



OLBI

Official Languages and
Bilingualism Institute



uOttawa

Annual Report

2020–2021



Official Languages and Bilingualism Institute (OLBI)

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Message from the Director

I am pleased to present this report of OLBI's activities covering the period from May 1, 2020, to April 30, 2021.

As you will see in the pages that follow, this report highlights the individual and collective achievements of OLBI's staff. It also demonstrates their determination and creativity at a time when the world was struck by the COVID-19 pandemic. During these difficult days marked by crisis and uncertainty, OLBI's team displayed resilience and agility, while never hesitating to do everything in their power to assist colleagues, students, and partners.

Indeed, despite the public health crisis, OLBI continued to support the University of Ottawa's mission fully, by implementing a wide range of activities, research projects, collaborations, and state-of-the-art curricula to support the ability to study, teach, work and live in both official languages.

These activities include, for example, offering services and resources to support the transition to virtual language teaching and assessment. OLBI also worked with many partners to meet the call for expertise on issues related to language education and planning. This includes, for example, naming Canadian experts to participate in the European Centre for Modern Languages projects, training future language education specialists as part of the BA in Second Language Teaching and the MA in Bilingualism Studies, and holding, in 2021, the CCERBAL international conference focusing on the theme: "Bilingualism and Beyond: Advancing the Thinking on Pedagogies, Policies, and Practices."

These actions have turned out to be of the greatest importance as the world remains fragile and marked by conflict. Now more than ever, the ability to gather, communicate and act together across linguistic and cultural barriers is paramount. OLBI will continue to support initiatives that favour the development of intercultural and multilingual competencies, as well as policies that fully take into account the needs of diverse communities. Challenges remain, but I am confident that OLBI and its partners can contribute to forging a world guided by the principles of peace and reconciliation.

I wish you all a pleasant experience reading the report. For additional information about OLBI, including most current activities, I invite you to consult [OLBI's News and Events webpage](#) or follow us on social media: [Twitter](#), [Instagram](#) and [Facebook](#). You can also subscribe to [our monthly online newsletter, In Other Words](#).



A stylized, handwritten signature in blue ink, consisting of several overlapping loops and a long horizontal stroke.

Jérémie Séror
Director and Associate Dean

“We have been rethinking our courses and programs to address the transformative impact of a rapidly evolving world and to equip an ever-diverse and rich body of students with the essential skills they need to succeed in their future endeavours.”

Management Team



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Language Teaching and Learning

Transition to Online

From Classroom to Virtual Teaching

At the outset of COVID-19, OLBI needed to make a rapid transition to online teaching. That meant we had to offer readily accessible teacher training to deliver a seamless experience to our students.

Inspired by our Centre for Language Learning, Catherine Elena Buchanan led the transition project, assisted by many colleagues and students. We grouped programs and resources in one virtual space on Brightspace and called it "From Classroom to Virtual Teaching: First Steps" - to ensure that our over 100 colleagues had easy access to them.

This fully bilingual space site combined all our resources in areas such as our undergraduate programs (*Français langue seconde*, English as a Second Language, Second Language Teaching), the Master of Arts in Bilingualism Studies, Second Language Courses for Employees, Language Training for Professors and the Centre for Language Learning. It was open to all employees regardless of affiliation, language or sector, and various online tools were available to all.

Together, we overcame our online challenges. From Classroom to Virtual Teaching has since served as a platform to share and disseminate information, resources and strategies.

This space is divided into eight sections:

- Training on platform use (MS Teams, Adobe Connect, Zoom, Brightspace)
- Training on teaching (webinars on evaluation, Q&As, teaching and interaction)
- Syllabuses and appendices (communication with professors and students)
- Evaluation tools (Respondus, real-time evaluation)
- Class management (attendance, academic integrity contracts)
- Julien Couture Resource Centre (resources, conversation workshops)
- Support for students (mentorships, linguistic risk-taking, scholarships)
- Links to external resources

The University of Ottawa boasts a wealth of expertise, which includes, of course, OLBI. In offering professors training, we've overcome technological hurdles while reducing the burden on support staff. It's an example of interdisciplinary assistance at its finest and is part of the larger work conducted by the Faculty of Arts to support students and staff during the COVID-19 health crisis.

Distance Teaching Award

Leadership Award

In March 2020, as OLBI's Centre for Language Learning (CLL) was transitioning to remote teaching, a serious concern was how to adequately support the University of Ottawa's international students. But by the fall 2020, the sector was supporting 433 international students, 100 of whom were to matriculate into undergraduate programs in December. Student feedback on course delivery was positive: of the 105 students who responded to the survey, 91% indicated that the online tools and platforms in their courses worked well, and 79% indicated that taking the course online was as good as taking the course in person.

This success is largely attributable to the work of Dr. Reza Farzi, a part-time professor who is CLL's Curriculum Coordinator. Professor Farzi's expertise was crucial in developing OLBI's vision for online courses. Whether the decisions centred on course structure, such as the division of synchronous and asynchronous instruction, or the selection of online tools, assessment, and best practices, his expertise was crucial to the planning, development, and communications required for this transition.

Additionally, Professor Farzi's support to language instructors was significant. Between May and September 2020, he offered an eight-session workshop to groups of 20 to 30 OLBI instructors on the applications of online technologies in language teaching. He covered topics such as the use of interactive tools, video conferencing platforms, Brightspace affordances, and Respondus to help his colleagues improve the quality of their teaching in this new delivery mode. He contributed hours of one-on-one support to OLBI professors, troubleshooting issues that arose and advising them on techno-pedagogical approaches. His contributions are clearly stated in this testimonial from a veteran part-time professor of 32 years in the English Intensive Program:

"Reza has been our secret weapon. . . Reza taught me how to make Brightspace more visually appealing, to organize the material so that it is easily accessible to students, to create assignments and all types of quizzes, and to figure out a way to import grades from Excel. . . I am very comfortable with online teaching now, and I owe it all to Reza."

Finally, Professor Farzi played a key role in creating resources. The materials he developed will be essential to the sector for years to come. His work has had, and will have, a profound effect on our ability to fulfill the mission of the University of Ottawa.

Provost and Vice-President, Academic Affairs Jill Scott created three new awards to reward and celebrate faculty, staff, and teaching assistants who, in the current pandemic environment, have gone above and beyond to create engaging learning experiences for our students. In recognition of his tireless efforts, Dr. Farzi received a prestigious Leadership Award for transition to online and distance teaching. This award, created in collaboration with uOttawa's Teaching and learning support services (TLSS), was presented at a dynamic virtual ceremony on April 29, 2021.



Undergraduate Programs

OLBI's undergraduate programs aim to train students in both official languages and to cultivate in them a love of languages and cultures. These programs also equip students by providing them with every possible learning opportunity to encourage their engagement in language learning beyond the Institute.

To do so, OLBI must reflect our ever-changing world. This is why we have undertaken in-depth reflection on a fundamental question: How can we support and promote bilingualism outside our institution? This reflection prompts us to refine and renew the structure of our programs and the courses we offer in order to better meet the needs of our learners.

To foster an immersive sense of interdisciplinarity, we are also continuing to explore various ways to partner with the Telfer School of Management and with the faculties of Medicine, Engineering, and Social Sciences. We have also partnered with national organizations, such as Canadian Parents for French, the Canadian Association of Second Language Teachers (CASLT), *l'Association canadienne des professionnels de l'immersion* (ACPI) and DELF centres.

Moreover, we have signed international agreements with some 15 institutions in Francophone areas of Africa. Thanks to these

partnerships, we hope to boost learning of the two official languages to new heights so that it takes place not only in a standard academic setting, but also in the workplace and at home.

This commitment has inspired several changes, notably with regard to the microprograms offered in one or another official language, course sequencing, and the creation of new content. Our updated teaching structures are adapted to today's world, a world that is more interconnected and interrelated than ever before.

And it is because our ideas are based on this new, ever-evolving reality that we were able to deal with the COVID-19 situation and successfully transition to an online environment while continuing to support university students at the local, national, and international levels.

Table 1: Enrolment in ESL and FLS courses

	Spring 2020	Fall 2020	Winter 2021	Total
ESL	256	769	574	1,599
FLS	28	1,824	1,654	3,506
Total	284	2,593	2,228	5,105

Second Language Teaching Programs

Honours BA in Second Language Teaching

The Honours BA in Second Language Teaching is an undergraduate interdisciplinary program that is unique in Canada. Jointly offered by the Faculty of Arts and the Faculty of Education, this program is administered by the Official Languages and Bilingualism Institute (OLBI) at the University of Ottawa.

The combined expertise of these two faculties allows us to offer students an innovative, rigorous program that prepares them well for a career in teaching French or English in elementary schools, in high schools and to adults. It is also excellent training before entry into the *Formation à l'enseignement* or Teacher Education (BEEd) programs.

Given the wide range of topics it covers, the program also opens the door to graduate studies and to other careers, including as a language skills evaluator or educational material designer. These programs are very well situated to help address a problem that has been identified with regard to strong needs to train and recruit new generations of language educators throughout Canada.

Table 2: Some recent data

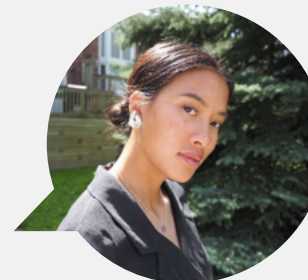
	Spring 2020 (April)	Fall 2020 (November)	Spring 2021 (May)	Fall 2021 (November)
Honours Bachelor's	92	100	100	96
Major	20	27	25	24
Total	112	127	125	120

Joanna Wiles, Graduate from the Honours BA with Major in SLT | Testimonial



"The program prepared me well for the world of second language teaching, giving me confidence and inspiring enthusiasm. My professors helped me develop my passion for bilingualism and challenged me to grow as a person."

Samantha Toh, Student in the Honours BA in Second Language Teaching program | Testimonial



"The Second Language Teaching program is one-of-a-kind. It introduced me to the world of teaching even before I begin my Bachelor's Degree in Education. Since there are few of us in the program, I have built strong relationships with my peers and professors. I have also had the chance to apply what I was learning in the classroom and to get some work experience as a second language tutor and teaching assistant at OLBI."

French Immersion Stream

The French Immersion Stream, which was launched in 2006, invites high school students from French immersion programs to continue their university studies in a bilingual setting. This option is offered in over 75 programs in six direct-entry faculties, ranging from business to social services, and including computer engineering and biomedical sciences.

This unique stream includes language courses tailored to various disciplines, along with language, academic, and social support programs offered through various services hosted by OLBI, the Immersion Mentoring Centre, and the Immersion Club.

2020-2021 Highlights

- Implementation of a new exam to test the four skills required for entry into the Immersion Stream; designed by Language Testing Services, this exam aims to better place students in French as a second language courses (FLS).
- New online presentations; this new meeting format has allowed us to contact many classes in remote areas
- Enrolment in 2020-2021: 749
- Total enrolment in 2020-2021: 2490
- Graduates: 207

Table 3: Change in the number of graduates enrolled in the French Immersion Stream

Faculty	Year of graduation													
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	
Arts	1	3	24	30	45	36	38	37	64	43	48	36	28	
Engineering													3	
Telfer			3	11	6	11	14	13	9	11	13	29	13	
Science						1	9	17	23	19	39	29		
Health Sciences			7	16	13	23	27	18	28	30	34	32	37	
Social Sciences	3	9	47	70	57	69	57	71	60	90	84	103	97	
Total	4	12	81	127	121	139	137	148	178	197	198	239	207	



Language Support for Personnel

Language Support Services for Professors

Our language support services are undergoing a makeover: we are assessing the needs of University of Ottawa professors who need to confidently explain concepts and answer complex questions in their second language. Our role is to provide them with tools to help them hone their communication skills in both official languages.

Table 4:

	Spring 2020	Fall 2020	Winter 2021
Tutoring contracts	16	17	23

Language Support for Staff Members

Our language courses for staff members continue to meet the needs of University of Ottawa employees by providing them with high quality language training opportunities that fit their schedules.

Since the winter 2020 term, in response to the pandemic, we have converted all these courses to allow all University staff members and their families to continue their language training remotely. We will continue this measure in 2021-2022 and in 2022-2023. A survey of administrative and teaching staff who have taken our courses since 2020 revealed a notable preference for online courses.

Table 5: Number of FLS and ESL courses and participation

	Number of courses offered	Number of participants
FLS and ESL courses	37	496
FLS Medicine	8	78

Graduate Studies: Master of Arts in Bilingualism Studies

The MA in Bilingualism Studies, the only program of its kind in Canada, provides an in-depth education covering various fields of research related to bilingualism and plurilingualism, including language policy, language management, new technologies and approaches in teaching and learning second languages, and language skills evaluation.

The program currently welcomes ten full-time and part-time students from Canada and abroad. These students come from various backgrounds: some have completed undergraduate degrees in second language teaching, in applied linguistics, or in language teaching, while others come from a language teaching setting, the public service, or public or private sectors.

The one-year program offers both research paper and course-based/practicum options, while the two-year program is dedicated to the thesis option.

- Program Director: Marie-Josée Hamel
- Program committee: Catherine Levasseur and Beverly Baker

Pandemic

The 2020–2021 academic year was marked by the continued COVID-19 pandemic, which caused great upheaval in both teaching and learning conditions. Courses were given remotely using synchronous platforms (such as Teams and Zoom) and asynchronous learning management platforms (notably BrightSpace).

Despite all the changes required to keep going, our professors and students proved to be resilient, engaged, and innovative. We provided them with online training and meetings to better support them, and the lessons they drew from their experiences informed others.

Dual degree in partnership with Université Lumière Lyon 2

In light of public health guidelines and travel restrictions caused by the pandemic, we could not offer this option to students in 2020-2021. The program is anticipated to resume in 2021.

Class of 2020-2021

We welcomed a small cohort of eight students in 2020-2021: two international students and six from Canada. Three students chose the thesis option, four chose the research paper option, and two chose the course-based option.

Note that the course-based option was only recently introduced. It allows students to replace the research paper with an additional, extra-disciplinary seminar during the spring/summer term and a short practicum, either paid or unpaid, of at least 65 hours. This option was already a component of the dual degree with Lyon 2 and we wanted to open it up to all master's degree candidates. The practicum can take place in a variety of settings: research, teaching, public service, associations, or the private sector.

Class of 2020

Congratulations to the eight students enrolled in the MA in Bilingualism Studies who graduated in 2020! Here are their names:

Thesis

Name	Year	Supervisor
Takoff, D.	2019	B. Baker
Topic		
Helping Each Other Along: An Investigation into How Language Learners Can Work Together to Increase Language Accuracy		

Name	Year	Supervisor
Alsomali, E.	2020	B. Baker
Topic		
Examining a French Program in Saudi Arabia for Evidence of CLIL Practices		

Research paper

Name	Year	Supervisor
Auyeung, S.	2020	M.-J. Hamel

Topic

Chatbots in language learning: an empirical study of online conversation exchanges between ESL learners and their chatbot

Name	Year	Supervisor
Castleman, B.	2020	M. Jezak

Topic

Institutional Factors of Attrition in French Immersion Programs in Ontario

Name	Year	Supervisor
Ding, Y.	2020	M.-J. Hamel

Topic

Affordances of the mind map to develop a Personal Learning Environment (PLE) for Second Language Learning: an analysis of FSL learners' digital universe

Name	Year	Supervisor
Roodi, F.	2020	N. Slavkov

Topic

Gamification in L2 Teaching and Learning (L2TL): Linguistics Risk-Taking Initiative at Play

Course-based

Name	Year	Supervisor
Reyes, D.	2020	L. Ambrosio

Topic

Community Engaged Language Learning (analysis)

Name	Year	Supervisor
Khanfar, N.	2020	J. Séror

Topic

English Immersion Pilot Project (analysis)

Life at OLBI

Each year, students enrolled in the MA in Bilingualism Studies form a unified cohort that gets involved in various OLBI activities, including in research and teaching assistantships and in the symposiums hosted by the Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL). Although no in-person activities could be held this year, due to the pandemic, students nevertheless remained active and connected thanks to OLBI social networks (Facebook group and OLBI's Twitter account) and a few online social and research meetings. David Reyes was the student representative in 2020-2021.

Publications

The articles listed below, which were published during the 2020-2021 academic year, were jointly written with graduates of the MA in Bilingualism Studies. These publications are based on their research papers. Enjoy!

Bedou, S. and Hamel, M.-J. (2021). Raconter sa biographie langagière en la géolocalisant : le récit cartographique numérique comme outil de formation en didactique des langues secondes. *Revue de l'association québécoise des enseignants de français langue seconde (AQEFLS)*, 34(1). <https://doi.org/10.7202/1076609ar>.

Griffiths, E. and Slavkov, N. (2021) Linguistic risk-taking: A bridge between classroom and the outside world. *Canadian Journal of Applied Linguistics*, 24(2), 127-158. <https://doi.org/10.37213/cjal.2021.31308>.

Hamel, M.-J., Auyeung, S., Bedou, S., Ding, Y. and Mongrain, C. (2021). Affordances de ressources numériques pour développer des littératies multiples en langues secondes : quatre études de cas. *Nouvelle Revue Synergies Canada* 14, 1-15. <https://id.erudit.org/iderudit/1084955ar>.



Photo : Rebecca Kingston, MA in Bilingualism Studies graduate

Centre for Language Learning

The [Centre for Language Learning](#) oversees intensive ESL and FSL programs for a variety of groups with different linguistic needs and from different backgrounds. The Centre's activities promote the University's vision of a bilingual campus and support internationalization efforts. Moreover, new curriculum and service initiatives developed each year further enrich overall student learning.

English Intensive Program

Offered three times a year over 14 weeks, the [English Intensive Program \(EIP\)](#) is the Centre's flagship program. With a focus on English for academic purposes, the EIP plays a key role in supporting international student integration in undergraduate and graduate programs at the University of Ottawa. Students come from many countries, including China, Saudi Arabia, Turkey, Vietnam, Iraq, Italy, France, Japan, Rwanda, Burundi, Mali, Congo, Benin, Ivory Coast, Egypt, Russia, Ukraine, South Korea and Mexico.

While in the program, students have an opportunity to take an academic course, CMN 1148 Introduction to Organizational Communication, for which they can be credited once they start their undergraduate programs. And through its University Integration Workshop series, the EIP also helps students develop inter-cultural awareness and hone their cross-cultural communication skills to help them integrate into the University of Ottawa community.

Academic English Accelerated Course

Held from July to August each year, the [Academic English Accelerated Course](#) aims to prepare international students for their transition into undergraduate programs within a short period of time. This course condenses ESL 0140, the highest-level course in the English Intensive Program, from fourteen weeks to eight weeks so that these students can start their undergraduate programs in September.

With students taking 24 hours a week of intensive language training, this course offers unique components, such as "Writing for Discipline-Specific Purposes", "Academic Reading to Write", and "Academic Listening to Speak."

Programme intensif de français

Each spring and summer, the [Programme intensif de français \(PIF\)](#) is offered to international students as a preparatory course for the University of Ottawa's undergraduate programs. The program is divided into two different courses.

FLS0540 (University Pathway in French) is a 14-week intensive course featuring 18-to-21 hours a week of intensive language training for students who have received conditional offers of admission into the University of Ottawa's undergraduate programs. In addition to studying French for academic purposes, and participating in the University Integration Workshop series, students take CMN 1548 Introduction à la communication organisationnelle and are credited with this academic course once they start their undergraduate programs.



Language Assessment

The language assessment sector of OLBI, which includes the Language Testing Services office (LTS), supports OLBI and the wider University community in our shared commitment to promoting bilingualism in Canada. The LTS mission includes practising and promoting innovative language assessment for essential University decision-making, as well as creating opportunities for cutting-edge research in these areas. OLBI is an institutional member of the [International Language Testing Association \(ILTA\)](#).

Below are a few examples of projects that the sector worked on during the 2020-2021 academic year:

1. Language Assessment Development and Administration

- Due to COVID-19 restrictions, LTS administered over 7000 language tests online to uOttawa applicants, students, and other community members in both English and French. Examples of these tests include the Second Language Certification Test, undergraduate and graduate student admissions tests, and placement testing for language support courses.
- LTS has been working with our online test service provider, Wired Solutions, to integrate proctoring software into high stakes tests delivered online.
- The Head of Language Testing Services, Angel Arias, worked on various projects in addition to maintaining our current tests. These projects included working with Beverly Baker to develop an admission test for the Master's in Public Health program, as well as a new online writing and speaking assessment for the Nutrition program. In addition, they offered support to colleagues in the Language Testing Office who transformed the Second Language Certification Test from an in-person to an online format.
- The Director of Language Assessment, Beverly Baker, initiated a review of the online placement test for credit courses in English and French, which involved collaborating with the Head of Language Testing, graduate student assistants, and language professors.

2. Consultations with other uOttawa units and services

- We are engaged in ongoing consultations with OLBI colleagues, the central administration, and Human Resources on revisions to uOttawa's bilingualism policy, language policies, and training and assessment procedures for uOttawa employees.
- We assisted the Centre for Language Learning in implementing the "fair grade procedure", a statistical procedure to ensure reliable scoring for international students bridging into uOttawa academic programs.
- Beverly Baker provided advice to a working group at the Faculty of Education who were creating a new admissions exam for French teacher education. She provided guidance on the test development process, on developing tasks and reviewing the tasks of colleagues, and on support to online test administration.
- Since the beginning of the pandemic, more and more units have contacted the Language Assessment Sector to ask for advice on best practices for distance assessment and to tap into our expertise in online language test delivery. These units are the faculties of Arts, Common Law (French), Engineering, Health Sciences, as well as the Admissions Office, the International Office, and other OLBI colleagues (Centre for Language Learning, Immersion and Second Language Learning).

3. Research and outreach

OLBI teacher support:

- In the summer of 2020, Beverly Baker delivered a bilingual workshop to OLBI language instructors entitled “Évaluer des langues en distance et en ligne / Distance and online language assessment.”
- In February 2021, the Language Assessment Research Group held an online session with language instructors to share the assessment techniques they had recently developed in their classes.

Community outreach:

- In May 2020, Beverly Baker participated in the TESL Ontario Spring Event, where she presented an invited plenary event entitled, Answering your burning questions in language assessment.

Collaboration with students:

- In March 2021, Beverly Baker collaborated with Kaileigh Robertson, a student enrolled in Second Language Teaching, to conduct a series of workshops for Kativik School Board teachers on how to create and use rubrics.
- MA students enrolled in Bilingualism Studies, who took a course in language assessment in the winter of 2021, collaborated on a project with real data to validate the Second Language Certification Test (ESL 3100 and FLS 3500).



Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL)

During the challenging times marked by the COVID-19 pandemic, our vibrant and active Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) continued to generate and disseminate high-quality research in language teaching and learning, language policy and family language policy, new technologies and digital citizenship, and language assessment. The Centre modified and relaunched many of its scheduled and special activities and events to keep producing significant tangible outputs and impact.

CCERBAL 2021 Conference

Bilingualism and Beyond: Advancing the Thinking on Pedagogies, Policies and Practices

Conference chairs: Nikolay Slavkov (OLBI, uOttawa), Catherine Levasseur (OLBI, uOttawa) and Marie-Paule Lory (University of Toronto Mississauga)

The CCERBAL 2021 International Conference was originally scheduled as an in-person event in 2020 but was postponed by one year and took place online from April 29 to May 1, 2021. The 2021 edition was focused on further expanding our understanding of bilingualism and multilingualism, and on thinking about how French and English interact with other languages in the Canadian context, including Indigenous languages. The conference theme responded to recent calls for increasing diversity and inclusion in research, teaching, policy, and practice. In addition, it addressed the *Indigenous Languages Act* passed by the Canadian government in 2019 that received Royal Assent on June 21, 2019.

Organizing a conference entirely online amounted to treading new waters for CCERBAL's Conference Organizing Committee. Nonetheless, the event was highly successful. The various forms of participation, which featured plenary sessions, thematic symposia, workshops, round tables, individual presentations, and posters, marked new growth for this signature conference, even in comparison to pre-pandemic, in-person engagement levels.

Plenary speakers Françoise Armand (University of Montreal), Jim Cummins (University of Toronto), Onowa Mclvor (University of Victoria), and Eva Vetter (University of Vienna) shared stimulating ideas and research findings in French, English, or both, on topics ranging from *l'éveil aux langues* (language awakening), translanguaging, the place of Indigenous languages in the lands now called Kanata (a Huron-Iroquois word meaning "village" from which the name Canada was derived) and European multilingualism. To learn more about the various activities of the conference, and to access some of its video-recorded highlights online, please refer to the [CCERBAL website](#).



The CCERBAL 2021 Conference also welcomed members of the EDiLiC International Association (*Éducation et Diversité Linguistique et Culturelle*) both as presenters and among the audience. EDiLiC is particularly active in the countries of the Francophonie and aims to promote an innovative pedagogical approach based on language awareness. The CCERBAL committee was thrilled to expand its current network with this new partner and looks forward to future collaborations.

The CCERBAL would like to thank Catherine Levasseur for her excellent work as Interim Director from January to December 2021 during Nikolay Slavkov's leave.

 [Learn more about EDiLiC.](#)

Research forums and special events

During the 2020-2021 academic year, the CCERBAL organized the following online invited speaker talks through its Research Forum series:

- Linguistic insecurity: A complicated reality
Speaker: Meike Wernicke, PhD (UBC)
- Language Attitudes, Intergenerational Language Transmission, and Family Language Policy in Quebec
Speaker: Ruth Kircher, PhD, Mercator European Research Centre on Multilingualism and Language Learning
- The need for evidence-based strategies to navigate the changed linguistic landscapes in education
Speaker: Emmanuelle Le Pichon-Vorstman, University of Toronto

 [Learn more about these research forums.](#)

Two new volumes of the OLBI Journal (formerly OLBI Working Papers) underway

The OLBI Journal began simultaneous work on two new volumes. These include Volume 11, a special issue entitled, Multiliteracies and Plurilingual Pedagogies in the 21st Century: Critical Responses to the New London Group's 'A Pedagogy of Multiliteracies, and Volume 12, a conference proceedings collection reflecting the contributions of the 2021 CCERBAL Conference. Both volumes are scheduled to be published in 2022.

 [Learn more about the OLBI Journal.](#)

Highlights of keynote addresses, panel discussions, and other visibility initiatives in which CCERBAL members participated

Beverly Baker. Unpacking language assessment literacy for all key stakeholders. British Council's New Directions Webinar Series: Professionalizing English Language Assessment in Learning Systems: What does this mean?

Nikolay Slavkov. From Linguistic Insecurity to Linguistic Security: Coaching, Resilience and Risk-Taking. Invited speaker at the [Best Practices Forum on Official Languages](#), Canada School of Public Service, 2021.

Research grant highlights


- Hamel, Marie-Josée (Principle Investigator). SSHRC Insight Development Grant, *Vers un outil numérique pour optimiser les pratiques de rétroaction corrective écrite des enseignants de langues*.
- Jezak, Monika (Co-Investigator). SSHRC Insight Development Grant, Encountering francophone super-diversity in Ontario: Spaces, languages, practices and representations.
Principal Investigator: Luisa Veronis, Co-Investigator: Brian Ray
- Lamoureux, Sylvie (Principal Investigator). Jenepher Lennox-Terrion, Alain S. Malette, Claire Turenne Sjolander (Investigators), International students' expectations, trajectories and experiences at a Canadian bilingual research-intensive university.
- Slavkov, Nikolay (Principal Investigator). Jérémie Séror, Monika Jezak, Sylvie A. Lamoureux, Margret Norenberg, Martine Rhéaume (Co-Investigators), Nina Kazanina (Collaborator). SSHRC Insight Grant, Innovation in Language Teaching and Learning: The Linguistic Risk-Taking Initiative.

Language and technology

The prototype of a corrective feedback software (formerly known as MyAnnotator, now called eTASC) led by Marie-Josée Hamel was among ten R&D projects shortlisted by the [Research Software Development Team of the University](#) for redesign and optimization. This collaborative initiative between Hamel's research chair lab and the RSDT is supported by the [Canadian Network for the Advancement of Research Industry and Education fund](#).

Publications and other activities

CCERBAL members are active in a number of interdisciplinary research projects as principal investigators and co-investigators. They regularly present at international conferences, and publish books, articles, book chapters, and teaching material.

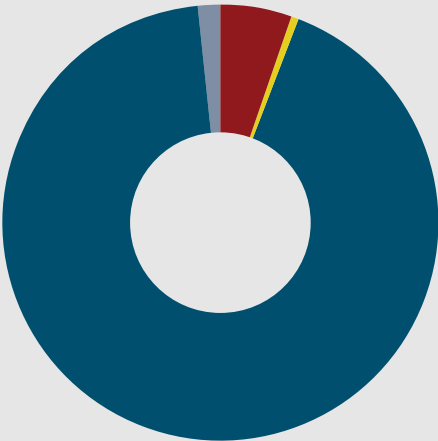
 [For more information, please explore their individual member profiles.](#)

2020 GRIGL Thursdays

In fall 2020, the Language Management Interdisciplinary Research Group (GRIGL) presented a series of [six online master classes](#) you can view on OLBI's YouTube channel. Among these videos recorded by internationally-renowned speakers, those by Jonathan Rosa (Stanford University) on raciolinguistics and Elisa Loncon (Universidad de Satiago de Chile) on the language rights of the Mapuche people bear mentioning. They've attracted over 5,000 and 10,000 views, respectively.

Research Funding Summary

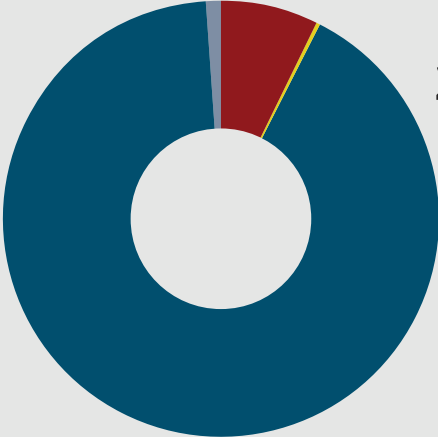
Research grants (Overview)



2020–2021 SOURCE

\$288,614	Funding agencies
\$14,653	Other peer-reviewed grants
\$4,810,304	Contracts
\$82,154	Other

\$5,195,726 TOTAL



2019–2020 SOURCE

\$387,283	Funding agencies
\$15,000	Other peer-reviewed grants
\$4,813,304	Contracts
\$45,100	Other

\$5,260,687 TOTAL

Julien Couture Resource Centre (JCRC)

In terms of the Centre's operations, 2020-2021 was a period of instability and uncertainty, but also one of adaptation and creativity. While preserving improvements to the physical space that had been made just before the pandemic, we were able to pivot our operations by providing online support and assistance based on several elements already in place.

We implemented a number of tools that offered original solutions to meet the needs of our clients, be they professors or individuals learning French or English as a second language.

These improvements are only the first step in a more complex, and much more global project that aims to gather members of the University community into a central, welcoming multimodal space. The final goal of this project is to create an online and physical space where participants can engage in both group work and self-teaching. After all, collaboration stimulates the acquisition of language competencies for translanguaging, which encourages positive learning in a motivating environment rich in relevant pedagogical content and support activities.

The second phase of this project will involve a pivot similar to that undergone by the "Teaching" section, which was limited to professors, undergraduate students enrolled in the Second Language Teaching program, and graduate students in the MA in Bilingualism Studies program.

This operational pivot involved several key steps. First, we needed to gather and reorganize digital resources by collaborating closely with publishers of material used in teaching French and English as a second language. Then, the Centre's team worked with professors to optimize the methods and tools relevant to an exclusively online setting.

We also organized online activities to support students. In September 2021, we held conversation workshops and orientation sessions in cooperation with professors, OLBI staff, and the French immersion stream.

Finally, this pivot to online learning required us to create online spaces to use as settings for interaction, exchange, orientation, and

support. To this end, we created online reception areas using the [Gather.town](#) platform, as well as support groups on the [Discord](#) platform.



We also offered students access to a selection of resources through the "toolbox" section of [Koha](#), our online resource catalog, as well as the [ILOBify](#) application. These open access resources were organized according to various language competencies (writing, reading, listening, etc.).

Thanks to these measures, and by working more closely than ever despite the demanding circumstances, we got through this trying time and met the challenge of ensuring continuous support to our clients by constantly seeking to meet their needs.

With these experiences to inform us, we are well-equipped and armed with new skills, and ready to showcase the Julien Couture Resource Centre, both physically and online, to new generations of students and to current and future OLBI and uOttawa teaching staff members.

Learn more about the JCRC by [visiting our website](#).



Selected Publications

Books written by author

Caws, C., Hamel, M.-J., Jeanneau, C. et Ollivier, C. (2021). Formation en langues et littératie numérique en contextes ouverts. Une approche socio-interactionnelle. Éditions des archives contemporaines. 183p.

Books/Edited journals

Lin, A. M. Y., Levasseur, C., Brisson, G., Tsuchiya, K., & Sohn, B. (Dir.). (2021). Multilittératies et pédagogies plurilingues au 21e siècle : Réponses critiques à l'ouvrage du New London Group intitulé "A Pedagogy of Multiliteracies" / « Une pédagogie de la multilittératie ». Cahiers de l'ILOB-OLBI Journal. <https://uottawa.scholarsportal.info/ottawa/index.php/ILOB-OLBI/issue/view/594>.

Book chapters

Baker, B., Polikar, S., & Homayounzadeh, M. (2021). "I was not thoughtful enough before:" Exploiting the learning-oriented-assessment potential of a test taker-oriented rubric for summative assessment. In Gebril, A. (Ed.), Learning-oriented language assessment: Putting theory into practice. (pp. 162-181) Routledge. <https://doi.org/10.4324/9781003014102>.

Dansereau, M.-C. (2021) Défi Francophone 1, méthode FLE. Éditions Maison des langues (EMDL), 402 p.

Séror, J., & Weinberg, A. (2020). Language ideologies of immersion stakeholders. In H. Knoerr & A. Weinberg (Eds.), Immersion at the university level: Rethinking policies, approaches, and implementations (pp. 269-283). University of Ottawa Press.

Slavkov, N. (2021) Family Language Policy and Dominant Language Constellations: A Canadian Perspective. In L. Aronin and E. Vetter (Eds.), Dominant Language Constellations Approach in Education and Language Acquisition (pp. 87-108). <https://doi.org/10.1007/978-3-030-70769-9>.

Sohn, B. & Spiliotopoulos, V. (2021). Scaffolding Peer Interaction within a Language and Content-Integrated Business Curriculum: A case-study in a Western Canadian University. In Dippold, D & Heron, M. (Eds.). Meaningful Interaction at the international internationalised university: Moving from research to impact. (pp. 80-96). Taylor and Francis. <https://doi.org/10.4324/9780429329692>.

Papers

Baker, B., Homayounzadeh, M., & Arias, A. (2020). Development of a test taker-oriented rubric: Exploring its usefulness for test preparation and writing development. Journal of Second Language Writing, 50 (December 2020). <https://doi.org/10.1016/j.jslw.2020.100771>.

Hamel, M.-J. et Caws, C. (2020). Tâches en ligne ancrées dans la vie réelle : cadre didactique et ressources en ligne du projet eLANG. Réflexions (Revue professionnelle de l'ACPLS), 39(2): 30-34.

Ollivier, C., Jeanneau, C., Hamel, M.-J. et Caws, C. (2021). Citoyenneté numérique et didactique des langues: quels points de contact?. Revue de linguistique et de didactique des langues, 63. <https://doi.org/10.4000/lidil.9204>.

Bedou, S. et Hamel, M.-J. (2021). Raconter sa biographie langagière en la géolocalisant : le récit cartographique numérique comme outil de formation en didactique des langues secondes. Revue de l'Association québécoise des enseignants de français langues secondes (AQEFLS), 34(1). <https://doi.org/10.7202/1076609ar>.

Lamoureux, S., Vignola, M.-J., et Bourdages, J. (2020). Littérature universitaire en milieu francophone minoritaire. *Enjeux et Société – Approches transdisciplinaires* 7(2) <https://doi.org/10.7202/1073364ar>.

Levasseur, C. (2020). Être plurilingues et francophones : représentations et positionnements identitaires d'élèves de francisation à Vancouver. *Éducation et Francophonie*, 48(1), 93-121. <https://doi.org/10.7202/1070102ar>.

Magnan, M.-O., Levasseur, C., & Grenier, V. (2021). « I'm almost bilingual » : sentiment de minorisation d'élèves d'une école de langue anglaise en région éloignée au Québec. *La Revue canadienne des langues vivantes (RCLV)/The Canadian Modern Language Review (CMLR)*, 77(1), 69-92. <https://doi.org/10.3138/cmlr-2020-0028>.

Rhéaume, M., Slavkov, N., & Séror, J. (2021). Linguistic risk-taking in second language learning: The case of French at a Canadian bilingual institution. *Foreign Language Annals*, 1-24. 54(4), 1238-1256. <https://doi.org/10.1111/flan.12561>.

Séror, J., & Weinberg, A. (2021). Exploring the longitudinal impact of university immersion: Bilingual spaces, multilingual values. *System*, 99 (July 2021), 509-523. <https://doi.org/10.1016/j.system.2021.102523>.

Griffiths, E. & Slavkov, N. (2021) Linguistic risk-taking: A bridge between classroom and the outside world. *Canadian Journal of Applied Linguistics*, 24(2), 127-158. <https://doi.org/10.37213/cjal.2021.31308>.

Wallace A., Spiliotopoulos, V., and Ilieva, R. (2020). CLIL collaborations in higher education: A critical perspective. *English Teaching and Learning* 44(2), 127-148. <https://doi.org/10.1007/s42321-020-00052-4>.

Invited speakers

Baker, B. (2020, Aug). Unpacking language assessment literacy for all key stakeholders. British Council's New Directions Webinar Series: Professionalising English Language Assessment in Learning Systems: What does this mean?

Baker, B. (2020, Oct). Key concepts in language assessment applied to listening competence/ Concepts clés en évaluation linguistique appliqués à l'habileté de compréhension orale. Keynote Talk, Looking at Language Teaching Conference, McGill School of Continuing Studies.

Hamel, M.-J. (2021). Un outil numérique pour optimiser les pratiques de rétroaction corrective écrite des enseignants de français langue seconde. Numérique et enseignement-apprentissage des langues. Journée d'étude en ligne ALSIC-CLA, 3e édition., Clermont-Ferrand (virtuel), France.

Malette, A.S. et Lamoureux, S. (2020). International student mobility during and in a post COVID-19 world: What is the nascent research telling us? 1st Canadian ISEM Workshop, August 27th 2020, Ottawa.

Levasseur, C. (2021, 15 mars). Breaking down stereotypes. Experiences of mobility of new speakers of French in Western Canada. Mercator Institute, Fryske Akademy, Leeuwarden, Pays-Bas.

Séror, J. (2020, Octobre). L'apport du dessin réflexif pour visualiser et valoriser le plurilinguisme de nos élèves. Invited talk/workshop offered as part of the ACPI Pedagogic Resources Special Guest Series., ACPI, Ottawa.

Slavkov, N. (2021) It takes two to tango: Family Language Policy and larger societal forces in multilingual contexts. Invited panel presentation at Family Language Policy Panel organized by Laxmi Ojha. Discussant: Elizabeth Lanza. American Association of Applied Linguistics Virtual Conference (AAAL2021), Vancouver, BC, March 20-23, 2021.

Read papers, workshops, seminars and posters

Baker, B. (2021, mars). Master Class: L'utilisation et la création de grilles d'évaluation. En partenariat avec les Services d'éducation, Commission scolaire Kativik.

Baker, B., & Robertson, K. (2021, March). Master Class: The use and creation of rubrics. Kativik School Board Education services.

Knoerr, H. (2021, août). Programme de formation aux cours d'encadrement linguistique pour le projet pilote d'immersion en anglais. Université d'Ottawa.

Lamoureux, S. (2020-2021) L'éducation en Ontario français au XXIe siècle : Regard sur les questions de littératie. Présentation à la QA ALF/PANA, partie I, 8 mars 2021, 18 novembre 2020 et 8 juillet 2020.

Levasseur, C. (2021, 25-26 mars). Les freins à la prise en compte de la pluralité linguistique à l'école francophone : témoignages d'enseignants. Communication dans le cadre du colloque du CRCCF Apprendre et enseigner en contexte linguistique minoritaire, Université d'Ottawa, Canada.

Séror, J. (2021, April 29). On bilingual spaces and the design of complexity. Paper presented at a roundtable conducted at the CCERBAL 2021: Bilingualism and Beyond, University of Ottawa.

Slavkov, N. (2020) Beyond Bilingualism: Digitally Mediated Linguistic Risk-Taking as an LX user. Presentation at the Symposium of the European Civil Society Platform for Multilingualism (ECSPM 2020) "Linguistic and Cultural (Super) Diversity at Work: From theory and policy to action and (digital) practices", Tilburg, Netherlands, December 7-9, 2020.

Spiliotopoulos, V., Wernicke, M., & Ankenman, S. (2020). Une approche CLIL dans la formation des futurs enseignants de français en Colombie Britannique. Association Canadienne de Linguistique Appliquée (ACLA).

St. John, J. (Moderator), Borland, K., Brophy, C., and Norenberg, M. (2021). Language Support Classes for International Students at the Telfer School of Management: History, Pedagogy, and Challenges - Panel discussion, GRINU, OLBI, May 2021.

Other

Lamoureux, S., Vignola, M-J., et Bourdages, J. (2021). Table ronde : Lancement du volume 7(2) de la revue Enjeux et société sur les pédagogies innovantes dans l'enseignement supérieur. 13 janvier 2021. Organisé et diffusé par le Laboratoire interdisciplinaire de recherche sur l'enseignement supérieur (LIREs).

Norenberg, M. and J. St. John, J. (2020). OLBI English Courses for Engineers. Presented in ELG5301. Faculty of Engineering, Graduate Studies, University of Ottawa. March 2020, July 2020, October 2020.

N. Slavkov. Discussant for: Jan Blommaert (2020). Old and New Media: How Big Issues Reoccur Whenever New Media Appear. Invited presentation at the Symposium of the European Society Platform for Multilingualism (ECSPM 2020) "Linguistic and Cultural (Super) Diversity at Work: From theory and policy to action and (digital) practices", Tilburg, Netherlands, December 7-9, 2020.

Spiliotopoulos, V., Wallace, A., & Fazel, I. (2020). [Opportunities and challenges in Assessing Multilingual Adult Learners in University Settings](#). Proceedings of Adult Education in Global Times, pp. 637 – 643.

Spiliotopoulos, V. (2021). L'enquête en didactique pour les enseignants de français langue seconde/Teacher Inquiry for FSL teachers. University of Victoria, Continuing Studies French Immersion Professional Development Series.

St. John, J. (2021) "Book Review: Creating Global Change by Ruas, L., (Ed.)". IATEFL Voices Newsletter, Issue 280(23), May-June 2021.

St. John, J. (2020) "Book Review: The Woman and the Tiger and other stories & The Quetzal Bird and other stories by Gascoigne, J., and R. Hill". IATEFL Voices Newsletter, Issue 274(24), May-June 2020.

St. John, J. (2020) Reflections from my Online Learning Experience: Five Principles Guiding Online Teaching Practices. Video. Enseigner une langue à distance / Distance language teaching. Brightspace Resource, OLBI, May 2020.

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