

The logo for the Official Languages and Bilingualism Institute (OLBI) consists of the letters 'OLBI' in a bold, white, sans-serif font. The 'O' and 'L' are connected, and the 'B' and 'I' are also connected. The background of the entire page is a photograph of a person's hands writing on a document with a black pen. The person is wearing an orange patterned shirt. The image is overlaid with several thin, light blue circular lines that create a grid-like pattern across the page.

OLBI

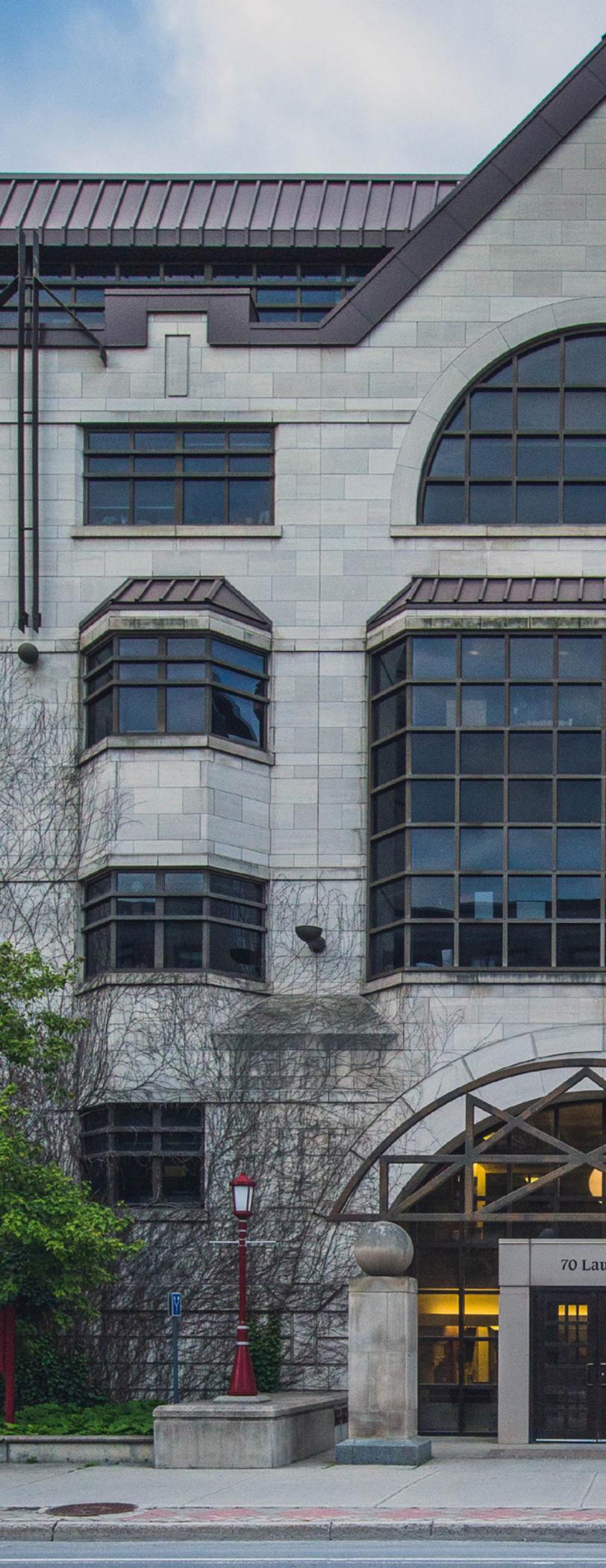
Official Languages and
Bilingualism Institute



uOttawa

ANNUAL REPORT

2019–2020



OFFICIAL LANGUAGES AND BILINGUALISM INSTITUTE

University of Ottawa - Hamelin Hall
70 Laurier Avenue East, Room 130
Ottawa, Ontario K1N 6N5 Canada
613-562-5743

✉ olbi@uOttawa.ca

🌐 olbi.uOttawa.ca

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Message from the director

It gives me great pleasure to present the 2019-2020 annual report of the Official Languages and Bilingualism Institute. The report underscores the achievements of the OLBI community and brings to light its steadfast commitment to excellence and innovation in the fields of bilingualism, language education, and language policy. Each section illustrates how this work is accomplished through a unique combination of scholarship, teaching experience, collaboration, creativity, and care.

None of this comes without its challenges, and I note that the end of the period covered by this report marked the beginning of the COVID-19 pandemic. In our response to this unprecedented event, we quickly learned that adaptability, perseverance, and compassion would be key to our ability to rethink and reimagine our daily activities. Reflecting on what occurred, we realize that as much of the world stopped in its tracks, OLBI benefited from entering this difficult period in a position of strength rooted in the values and determination of its diverse community of professors, administrative staff, students, and partners. Their patience, agility, and collective commitment are the driving forces that enable OLBI to seamlessly continue to serve its purpose while keeping in mind, first and foremost, the well-being of our students and community.

I invite you to read through the pages of this report, which reveals the remarkable OLBI story of 2019-2020. This story speaks of **agility and innovation, and of the establishment of a capacity** that will continue to support us as we design new environments, tools, and practices delivered both in classrooms and online to foster motivating teaching and learning environments for language learners.

Through **knowledge mobilization** we have continued to serve as a strategic resource and a source of expertise for the community. In April 2019, for instance, I was honoured to testify before the Standing Committee on Official Languages in the House of Commons to offer my thoughts on the modernization of the *Official Languages Act* and to reiterate the importance of ensuring that linguistic duality is an attainable reality, not only for official language minority communities, but also for all Canadians. Without question, the scholarship of OLBI professors continues to be sought after at conferences and in research initiatives across Canada and abroad.

Our ability to **work together across borders** is also on full display. The internationalization of knowledge, exchanges, and experiences is a catalyst for growth and relevance. The breadth and depth of OLBI's research projects provide compelling evidence of the importance of collaborative relationships and the far-reaching impact they can have. In 2020, for instance, we were very proud to renew our long-standing partnership with the European Council of Modern Languages (ECML) which establishes OLBI as National Contact Point at the ECML for Canada.



Meeting the needs of a new generation of learners is at the heart of what we do. 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.

As we begin a new year, new challenges will certainly arise; but more importantly, new opportunities will arise as well. I am confident that fuelled by our deep sense of commitment, we will navigate them together and will emerge stronger than ever. Thank you for your continued support.

A handwritten signature in blue ink, which appears to be 'J. Séror'. The signature is stylized and fluid.

Jérémie Séror
Director and Associate Dean
jsror@uOttawa.ca

“ 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



Jérémie Séror
Director and Associate Dean
jseror@uOttawa.ca



Marie-Claude Dansereau
Second Language Teaching Program
Coordinator
mcdansereau@uOttawa.ca



Catherine Elena Buchanan
Assistant Director, Administration
buchanan@uOttawa.ca



Roger Farley
Executive in Residence
rfarley@uOttawa.ca



Laura Ambrosio
Director, Undergraduate Studies
Program
laura.ambrosio@uOttawa.ca



Marie-Josée Hamel
Director, Graduate Studies
marie-jossee.hamel@uOttawa.ca



Beverly Baker
Director, Language Assessment
bbake3@uOttawa.ca



Evan Lavoie
Manager, Centre for Language
Learning
elavoie@uOttawa.ca



Renée Bélec
Director, Marketing and
Development
rbelec@uOttawa.ca



Nikolay Slavkov
Director, Canadian Centre for Studies
and Research on Bilingualism and
Language Planning (CCERBAL)
nslavkov@uOttawa.ca

Language teaching and learning

“ I wanted to thank you again for this absolutely incredible course, which was the highlight of my term and helped get me through some dark times. Not only have you shown that it can be super interesting to collaborate with others online, but also you made us feel welcome by allowing us to share our thoughts and feelings.”

- FLS 3791 STUDENT

Undergraduate studies

OLBI's undergraduate programs aim to train students in both official languages, to cultivate in them a love of languages and cultures, and to equip them by providing every possible learning opportunity, thus fostering their engagement in language learning beyond the Institute. To do so, OLBI must reflect our ever-changing world. This is why we have begun an in-depth reflection on this fundamental question: How can we support and promote bilingualism outside our institution? This question 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 create an immersive sense of interdisciplinarity, we will also explore various ways to partner with the Telfer School of Management and with the faculties of Medicine, Engineering, and Social Sciences at the University of Ottawa. We will also partner with national organizations, such as Canadian Parents for French (CPF), the Canadian Association of Second Language Teachers (CASLT), *l'Association canadienne des professionnels de l'immersion* (ACPI) and DELF centres, and with international organizations (agreements have been signed with some 15 Francophone institutions in Africa). Thanks to these partnerships, we hope to propel the 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 options offered in one or the other official languages, course sequencing, and the creation of new content, which will allow us to modernize our teaching structure to adapt it to today's world, a world that is more interconnected and interrelated than ever.

It is because our reflections are indeed based on this new, ever-evolving reality that we have been able to deal with the current health crisis and have succeeded in transitioning to a virtual environment while continuing to support our university customers at the local, national, and international levels.

Table 1: Enrolment in ESL and FLS courses

	Spring 2019	Fall 2019	Winter 2020
ESL	82	924	650
FLS	N/A	1677	1582
Total	82	2601	2232

Second-language teaching program

This program, formerly known as the *Baccalauréat spécialisé en didactique des langues secondes* (DLS), is now the *Baccalauréat spécialisé en enseignement des langues secondes* (ELS). This change, which applies to the title in French only, is the result of consultations with members of the student body and professors, as well as career guidance counsellors.

In other news, the first year of the program now includes a mandatory course that focuses on teaching grammar in a second-language context. This applies to both the honours bachelor's degree and the major in second-language teaching. The addition of this course responds to a genuine need for training that has been raised by several students over the years.

And thus, the four-year program, which covers a wide range of topics related to the field of language teaching and learning, is even more diversified.

Table 2: Enrolment in the honours bachelor's degree and the major

	Spring 2019	Fall 2019	Winter 2020
Honours bachelor's	17	97	91
Major	5	18	18
Total	22	115	109

French Immersion stream

The French Immersion stream was launched in 2006 to allow high school students from French immersion programs to continue their university studies in a bilingual setting. In partnership with the University's six direct-entry faculties, this option is offered in over 75 programs, ranging from anthropology to administration, and including computer engineering and biomedical sciences. This unique stream includes language courses to bolster learning in the various disciplines, along with language, academic, and social support programs offered by diverse services hosted by OLBI, the Immersion Mentoring Centre, and the Immersion Club.

2019-2020 highlights

- Creation of a certification for an introduction to university bilingualism, which is awarded under certain conditions to students who cannot complete the French Immersion stream.
- Publication of a book entitled *Enjeux actuels de l'immersion universitaire | Current Issues in University Immersion*, which explores the key topics discussed during a symposium on university-level immersion held in May 2017 on the 10th anniversary of the French Immersion stream.
- Creation of promotional videos starring students who introduce the French Immersion stream and describe their experiences.
- New enrolment in 2019-2020: 721
- Total enrolment in 2019-2020: 2,278
- Graduates: 239



Table 3: 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
Arts	1	3	24	30	45	36	38	37	64	43	48	36
Engineering												
Telfer			3	11	6	11	14	13	9	11	13	29
Science							1	9	17	23	19	39
Health Sciences			7	16	13	23	27	18	28	30	34	32
Social Sciences	3	9	47	70	57	69	57	71	60	90	84	103
Total	4	12	81	127	121	139	137	148	178	197	198	239

Language support to professors

This renewal of programs also affects our language support to University of Ottawa professors and senior staff members. This involves properly assessing the individual requirements of those who need to explain concepts and confidently answer complex questions in their second language. Our role consists of providing them with the tools to help them hone their communication skills in both official languages.

Table 4: FLS and ESL tutoring contracts offered to professors

	Spring 2019	Fall 2019	Winter 2020
Tutoring contracts	14	14	14

Language courses for staff members

The 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 schedule.

In the fall of 2019, we began offering this program in a hybrid format. In addition to allowing for a more flexible schedule, a hybrid format allows participants to learn at their own pace.

In the wake of the COVID-19 pandemic, we converted all these courses to an online format to allow all University staff members and their families to continue their language training remotely during the Winter 2020 term.

Table 5: Number of FLS and ESL language courses offered to staff members and number of participants for the period 2019-2020

	Number of courses offered	Number of participants
FLS and ESL courses	22	368
FLS Medicine	9	142

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. These include language policy, language management, new technologies and approaches in teaching and learning second languages, and evaluation of language competencies. For the 2019-2020 academic year, the program welcomed a dozen students from Canada (Ontario, Quebec and the Maritime provinces) and from abroad (Iran, Burkina Faso, France, US, China) on a full-time or part-time basis. Their academic profiles vary widely (i.e., undergraduate studies in second-language education, applied linguistics or language education, language teachers, public servants, professionals from public or private sectors, etc.)

New professor

Catherine Levasseur recently joined the members of the teaching staff who teach bilingualism at the graduate level. Her expertise in sociolinguistics, ethnography, and bilingualism in the workplace has broadened our areas of research.

Dual degree in partnership with *Université Lumière Lyon 2*

Since 2018, students have been able to earn a dual degree in partnership with *Université Lumière Lyon 2 (Master en Sciences du langage)*. To date, five students have made use of this opportunity, namely Ann Lechowicz and Calder Ferguson (Lyon 2, class of 2018-2019), Sarah Auyeung (University of Ottawa, class of 2018-2019) and Apolline Glais and Jean Carteron (Lyon 2, class of 2019-2020). This exchange experience has proven to be valuable for everyone! Consequently, we would like to encourage more Canadian students to choose this dual degree program.

New option combining courses and internships

In 2019-2020, the MA in Bilingualism Studies adopted a new option that allows students to replace their research paper with an internship (practicum) and an additional, extra-disciplinary seminar during the spring-summer term. This internship was already featured in the dual degree program, so we decided to extend it to the other students. These internships are quite varied: for example, the practicum could involve conducting research, serving in the public service, or working in the private sector.

2019 graduates

Here is a list of the graduates who earned their degree in 2019 and the subject of their master's major research paper:

NAME	SUPERVISOR
Stephanie Bedou	Marie-Josée Hamel
TOPIC	
<i>Expression du parcours langagier par la biographie langagière sous forme de carte numérique : analyse d'un corpus multimodal</i>	

NAME	SUPERVISOR
Edward Griffiths	Nikolay Slavkov
TOPIC	
<i>L'autonomie ne se fait pas toute seule: linguistic risk-taking as a vehicle for communication strategy instruction</i>	

NAME	SUPERVISOR
Calder Ferguson	Martine Marquilló-Larruy (Lyon 2)
TOPIC	
<i>Langues autochtones et universités canadiennes</i>	

NAME	SUPERVISOR
Anne Lechowicz	Martine Marquilló-Larruy (Lyon 2)
TOPIC	
<i>De l'université au marché du travail : perceptions d'étudiants en immersion sur leur employabilité dans une carrière bilingue</i>	

Life at OLBI

Every year, the students enrolled in the MA in Bilingualism Studies form a very unified class that is very involved in OLBI's activities (research symposia, CCERBAL conference, etc.) and in organizing fun social activities. In 2019-2020, Willa Abuhasan was their student representative.

Photos



Introduction to Halloween pumpkin carving.



Participation of students enrolled in the MA in Bilingualism Studies at the March 2019 announcement by Minister Mélanie Joly of the modernization of the *Official Languages Act*.

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 backgrounds. The Centre's activities promote the University's vision of a bilingual campus and support internationalization efforts. Moreover, new curriculum and service initiatives, including a whole new range of program offerings aimed at improving the student experience, further enrich overall student learning.

English Intensive Program

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 the opportunity to take an academic course, CMN 1148 *Introduction to Organizational Communication*, for which they can be credited when they start their undergraduate programs. The EIP focuses on helping students develop their intercultural awareness and cross-cultural communication skills in order to help them integrate into the University of Ottawa community.

The 2019 fall term of the English Intensive Program saw the largest enrolment numbers in the history of the program, with 433 students and 21 sections.

Academic English Accelerated Course

In July 2019, the Centre for Language Learning offered the first-ever Academic English Accelerated Course. Running from July to August, this course aims to facilitate the transition of international students into regular courses at an accelerated pace by condensing ESL 0140, the highest level course in the English Intensive Program, from 14 weeks to 8 weeks so that students can start their undergraduate programs in September. Expanding the weekly hours from 21 hours to 24 hours per week, the course introduced new ESL 0140 components, such as "Writing for Discipline-Specific Purposes", "Academic Reading to Write" and, "Academic Listening to Speak".

This course was offered in two sections to 43 students and each section was led by three part-time OLBI professors.

Programme intensif de français

This year marked the fourth year that the *Programme intensif de français* (PIF) was offered to international students as a preparatory course for the University of Ottawa's undergraduate programs. The program is divided into two courses designed to prepare students for their academic studies: FLS 0540 and FLS 0560. This year, 19 students enrolled in FLS 0540 and 9 students enrolled in FLS 0560. In addition to studying French for academic purposes and participating in a university integration workshop series, students in both courses took CMN 1548 *Introduction à la communication organisationnelle* and were credited with this course.

Fukuoka Change Program

The Centre for Language Learning also offered the first-ever Fukuoka Change Program. Welcoming 18 students from Fukuoka University in Japan, the program involved collaboration between the Official Languages and Bilingualism Institute and the Faculty of Law at the University of Ottawa. Over a two-week period, students received 24 hours of language training and 12 hours of lectures from professors and students in the Faculty of Law, culminating in student presentations on key aspects of Canadian law. The students were placed in homestays for the duration of the program. They also worked closely with uOttawa conversation partners and participated in a series of outings.

ESL 0160: Advanced Literacy For Translation Studies

The Centre for Language Learning partnered with the School of Translation and Interpretation to offer a 36-hour course to a small group of international graduate students from the School of Translation and Interpretation. The aim of the course was to support these students in meeting the academic demands of their program, with an emphasis on discourse analysis, writing conventions, referencing, cohesion, and editing strategies.

English For Academic Purposes

The Centre for Language Learning continues to support faculties by designing and delivering targeted language workshops as part of their short-term programs for international partners. In July, the Centre offered a 20-hour *Receptive Skills for Engineering* course to 33 professors from Hebei University in China. In August, the Centre provided a 36-hour *EAP for Medicine* course to 23 students from Shanghai Jiao Tong University in China as part of the Ottawa-Shanghai Joint School of Medicine. Also in August, English for Academic Purposes training was offered to 17 Chinese students from the Faculty of Engineering's 3 + 2 (blended undergraduate + graduate) program. Offered just before the start of the academic

year, this course assists students by providing a smooth transition into their academic program, preparing them for the linguistic demands of second-year undergraduate studies and subsequent graduate studies.

Language Assessment



The Language Assessment Sector supports OLBI and the wider University community in our shared commitment to promoting bilingualism in Canada's official languages. Our mission includes practicing and promoting innovative methods of 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 completed during 2019-2020:

Language Assessment Development and Administration

- Language Testing Services administered over 7,000 language tests online or in person to uOttawa applicants, students, and other community members in both English and French. Examples include the Second Language Certification Test, undergraduate and graduate student admissions testing, and placement testing for language support courses.
- The Head of Language Testing Services, Angel Arias, led and completed an 18-month test development project for the Canadian Mortgage and Housing Corporation.
- We created an online version of an admissions test for approximately 250 applicants for master's programs in the School of Rehabilitation Sciences (physiotherapy, ergotherapy, occupational therapy, and speech pathology).
- We completed development of an innovative new assessment for uOttawa professors as part of their requirements for promotion and tenure.
- Our Director of Language Assessment, Beverly Baker, continues to serve on a working group for the development and validation of a new admissions test for French teacher education in the Faculty of Education.

Consultations with other uOttawa units and services

- Our Assistant Coordinator Test Sessions, Alexandra Auger, traveled to China to support recruitment efforts for the Faculty of Engineering.
- We were consulted during a revision of language assessment procedures for OLBI language training programs for faculty and support staff members.
- We collaborated with the Centre for Language Learning to create fairer and more reliable scoring procedures for international students bridging into uOttawa academic programs.
- Since the beginning of the COVID-19 pandemic, more and more units have contacted the Language Assessment Sector to ask for advice on best practices in distance assessment and to tap into our expertise in online language test delivery. Examples include the faculties of Arts, Engineering, and Health Sciences, the Admissions Office, the International Office, and the Centre for Language Learning, to name a few.

Research and outreach

- **Visiting professorship:** Beverly Baker, Director of Language Assessment, accepted a position as Visiting Professor at ISUP-EMATECH (*L'Institut Supérieur et universitaire professionnalisé en éducation, management, technologie, et sciences du développement*), Port-Margot, Haiti.
- **Visiting scholars:** In the fall of 2019, we welcomed Professor Randy Appel from Waseda University in Japan to initiate a research collaboration with our sector. Specifically, we are using a corpus-based approach to examine the use of formulaic sequences in academic writing, with the goal of providing resources for our international student writers. In addition, we hosted two international visiting student researchers completing their PhDs in language assessment: Mojtaba Heydari (Allameh Tabataba'i University, Iran) and Abdelmadjid Tayoub (Université Djilali Llabes, Sldi-Bel-Abbes, Algeria).

In addition to publications and talks reported in the Research section of this report, the following scholarly contributions relevant to our sector are the result of collaborations between sector faculty members, staff, and partners, as well as OLBI graduate students:

- Arias, A., & Chénier, C. (2019). Exploration de la dérive des paramètres d'items comme preuve de validité : une application du modèle de Rasch. Presented at the 41st colloquium of l'Association pour le développement des méthodologies d'évaluation en éducation (l'ADMEE – Canada). Sherbrooke, Québec.
- Baker, B., & Gravran, M. (2019, May). All of the above? A closer look at multiple choice questions. Invited workshop for TESL Ottawa Spring Professional Development Day.

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

CCERBAL is known nationally and internationally for cutting-edge research in language teaching and learning, language assessment, new technologies and digital citizenship, and language policy (including family language policy). The Centre spearheads multiple scheduled and special activities, such as a biennial international conference, thematic symposia, workshops, and an invited speaker series called Research Forums.

In addition to supporting its core members, the CCERBAL hosts visiting researchers and partners for short and long-term stays as well as graduate and undergraduate researchers and interns. The Centre supports five active research groups and three OLBI/Faculty of Arts Research Chairs. It is also home to the open access journal *Cahiers de l'ILOB* | *OLBI Journal*.



CCERBAL 2020 Conference

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

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

The CCERBAL international conference has steadily grown in size and scope over the years. The 2020 edition was focused on further expanding our understanding of bilingualism and multilingualism, and thinking about how French and English interact with other languages in the Canadian context. This theme reflects recent calls for increasing diversity and inclusion in research, teaching, policy, and practice. In addition, it highlights the increased need for recognition and support for Indigenous languages.

The conference call was prepared in 2019, the year the United Nations declared to be the International Year of Indigenous Languages and a time when the Canadian Parliament was in the process of adopting the *Indigenous Languages Act*. As such, the conference reaffirmed the CCERBAL's commitment to recognizing and taking specific actions to support diversity, inclusion, equity, and citizenship related to all languages and the Centre's desire to position new research synergies at the forefront of global thinking. The conference attracted over 200 proposals for thematic symposia, workshops, round tables, individual presentations, and posters. Due to the COVID-19 crisis, the conference was postponed until 2021 and will be presented in a virtual format.

 [Learn more about the conference](#)

Partnership with EDiLiC

The CCERBAL 2020 Conference also marks a new partnership with the EDiLiC International Association. EDiLiC is an acronym for *Éducation et Diversité Linguistique et Culturelle* [Cultural and Linguistic Diversity and Education] and this organization shares many core values with OLBI and the University of Ottawa. EDiLiC is particularly active in countries of the Francophonie and aims to promote an innovative pedagogical approach called Awakening to Language/Language Awareness. The CCERBAL is thrilled to expand its current network with this new partner and looks forward to future collaborations.



 [Learn more about EDiLiC](#)

Research forums and special events

In 2019-2020, the CCERBAL had the pleasure of hosting four regularly scheduled invited speakers through its Research Forum series and one additional forum through a special event.

- Laura Ambrosio (OLBI, uOttawa): *Apprentissage en milieu communautaire (AEC) à l'université*
- Sheila Scott (OLBI, uOttawa): *Language immersion at the tertiary level: An option for Irish and Welsh?*
- Angel Lin (Simon Fraser University): *Translanguaging and Trans-semiotizing in Content-based Education*
- Randy Appel (Waseda University, Tokyo, Japan): *Corpus approaches to issues in second language acquisition*
- Special event: In December 2019, the CCERBAL hosted the annual meeting of DELF/DALF Test Centre Directors in Canada organized by the French Embassy. During this event, the audience had the pleasure of attending a featured presentation by Michel Candelier, Professor Emeritus, Le Mans Université, France, entitled « *Les Approches plurielles des langues et des cultures* » : *un concept et des outils pour la prise en compte du plurilinguisme de chacun dans les apprentissages.*

 [Learn more about these research forums](#)

New volume and new name for the *Cahiers de l'IOB/OLBI Journal* (formerly *OLBI Working Papers*)

The OLBI Journal published its tenth anniversary volume, entitled *Translanguaging: Opportunities and Challenges in a Global World*, which was co-edited by Nikolay Slavkov and Jérémie Séror. This is the Journal's largest volume to date and is dedicated to advancing the discussion on issues surrounding plurilingual, translanguaging, and cross-linguistic pedagogies, policies, and practices. Following the publication of this volume, the CCERBAL members approved a move to change the English name of the publication from *OLBI Working Papers* to *OLBI Journal*. The new name better reflects the rigour of the double-blind peer review process that the publication follows. The new name will appear on the Journal's cover page starting with volume 11.

 [Learn more about the Journal](#)

Keynote speeches by CCERBAL members

In 2019-2020, CCERBAL members gave keynote speeches at the following national and international conferences:

- Beverly Baker: *Multilingual competence, language assessment literacy, and social justice: Tendances dans le domaine* [ACLA/CAAL Meeting 2019, Vancouver](#).
- Marie-Josée Hamel: *Francophiles and web citizens!* [CALICO Conference 2019, Montreal](#).
- Nikolay Slavkov: *Where the Magic Happens: Fostering Language Learning, Bilingualism and Multilingualism through Linguistic Risk-Taking*. [5th Saarbrücken Conference on Foreign Language Teaching](#), Saarbrücken, Germany.

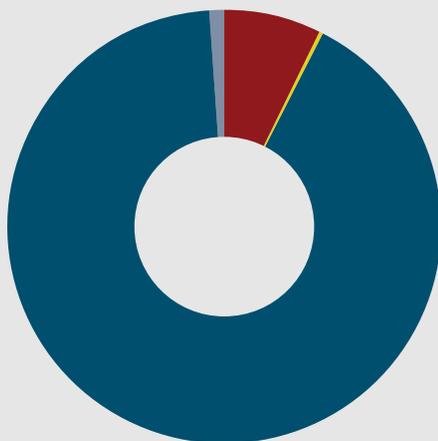
Other activities

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 pedagogical materials.

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

Research grants

Research grants (globally) in Canadian dollars



2019–2020 SOURCE

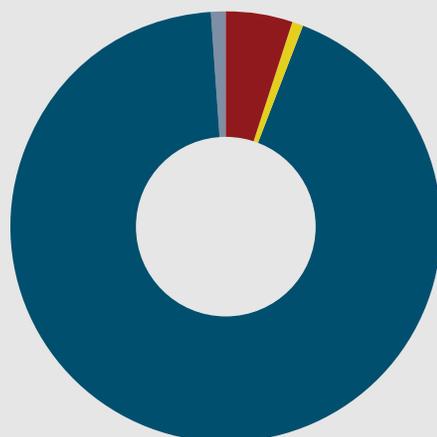
\$387,283 Funding agencies

\$15,000 Other peer-reviewed grants

\$4,813,304 Contracts

\$45,100 Other

\$5,260,687 TOTAL



2018–2019 SOURCE

\$267,024 Funding agencies

\$37,000 Other peer-reviewed grants

\$4,835,304 Contracts

\$45,756 Other

\$5,185,084 TOTAL

Julien Couture Resource Centre

In 2019-2020, we completed two major projects: a transfer of all catalog records (from the year 2000 to today), which was completed in the summer of 2019; and a project to renovate the Centre, which included significant changes to the Learning section reserved for various groups of official language learners.

At the same time, we made the most of this opportunity to catalog and sort through our resources to better highlight our collection and to attract more users to the Centre. Thanks to Koha, our online platform, not only have users been able to find the specific resources they need, but also they have been able to offer us suggestions so that we can continue to improve our services. Moreover, the sorting of underused or out-of-date resources (old dictionaries, older editions of teaching resources) allowed us to focus on the more relevant resources used in teaching English and French, and helped us optimize our use of space.

This two-phased renovation project required us to obtain funding to purchase new furniture and high-tech equipment so that we could meet the needs of our varied clientele and permit us to use our spaces in a multimodal way. A mobile, large-screen monitor was purchased to allow us to host movie nights, presentations by OLBI lecturers and guest speakers, and coffee breaks to promote discussions between researchers and students.

The renovation also allowed us to regroup the Centre's activities by creating a meeting space, a favourite spot for foreign students from the Centre for Language Learning to gather for book club discussions, board game sessions, or conversation club meetings.

Thanks to these improvements, the Julien Couture Resource Centre is fully equipped to handle the challenges of supporting independent learning, gathering together those interested in language learning, and playing a leading role in promoting the mission of bilingualism and official language acquisition shared by OLBI and the University of Ottawa.

Court Challenges Program



The Court Challenges Program (CCP) is a not-for-profit organization administered by the University of Ottawa and operating under the aegis of OLBI pursuant to a Contribution Agreement signed with the Government of Canada in 2018. By providing funding to those seeking to bring test cases of national significance on human rights and official language rights issues, the CCP plays an important role in expanding access to justice for those seeking to fulfill the promise of Canada's constitutional and quasi-constitutional commitments. In doing so, the CCP upholds and embodies the Canadian promise of equality and the rule of law.

Reinstated by the federal government in 2016, the new CCP was truly reborn in 2018-2019 with the appointment of its two expert panels, the Human Rights Expert Panel and the Official Languages Rights Expert Panel, who then worked in collaboration with CCP staff to establish the structure and principles governing the application process. With that done, in 2019-2020, the CCP has had the opportunity to blossom, and blossomed it has! The Program was able to conclude four full funding rounds in which the Panels reviewed 171 applications, ultimately approving 72 for funding (including 25 language rights files) for case development or litigation, including 17 legal interventions. In total, in 2019-2020, the CCP awarded over \$4.6 million in funding to empower Canadians to assert and seek clarification of their rights.



In February 2020, the Program welcomed a new Director, Marika Giles Samson, who came aboard having just completed her doctorate in public law as a fellow of the Centre for Human Rights and Legal Pluralism at McGill University.

For more information about the CCP, please visit the Program's website at <https://pcjccp.ca>.

Publications

The publications listed in this section represent a selection of publications and other contributions by OLBI professors. For complete lists, please visit [individual professor profiles](#).

Books/Journals edited

Knoerr, H. & Weinberg, A. (Eds.). (2020). *Immersion at the University Level: Rethinking Policies, Approaches and Implementations*. Ottawa, Canada: University of Ottawa Press (350 pages).

Slavkov, N. & Séror, J. (Eds.). (2019). *Translanguaging: Opportunities and Challenges in a Global World*. OLBI Working Papers, vol. 10. Ottawa, Canada (330 pages).

Chapters in books

Baker, B., & Germain, J. (2020). A narrative inquiry into the formative assessment practices of an Indigenous language teacher. In M. Poehner & O. Inbar-Lourie (Eds.), *Towards a reconceptualising of second language classroom assessment: Praxis and researcher-teacher partnership* (pp. 107-127). Cham, Switzerland: Springer.

Baker, B., & Turner, C. E. (2020). Rating scales in language assessment. In Chappelle, C. (Ed.), *The concise encyclopedia of applied linguistics* (pp. 987-1038) Hoboken, NJ: Wiley and Sons.

Buchanan, C. E., Knoerr, H. & Burger, S. (2020). Training Modalities for Immersion Stakeholders. In **Knoerr, H., Weinberg, A.** (Eds.) *Immersion at University Level Rethinking Policies, Approaches and Implementations* (pp. 227-248). Ottawa, Canada: University of Ottawa Press.

Jezak, M. (2019). A land of immigration and official French-English bilingualism: Politics and policies for integration of adult immigrants into French-Canadian minority communities. In Ricento, T. (Eds.), *Language Politics and Policies: Perspectives from Canada and the United States* (pp. 281-298). Cambridge, U.K.: Cambridge University Press.

Knoerr, H. (2020). Political Interpretations and Institutional Arrangements for Immersion at the University of Ottawa. In **Knoerr, H., Weinberg, A.** (Eds.), *Immersion at the University Level: Rethinking Policies, Approaches, and Implementations*. (pp. 43-64). Ottawa, Canada: University of Ottawa Press.

Knoerr, H. (2020). The Resources for French Immersion at the University of Ottawa. In **Knoerr, H., Weinberg, A.** (Eds.), *Immersion at the University Level: Rethinking Policies, Approaches, and Implementations* (pp. 123-150). Ottawa, Canada: University of Ottawa Press.

Knoerr, H. (2020). Content Learning and Language Support. In **Knoerr, H., Weinberg, A.** (Eds.), *Immersion at the University Level: Rethinking Policies, Approaches, and Implementations* (pp. 167-188). Ottawa, Canada: University of Ottawa Press.

Séror, J. (2019). Computer-Assisted Qualitative Data Analysis Software (CAQDAS) [revised and updated entry]. In Chapelle, C. A. (Ed.), *The Concise Encyclopedia of Applied Linguistics* (pp. 223-229). Malden, MA: Wiley-Blackwell.

Séror, J., & Weinberg, A. (2020). Language ideologies of immersion stakeholders. In **Knoerr, H. & Weinberg, A.** (Eds.), *University Level: Rethinking Policies, Approaches, and Implementations* (pp. 269-283). Ottawa, Canada: University of Ottawa Press.

Weinberg, A. & Buchanan, C. E. (2020) Learning Modes and Situations in the Régime d'immersion en français: A Holistic Approach. In **Knoerr, H., Weinberg, A.** (Eds.) *University Level: Rethinking Policies, Approaches, and Implementations* (pp. 151-166). Ottawa, Canada: University of Ottawa Press.

Papers

Baker, B., & Hope, A. (2019). Incorporating translanguaging in LSP assessment: The case of a test for university professors. [Special Invited issue in multilingual language assessment]. *Language Assessment Quarterly*, 16(4-5), 408-425.

Hamel, M.-J. (2019). Bilingues, francophiles et citoyens du web !/ Bilinguals, Francophiles and Web Citizens!: CALICO 2019 Keynote. *CALICO Journal*, 36(3): 162-183.

Hamel, M.-J. & Caws, C. (2020). "Real-world" online tasks: The eLANG project pedagogical framework and online resources/ Tâches en ligne ancrées dans la vie réelle : cadre didactique et ressources en ligne du projet eLANG. *Réflexions*, 39(2) : 24-28 (in English) / 30-34 (en français).

Knoerr, H. (2020). Le parrainage francophone/francophile comme outil d'intégration académique, sociale et linguistique. *Revue internationale de pédagogie de l'enseignement supérieur*, 36(1).

Jezak, M., De Haan, R. (2020). Enseignement par tâche en milieu d'immigration francophone au Canada : pratiques déclarées et perceptions des enseignants de français langue seconde. *Revue de l'AQEFLS*, 33(1), 28-34.

Jezak, M. (2019). Politiques des langues, pratiques langagières et parcours d'intégration des immigrants adultes à la communauté francophone minoritaire d'Ottawa. *Francophonies d'Amérique*, 46-47, 97-125.

Cooke, S.J., Nguyen, V.M., Anastakis, D., Scott, S.D., Turetsky, M.R., Amirfazli, A., Hearn, A., Milton, C.E., Loewen, L., Smith, E.E., Norris, D.R., Lavoie, K.L., Aiken, A., Ansari, D., Antle, A.N., Babel, M., Bailey, J., Bernstein, D.M., Birnbaum, R., Bourassa, C., Calcagno, A., Campana, A., Chen, B., Collins, K., Connelly, C.E., Denov, M., Dupont, B., George, E., Gregory-Eaves, I., High, S., Hill, J.M., Jackson, P.L., Jette, N., Jurdjevic, M., Kothari, A., Khairy, P., **Lamoureux, S.A.**, Ladner, K., Landry, C.R., Légaré, F., Lehoux, N., Leuprecht, C., Lieverse, A.R., Luczak, A., Mallory, M.L., Manning, E., Mazalek, A., Murray, S.J., Newman, L.L., Oosterveld, V., Potvin, P., Reimer-Kirkham, S., Rowsell, J., Stacey, D., Tighe, S.L., Vocadlo, D.J., Wilson, A.E., and Woolford, A. (2020). Diverse perspectives on interdisciplinarity from the Members of the College of the Royal Society of Canada. *FACETS*, 5 : 1-28.

Levasseur, C. (2020). Être plurilingues et francophones : représentations et positionnements identitaires d'élèves de francisation à Vancouver. *Éducation et francophonie*, 48(1), 93-121.

Slavkov, N., & Séror, J. (2019). The Development of the Linguistic Risk-Taking Initiative at the University of Ottawa. *Canadian Modern Language Review*, 75(3), 254-272.

Thibault, L. V. (2020). Comment les techniques théâtrales aident les apprenants de FLS à interagir pour compléter des tâches de communication orale. [Numéro spécial : Enseignement basé sur les tâches en français langue seconde]. *Revue de l'AQEFLS*, 33(1), 45-49.

Thibault, L. V. (2020). Theatre of the Oppressed in French as a second language. [Special issue: Art, Intercultural education and citizenship-emergent issues]. *Language and Intercultural Communication*, 20(4), 312-324.

Invited speakers

Baker, B. (2019, June). Multilingual competence, language assessment literacy, and social justice: Tendances dans le domaine d'évaluation de la langue. Plenary talk at the *Annual Conference of the Canadian Association of Applied Linguistics/Association canadienne de linguistique appliquée*, Vancouver, BC.

Hamel, M.-J. (2019, November). Numérique pour la construction identitaire et l'agir social. *32ème Entretiens Jacques Cartier - Dialogues et collaborations à l'intersection de la culture et la technologie*, Ottawa, ON, Canada.

Hamel, M.-J., Lamoureux, S., Séror, J. & Slavkov, N. (2019, June). À la croisée des langues: Bi/plurilittératies, sécurité linguistique, prise de risque et citoyenneté numérique. *Congrès Réseau francophone de sociolinguistique 2019*, Ottawa, ON, Canada.

Lamoureux, S. (2019, May). Key findings of a four-year ethnography exploring the implementation of literacy across the curriculum in Ontario's French first-language secondary schools in a minority context. Invited Colloquium – *Assessing CLIL: International Perspectives*, Brussels, Belgium.

Lamoureux, S. (2019, May). Bilingualism, Higher Education and the Student Experience of French-language Minority Students. *CLIL@UCLouvain : Séminaires à l'attention des enseignantes et enseignants en immersion/CLIL et de toute personne intéressée par la problématique de l'enseignement en immersion/CLIL*. UCLouvain-la-Neuve, Belgique.

Séror, J. (2019, May). Composition et reformulation à l'ère du numérique. Conférence invitée offerte dans le cadre de la *Journée d'étude interdisciplinaire sur la reformulation*, Université de Bordeaux Montaigne, Bordeaux, France.

Séror, J., & Gentil, G. (2019, May). Translanguaging in a bilingual university context: Canadian perspectives and stakes. Invited talk presented at the *Assessing CLIL: International perspectives colloquium*, University Foundations, Brussels, Belgium.

Slavkov, N. (2019, October) Fostering Language Learning, Bilingualism and Multilingualism through Linguistic Risk-Taking. Keynote presentation at the 5th *Saarbrücken Conference on Foreign Language Teaching*, Saarbrücken, Germany.

Papers read, workshops, seminars and posters

Ambrosio, L. (2019, May). *Quand la tâche et la réalité se croisent : suggestions pédagogiques par l'expérience et l'engagement*. Atelier présenté dans le cadre du Congrès annuel de l'ACPLS. Fredericton, N.B.

Ambrosio, L. (2019, June). *How to Make a Difference: Linguistic and Cultural Immersion Through Community Engagement and Service-Learning*. Communication présentée dans le cadre du Congrès annuel de l'ACÉI. Orvieto, Italy.

Ambrosio, L. & Jezak, M. (2019, November). *Linguistic plurality and social reflection: The community engagement approach*. Oral presentation at the *LOW Languages for an Open World Conference*. Graz, Austria.

Baker, B. (2019, November). *Language assessment literacy development in a Haitian professional learning community*. Paper presented at the *Language Testing Forum (UK Association of Language Testing and Assessment)*, Swansea, Wales.

Buchanan, C. E. (2019, November). *Francophone, francophile ou «entre-deux»?* (Séance 22 : Immersion universitaire et son incidence sur les étudiants : états des lieux). Oral presentation at the conference *Officiellement 50 ans ! – Officially 50 !*, Gatineau, Quebec.

Buchanan, C. E. (2019, June). *Reflections on the identity of immersion students: Francophiles, francophones or “in-between”?* Oral presentation at the *International Symposium on Bilingualism 12*, University of Alberta, Edmonton, Alberta.

Hamel, M.-J. & Caws, C. (2019). *The eLANG project: A social-interactional approach to foster digital literacy in language learning and teaching via real-world tasks*. Conférence EuroCALL 2019, Louvain-la-Neuve, Belgium.

Malette, A. S. & **Lamoureux, S.** (2019, December). *Unpacking the Complexity of Student Mobility in A Broader Geopolitical Context for Institutions And Nations: From Revenue Source To Influence Building*. Paper presented at the *Society for Research in Higher Education Conference*, Newport, Wales.

Lescort, M. & **Lamoureux, S.** (2019, October). «Méta»morphoser les compétences langagières et la sécurité linguistique!. Oral presentation at the 72^e Congrès de l'ACELF, Ottawa, Ontario.

Tremblay, S. & **Levasseur, C.** (2019). *La frontière ethnique éprouvée par les jeunes musulmans du primaire au collégial*. Oral presentation at the symposium *Équité et inclusion en contexte de diversité : pratiques institutionnelles et points de vue des apprenants sur leurs expériences scolaires*, Congrès international de l'AREF, Université de Bordeaux, France.

Norenberg, M. & St. John, J. (2020, March). *OLBI English Courses for Engineers*. Workshop presented in ELG5301, Faculty of Engineering, University of Ottawa, Ottawa, Ontario.

St. John, J. (2019, December). *Capturing Screens, Recording Audio and Practicing Pronunciation*. Workshop presented at the *TESL Ontario Conference*, Toronto, Ontario.

Slavkov, N. (2019, June) *Plurilingual World, Monolingual Norms: A Dynamic Perspective on the Notion of the Native Speaker*. Presentation for the *Canadian Association of Applied Linguistics (CAAL)*, Vancouver, Canada.

Thibault, L.V. (2020, March). *Enseigner les compétences culturelles en FLS à l'école secondaire*. Professional workshop by invitation of the *Ottawa-Carleton Elementary Teachers Federation of Ontario's Comité de FLS*, Ottawa, ON.

Other contributions (technical reports; conference proceedings; book reviews)

Buchanan, C. E. (2020) *What are immersion students? Francophone, Francophile or "In between"?* Canadian Parents for French Magazine.

Jezak, M., Lechowicz, A. (2020). *Analyse exploratoire des tâches langagières accomplies au travail au ministère de Ressources naturelles Canada en relation à différents référentiels de compétence linguistique multiniveaux*. Rapport de recherche pour le Conseil du trésor du Canada. Ottawa, Canada.

Jezak, M. (2019). Organizer of the symposium *Agir sur les langues : le cas du gouvernement canadien*, 4^e Congrès du Réseau francophone de sociolinguistique, Ottawa, Canada, avec la participation des représentants gouvernementaux (Carsten Quell, Directeur exécutif, Langues officielles, Secrétariat du Conseil du Trésor Canada; Jean-Pierre Corbeil, Directeur adjoint, Statistique Canada; Sarah Boily, Directrice, Politiques et recherche, Patrimoine canadien).

Levasseur, C. (2020). *Moi j'suis pas francophone* [video clip]. Tiré de <https://francosphere.acef.ca/rubriques/matieres-a-reflexion/moi-jsuis-pas-francophone/>

Slavkov, N. (2019) Organizer of the colloquium *Linguistic Risk-Taking in Task-Based Language Teaching (TBLT)* at the TBLT2019 International Conference, Carleton University, Ottawa, ON. Three Presentations:

Slavkov, N. & Griffiths, E.; **Rhéaume, M.** & Cames, M.; Cajka, S. & Vetter, E.; Discussant: **Séror, J.**

St. John, J., Gascoigne, J. and Hill, R. (2020). *The Woman and the Tiger and other stories* & The Quetzal Bird and other stories. IATEFL Voices Newsletter, Issue 274:24.

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

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