often quite detailed, indicating that many respondents wished their perspectives to be known.

The second method of data collection was used with L-designated literacy learners only – interviews with first-language interpretation, as needed. The interview questions were limited to 12 and were answered by the learners themselves.

They were worded in simple, straightforward language to help the learners understand the intent of each question and to facilitate easy interpretation.

There were 9 other demographic questions that the interviewers filled in on the learners' behalf (including province, city, program size and class level), as well as one open-ended question at the end to allow the interviewer to capture any other relevant comments from the learners that had not been previously recorded.

While the surveys were distributed to the field through email, and the responses were anonymous, the interviews with L-designated learners had to be arranged with programs known to have literacy streams with L-designated learners. This was due to the complexity of arranging interviews, which included explaining the request and gaining consent from the learners; arranging first language interpreters; scheduling a time that worked for all involved; and arranging for equipment to collect the learners' responses during the interview). Because of the tight timeline for this research activity, and despite an extension to the survey and interview periods, only two of the three literacy centres approached were able to participate. Nonetheless, the data collected from learners was robust and useful. Most meaningfully, clients' voices were not left out of research that stands to have the greatest impact on their own situations and learning.

The findings of this research are summarized in the next section of this report, followed by conclusions and recommendations. Some information useful for context but not directly relevant to this research activity about tools, training and resources is included:

- The training and resources currently available in LINC for teaching literacy
- The tools, training, resources needed to support ideal literacy practices in the field

Additional information can be found in Appendix A, which follows the French report.

### 3.0 Findings

While the response period for LINC Assessors, Program Administrators, Instructors and Learners was relatively short, approximately 2 to 3 weeks, a relatively good response was received from each stakeholder group:

- Assessors – 61 respondents
- Program Administrators – 36 respondents
- Instructors – 197 respondents
- Learners – 21 respondents

#### Demographics of the respondents

For the Assessors, Program Administrators and Instructors, three provinces, Ontario, Alberta and British Columbia, provided the largest numbers of responses to the research request. As noted earlier, the nature of setting up interviews with L-designated learners resulted in learner responses from only two provinces: Alberta (67%) and Ontario (33%). The least-represented region of each group of respondents was the Maritimes.

|               | BC | AB | SK | MN | ON | NB | PEI | NS | NL | Total |
|---------------|----|----|----|----|----|----|-----|----|----|-------|
| Assessors     | 6  | 15 | 8  | 7  | 19 | 4  | 0   | 2  | 0  | 61    |
| Program Admin | 9  | 11 | 2  | 2  | 10 | 0  | 0   | 2  | 0  | 36    |
| Instructors   | 22 | 63 | 30 | 10 | 57 | 5  | 1   | 6  | 3  | 197   |
| Learners      | 0  | 14 | 0  | 0  | 7  | 0  | 0   | 0  | 0  | 21    |
| Total         |    |    |    |    |    |    |     |    |    |       |

Yukon – advised not an issue in their region.

Perhaps unsurprisingly, urban areas were the most heavily represented in this study. For example, for Assessors, 56 respondents (92%) indicated they were in urban areas while only 5 (8%) indicated they were in rural areas. For Administrators, the numbers were better for rural areas (33%), though still smaller than their urban coverage (94%). This was because 10 Administrators reported covering both urban and rural areas, but an additional 24 said they covered only an urban area, while 2 others were located in rural areas. This trend to more urban area representation was the same for Instructors, with 93% (184) saying they taught in an urban area, while only 6% taught in rural areas.

In terms of the size of the Assessment Centres participating in this research, one third of the Assessors did not provide this information for various reasons. Of those that replied, the smallest number of clients served was 60, with 27% of Assessors serving less than 1,000 clients, while 17% of Assessors reported serving 10,000 clients or more, up to 30,000. The median number of clients served by the 41 Assessors who supplied an estimate was 7,000.

For Program Administrators, the sizes of programs reported started from 60 clients at the low end and ranged to 3,400 at the high end. The median program size reported by Program Administrators was 825 clients. As Instructors were not expected to know the numerical size of their programs, they were only asked to estimate small, medium or large for the size of the program that they teach in. The result was an even split between large and medium programs at 45% each, with 10% of programs reported as small by the Instructors.

## Demographics of the literacy classes being reported on

### Administrators

The Program Administrators were evenly split between those that had dedicated literacy classes (18) and those that did not (18).

Other strategies for programs without dedicated literacy classes included accessing alternate learning within their organizations and relying on the instructor to differentiate instruction for the literacy learners.

The question about the CLB levels of literacy learners confirmed that about 90% of programs with literacy learners in mainstream classes said the learners were in CLB 1 to 3 classes. A smaller proportion of Administrators, 72%, stated they have literacy learners in CLB 4. Six providers answering the survey reported they do not serve literacy learners at all.

### Instructors

Due to the way data about class size and composition was collected in this study, it was sometimes difficult to tell if Instructors were reporting on only one class that they were teaching, or if they were teaching two or more in different shifts (i.e. morning, afternoon, evening, weekend day, etc.). For example, one Instructor reported having 82 learners in their class and teaching levels of CLB 3, 3L, 4 and 4L. This could represent four classes at two different literacy and two different mainstream levels, as it seems unlikely that it is one class or even two classes with 41 learners each. Even Instructors who reported one literacy or mainstream level with large class sizes might have been combining a morning shift with an afternoon shift of the same level. For example, one Instructor reported having 30 learners at CLB 3, but this could be two classes of 15, instead of one class of 30.

Despite this drawback, much of the information gathered was clear, especially if the funder's guideline for class size is taken into account.

#### LINC/ CLIC Maximum Class Size Guidelines:

|                   |         |
|-------------------|---------|
| ESL/FSL Literacy: | 8 – 10  |
| CLB/NCLC 1 to 4:  | 20*     |
| CLB/NCLC 5+:      | 25 – 30 |

\*If there is a mixed class, Literacy and non-literacy, a literacy learner = 2.

A class with four combined literacy and mainstream levels but less than 20 learners seems more likely to be one class, rather than two or more (e.g., CLB 2, 2L, 3, 3L with 15 learners). With this

consideration in mind, there were 54 classes with 0 to 10 learners; 109 classes with 11 to 20 learners; 26 classes with between 21 and 30 learners; and 8 classes with 31 or more learners reported. Of the 197 number of classes in total, 111 contained multiple levels, whether multiple literacy (e.g., 3L, 4L), mainstream (e.g., CLB 1, 2), or combined literacy and mainstream levels (e.g., CLB 1, 1L), while only 86 classes were reported to be at a single level (e.g., CLB 1 or CLB 2L).

It's important to note that IRCC's guideline for classes suggests no more than 2 CLB levels should be in a class, with the instructor assessing no more than 3 CLB levels. If an instructor reports teaching four or more literacy, mainstream or combined literacy and mainstream levels, even if split between 2 or more classes, that instructor has a much greater challenge in planning and managing the class, and in delivering assessments to meet the needs of all the learners in their class than an instructor with a class that is meeting the guidelines. Fully 30 of the Instructors in this study reported being responsible for 4 or more levels, with 6 of those classes having between 8 to 11 learners, (so very likely to be only one class), and 5 classes addressing 6 to 9 literacy and mainstream levels between Foundation L and CLB 4L, the largest of which was reported at 25 students. (Even if 25 students are in two different classes, it means the instructor is likely addressing 4 or 5 levels in each class of 12 or 13, which still exceeds IRCC guidelines.)

In terms of literacy versus mainstream classes, 85 Instructors reported classes with only literacy levels (e.g., CLB 2L or CLB 3L, 4L), while 43 Instructors checked mainstream levels only (e.g., CLB 1, 2 or CLB 4). There were 28 Foundation L-only classes and an additional 31 that supported only one level of literacy (e.g., only 3L or only 4L). Twenty-three Instructors reported multiple literacy levels in a class (e.g. Foundation-L and CLB1L or CLB 2L and 3L). Foundations and CLB 1 classes were also popular (14 classes) as were Foundations, CLB 1 and CLB 1L (7 classes).

Finally, for numbers of literacy learners, both L-designated and those identified as having literacy needs but not L-designated in these classes, 20 Instructors reported currently having no literacy learners, while the rest ranged from 1 to 34 or 35 literacy learners. The median number was 10 literacy learners per Instructor reporting. (It should also be noted that a higher than anticipated number of Instructors (67) reported having literacy-designated learners in their classes who are actually Pre-CLB level, meaning that they do not have literacy issues; they are literate in their first language but have no English reading and writing skills. Fifty-seven of those Instructors reporting learners incorrectly designated as having literacy needs were actually teaching literacy classes, so they were possibly using strategies that were not needed by these mislabelled learners who might be able to transfer literacy strategies from their first-language education and progress faster.)

Overall, this research shows there seems to be a wide variation in programs' literacy practices in terms of class sizes and number of levels in classes, with some programs seeming to heed IRCC's guidelines and others allowing for a much greater range, which could be challenging for instructors and learners alike.

## The perspective of each group about the need for an L literacy designation and the ability to change the designation

### Assessors

When Assessors were asked if the L designation given by them at the assessment centre should always be retained or could be removed, their responses were split: 44% felt that the L designation gave important information to the program and instructor and should be retained, but 50% felt there were a number of reasons that an experienced instructor should be able to remove an L. Most of the reasons had to do with supporting the learner, but one Assessor mentioned their own role to assign an L was too high stakes for the client if the L could never be removed:

*Often times the L designation is a difficult judgement call on the part of the assessor. ... Knowing that an L designation could never be removed would place even more pressure on the assessor to make what can be a very difficult decision in a short period of time. Teachers are better positioned to determine whether students could be successful in a more demanding classroom context because they see the student for much longer periods of time, in many more situations and on a greater variety of tasks. Knowing that Ls can be removed at a later date allows assessors to err on the side of caution in their decision regarding whether to assign a student an L designation or not. I believe it is best for clients to be placed in a literacy class and then have the Ls removed if necessary rather than vice versa. This is because literacy students have often had a very fraught or even traumatic relationship with schools, teachers, and education in general. It can take a lot of courage for a literacy student to try to come to school and learn. If they experience a great deal of failure right off the bat, this could be extremely upsetting for them and completely derail their language learning journey. They may give up on themselves and never come back to classes.*

### Administrators

The two strongest factors for Administrators around needing to change the L designation for learners (primarily to have it assigned if it had not been at the assessment centre) was to validate instructor observation that the learners are literacy learners (at 75%), followed by needing to place learners properly for learning (at 50%). One Administrator explained the need for properly identifying literacy learners this way:

*Learners are not able to progress without practising specific literacy skills on the Literacy continuum. This makes it hard for them to reach their goals and this systemic barrier should not stand in the way of them getting to access the services they need to be supported and successful.*

## Instructors

When Instructors were asked if all literacy learners should have an L designation to identify them, 78% said yes, explaining it was necessary for Instructors to know how to plan appropriate lessons and support the learners properly. This echoed what Instructors felt was the main advantage for literacy learners to be placed in a designated literacy class, which was classes tailored to learners (93%). Smaller class sizes and the ability to focus on reading and writing skills were also seen as advantages to learners in literacy classes. Those who elaborated using “other” cited the slower pace of learning in literacy classes and the ability to lessen learners’ feelings of frustration.

*The ESL literacy class really helps students learn. Literacy students in a regular CLB class would either flounder or the CLB students would suffer. The instruction is different; the pace is different.*

In terms of disadvantages for learners to be placed in a designated literacy class, more than a quarter of Instructors in the survey stated that there were no disadvantages. Some Instructors did feel there were potential negative consequences though, due to a wide range of abilities and personal goals of literacy learners:

- *Even within literacy students, there is wide range of abilities to learn in the classroom setting.*
- *Not everyone has the same educational experience. Just because a student has an education and can read and write in e.g., Arabic, doesn't mean they will easily pick up English. The languages are very different. Someone who only had a couple of years of school in French may learn much faster.*
- *Literacy students who have made good progress and have caught up to "normal levels" often continue to get streamed into literacy classes once they have been assigned this label. They are not being challenged in the way they should be in these literacy-designated classes.. Conversely, true literacy students can benefit from the challenge, stimulation and motivation of being placed with more advanced peers in regular classes.*
- *Sometimes they can learn from having higher-level students in their class. They can listen to the stronger students and gain a better understanding of what is happening in class.*
- *If they are mis-placed in a literacy class, it is difficult to get them transferred to a non-literacy class.*
- *They may receive pressure from misinformed/misguided family members; sponsors; or other community members if student doesn't meet their expectations regarding progress and speed.*
- *Students may be more concerned about speaking and listening, and want to get CLB 4 in Listening and Speaking for citizenship test.*

## The current situation regarding literacy learners receiving L designations, from the perspectives of different stakeholders and areas in Canada

Over 90% of Assessors reported using an approved L-designation tool. When asked how they know when to switch to the literacy assessment tool, some said they always start with the literacy tool, while others indicated switching depending on the learners' years of education, when prompted in the test protocols or screeners, or when learners demonstrate difficulty or inability to perform reading and writing tasks. Two-thirds of Programs reported using the Canadian Language Benchmarks: Literacy Placement Test (CLB-LPT), and most users reported that the CLB-LPT was easy, convenient and reliable to use. About 10% of Assessors reported using the Canadian Language Benchmarks Assessment (CLBA) and another 10% used the Canadian Language Benchmarks for Adult Literacy Learners (CLBA-LL) L-designation assessment tool. Several CLB-LPT users felt that the CLB-LPT L1 screener could be problematic. There were also questions around the length of time needed to complete the screener and, given the wide range of clients' backgrounds, there were instances of the L1 screener being used with learners who did not receive education in their first language.

Over 25% of Assessors reported receiving requests to add or remove L designations. There was an even split between requests to add and requests to remove L designations. The largest number of requests were for learners at Foundation-L levels; however, requests were received for all other literacy levels as well. The top two reasons for requests were for the appropriate placement of the learner and to confirm an instructor's observations. One request to remove the L was made to allow the learner to access LINC Home Studies.

While 70% of Programs received L-designated learners from assessment centres, 30% indicated that they did not. At the same time, 78% of programs indicated that they had received literacy learners who had not been L-designated by assessment centres. Estimates of the number of literacy learners varied from one up to 1,105, depending on the size and location of the program. Program Administrators identified that the CLB-LPT was the most common tool used by assessment centres to make L designations. Nearly 60% of Program Administrators had received requests to add or remove an L designation.

Basing their answers on their professional judgement, over 85% of Instructors identified that they had ESL learners in their classes; 30% indicated having pre- or not true literacy learners in their classes; and 40% had literacy learners who did not have an L designation. Instructors reported the number of literacy learners who did not have an L designation ranged from none to twenty-eight.

When it came to what programs currently use to identify ESL literacy learners who had not been L-designated by the assessment centre, instructor judgement was chosen by 38%, followed by Literacy Practice Tasks and referral back to the assessment centre, at 15% each. Instructors had similar responses to those of Program Administrators when asked about current processes for identifying ESL literacy learners. Nearly 27% of Instructors indicated that they did not have a



process for adding or removing L designations. The comparable figure was 16% for Programs. Both Programs and Instructors reported that requests to add or remove L designations came from all ESL literacy levels. The most frequently cited reasons for requests to add or remove L designations were instructor observation, best placement of the learner and access to literacy-designated classes.

**The perspective of each research group about who is best suited to add or remove the L designation from literacy learners and why**

When it came to who is best qualified to add/remove the L designation, there was no clear consensus.

*Who is best suited to add or remove L designations?*

|                    | Assessor Responses | Program Responses | Instructor Responses |
|--------------------|--------------------|-------------------|----------------------|
| Assessment Centres | 56%                | 63%               | 59%                  |
| Programs           | 45%                | 78%               | 55%                  |
| Instructors        | 77%                | 61%               | 84%                  |

Table based on combined 4 (Strongly) and 5 (Very Strongly) rating

Program Administrators felt that they were the best suited to add or remove L designations, while Instructors felt that they were the ones best suited to make these decisions. Interestingly, Assessors rated instructors as the most qualified.

The follow-up question asked all three groups to explain their choices.

Assessment centres were identified as having numerous advantages, such as:

- being the central agency that provides assessment services to all newcomers
- using standardized literacy assessment tools that assessors had been trained on
- providing results with CLB levels and data, including some literacy abilities
- capturing and retaining this information in HARTS/iCARE record management systems
- being able to meet one-on-one with learners and often being able to interact with clients in their first language

The noted disadvantages of having assessors adding/removing the L designation included the following: assessors only see the learner one time and then, only for a short period; assessors don't see how the learner functions in a classroom environment; and there are inconsistencies in L designations coming from assessment centres.

One advantage noted for choosing instructors for the designation task was that trained and experienced literacy instructors understand the process of acquisition of literacy skills and can provide the individualized skill-building that ESL literacy learners need in order to make progress.

Other advantages: Instructors also spend the most time with their literacy learners; monitor learners' individual progress through multiple assessments; and observe literacy learners' needs and learning styles over time. As one instructor noted:

*Individuals progress at different rates; this can only be told in the classroom over time.*

Some instructors noted how specialized ESL literacy instruction is and how much training and experience is needed before instructors can become effective in ESL literacy classrooms. Concerns were mentioned about L designations being added and removed at the discretion of individual instructors (both qualified and unqualified) or at the urging of learners seeking to access particular classes or programs.

Program Administrators reiterated the many advantages of both assessment centres and instructors. Given programs' responsibility to place learners into classes appropriately, administrators also expressed the need for oversight of any changes to L designations.

*Observing students over a period of time is important to determine where their literacy and knowledge gaps are. Leaving it up to individual instructors alone is risky, so should be managed at the program level, based on documentation provided by 1 or more instructors.*

Additionally, many respondents noted that adding or removing an L designation was a shared responsibility. Program Administrators and Instructors stated that some procedures had been put in place at their sites to deal with adding or removing L designations. Some Programs and Instructors felt that it was important to include the literacy learners in this process as well. A number of comments questioned the feasibility of sending learners back to the assessment centre, given the high volume of newcomers and long wait lists. Several instructors felt that L designations were not important, as instructors work hard to meet the needs of individual learners and that L designations "labelled" learners.

### Training and resources for adding or removing an L designation

Instructors and Programs reported receiving training on the CCLB Bootcamp; An Orientation to the CLB: ESL for ALL; and the ESL Support Kit. However, only around 15% of Instructors indicated that they had received training from the *Professional Learning* literacy sessions, while nearly 45% of Programs indicated they had presented at least one *Professional Learning* literacy session. While 43% of literacy Instructors had received mentor support, 100% felt that having mentor support was important.

Program Administrators and Instructors were asked about the qualifications, training, tools or experience needed to add or remove an L designation. In addition to comments on qualifications, administrators and instructors offered these suggestions on training, tools and experience needed:

- *clear criteria on what determines literacy*
- *a national screening tool for all literacy levels*
- *experience teaching Literacy Learners*
- *courses delivered by the CCLB and other literacy agencies*
- *ESL For All training*
- *experience with literacy learners is the greatest asset in recognizing whether someone has literacy needs*
- *a literacy placement test to use to re-assess students with questionable "L" designation.*
- *an understanding of culture shock*
- *the use of CLBLDT (Literacy Diagnostic Tasks)*
- *training with an experienced Literacy instructor*
- *designated Literacy Lead Teachers*
- *more training on the profile of a literacy learner vs non-literacy learner as well as literacy students' needs*
- *a clear understanding of literacy*
- *supports for semi-literate students who are not initially identified as literacy learners, but then stagnate at CLB 3 because their limited education does not support them to that level of instruction, and then they need to move to a literacy class to achieve the benchmark*

## 4.0 Conclusions and Recommendations

### 4.1 Conclusions

#### **Role of Assessment Centres:**

According to the IRCC *National Language Placement and Progression Guidelines*: “ESL Literacy learners should be clearly identified as requiring Literacy supports. Assessors should also provide details of the learner’s previous education and whether they are literate in their first language.”

Assessment centres were identified as having numerous advantages that make them the obvious choice for making initial L designations.

#### **The Initial L Designation:**

While Assessors felt that L-designated learners were being reliably identified at assessment centres, Program Administrators and Instructors clearly indicated that L designations were not always being made, that some L-designated learners were missed and that some Pre-CLB and literate learners were receiving L designations. It is clear that universal and reliable initial identification of L-designated learners is key to building confidence and allowing programs and instructors to meet the needs of ESL literacy learners.

### **L Designation Protocols and Tools:**

While 76% of Assessors felt that the tools they used were reliable at identifying literacy learners, Programs and Instructors reported significant numbers of ESL literacy learners who have not been L designated or L-designated learners who are not true literacy learners.

### **Class Size:**

Class size is critical to the ability of instructors to deliver quality literacy instruction. While there was some question as to whether Instructors were reporting on one or more classes, it was clear that many classes had higher numbers of students than in the funder guidelines.

Dedicated literacy classes with a funder maximum of 8–10 learners are ideal; however, more universal and reliable identification of L-designated learners is critical to the ability of programs to create these dedicated literacy classes.

Mainstream classes with ESL literacy learners made up over half of all reported classes. Based on the survey responses that indicated that 72% of Program Administrators did not know about the funder's "one literacy student counts as two" provision for mainstream classes, it is clear that applying this formula could reduce the size of mainstream classes with literacy learners. Additionally, IRCC's guideline for classes suggests there should be no more than 2 CLB levels in one class, with the instructor assessing no more than 3 CLB levels. There were 30 Instructors in this study who reported being responsible for 4 or more levels, some of which were literacy only, while others were a mix of literacy and regular CLB levels. It is too great a challenge for instructors to plan, manage the class and deliver assessments to meet the needs of all the learners in multilevel and mixed regular and literacy classes. There were also suggestions that Programs seek additional supports such as teaching assistants to support literacy learners.

### **Adding/ Removing L Designations:**

The research shows that adding or removing an L designation is clearly a shared responsibility. All stakeholders agreed that instructors and programs have the greatest knowledge of and contact with their literacy learners and bear the greatest responsibility for ensuring that the needs of literacy learners are met. As such, they are best placed to add or remove L designations. As stakeholders noted, assessment centres are busy and it may be difficult for learners to return to a centre for an initial L-designation assessment. Additionally, assessors do not have the direct knowledge of learners' ability and progress to make judgements about removing an L designation.

While some Programs have put in place procedures around literacy, these are particular to individual organizations and do not necessarily take into account best literacy practices or the wide range of factors needed to make such decisions.

From the CCLB's experience, a set of dedicated procedures or a decision tree that programs can apply when they receive requests from instructors to add or remove L designations would be a definite best practice. Decision trees could be embedded into programs and include aspects suggested by programs and instructors, such as:

- instructor documentation of literacy learner's skills and needs

- observation of learners, learners' use of learning strategies and ability to cope in the classroom
- literacy learners' preferences and needs
- other factors that could impact learning
- the ability of programs to provide designated literacy classes or to support literacy instruction in mainstream classes
- ability to make referrals to alternate programs geared to literacy learner needs or back to assessment centres for re-evaluation

### **Training and resources for adding or removing an L designation:**

While most Instructors had completed the self-directed CCLB Bootcamp, not all had received the *Professional Learning* literacy sessions. Instructors stressed the importance of providing mentoring to new ESL literacy instructors and ensuring they have direct literacy classroom experience. Comments about tools for adding and removing an L designation included the need for a standardized literacy screening tool and the use of the *CLB Literacy Diagnostic Tasks* to determine placements on the *Continuum of Literacy Skills*.

## **4.2 Recommendations**

### **Role of Assessment Centres:**

- It is recommended that all assessment centres should be responsible for screening for literacy learners and making initial L designations.

### **The Initial L Designation:**

*As soon as possible:*

- The funder should identify cities and regions where L designations are currently not being made and task assessment centres in those areas with producing training plans and setting timelines for the implementation of L-designation assessments at their centres.
- The CCLB and other assessment providers should assist by providing assessor training on L-designation assessment tools.

*Within a reasonable period:*

- The funder should ensure that ESL literacy learners are clearly identified and that L-designation protocols and tools are being used at all assessment centres across Canada.

### **L Designation Protocols and Tools**

*As soon as possible:*

- Current, initial L-designation procedures/protocols and tools should be examined by assessment centres to ensure that literacy learners are not falling through the cracks and that Pre-CLB and regular ESL learners are not receiving L designations. This process should be ongoing and involve creating feedback loops with the programs and instructors served by the assessment centre, for example, through provincial umbrella organizations.

- The CCLB should elicit feedback from assessors and assessment centres on the efficacy of L designation tools such as the CLB-LPT or CLB-LL, as well as issues that affect the reliability and usability of these tools.

### **Class Size:**

*As soon as possible:*

- Programs should regularly monitor the placement of ESL literacy learners in their classes in order to meet funder guidelines. Programs should strive to provide dedicated literacy classes or provide smaller class sizes for learners in mainstream classes, in order to meet the needs of ESL literacy learners.
- Programs should strive to provide additional supports such as teaching assistants for literacy learners, when needed.
- Programs should use the CCLB annual *Practice Review Framework* to reflect on class sizes for ESL literacy learners and to set goals to ensure that the needs of ESL literacy learners are being met.

*Within a reasonable period:*

- The CCLB should add ESL literacy-specific indicators to the *PBLA Practice Review Framework* standards for classroom instructors and programs, such as using a variety of literacy skill-building techniques referenced to the *Continuum of Literacy Skills* and ensuring that programs provide ESL literacy learners with a learning environment that meets their needs.

### **Adding/Removing L Designations:**

*As soon as possible:*

- The CCLB, in collaboration with IRCC and centres of literacy expertise, should begin work on a draft decision-tree process for programs and instructors to use when receiving requests to add or remove L designations. The draft decision tree should be piloted in programs reporting frequent requests to add and remove L designations.

*Within a reasonable period:*

- Once the draft decision tree has been piloted and final revisions made, the CCLB should make the *Adding and Removing L Designation Decision Tree* available to programs across Canada

### **Training and resources for adding or removing an L designation**

*As soon as possible:*

- ESL literacy professional development opportunities and training should be considered as important parts of professional development (PD) planning
- Programs should explore mentoring opportunities and hands-on literacy experiences for new ESL literacy instructors
- The CCLB *Professional Learning* literacy sessions should be considered essential training for ESL literacy instructors

*Within a reasonable period:*

- More training on applying and building skills in ESL literacy learners at different literacy levels, based on the *Continuum of Literacy Skills*, should be made available
- Training on the use of the *CLB Literacy Diagnostic Tasks* to assist literacy instructors in placing ESL literacy learners on the *Continuum of Literacy Skills* would be helpful. The ability of instructors to place ESL literacy learners on the *Continuum of Literacy Skills* may be an important element in the proposed decision tree process for adding or removing an L designation
- As many ESL literacy learners study in mainstream, multilevel classes, the CCLB should develop workshop sessions focusing on strategies to provide literacy instruction in these classes, if funding permits

**Additional Training:**

*As soon as possible:*

- The CCLB noted that, given the amount of specialized knowledge involved with literacy and literacy classes, a dedicated *Literacy 101* presentation should be created and made available on the PBLA Practice Guidelines website



## 5.0 Introduction

Le Centre des niveaux de compétence linguistique canadiens (CNCLC) est un centre d'expertise qui soutient et promeut les normes nationales justes et fiables pour mesurer la maîtrise de la langue seconde des nouveaux arrivants au Canada dans les milieux de l'enseignement, de la formation, de la communauté et de l'emploi. Dans la mise en œuvre de ses activités, le CNCLC mobilise les ressources nécessaires pour soutenir les nouveaux arrivants, avec l'appui du ministère fédéral de l'Immigration, Réfugiés et Citoyenneté (IRCC).

À la demande d'IRCC, le CNCLC a préparé un sondage destiné aux gestionnaires des programmes CLIC et FLS, aux instructeurs des programmes CLIC et FLS et aux évaluateurs du FLS. L'objectif du sondage était de mieux comprendre l'attribution et le retrait du classement en alphabétisation (L) pour les apprenants de FLS des programmes concernés. Le rapport aborde les points suivants:

- Le profil des répondants
- Les informations provenant des instructeurs et des gestionnaires de programmes en lien avec l'alphabétisation
- Les informations au sujet de la formation des instructeurs et des évaluateurs
- Les informations au sujet des besoins de formation en alphabétisation des instructeurs et des évaluateurs
- Le repérage des besoins en alphabétisation et le soutien aux apprenants
- Le maintien ou non du classement L
- Les recommandations

Le nombre de répondants ne permet pas de faire des recommandations fermes sur la façon d'optimiser le service d'alphabétisation et le travail de classement. Toutefois, les réponses des acteurs du milieu nous permettent dans ce rapport de mettre en avant des informations et certains besoins.

### 5.1 Préparation du sondage

Les questions ont été rédigées en fonction de l'objectif du sondage : mieux comprendre l'attribution et le retrait du classement en alphabétisation (L) pour les apprenants de FLS des programmes CLIC et FLS. Le sondage a été décliné en trois versions afin de tenir compte du profil des différents répondants : instructeurs; gestionnaires; évaluateurs. Les questions portaient sur le profil des répondants, leur formation générale et celle en lien avec l'alphabétisation, les situations vécues, les solutions apportées et, enfin, sur les besoins de formation. Le sondage destiné aux instructeurs contenait 29 questions, celui des gestionnaires 26 et celui des évaluateurs 29. Les questions se trouvent en annexe du rapport.

Le sondage a d'abord été réalisé dans le milieu anglophone. Il a ensuite été traduit et adapté à la situation des francophones. Il a été envoyé aux répondants potentiels le 21 mars et a été fermé le 5 avril.

## 6.0 Profil des répondants

Onze personnes ont répondu au sondage. Les deux instructeurs qui ont répondu travaillent au Nouveau-Brunswick (au Collège communautaire du Nouveau-Brunswick de Moncton) et en Ontario (au Carrefour d'Ottawa). Les quatre gestionnaires, quant à eux, travaillent dans les provinces de l'Alberta (à la Cité des Rocheuses de Calgary), de la Saskatchewan (au Collège Mathieu de Saskatoon), du Manitoba (à l'Université de Saint-Boniface de Winnipeg) et de l'Ontario (à la Cité des affaires d'Ottawa). Enfin, parmi les cinq évaluateurs, deux travaillent en Ontario (au centre d'évaluation linguistique et d'orientation d'Ottawa et au YMCA de Toronto) et trois travaillent au Manitoba pour le Winnipeg English Language Assessment and Referral Centre (WELARC). L'un des répondants du Manitoba a précisé que WELARC assure un service d'évaluation dans d'autres provinces hormis le Manitoba : la Saskatchewan; l'Alberta; la Colombie Britannique; les Territoires du Nord.

### 6.1 Informations provenant des instructeurs et des gestionnaires de programmes en lien avec l'alphabétisation

Les deux instructeurs et quatre des gestionnaires ont des classes d'alphabétisation dans leur institution. L'une des institutions assure aussi un service de préalphabétisation. Les instructeurs enseignent pour l'un aux NCLC 1, 2 et en préalphabétisation, pour l'autre, au NCLC 3.

L'institution qui n'a pas de classe en alphabétisation offre aux élèves qui en ont besoin du soutien supplémentaire en classe ordinaire ou des solutions d'apprentissage alternatives. Sur les cinq institutions sondées, deux ont des apprenants classés L en classe ordinaire. Dans une seule institution, l'apprenant compte pour deux. Dans une seule institution, encore une fois, il arrive qu'elle reçoive des apprenants classés L par le centre d'évaluation. Il arrive également qu'elle reçoive un apprenant non classé L, mais avec des besoins en alphabétisation (entre 0 et 5 par an). Les gestionnaires répondants ont également tous indiqué qu'ils ne connaissent pas les outils d'évaluation de leur centre d'évaluation. Un seul répondant parmi les gestionnaires a dit avoir reçu une demande de classement L par un instructeur. Interrogés sur la capacité des instructeurs à attribuer un classement L, les deux instructeurs considèrent que cette capacité vient du nombre d'années d'expérience en enseignement (quel que soit le NCLC). L'un des instructeurs a souligné également que cette capacité dépend du nombre d'années d'expérience en enseignement en alphabétisation ou encore du niveau de formation en enseignement aux adultes moins alphabétisés.

De leur côté, les évaluateurs ont également répondu au sujet des demandes éventuelles de reclassement. Un seul a répondu qu'il avait vécu cette expérience. Il l'a expliqué par le fait que l'instructeur n'avait pas assez d'expérience pour distinguer un apprenant en difficulté d'apprentissage d'un apprenant ayant des besoins en alphabétisation : « Il y avait une erreur d'orientation. L'évaluateur, étant nouveau, a placé le client dans une classe NCLC1, alors même que celui-ci avait des besoins en alphabétisation. L'erreur a été rectifiée immédiatement et le client a été dirigé vers une classe d'alphabétisation adaptée à ses besoins linguistiques ».

Si un apprenant n'est pas classé L avant son arrivée dans l'institution malgré ses besoins, un instructeur et les quatre gestionnaires ont déclaré utiliser des tâches en alphabétisation. Le jugement des instructeurs est également pris en compte.

Interrogés sur les avantages et les désavantages du classement en alphabétisation des apprenants, les instructeurs ont mis en lumière que les classes en alphabétisation sont mieux adaptées à ces apprenants. Il y a moins d'étudiants, l'enseignement et donc l'expérience des instructeurs est différent par rapport aux classes ordinaires. Enfin, les cours se concentrent sur la lecture et l'écriture. Les désavantages sont d'ordre affectif. Il y a un risque de voir émerger un sentiment de stigmatisation ou encore de frustration chez l'apprenant.

## 6.2 Informations au sujet de la formation des instructeurs et des évaluateurs

Les deux instructeurs interrogés sur leur formation en alphabétisation ont indiqué pour l'un, qu'il n'en avait pas reçu, pour l'autre, qu'il a reçu une formation sur l'analyse des besoins et des tâches en alphabétisation. Du côté des cinq gestionnaires, les formations générales suivantes ont été citées :

- le Camp de formation aux NCLC camp
- les technologies d'apprentissage

En ce qui concerne la formation ciblant l'alphabétisation, les gestionnaires ont cité:

- la formation pour Ama (adultes moins alphabétisés)
- l'analyse des besoins en alphabétisation
- l'analyse des tâches en alphabétisation
- les attentes en lien avec le portfolio

Les évaluateurs quant à eux citent les formations et outils qui proviennent du CNCLC/CCLB (NCLC pour AMA, batterie de classement pour AMA, etc.). Les cinq répondants ont considéré que les outils sont fiables. Quatre répondants sur cinq jugent qu'ils sont faciles d'utilisation. Un cinquième ne s'est pas prononcé.

## 7.0 Informations au sujet des besoins de formation en alphabétisation des instructeurs et des évaluateurs

Du point de vue des ressources, un instructeur a répondu qu'il y avait des ressources pour l'alphabétisation dans son institution. Au sujet de leurs besoins en formation, les deux instructeurs ont avancé qu'ils n'avaient pas eu de mentor. L'un des instructeurs a bénéficié du soutien pédagogique de son superviseur. Les besoins de formations mentionnés sont l'analyse des besoins en alphabétisation, mais aussi une formation universitaire en enseignement aux adultes.

Du point de vue des quatre questionnaires, deux ont indiqué qu'il n'y avait pas besoin de formations. En ce qui concerne ces besoins de formation, trois répondants se sont exprimés. Les réponses ont été détaillées et méritent d'être citées :

**Réponse 1 :** « Puisque nous n'offrons pas de classe L, les instructeurs n'attribuent ou ne retirent pas le classement. À l'inverse, ils accompagnent les apprenants de leur mieux et expliquent aux concernés qu'il est normal qu'ils passent plusieurs sessions au NCLC 1. Cependant, certains instructeurs manquent de discernement dans le sens où ils ne savent pas toujours faire la différence entre un apprenant ayant des difficultés et un apprenant ne sachant ni lire ni écrire (du moins, notre alphabet). Des astuces pour différencier les deux pourraient être utiles ».

**Réponse 2 :** « Nous recevons rarement les apprenants de niveau alphabétisation. Néanmoins, il serait bien que les instructeurs soient préparés pour gérer une telle situation ».

**Réponse 3 :** « Aucune nouvelle formation n'est nécessaire. On aurait juste besoin de mise à jour des formations précédentes ».

Il ressort de ces réponses le besoin de formations ciblées (par exemple, pour différencier les profils d'apprenants) et un besoin de mise à jour des formations.

Les évaluateurs ont également répondu à des questions en lien avec des besoins de formation. Un premier évaluateur a répondu qu'il ne savait pas. Un autre considérait que la formation était suffisante. Un troisième évaluateur a nommé un besoin de formation en évaluation dans le domaine de l'alphabétisation. Deux autres évaluateurs ont nommé les besoins suivants et ceux-ci méritent d'être cités :

**Réponse 1 :** « Suggestion - une nouvelle et différente évaluation AMA visant à retirer le classement L pour laquelle l'évaluateur aura reçu une formation ».

**Réponse 2 :** « Des recalibrations régulières sont particulièrement importantes, surtout en ce qui concerne la BTC-AMA, car ce test n'est pas aussi fréquemment utilisé que les autres tests ». Il ressort de ces deux dernières réponses un besoin de formation pour pouvoir retirer le classement L à un apprenant et un besoin de recalibration régulière d'un test comme la BTC-AMA, celui-ci n'étant pas utilisé souvent.

## 7.1 Repérage des besoins en alphabétisation et soutien aux apprenants

Les évaluateurs offrent des pistes intéressantes en ce qui concerne le repérage des besoins en alphabétisation. Dans le sondage, ils ont mis en avant les observations qui permettent de repérer ces besoins particuliers :

- L'apprenant a des difficultés à épeler ou il le fait difficilement
- L'apprenant a un niveau d'éducation inférieur à 8 ans
- L'apprenant a reçu une éducation non continue (par exemple, il vient d'une zone de guerre)
- L'apprenant a du mal à réaliser des tâches de NCLC1 L
- L'apprenant a des difficultés à lire et écrire dans sa langue maternelle.

De leur côté, les instructeurs ont mis en lumière des activités de soutien aux apprenants ciblés:

- Je fais le lien entre l'oral et l'écrit (image, mots, phrases, etc.).
- J'utilise des images et des objets.
- Je propose des jeux de mots: mots croisés; BINGO; bonhomme pendu, etc.
- Je propose des activités de lecture à voix haute.
- J'offre des lectures de documents simples de la vie quotidienne.
- Je demande à mes apprenants d'épeler des mots.
- J'apprends aux apprenants des stratégies utiles à l'alphabétisation: créer un dictionnaire personnel; observer les images pour faire des hypothèses sur la lecture à venir, etc.
- Je propose d'écrire des phrases simples à partir de modèles.
- Je favorise la communication sur les expériences de vie.
- J'organise des activités d'écriture utiles à la vie quotidienne: remplir un formulaire; faire une liste de courses, etc.

Il ressort de ces réponses que les évaluateurs ont une expertise à partager sur la façon de repérer les apprenants qui ont des besoins en alphabétisation. Les instructeurs quant à eux s'adaptent aux besoins particuliers de leurs apprenants grâce à des activités qui peuvent être réalisées en classe d'alphabétisation mais aussi en classe ordinaire. Toutefois, il faut souligner que l'un des deux instructeurs n'a cité qu'une pratique dans la liste proposée.

## 8.0 Maintien ou non du classement L

Tous les répondants s'entendaient sur le fait que le classement L peut être retiré quand l'apprenant est capable d'intégrer une classe ordinaire. Les réponses des évaluateurs sont développées et méritent d'être citées :

**Répondant 1** : « Lorsqu'un client a suivi une formation en langue adaptée à ses besoins en langue et en alphabétisation, et qu'il a atteint un niveau lui permettant de rejoindre un programme régulier, on peut retirer le classement L ».

**Répondant 2 :** « Si le client revient plusieurs mois/années plus tard pour une autre évaluation, le L pourrait être retiré s'il est maintenant alphabétisé ».

Un troisième répondant a souligné que l'évaluateur ne passe pas beaucoup de temps avec le futur apprenant et que l'instructeur peut être davantage outillé pour situer l'apprenant sur son continuum d'apprentissage.

Il ressort de ces réponses que retirer le classement L n'est pas un problème si la personne qui le fait a les compétences pour cela.

## 9.0 Recommandations

Le nombre très modeste de répondants ne nous permet pas de faire le portrait des besoins du milieu. Toutefois, partant des réponses reçues, il nous semble important de mettre en avant les recommandations suivantes. Il pourrait être utile:

- de réunir suffisamment de ressources pédagogiques destinées aux apprenants en alphabétisation dans chaque institution susceptible de les recevoir
- d'enrichir et mettre à jour les formations en enseignement en alphabétisation pour que les instructeurs soient prêts à accueillir ces apprenants
- de mettre à jour les ressources elles-mêmes
- de faciliter le partage de bonnes pratiques en alphabétisation
- de faciliter le partage d'expertise dans le repérage des apprenants qui ont des besoins en alphabétisation
- de créer des formations sur l'ajout et le retrait du classement L, formations destinées aux évaluateurs, mais aussi aux instructeurs pour qu'ils comprennent mieux ce classement
- de créer des formations sur la distinction entre un apprenant en difficulté et un apprenant ayant des besoins en alphabétisation, formations qui seraient destinées cette fois aux instructeurs

Avant d'avancer dans ces projets, il conviendrait de sonder la communauté en proposant cette fois des pistes d'action afin d'améliorer l'approche du classement en alphabétisation dans les programmes CLIC et FLS. Les gestionnaire et les mentors seraient sans doute les mieux placés pour répondre à un nouveau sondage, car ils connaissent leur milieu et leurs instructeurs.

Enfin, la période pour envoyer un sondage à la communauté devrait être étudiée de plus près afin de choisir une période plus favorable à ce type de sollicitation. Par exemple, certains répondants étaient très occupés par une fin de session et certains instructeurs étaient en fin de contrat.

## 10.0 Conclusion

À la demande d'IRCC, le CNCLC a sondé les gestionnaires des programmes CLIC et FLS, les instructeurs des programmes CLIC et FLS et les évaluateurs du FLS. Le sondage, décliné en trois versions, tenait compte du profil des différents répondants. L'objectif du sondage était de mieux comprendre l'attribution et le retrait du classement en alphabétisation (L) pour les apprenants de FLS des programmes CLIC et FLS. Le nombre très modeste de répondants ne nous permet pas d'offrir un portrait général de la situation et des besoins. Toutefois, une information émerge de la lecture des réponses, à savoir que les apprenants avec des besoins en alphabétisation forment encore une minorité. Un évaluateur a signalé que l'évaluation en français et en alphabétisation est plutôt rare. À cette réalité s'ajoute le fait que ce public apprend le français langue minoritaire au Canada. Il ne faudrait pas que cette double singularité laisse ces apprenants dans l'ombre et les intervenants démunis lorsque vient le temps de les accueillir. Il faudrait donc s'assurer que dans chaque centre d'évaluation et dans chaque institution, les intervenants soient prêts à accueillir ce public et maintenir à jour cette préparation



## APPENDIX A

An additional question, not directly related to the L designation, was asked: “What additional training, resources, tools or support are needed for ESL literacy instructors?” Here are some comments from both Program Administrators and Instructors:

*It takes lots of patience, care, and understanding for literacy students. Teaching literacy is a different world. New certified teachers should be required to sit in a literacy class and get lots of training.*

*In my opinion support for literacy learners starts with literacy support for all ESL instructors.*

*More robust literacy training is needed to teach instructors about how to actually implement literacy-friendly instruction in the classroom. What does teaching a learning strategy actually look like, and how does it get integrated into a larger lesson? Workshops to actually develop material and discuss what considerations to make while developing material would be very beneficial.*

*More PD opportunities delivered by subject matter experts like the "For the Love of Literacy conference" offered by the Immigrant Education Society (Literacy Centre of Expertise)*

*Asynchronous training on the Orientation for ESL for ALL does not have a way to evaluate/measure its effectiveness upon completion. Those participating in it have a "certificate of completion" but nothing close to a qualification.*

*So much repetition is required that there is the need to have multiple skill building and practice tasks.*

*For new instructors, a national curricula to identify and explicitly teach learning strategies, hand-in-hand with real-world tasks. The latter provides the goal effectively, but learning strategies provide the means. Much of this population is developing learning strategies for the first time (decoding, phonics, letter formation, how to hold a pen = functional skills, as well as metacognitive skills such as assessment-as-learning, using a model, using reference sheets, oral knowledge to activate written language, etc.).*

*Supports: Materials that are directed to each literacy level; guidance in creating level appropriate materials for literacy teachers; a local or online support group.*

*Continuous PD opportunities through Tutela.*

*I could use more training in fun activities to help students to retain English learning when they seem to struggle to do so.*

Additional supports mentioned by many participants included:

- training and certification for ESL literacy instructors
- literacy training for administrators
- more prep. time
- more CCLB multilevel literacy modules
- teaching assistants to work with ESL literacy learners
- simplified portfolio expectations for ESL literacy learners
- fewer tasks, lower-stake assessments for literacy
- digital literacy for ESL literacy learners
- working with various learning styles
- how to teach learning strategies
- how to teach numeracy
- learning disabilities/learning challenges
- more supports for multi-needs learners
- support for working with victims of trauma, PTSD
- funding to attend conferences
- more formal recognition of ESL literacy training
- more literacy material, both literacy skills and literacy-aligned modules
- providing literacy support in mainstream classes/techniques to support literacy learners in mainstream classes without singling out literacy learners
- literacy “basics” such as phonics/best practices in how to read, training in current decoding methodology
- supports for semi-literate learners

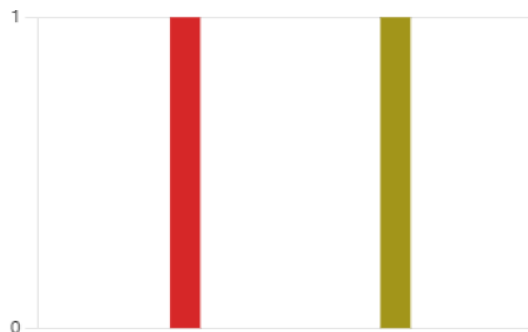
The same survey questions were used by the English and French teams. To save space, we have supplied only the French version of the questions and data.

## ANNEXE B

### 1. Sondage destiné aux instructeurs des programmes CLIC et FLS

1. Quelle est votre province ou territoire?

|                             |   |
|-----------------------------|---|
| ● Alberta                   | 0 |
| ● Colombie-Britannique      | 0 |
| ● Manitoba                  | 0 |
| ● Nouveau-Brunswick         | 1 |
| ● Terre-Neuve-et-Labrador   | 0 |
| ● Territoires du Nord-Ouest | 0 |
| ● Nouvelle-Écosse           | 0 |
| ● Nunavut                   | 0 |
| ● Ontario                   | 1 |
| ● Île-du-Prince-Édouard     | 0 |
| ● Saskatchewan              | 0 |
| ● Yukon                     | 0 |



2. Dans quelle ville se trouve votre institution?

2  
Responses

Latest Responses  
"Ottawa"  
"Moncton"

3. En quelle zone votre institution est-elle située?

|                   |   |
|-------------------|---|
| ● En zone urbaine | 2 |
| ● En zone rurale  | 0 |
| ● Les deux        | 0 |



4. Quel est le nom de votre institution?

2  
Responses

Latest Responses

"Le carrefour"

"CCNB"

---

5. Votre institution offre-t-elle des classes d'alphabétisation?

● Oui 2  
● Non 0



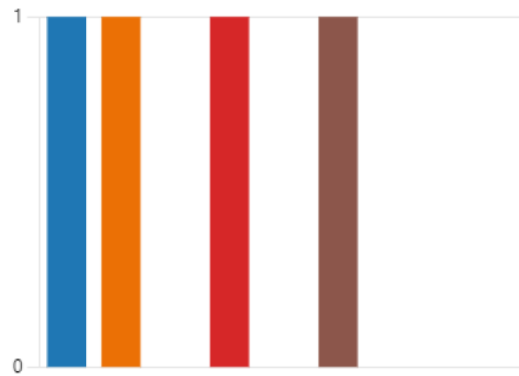
6. Quelle est la taille de votre programme?

|   |   |
|---|---|
| <span style="color: blue;">●</span> Petite    | 1 |
| <span style="color: orange;">●</span> Moyenne | 1 |
| <span style="color: green;">●</span> Grande   | 0 |



7. A quel(s) NCLC enseignez-vous?  
Plusieurs réponses possibles.

|  |   |
|--|---|
| <span style="color: blue;">●</span> Préalphabétisation | 1 |
| <span style="color: orange;">●</span> NCLC 1           | 1 |
| <span style="color: green;">●</span> NCLC 1L           | 0 |
| <span style="color: red;">●</span> NCLC 2              | 1 |
| <span style="color: purple;">●</span> NCLC 2L          | 0 |
| <span style="color: brown;">●</span> NCLC 3            | 1 |
| <span style="color: pink;">●</span> NCLC 3L            | 0 |
| <span style="color: grey;">●</span> NCLC 4             | 0 |
| <span style="color: olive;">●</span> NCLC 4L           | 0 |



8. Combien avez-vous d'apprenants au total dans votre classe en ce moment?  
La réponse doit être un nombre.

2  
Responses

Latest Responses  
"20"  
"8"

9. Si vous enseignez en ce moment dans une classe ordinaire (qui n'est pas dédiée à l'alphabétisation), avez-vous dans votre classe des apprenants classés L?

|   |   |
|---|---|
| <span style="color: blue;">●</span> Oui   | 0 |
| <span style="color: orange;">●</span> Non | 2 |



10. Si vous avez répondu oui à la question précédente, combien sont-ils dans votre classe?  
*La réponse doit être un nombre.*

0  
Responses

Latest Responses

11. Avez-vous des apprenants classés L qui sont en situation de préalphabétisation dans votre classe en ce moment?

● Oui 1  
● Non 1



12. Si vous enseignez en ce moment dans une classe ordinaire (qui n'est pas dédiée à l'alphabétisation), avez-vous dans votre classe des apprenants NON classés L, mais qui ont des besoins en alphabétisation?

● Oui 0  
● Non 2



13. Si vous avez répondu oui à la question précédente, combien sont-ils dans votre classe?  
*La réponse doit être un nombre.*

0  
Responses

Latest Responses

14. Pensez-vous que tous les apprenants ayant des besoins en alphabétisation devraient être classés L? S'il vous plaît, expliquez votre réponse.

2  
Responses

Latest Responses  
""  
"non"

15. Si un apprenant n'a pas été classé L avant son arrivée dans votre institution, comment votre institution évalue-t-elle l'apprenant si elle juge qu'il a des besoins en alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

- Nous n'avons pas de protocole ... 0
- Nous utilisons des tâches d'alph... 1
- Nous laissons l'instructeur juger... 1
- Nous le référons à un centre d'é... 0
- Other 1



16. Selon vous, quels facteurs peuvent permettre à un instructeur de classer un apprenant en alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

- Le nombre d'années d'expérien... 2
- Le nombre d'années d'expérien... 1
- Le niveau de formation en ensei... 1
- Other 0



17. Quels sont les avantages pour les apprenants ayant des besoins en alphabétisation d'être intégrés dans les classes d'alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

- Les classes sont adaptées à leur... 1
- Il y a moins d'apprenants dans l... 0
- Les cours se concentrent sur l'a... 1
- Les compétences nécessaires po... 1
- Other 1



18. Quels sont les désavantages pour les apprenants ayant des besoins en alphabétisation d'être intégrés dans les classes d'alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

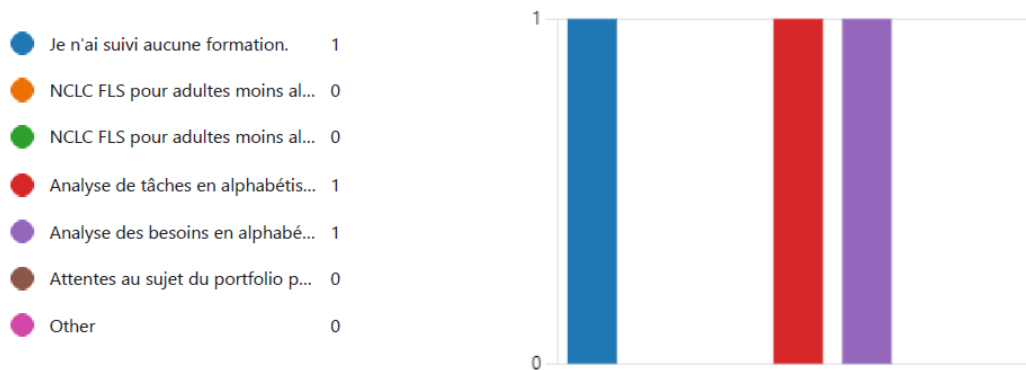
- Les apprenants peuvent se senti... 1
- Les possibilités de travail offerte... 0
- Les apprenants peuvent se senti... 1
- Other 0





19. Quelle(s) formation(s) avez-vous suivies dans le domaine de l'alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.



20. Quelle(s) autre(s) formation(s) seraient utiles aux instructeurs pour aider les apprenants ayant des besoins en alphabétisation? S'il vous plaît, expliquez votre réponse.

2  
Responses

Latest Responses

"Analyse des besoins en alphabétisation"

"Un baccalauréat en éducation, ou tout autre formation en rapport avec l'ens..."

21. Avez-vous été accompagné par un mentor pour développer vos compétences en alphabétisation?

|       |   |
|-------|---|
| ● Oui | 0 |
| ● Non | 2 |



22. L'accompagnement du mentor vous a-t-il été utile?

|         |   |
|---------|---|
| ● Oui   | 1 |
| ● Non   | 1 |
| ● Other | 0 |



23. Si vous avez répondu non à la question précédente, justifiez votre réponse, s'il vous plaît.

1  
Responses

Latest Responses  
*"J'ai bénéficié de l'aide et des conseils de mon superviseur "*

24. Avez-vous accès à des ressources pédagogiques destinées aux apprenants en alphabétisation?

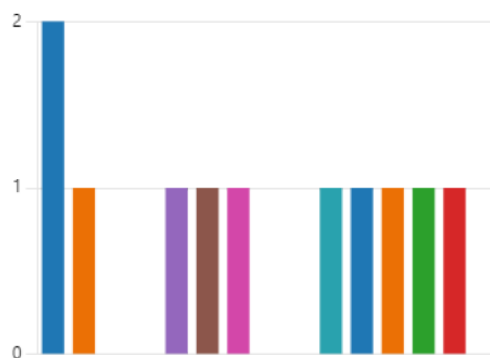
|                           |   |
|---------------------------|---|
| ● Oui                     | 1 |
| ● Quelques ressources     | 0 |
| ● Pas assez de ressources | 0 |
| ● Aucune ressource        | 1 |



25. Quelle(s) approche(s) utilisez-vous pour répondre aux besoins de vos apprenants en alphabétisation?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

- Je fais le lien entre l'oral et l'écrit... 2
- J'utilise des images et des objets. 1
- J'utilise des cartes flash, des mur... 0
- J'exploite la dimension phonétiq... 0
- Je propose des jeux de mots: m... 1
- Je propose des activités de lectu... 1
- J'offre des lectures de documen... 1
- J'organise des activités de dével... 0
- J'organise des activités qui amè... 0
- Je demande à mes apprenants ... 1
- J'apprends aux apprenants des ... 1
- Je propose d'écrire des phrases ... 1
- Je favorise la communication su... 1
- J'organise des activités d'écritur... 1
- Other 0



26. Qui, selon vous, est le plus apte à attribuer ou à retirer le classement L à un apprenant?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

- Les centres d'évalutaion 2
- Les institutions qui offrent le pr... 1
- Les instructeurs 1
- Les apprenants 0
- Other 0



27. S'il vous plaît, expliquez votre réponse à la question précédente.

2  
Responses

Latest Responses

":"

"Pour attribuer ou retirer le classement L à un apprenant un instructeur ou u..."

28. De quelles qualifications, formations ou expériences complémentaires aurait besoin un instructeur pour attribuer ou retirer le classement en alphabétisation (L) à un apprenant?

2  
Responses

Latest Responses

"Un instructeur peut faire passer un ensemble de tests à un apprenant. Il pou..."

29. Si vous souhaitez ajouter un commentaire, vous pouvez le faire ci-dessous.

0  
Responses

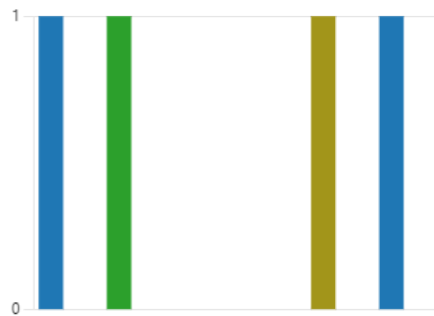
Latest Responses

## Réponses au sondage

### 2. Sondage destiné aux gestionnaires des programmes CLIC et FLS

1. Quelle est votre province ou territoire?

|                             |   |
|-----------------------------|---|
| ● Alberta                   | 1 |
| ● Colombie-Britannique      | 0 |
| ● Manitoba                  | 1 |
| ● Nouveau-Brunswick         | 0 |
| ● Terre-Neuve-et-Labrador   | 0 |
| ● Territoires du Nord-Ouest | 0 |
| ● Nouvelle-Écosse           | 0 |
| ● Nunavut                   | 0 |
| ● Ontario                   | 1 |
| ● Île-du-Prince-Édouard     | 0 |
| ● Saskatchewan              | 1 |
| ● Yukon                     | 0 |



2. Dans quelle ville se trouve votre institution?

4  
Responses

Latest Responses

"Winnipeg"

"Ottawa"

"Saskatoon"

3. En quelle zone votre institution est-elle située?

|                   |   |
|-------------------|---|
| ● En zone urbaine | 4 |
| ● En zone rurale  | 0 |
| ● Les deux        | 0 |



4. Quel est le nom de votre institution?

4  
Responses

Latest Responses  
"Université de Saint-Boniface"  
"La cité des affaires"  
"Collège Mathieu"

5. Votre institution offre-t-elle des classes d'alphabétisation?

|       |   |
|-------|---|
| ● Oui | 1 |
| ● Non | 3 |



6. Si votre programme comprend des classes d'alphabétisation, quels sont les niveaux concernés?

|                      |   |
|----------------------|---|
| ● Préalphabétisation | 1 |
| ● NCLC 1L            | 0 |
| ● NCLC 2L            | 0 |
| ● NCLC 3L            | 0 |
| ● NCLC 4L            | 0 |



7.

Si votre programme ne comprend pas de classes d'alphabétisation, que proposez-vous aux apprenants qui ont des besoins en alphabétisation? *Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser. Ne répondez que si vous n'avez pas de classes d'alphabétisation.*

|                                       |   |
|---------------------------------------|---|
| ● Du soutien supplémentaire en cl...  | 1 |
| ● Un placement dans une classe o...   | 0 |
| ● Une solution alternative d'appre... | 0 |
| ● Other                               | 1 |



8. Avez-vous des apprenants classés L dans vos classes CLIC ordinaires?  
Plusieurs réponses possibles.

|                 |   |
|-----------------|---|
| ● Non           | 3 |
| ● Oui au NCLC 1 | 0 |
| ● Oui NCLC 2    | 1 |
| ● Oui au NCLC 3 | 1 |
| ● Oui au NCLC 4 | 1 |



9. Si vous avez des apprenants classés L dans vos classes ordinaires, est-ce que ces apprenants comptent pour deux?

*Ne répondez que si vous avez des étudiants classés L dans vos classes ordinaires.*

|       |   |
|-------|---|
| ● Oui | 1 |
| ● Non | 1 |



10. Recevez-vous des apprenants classés L par votre centre d'évaluation?

|   |   |
|---|---|
| <span style="color: blue;">●</span> Oui   | 1 |
| <span style="color: orange;">●</span> Non | 3 |



11. Si vous recevez des apprenants classés L par votre centre d'évaluation, à combien estimez-vous leur nombre chaque année?

*Ne répondez que si vous recevez cette catégorie d'apprenants.*

0  
Responses

Latest Responses

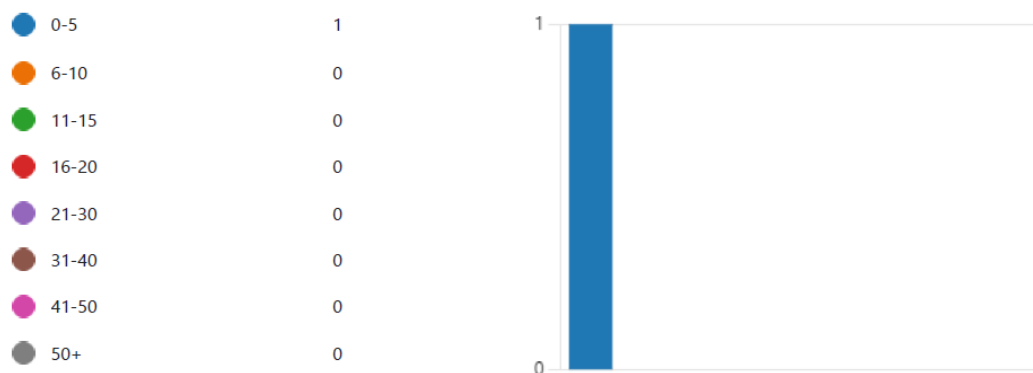
12. Recevez-vous des apprenants qui N'ont PAS reçu de classement L par le centre d'évaluation alors qu'ils avaient des besoins en alphabétisation?

|   |   |
|---|---|
| <span style="color: blue;">●</span> Oui   | 1 |
| <span style="color: orange;">●</span> Non | 3 |

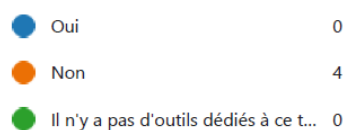


13. A combien estimez-vous par année dans votre institution le nombre d'apprenants qui N'ont PAS été classés L par le centre d'évaluation alors qu'ils avaient des besoins en alphabétisation?

*Ne répondez que si vous recevez ces apprenants.*



14. Connaissez-vous les outils utilisés par votre centre d'évaluation pour classer L les apprenants?

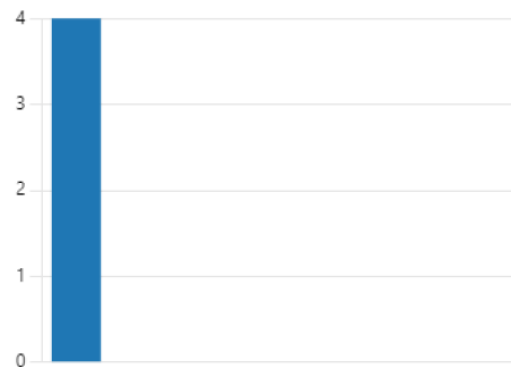




15. Si vous connaissez les outils d'évaluation utilisés pour classer L les apprenants dans votre centre d'évaluation, quels sont-ils?

Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.

|                                       |   |
|---------------------------------------|---|
| ● Je ne connais pas les outils.       | 4 |
| ● Batterie de test de classement p... | 0 |
| ● NCLC FLS pour adultes moins al...   | 0 |
| ● NCLC FLS pour adultes moins al...   | 0 |
| ● Des tâches d'évaluation propres...  | 0 |
| ● Le jugement de l'évaluateur         | 0 |
| ● Other                               | 0 |



16. Des instructeurs vous ont-ils déjà demandé de classer L un apprenant ou de lui retirer ce classement?

|       |   |
|-------|---|
| ● Oui | 1 |
| ● Non | 3 |



17. Si vous recevez un apprenant qui n'a pas été classé L avant son arrivée dans votre institution, comment évaluez-vous cet apprenant qui a des besoins en alphabétisation?

*Ne répondez que si vous recevez cette catégorie d'apprenants.*

*Plusieurs réponses possibles. Si vous choisissez Autre, veuillez préciser.*

|  |   |
|--|---|
| ● Nous n'avons pas de protocole ...    | 0 |
| ● Nous utilisons des tâches propr...   | 2 |
| ● Nous laissons l'instructeur juger... | 2 |
| ● Nous le référons au centre d'éva...  | 0 |
| ● Other                                | 0 |

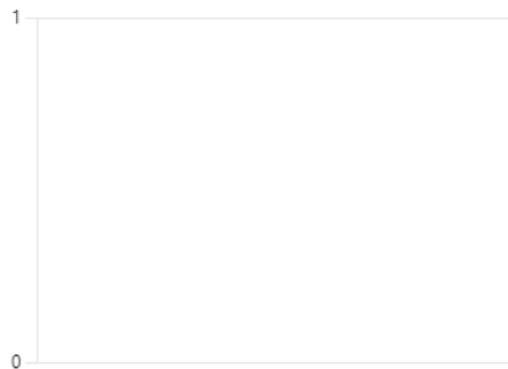


18. Vers quels niveaux sont réorientés les apprenants à la suite de la nouvelle évaluation?

*Ne répondez que si vous avez un protocole d'évaluation.*

*Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.*

|                      |   |
|----------------------|---|
| ● Préalphabétisation | 0 |
| ● NCLC 1L            | 0 |
| ● NCLC 2L            | 0 |
| ● NCLC 3L            | 0 |
| ● NCLC 4L            | 0 |
| ● Other              | 0 |



19. Dans quel(s) but(s) des changements sont-ils faits dans le classement L de ces apprenants?

*Ne répondez que si vous avez un protocole d'évaluation.*

*Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.*

|                                       |   |
|---------------------------------------|---|
| ● Pour améliorer le protocole de c... | 0 |
| ● Pour donner accès plus rapidem...   | 0 |
| ● Pour créer des classes d'alphabé... | 0 |
| ● Pour répondre au jugement des...    | 0 |
| ● Other                               | 0 |

20. Qui, selon vous, est le plus apte à attribuer ou à retirer le classement L à un apprenant?

*Plusieurs réponses possibles. Si vous répondez Autre, veuillez préciser.*

|   |   |
|---|---|
| ● Les centres d'évaluations             | 3 |
| ● Les institutions qui offrent le pr... | 3 |
| ● Les instructeurs                      | 4 |
| ● Les étudiants                         | 1 |
| ● Other                                 | 0 |



21. S'il vous plaît, expliquez votre réponse à la question précédente.

4  
Responses

Latest Responses

"Sans objet "

"Tous les instructeurs ont suivi des formations nécessaires pour être capables ...

"Tous les acteurs concernés doivent être impliqués dans l'attribution ou le ret...

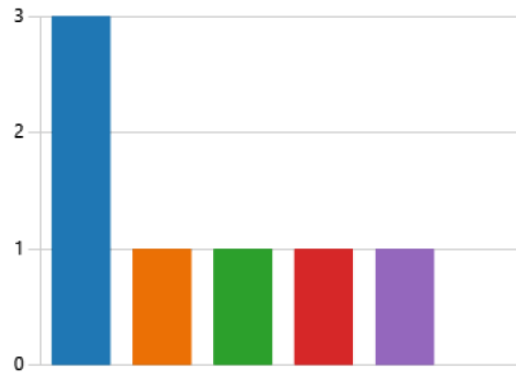
22. Quelles formations initiales ont suivi les instructeurs de votre institution?

|                                     |   |
|-------------------------------------|---|
| ● Aucune                            | 1 |
| ● NCLC Bootcamp                     | 2 |
| ● NCLC FLS pour adultes moins al... | 1 |
| ● NCLC FLS pour adultes moins al... | 0 |
| ● Other                             | 2 |



23. Quelles formations dédiées à l'alphabétisation ont été suivies par vos instructeurs?  
Plusieurs réponses possibles.

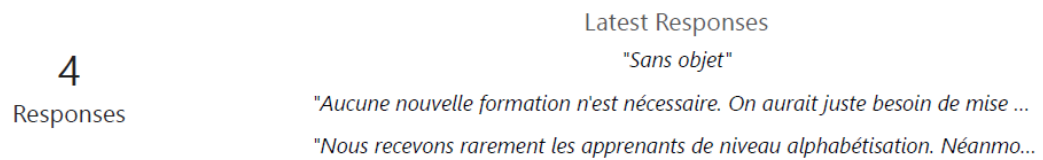
|  |   |
|--|---|
| ● Aucune                               | 3 |
| ● Ressources pour adultes moins ...    | 1 |
| ● Analyse des besoins des appren...    | 1 |
| ● Analyse de tâches pour l'alphab...   | 1 |
| ● Attentes en lien avec le portfoli... | 1 |
| ● Other                                | 0 |



24. Est-ce que davantage de formations en alphabétisation seraient nécessaires dans votre institution?



25. De quelles qualifications, formations ou expérience complémentaires auraient besoin votre institution ou vos instructeurs pour attribuer ou retirer le classement en alphabétisation (L) à un apprenant?



26. Si vous souhaitez ajouter un commentaire, vous pouvez le faire ci-dessous.



### Réponses au sondage

#### **3. Sondage destiné aux évaluateurs des centres d'évaluation des programmes CLIC et FLS**

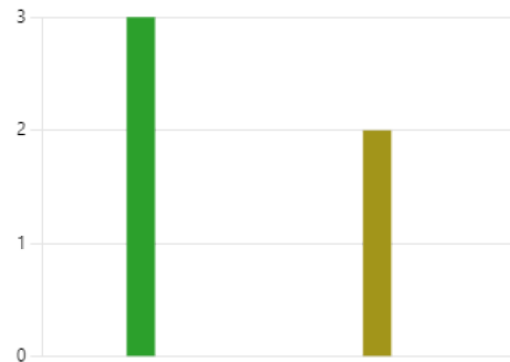
1. Quel est le nom de votre centre d'évaluation?

5  
Responses

Latest Responses  
"Centre d'évaluation linguistique et d'orientation -Ottawa"  
"WELARC"  
"WELARC"

2. Quelle est votre province ou territoire?

|                             |   |
|-----------------------------|---|
| ● Alberta                   | 0 |
| ● Colombie-Britannique      | 0 |
| ● Manitoba                  | 3 |
| ● Nouveau-Brunswick         | 0 |
| ● Terre-Neuve-et-Labrador   | 0 |
| ● Territoires du Nord-Ouest | 0 |
| ● Nouvelle-Écosse           | 0 |
| ● Nunavut                   | 0 |
| ● Ontario                   | 2 |
| ● Île-du-Prince-Édouard     | 0 |
| ● Saskatchewan              | 0 |
| ● Yukon                     | 0 |



3. Dans quelle ville se trouve votre institution?

5  
Responses

Latest Responses  
"Ottawa"  
"Winnipeg"  
"Winnipeg - située en zone urbaine mais faisant l'évaluation en français de z..."

4. En quelle zone votre institution est-elle située?

|                   |   |
|-------------------|---|
| ● En zone urbaine | 5 |
| ● En zone rurale  | 0 |
| ● Les deux        | 0 |



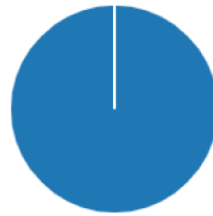
5. Quelle(s) langue(s) évaluez-vous?

- Le français 2
- Le français et l'anglais 3



6. Votre centre fait-il de l'évaluation en alphabétisation?

- Oui 5
- Non 0



7. Si vous avez répondu non à la question précédente, pourquoi votre centre ne fait-il pas d'évaluation en alphabétisation?

*Ne répondez que si vous avez répondu non à la question précédente. Si vous avez répondu oui, veuillez s'il vous plaît répondre à la question en inscrivant N/A ci-dessous.*

5  
Responses

Latest Responses

"N/A"

"n/a"

"N/A"

---

8. A combien estimez-vous le nombre global d'apprenants évalués par votre centre d'évaluation par année?  
*La réponse doit être un nombre.*

5  
Responses

Latest Responses

"10-20"

"6000"

"6000"

---

9. A combien estimez-vous le nombre d'apprenants à qui votre centre attribue le classement en alphabétisation (L) par année?  
*La réponse doit être un nombre.*

5  
Responses

Latest Responses

"10-20"

"5"

"400"

---

10. À partir de quelles observations jugez-vous qu'un apprenant a besoin d'une évaluation en alphabétisation?

5  
Responses

Latest Responses

"-Nombre d'année d'éducation ( moins de 8 ans) -Education interrompue -Cl..

"Si l'apprenant démontre de la difficulté (ou l'impossibilité) de lire et écrire"

"années d'éducation et la tâche en L1"

---

11. Utilisez-vous des outils d'évaluation propres à l'alphabétisation dans votre institution?

|       |   |
|-------|---|
| ● Oui | 5 |
| ● Non | 0 |



12. Si vous avez répondu non à la question précédente, pourquoi n'utilisez-vous pas d'outils d'évaluation propres à l'alphabétisation dans votre institution?

Ne répondez que si vous avez répondu non à la question précédente.

5  
Responses

Latest Responses

"N/A"

"n/a"

"NA"

13. Quels outils sont utilisés pour classer un apprenant en alphabétisation (L) dans votre institution?

Plusieurs réponses possibles. Si vous cliquez sur Autre, veuillez préciser.

|                                       |   |
|---------------------------------------|---|
| ● Batterie de test de placement p...  | 5 |
| ● Des tâches propres à l'alphabéti... | 0 |
| ● Le jugement de l'évaluateur         | 1 |
| ● Other                               | 0 |





14. Jugez-vous que ces outils sont faciles à utiliser?

|                      |   |
|----------------------|---|
| ● Oui                | 4 |
| ● Non                | 0 |
| ● Ne se prononce pas | 1 |



15. Jugez-vous que ces outils sont fiables pour évaluer un apprenant en alphabétisation?

*Si vous cliquez sur Autre, veuillez préciser.*

|         |   |
|---------|---|
| ● Oui   | 5 |
| ● Non   | 0 |
| ● Other | 0 |



16. Est-ce que votre centre d'évaluation a déjà reçu des demandes d'ajout ou de retrait du classement en alphabétisation (L) pour des apprenants de la part d'une institution offrant le programme CLIC?

|       |   |
|-------|---|
| ● Oui | 1 |
| ● Non | 4 |



17. Si vous avez répondu oui à la question précédente, qu'était-il demandé?

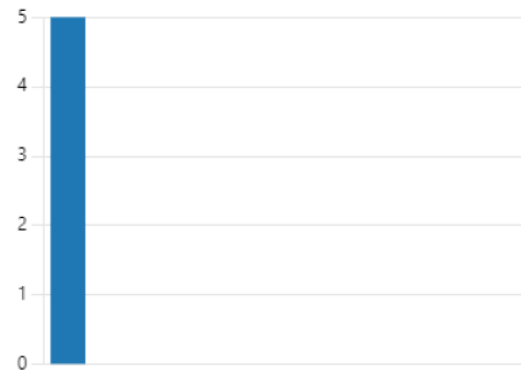
|                                       |   |
|---------------------------------------|---|
| ● De classer l'apprenant en alpha...  | 3 |
| ● De retirer le classement en alph... | 0 |
| ● Les deux                            | 2 |



18. Quels niveaux étaient concernés?

Plusieurs réponses possibles. Si vous cliquez sur Autre, veuillez préciser.

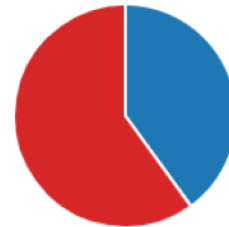
|                      |   |
|----------------------|---|
| ● Préalphabétisation | 5 |
| ● NCLC 1             | 0 |
| ● NCLC 1L            | 0 |
| ● NCLC 2             | 0 |
| ● NCLC 2L            | 0 |
| ● NCLC 3             | 0 |
| ● NCLC 3L            | 0 |
| ● NCLC 4             | 0 |
| ● NCLC 4L            | 0 |
| ● Other              | 0 |



19. Pour quelle raison une institution offrant le programme CLIC vous a-t-elle demandé de reviser un classement impliquant l'alphabétisation (ajout au retrait du L)?

Plusieurs réponses possibles. Si vous cliquez sur Autre, veuillez préciser.

|                                       |   |
|---------------------------------------|---|
| ● Pour classer correctement un ap...  | 2 |
| ● Pour créer ou maintenir une clas... | 0 |
| ● Pour confirmer les observations ... | 0 |
| ● Other                               | 3 |



20. Quel protocole suit votre centre d'évaluation pour répondre à la demande d'une institution offrant le programme CLIC au sujet de l'ajout ou du retrait du classement en alphabétisation (L) d'un étudiant?

5  
Responses

Latest Responses

"Il y avait une erreur d'orientation. L'évaluateur, étant nouveau, a placé le cli...  
"S/o"  
"question should not be required - nous ne recevons pas de demande concer..."

21. Pensez-vous qu'un classement en alphabétisation (L) doit toujours être conservé et jamais retiré? Expliquez votre réponse.

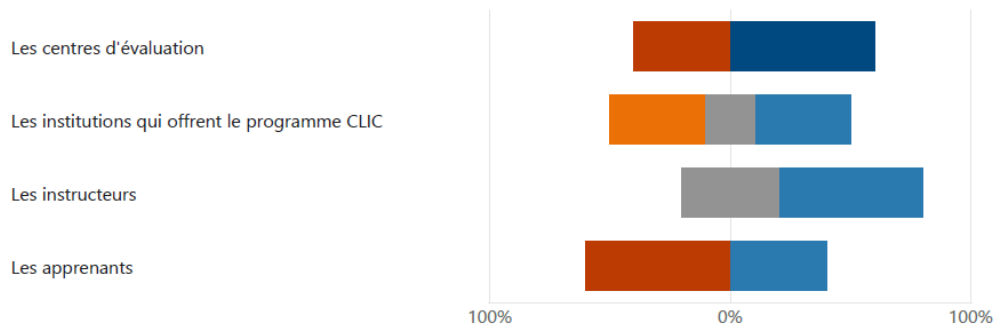
5  
Responses

Latest Responses

"Non. l'évaluateur rencontre le client pendant quelques heures seulement. si l...  
"Si le client revient plusieurs mois/années plus tard pour une autre évaluatio...  
"Non, lorsqu'un client a suivi une formation en langue adaptée à ses besoins ..."

22. Qui, selon vous, est le plus apte à attribuer ou à retirer le classement L à un apprenant?  
S'il vous plaît, indiquez votre appréciation entre 0 et 5, 5 étant la meilleure appréciation.

Option 1 Option 2 Option 3 Option 4 Option 5



23. S'il vous plaît, expliquez votre réponse à la question précédente.

5  
Responses

Latest Responses

"J'ai placé les évaluateurs en tête de liste car ils utilisent des tests d'évaluatio...  
"Le centre d'évaluation dispose d'une évaluation qui permet de déterminer si ...  
"les évaluateurs utilisent des outils adaptés pour évaluer l'alphabétisation"

---

24. Quelles formations, ressources et soutiens avez-vous reçu pour évaluer les apprenants en alphabétisation?

5  
Responses

Latest Responses

"BTC-NCLC , BTC-AMA CLBA-LL CLB-LPT"

"La formation et l'évaluation AMA."

"formation au BTC-AMA et nous utilisons le document des NCLC pour le FLS-..."

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25. De quelles qualifications, formations ou expérience complémentaires aurait besoin l'évaluateur pour attribuer ou retirer le classement en alphabétisation (L) à un apprenant?

5  
Responses

Latest Responses

"Des recalibrations régulières sont particulièrement importantes, surtout en c..."

"Suggestion - une nouvelle et différente évaluation AMA visant à retirer le cl..."

"une formation pour évaluer les besoins en alphabétisation"

---

26. Si vous souhaitez ajouter un commentaire, vous pouvez le faire ci-dessous.

5  
Responses

Latest Responses

"-A Ottawa, les clients ayant des besoins en alphabétisation en français sont ..."

"Les questions 17 et 18 ne s'appliquent pas mais je dois tout de même y répo..."

"En rendant les questions 17-18-19-20 obligatoires, vous faussez les résultats..."

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