

Annual Report

OLBI
Official Languages and
Bilingualism Institute

 uOttawa

2021
-2023



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Message from the Director

It gives me great pleasure to present this report on the activities of the Official Languages and Bilingualism Institute (OLBI), covering the period from May 1, 2021, to April 30, 2023. The past two years, chock full of notable and memorable events, were especially meaningful for us.

The year 2021 was marked by the resumption of our main in-person activities and a gradual return to campus, allowing us to re-engage with students. The transition was an opportunity for us to regroup physically and to breathe new life into our campus and OLBI, a most enjoyable experience. Thanks to our agile team, we celebrated the return to classes in September 2022 by welcoming three cohorts of students, many of whom were discovering the University in person for the first time.

Over the period covered by this report, OLBI continued to strengthen its existing relationships and to build new connections with key partners. Our productive relations with the [Association canadienne des professionnels de l'immersion](#), the [Canadian Association of Second Language Teachers](#), the [ACFAS](#), [Canadian Heritage](#) and the [Mauril app team](#), to name but a few organizations, generated valuable insights and meaningful dialogue. Those interactions with experts allowed us to promote excellence in language instruction in Canada.

Internationally, OLBI works closely with the [Embassy of France](#), the [European Centre for Modern Languages of the Council of Europe](#) and the network of Franco-American *lycées*. OLBI plays a pivotal role in implementing the National Languages Equality Advancement Project in Sri Lanka. The project, spearheaded by [Alinea International](#) and supported by [Global Affairs Canada](#), is designed to assist that country in its efforts to promote official bilingualism. This contribution is a testament to our commitment to linguistic equality around the world.

In March 2023, as part of activities marking the *Mois de la Francophonie*, OLBI had the privilege and pleasure of welcoming film director and University of Ottawa alumnus Philippe Falardeau. More than 100 people attended the screening of his 2011 film *Monsieur Lazhar*, which was followed by a lively discussion with Falardeau on Francophonie-related topics in his work.

After that, the 2023 [CCERBAL Conference](#) took place from May 4 to 6. The theme, "Bilingualism and Multilingualism: Transversal Competencies, Mobility and Well-Being," was explored by a plethora of academics, students and government representatives from around the world. Lectures, plenary sessions and roundtable discussions generated reflection on the current situation in our field, challenges to be tackled, signs of hope and opportunities available to us.

In addition, the OLBI sectors were involved in a multitude of activities, which you can learn more about in this report. Those activities have greatly enriched our services and programs. In addition, significant efforts were made to support cyclical reviews of undergraduate programs in French as a second language, English as a second language and language teaching, as well as the Master of Arts in Bilingualism Studies program.



These past few years also mark the end of my term as OLBI Director. I would like to say just how much of an honour and source of great pride it has been for me to be in this role and to oversee such an energetic and creative team. I would like to thank everyone who, through their efforts, attentiveness, invaluable advice and cooperation, has made my years as Director so memorable.

The teams' achievements are proof of their unwavering commitment to our mission: to promote excellence and innovation, to further bilingualism and plurilingualism, language teaching and assessment, and language policy.

Lastly, these past few years also mark the end of my term as OLBI director. I would like to say just how much of an honour and source of great pride it has been for me to be in this role and to oversee such an energetic and creative team. I would like to thank everyone who, through their efforts, attentiveness, invaluable advice and cooperation, has made my years as director so memorable. I would especially like to thank [Catherine Elena Buchanan](#) for serving as acting director in spring 2023. I would also like to extend a warm welcome to [Elena Valenzuela](#), our new director.

I wish OLBI every success as it looks toward a new chapter in its history. In this era of renewal, I am certain that with its enlightened leadership, its devoted team and support from its key partners, OLBI will continue to reach new heights.

[Jérémie Séror, PhD](#)

[Outgoing Director and Associate Dean](#)
[Official Languages and Bilingualism Institute](#)
[Vice-Dean, Governance](#)
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Management Team



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Awards

2021 President's Award for Best Practices in Francophonie and French Language Services

In 2021, OLBI's Marketing and Development team received the President's Award for Best Practices in Francophonie and French Language Services. The team consisted of Renée Bélec, Director of Marketing and Development; Karen Massey, Marketing and Communications Officer; Paco Lalovic, Documentalist; and Naïma Messadh-Imgaline, Web Developer. This award recognized for the very first time the work of a team that distinguished itself through its efforts to protect and promote the French experience at the University of Ottawa.

[Learn more about the recipients of the President's Francophonie Awards.](#)

Faculty of Arts Support Staff 2022 Award of Excellence

Every year, the Faculty of Arts presents the [Support Staff Awards for Excellence](#), to recognize the efforts of those who serve our students and professors. In 2022, Information Officer Chantal Forget received the award for her outstanding contributions, cordiality and cheerful disposition. Her achievements over her 20 years of loyal service and her shining presence were highlighted at an event held on April 21, 2022.



Chantal Forget, Information Officer



Left to right: Jérémie Séror, OLBI Director, Renée Bélec, Director of Marketing and Development, and Jacques Frémont, uOttawa's President and Vice-Chancellor



Karen Massey, Marketing and Communications Officer, and Paco Lalovic, JCRC Documentalist

French and English as a Second Language Programs

The mission of OLBI’s [French as a Second Language \(FLS\) Programs](#) and [English as a Second Language \(ESL\) Programs](#) is to educate our students in both of Canada’s official languages by preparing them to use their second language in real social interaction. To do this, we favour teaching approaches based on second language use in real life, where students’ sociolinguistic achievements allow them to communicate practically and effectively with peers. The popularity of some of our courses matched with a community service learning component is a testament to our students’ interest in this approach.

Our major, minor and advanced minor programs offer learners the opportunity to master the use of their second language by improving their spoken and written linguistic and cultural competencies. As for our microprograms, they attract students from various disciplines who wish to maintain contact with their second language without having to commit to a major or minor.

Table 1 represents enrolment in our FLS and ESL courses from 2021 to 2023 and indicates student interest in the courses independent of enrolment in our programs. Indeed, OLBI continues to serve the entire University community by offering high-quality teaching that serves bilingualism, far beyond our university.

Furthermore, we continue to explore different opportunities to collaborate with University of Ottawa faculties, such as the faculties of Medicine and Social Sciences, and the Telfer School of Management. We also maintain partnerships with national organizations.

Finally, in 2021, we began the cyclical review of FLS and ESL programs. This two-year process culminated in a report produced by two external evaluators who looked at different aspects of our programs. The process, which is coming to a close, has allowed us to highlight the fundamental role OLBI plays in promoting bilingualism in Canada, while offering solutions to consider for optimizing certain aspects of our operations.

Table 1: Enrolment 2021 to 2023

2021–2022				
	Spring 2021	Fall 2021	Winter 2022	Total
ESL	172	645	450	1,267
FLS	40	1,388	1,293	2,721
Total	212	2,033	1,743	3,988

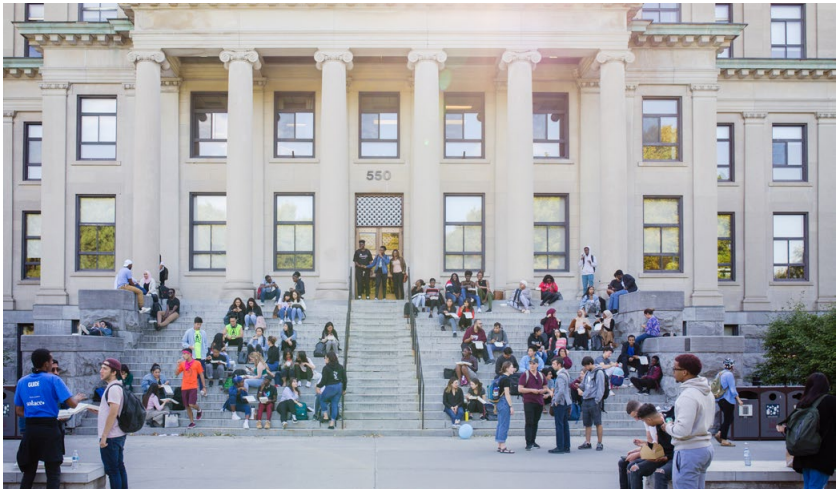
2022–2023				
	Spring 2022	Fall 2022	Winter 2023	Total
ESL	105	491	344	940
FLS	46	1,255	1,119	2,420
Total	151	1,746	1,463	3,360



Two students walking along Rideau Canal



Students in front of Hamelin Hall during OLBI’s Back-to-School BBQ



Students in front of Tabaret Hall

Second Language Teaching

Honours BA in Second Language Teaching (SLT)

The [Honours BA in Second Language Teaching](#) is an undergraduate interdisciplinary program that is unique in Canada. The program, offered jointly by the Faculty of Arts and the Faculty of Education, is administered by the University of Ottawa's Official Languages and Bilingualism Institute (OLBI).

The combined expertise of the two faculties allows us to offer students an innovative and rigorous program that will prepare them for careers in teaching English or French at the elementary and high school levels. As a result, our program provides a solid grounding for entry to the BEd in Teacher Education programs

Given the wide range of topics it covers, the Honours BA in Second Language Teaching program also opens the door to graduate studies and to other careers, such as language proficiency assessment and teaching material design, or to master's studies.

With their awareness of the current situation in Canada regarding the shortage of qualified elementary and secondary school teachers, the Program Coordinator and OLBI's Marketing and Communications service developed a visibility plan (participation in promotional events, social media, brochures, partnerships, website, etc.).

The goal of the plan is to promote the program, to recruit more students and to provide them with unique educational opportunities and learning experiences that we hope will address the dire shortage of second language teachers in Canada and, more specifically, teachers of French as a second language.

Some recent figures

	Spring 2021 (May)	Fall 2021 (November)	Spring 2022 (April)
Honours Bachelor's	100	96	88
Major	25	24	23
Total	125	120	111



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.

Joanna Wiles

Graduate from the Honours BA with Major in SLT | Testimonial



The Second Language Teaching program is one-of-a-kind. It introduced me to the world of teaching even before I began my Master of Arts in Bilingualism Studies. 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.

Samantha Toh

Graduate of the Honours BA in Second Language Teaching program | Testimonial

French Immersion Stream

The [French Immersion Stream](#), launched in 2006, invites high school students from French immersion programs to continue their university studies in a bilingual setting. Over 75 programs offer the stream in six direct-entry faculties, ranging from administration to social work to computer engineering to biomedical sciences. This unique program includes language courses tailored to various disciplines, along with linguistic, academic and social support offered through various services hosted by OLBI and the Immersion Mentoring Centre.

2021–2022 highlights	
New Admissions:	737
Total Enrolment:	2,522
Graduates:	280

2022–2023 highlights	
New Admissions:	710
Total Enrolment:	2,499
Graduates:	301

Number of graduates

	2019	2020	2021	2022
Faculty of Engineering		3	4	3
Faculty of Medicine				5
Faculty of Arts	36	28	46	38
Faculty of Science	39	29	35	47
Faculty of Social Sciences	103	96	128	134
Faculty of Health Sciences	32	37	43	45
Telfer School of Management	29	13	24	29
Total	239	206	280	301

OLBI and the Immersion Stream were mandated to work on a formula for English immersion for Francophone international students who would like to improve their skills. This initiative would also be useful to international students enrolled in English-language programs who could benefit from additional support and get a good start in studying full time in that language. In 2021, a pilot project was launched in some courses to introduce professors and English as a second language instructors to this approach to language support and to develop teaching material. Academic units were invited to consider the possibility of offering an English immersion stream in their programs in preparation for a planned September 2024 launch.



uOttawa's campus during the winter

Master of Arts in Bilingualism Studies

The [Master of Arts 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 proficiency evaluation. Each year, the program welcomes a dozen full- and part-time students from different backgrounds from across Canada and around the world. The one-year program offers both research paper and course-based/practicum options, while the thesis option runs over two years.

- Program Director: [Marie-Josée Hamel](#)
- Program committee: [Catherine Levasseur](#), [Beverly Baker](#) and [Monika Jezak](#)

New professor

[Valia Spiliotopoulos](#), who joined OLBI in 2021, is a professor with the Master of Arts in Bilingualism Studies program. She currently teaches BIL 5502 — Research Methodology.

Cyclical review

The Master of Arts in Bilingualism Studies underwent its first cyclical review since its inception in 2014. The process took place over two years. The first year was devoted to the collection and analysis of a series of reference documents, which led to the production of a self-assessment report. The report highlights the strengths of the program, including its unique, bilingual nature, its cutting-edge offerings and student satisfaction with the learning and experiences offered.

The program subsequently underwent an internal review in spring 2022, followed by an external on-campus review in winter 2023. This review included meetings with the professors involved and students from the current cohort. Following its visit, the external review team noted the quality of the Master of Arts in Bilingualism Studies program offered at OLBI, and recommended that more courses be offered for micro-specialization purposes. Students who were interviewed were “full of praise for and proud of the program and their choice” and said they had “faith in their professors and [were] satisfied with the director [of the program] and the quality of the education they were receiving.”

Practicum

The course BIL 5001 — Practicum was created in 2018 to meet the requirements of the program for students from Lyon 2, who had to complete a practicum in order to graduate. An option with courses, also including a compulsory practicum, was then offered at the University of Ottawa in 2019. In both cases, students enrolled in BIL 5001 (spring-summer term) must complete a practicum of at least 65 hours in a setting enabling them to put their classroom instruction into practice.

Practicum options are varied. Students may choose to be paired with a language course, take part in professor-led research projects, work on assessments or at the Centre

for Language Learning, or volunteer at events organized by CCERBAL and the Julien Couture Resource Centre. OLBI external partners, including the [Coopérative multiservices francophone de l'Ouest d'Ottawa](#) (in French only), [Canadian Heritage](#), [Collège La Cité](#) (in French only) and [Radio-Canada](#), also offered practicum opportunities.

OLBI scholarships

Each year, OLBI offers \$9,000 in scholarships to international students and students enrolled in the dual degree program.



Students at the Julien Couture Resource Centre



Professor Marie-Josée Hamel at the launch of the book and eLANG CELV project (on left)

Class of 2021

Thesis

- Wlla, Abuhasan (2021, thesis). *Developing Language Learner's Use of Appraisal for Argumentative Writing: A Systemic Functional Linguistics Approach*. [Jérémie Séror, supervisor].

Research papers

- Sawadogo, Awa (2021, research paper). *Enjeux et défis de la loi portant sur la promotion de l'officialisation des langues nationales du Burkina Faso*. [Monika Jezak, supervisor].
- Alana Duncan (Monika Jezak)
- Julia Bergeron (Jérémie Séror)

Course

- Marie Gravan
- David Reyes
- Nariman Khanfar

Dual degree

- Blanche Peyrole (Université Lumière Lyon 2)
- Sarah Varadi (Université Lumière Lyon 2)



New graduates clapping their hands at Convocation

Class of 2022

Theses

- Bibeau, Louis-David (2022, thesis). *Enjeux critiques dans les relations de pouvoir et de collaboration entre une équipe universitaire et une équipe ministérielle dans le développement d'une tâche d'évaluation des compétences langagières*. [Beverly Baker, supervisor].
- Landry, Jill (2022, thesis). *Language instructors' digital competences in the context of emergency remote teaching: a professional didactics perspective*. [Marie-Josée Hamel, supervisor].

Research papers

- Allen, Mylan (2022, research paper). *Cross-linguistic pedagogies and their effects in plurilingual classrooms*. [Catherine Levasseur, supervisor].
- Couture, Dominic (2022, research paper). *Affordances des technologies numériques pour le développement des compétences socio-interactionnelles chez les autistes adultes en contexte d'apprentissage des langues secondes*. [Marie-Josée Hamel, supervisor].
- Harrod, Allison (2022, research paper). *Apports socio-émotionnels d'une initiative de télécollaboration pour l'apprentissage du FLS lors d'une pandémie : une analyse de journaux de bord avec le logiciel LIWC*. [Marie-Josée Hamel, supervisor].
- Okoye, Adam (2022, research paper). *What Was Your Magical Journey? Learning French as a Child in Quebec Outside of Montreal*. [Catherine Levasseur and Nikolay Slavkov, co-supervisors].
- Raby, Annie-Claude (2022, research paper). *Diffusion et vulgarisation de la littérature sur la politique linguistique familiale : amorce d'une ressource Web à l'attention des familles plurilingues d'Ottawa-Gatineau*. [Catherine Levasseur, supervisor].
- Jasmine Rice (2022, research paper). *Incidence of First Nations Identity on Participation in the Indigenous Language Revitalization Movement: A Critical Appraisal* [Monika Jezak, supervisor].

Course

- Chienwen Yeh
- Rebecca Van Djin
- Georges Lafortune

Dual degree

- Jean Carteron (Université Lumière Lyon 2)
- Apolline Glais (Université Lumière Lyon 2)
- Allison Harrods (University of Ottawa)
- Mylan Allen (University of Ottawa)

Congratulations to all our graduates!

Centre for Language Learning

The [Centre for Language Learning \(CLL\)](#) oversees intensive English as a second language and French as a second language programs for various groups with different linguistic needs and backgrounds. The Centre's activities promote the University's vision of a bilingual campus and support internationalization. Moreover, new curricula and service initiatives developed yearly enrich student learning.

English Intensive Program

Offered three times a year over 14 weeks, the [English Intensive Program \(EIP\)](#) is the Centre's flagship initiative. Focusing on English for Academic Purposes, the EIP plays a key role in supporting international students' integration in undergraduate and graduate programs at the University. 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 can take an academic course, CMN 1148 Introduction to Organizational Communication, for which they receive units once they start their undergraduate program. As well, through the University Integration Workshop series, the EIP helps students develop intercultural awareness and hone their cross-cultural communication skills, to help them integrate into the University community.

Accelerated Academic Bridging in English course

Held from July to August each year, the [Accelerated Academic Bridging in English course](#) prepares international students for their transition into undergraduate programs within a short timeframe. It condenses ESL 0140, the highest-level course in the English Intensive Program, from 14 weeks to eight so that 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](#) (French Intensive Program) is offered to international students as a preparatory course for University of Ottawa undergraduate programs. The program consists of the course FLS 0540 (*Passerelle universitaire en français langue seconde*), 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 to University of Ottawa 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 receive units for this academic course once they start their undergraduate program.

French for Academic Success

FLS 0560, French for Academic Success, is a four-week summer program designed for students entering the French Immersion Stream at the University. First offered in July 2021, this course is designed to prepare students in French immersion for the challenges of taking undergraduate courses in their second language.

English for Law

In July 2022, the Centre for Language Learning launched its [English for Law Program](#) with Write with Purpose: Essential Skills for Lawyers, an online course co-developed with the Faculty of Law (Common Law Section). The course was delivered to 25 East China University of Political Science and Law (ECUPL) students. This unique 36-hour course was co-taught by Shahin Nematizadeh, an OLBI language instructor, and Anthony Daimsis, a distinguished professor from the Common Law Section. The format allowed students to understand legal principles comprehensively while enhancing their writing skills within a legal context. With its tailored curriculum, the course fostered a blend of language proficiency and legal acumen, equipping ECUPL students with the skills necessary for a successful international law career.

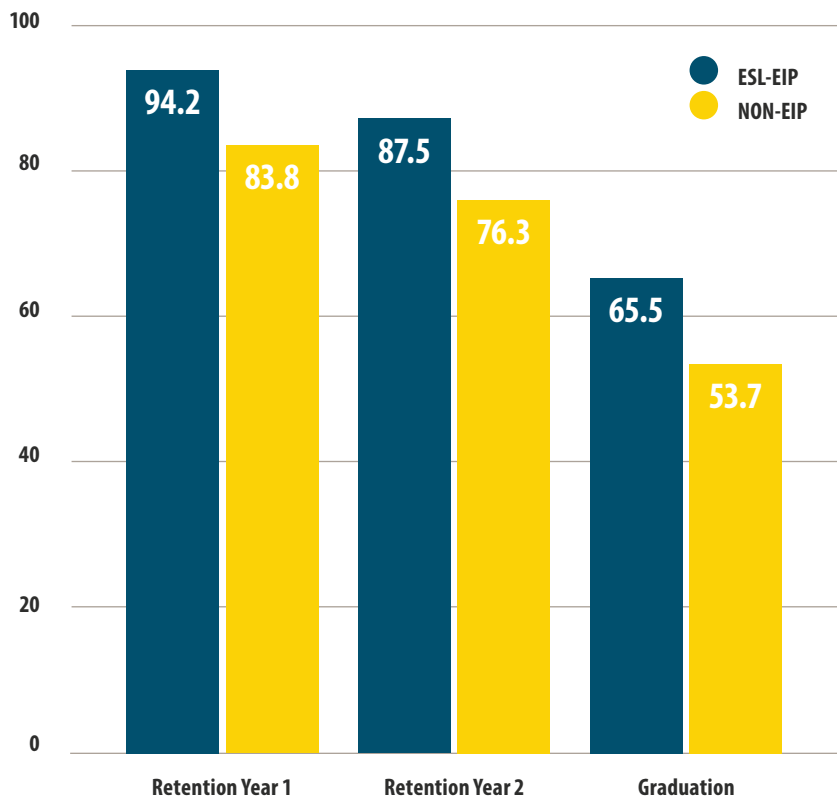
University of Niigata Prefecture Learning English for Academic Purposes Program (LEAP)

Between February 21 and March 24, the Centre for Language Learning hosted the LEAP Program, designed to serve a dedicated group of 20 students from the University of Niigata Prefecture in Japan. This immersive 105-hour language training was blended with cultural and experiential outings, including visits to a sugar shack and an escape room. A distinguishing feature of the program was the inclusion of three to five hours per week of interactive sessions with conversation partners from the [Second Language Teaching program](#). This unique combination of intensive English language training, cultural immersion and peer-to-peer conversation practice ensured a comprehensive and engaging learning experience for the students.

Impact of the EIP on student success

Research by the Office of the Registrar in June 2022 confirmed once again the positive impact of the English Intensive Program on student performance in undergraduate programs, suggesting a strong correlation between completing the EIP and graduation rates. Specifically, international students who completed the EIP were 12% more likely to graduate in the time it normally takes them to complete their programs than their peers who didn't complete the EIP (Table 1).

Table 1: Retention and graduation rates for international students



An additional comparative study focused on international students admitted to the Faculty of Social Sciences, primarily studying economics, further underscored the EIP's benefits. The results showed that students who had completed the EIP were 11% less likely to be academically at risk after completing 15 units than those who didn't complete it.

These studies underscore the importance of the Centre for Language Learning in improving student academic success and fostering stability in students' undergraduate progress at the University of Ottawa.

Recruitment initiatives

In 2021, Aimée Jabour joined the Centre for Language Learning team as recruitment coordinator. This new position was created to lead the development of a comprehensive recruitment portfolio, for the Official Languages and Bilingualism Institute, the Faculty of Arts and the University of Ottawa to take a front-line role in recruitment of international students. As a result of this strategic appointment, the section experienced numerous key achievements. This included establishing strategic collaborations with diverse international student recruitment agencies, a move that generated additional revenues and set a trajectory for future growth.

Efforts to enhance our global presence included participating in international student fairs across major markets; rolling out the Ambassador Platform, a peer-to-peer student recruitment application designed to fuel digital engagement; and launching a [promotional video](#) for our English Intensive Program. The section also initiated lead management email campaigns, yielding positive enrolment outcomes. Furthermore, targeted digital marketing strategies in Quebec and Mexico substantially increased student leads, resulting in registration. Table 2 (below) summarizes the Centre's recruitment highlights.

These developments epitomize the sector's dedication to expanding recruitment capacity, diversifying student enrolment and ensuring OLBI's future growth and prosperity.

Table 2: Recruitment highlights 2021–2023

New partnerships with recruitment agents	12
Students recruited through recruitment initiatives	22
Accounts created on Ambassador Platform	111
Web campaign engagements	Japan: 9
	Quebec: 474
	Mexico: 199
International fairs attended as a participant	31

“International students who completed the EIP were 12% more likely to graduate in the time it normally takes them to complete their programs than their peers who didn't complete the EIP.”



Students during a CLL outing on the Rideau Canal



Students during a CLL outing at Parliament Hill



A CLL kiosk during a recruitment fair



CLL sugar shack outing



Students during a CLL outing at Ottawa's Winterlude



Students enjoying lunch during a CLL outing



Students during a CLL outing at a ski centre

Language Assessment Sector

The [Language Assessment Sector](#) supports OLBI and the wider university community in our shared commitment to promoting bilingualism. This report highlights some of our projects during the 2021–2022 and 2022–2023 academic years in test development and administration, uOttawa community engagement and research.

2021–2022

Language assessment development and administration

This year represented a major transition in our sector, following the previous year's decision to phase out the TESTCan–CanTEST university admissions test and discontinue all external testing contracts, to increase our focus on internal support.

- Language Testing Services (LTS) successfully administered thousands of tests to uOttawa applicants, students and staff in both English and French, to support University decision-making. We are very appreciative of the work of our dedicated test delivery team.
- Yongfei Wu, our Head of Language Testing Services, worked with Rosalie Hirsch, our Test Development and Validation officer, to develop test specifications documents, revise rubrics and create training materials for test graders.
- The Director of Language Assessment, [Beverly Baker](#), collaborated with OLBI's language coordinators, the Undergraduate Programs Committee and several language instructors to complete a large-scale revision of the placement tests for OLBI's English as a Second Language (ESL) and French as a Second Language (FLS) for-credit programs.

Consultations with other uOttawa units and services

Beyond test development and administration, LTS continued to offer consultations across campus on several projects having a language assessment component. Units seeking its advice included the Admissions Office, Human Resources, the Faculty of Medicine and the Faculty of Engineering.

Research and outreach

- Members of LTS collaborated with Drs. Randy Appel (Waseda University), Guillaume Loignon (University of Montreal) and Angel Arias (Carleton University) to conduct lexical and semantic analyses of a corpus of Second Language Certification Test writing responses. The results of our analyses supported improvements to our testing prompts and were reported at the annual conferences of the [Canadian Association of Language Assessment](#) and the [International Language Testing Association](#).
- [The Language Assessment Research Group \(LARG\)](#) held an online bilingual event titled “Insights into academic language placement tests with self-assessment elements: Working towards the inclusion of students in their placement.” This event showcased the work of our own OLBI placement assessment development team and a team from Laval University.

- LARG hosted Monique Bournot-Trites of UBC and 50 international colleagues for a bilingual talk entitled “Why use a European language framework for Canada when we have our own, the CLB/NCLC?” [Watch the Monique Bournot-Trites talk.](#)

2022–2023

Language assessment development and administration

- Despite significant human resource challenges this year, LTS successfully administered thousands of language tests, from low-stakes placement tests for uOttawa courses to high-stakes tests related to program admissions or employment requirements. LTS is fortunate to benefit from the dedication, efficiency and professionalism of its test delivery team: Sylvie Pelletier, Test Operations Coordinator, and Laura Castano Laverde, Assistant Test Operations Coordinator.
- Our Head of LTS, Yongfei Wu, along with our Test Development and Validation Officer, Rosalie Hirsch, developed new writing prompts and delivered new rater training modules for the SLCT (ESL 3100 and FLS 3500), to work towards greater rater reliability. This project was supported by one of our language coordinators, Sheila Scott, and an additional consultant on French assessment, Rhéal Allain.

Consultations with other uOttawa units and services

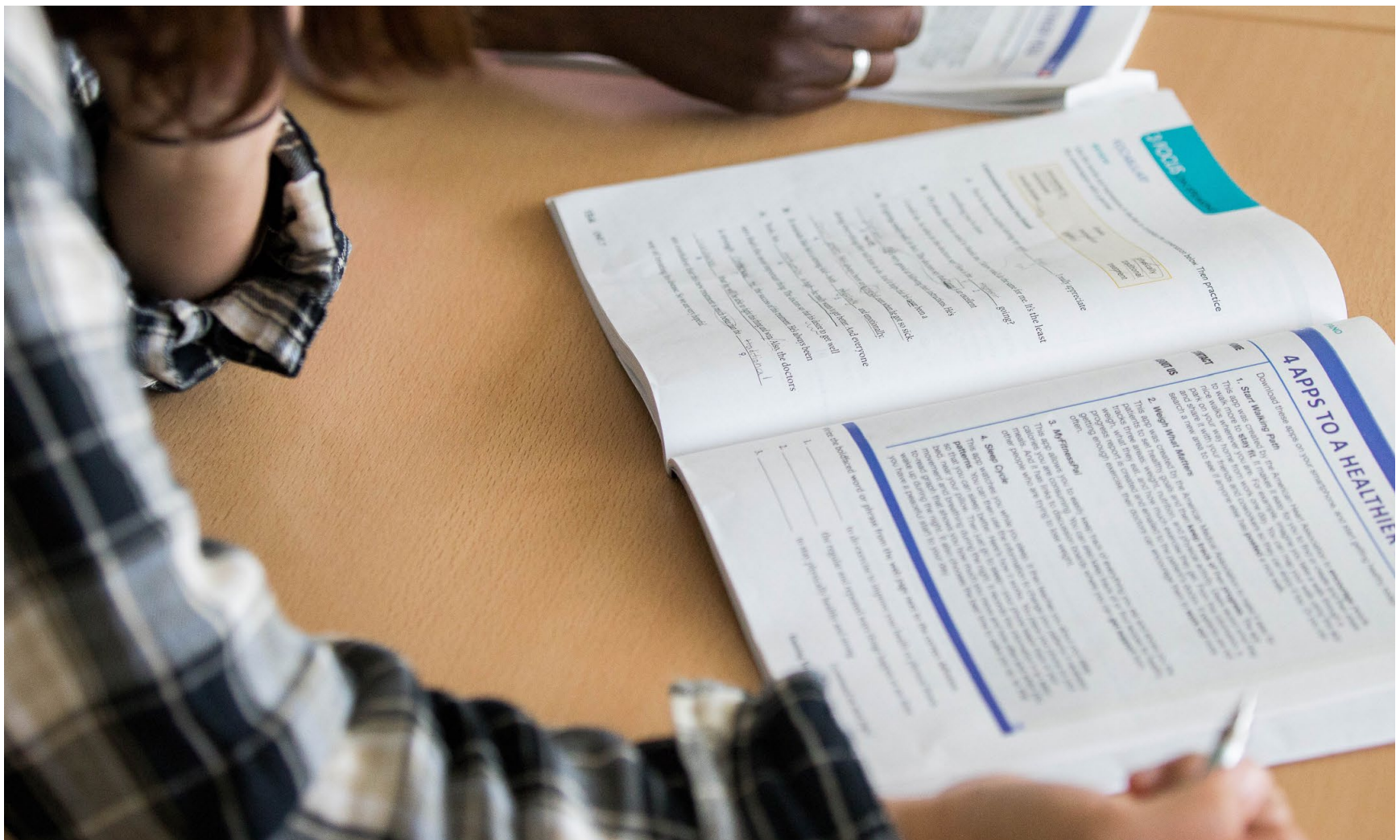
- Our sector continues to make itself available for consultation and collaboration with various other university units regarding language testing projects and activities. Examples include consulting on admissions testing for the Second Language Teaching program, on standardized exit testing procedures for OLBI's Centre for Language Learning and on language proficiency certification for hospital placements for students in the Faculty of Medicine. We also worked closely with the Department of Economics on the language assessment elements of a new Enriched Language Learning model for international Honours BA in Economics students.



Two students sitting next to the Ottawa sign in the ByWard Market

Research and outreach

- Beverly Baker, Director of Language Assessment, was awarded the [OLBI Chair in Language Assessment Literacy](#) (2022–2026). This research chair will enable support for a dedicated team of graduate students to promote sound research-based assessment practices across campus and beyond.
- LTS carried out a major project to align OLBI's Second Language Certification Test (ESL 3100 and FLS 3500) with the [Centre for Canadian Language Benchmarks](#) and the [Common European Framework of Reference for Languages](#). The result will be a table of equivalencies to enable more meaningful understanding of test takers' language abilities by the public.
- A key objective of both our research and outreach initiatives this year was to provide opportunities for student development, through mentorship and hands-on involvement in testing projects. For example, as part of their language assessment course, MA students collaborated on a project to validate and create content for the speaking subtest of the Second Language Certification Test.
- The Language Assessment Research Group organized two free online International Work-in-Progress events, where 20 international students were paired with internationally-recognized language assessment researchers for mentoring sessions. These sessions were organized in collaboration with the Graduate Student Assembly of the International Language Testing Association.



Two students working with exercise books

Language Support for Employees

Language Support Services for Professors

Demand for [language Support Services for Professors](#) continues to increase. In addition to offering specialized language courses to professors on academic writing for publication, Language Support Services also offered workshops to help professors develop the skills and confidence to participate more effectively in meetings and conferences. Furthermore, individual tutoring options have become increasingly popular for APUO members wishing to improve specific skill areas and to prepare for active and passive language tests. Professors who teach in their second language can also take advantage of classroom material revision services.

	Spring 2021	Fall 2021	Winter 2022
Tutoring contracts	49	30	40

	Spring 2022	Fall 2022	Winter 2023
Tutoring contracts	45	42	48

Language courses for staff

University staff members, researchers and full- and part-time professors continue to enrol in our [language support classes](#), to improve proficiency and confidence when working in their second language. Despite a return to campus, virtual classes continue to be the preferred course delivery mode, as they allow uOttawa community members and their families more flexibility while maintaining the benefits of class learning.

As we strive to continually adapt our programs and services to meet our staff’s needs, we are seeking to collaborate more effectively and efficiently with our colleagues. In addition to offering formal language courses, Language Support Services encourages second language learners to make use of informal online and in-person language learning resources and practice opportunities elsewhere on campus and beyond.

	Number of courses offered	Number of participants
FLS and ESL courses	37	521
FLS medicine	8	78

	Number of courses offered	Number of participants
FLS and ESL courses	42	422
FLS medicine	9	83



A person working on a laptop

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



CCERBAL 2023 Conference banner and CCERBAL logo

From 2021 to 2023, the [Canadian Centre for Studies and Research on Bilingualism and Language Planning \(CCERBAL\)](#) continued to generate and disseminate high-quality research on language teaching and learning, language policy and family language policy, new technologies and digital citizenship, and language assessment.

The CCERBAL had an ambitious program for this period. Activities in our key research areas continued to foster discussions and engagement with stakeholders, including academics, language teachers, policymakers, professional associations and the public. We presented lectures through our Research Forum series, published volumes of our peer-reviewed open-access bilingual OLBI Journal and held another edition of our signature biennial event, the CCERBAL international conference.

Research forums and special events

The following events were presented as part of the CCERBAL Research Forum series:

- January 20, 2023. Assessment of the Language Repertoires of Students in German Upper Secondary Education
Speakers: Dagmar Abendroth-Timmer and Christian Koch (University of Siegen, Germany)
- December 8, 2022. Presentation of the Mauril app by CBC Radio-Canada
Speaker: Anne Hébert, Mauril Project Head and Strategist, Radio-Canada
- October 25, 2022. Positive Psychology Can Help Overcome the Pernicious Native Speaker Ideology
Speaker: Jean-Marc Dewaele (Birkbeck College, University of London)
- April 27, 2022. Supporting Inclusion Through Innovation: Faculty Perceptions of a Content and Language Integrated Model of Support in a Canadian, Anglophone University
Speaker: Valia Spiliotopoulos, OLBI, University of Ottawa
- March 25, 2022. Unpacking Validation Approaches for Applied Linguistics: Current Challenges and Potential Solutions to Enhance Accessibility and Uptake
Speaker: Angel Arias, Carleton University

- November 30, 2021. The Racialized Somatic Norm in the ELT Workplace
Speaker: Vijay Ramjattan, University of Toronto
[Watch the Racialized Somatic Norm lecture](#)

OLBI Journal

In 2021, the OLBI Journal published 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'](#) (Lin, Levasseur, Brisson, Tsuchiya & Sohn, eds.). In December 2022, the journal published Volume 12, [Bilingualism and Beyond](#), a conference proceedings collection incorporating the contributions of the 2021 CCERBAL Conference (Levasseur, Tsuchiya & Tisizi, eds.). Volume 13, a special issue entitled *From Linguistic Insecurity to Security: Complexity and Diversity of Contexts*, is currently in production and scheduled to be published later in 2023. A call for papers is currently open for Volume 14, the CCERBAL 2023 conference proceedings, with publication planned for 2024.

Keynote addresses, panel discussions, books and other initiatives

Ambrosio, L. CELV Think Tank Meet. "Transversal Competences (TC) in Foreign Language Education." Feb. 7–8, 2022. Report published following event for national authorities and CELV February 23, 2022. Canadian representative and guest participant for this project.

Hamel, M.-J. (2022). *Tâches en ligne, construction identitaire et citoyenneté numérique en langue seconde*. 3rd Graduate Conference in French, University of Arizona (March 26). Tucson, Arizona.

Jezak, M. (2021). *Los centros universitarios de lenguas como actores de política lingüística*. Universidad de Tres de Febrero, Argentina. Online plenary conference (November).

Slavkov N. (2022) "Labels in Research and Practice: A useful tool, an object to dispose of, or a necessary evil?" Presentation at "Labelling Language and Language Learning. On continuing hegemonic thinking, essentialisms and epistemic justice" symposium organized by Sangeeta Bagga-Gupta. American Association of Applied Linguistics Conference (AAAL2022). Pittsburgh, Pennsylvania. March 2022.

Hamel, M.-J. & Diwari, A., Douglas, S. (2022). "UX Approach to Redesigning a Written Corrective Feedback Software Application: MyAnnotator Reborn as eTASC." EuroCALL 2022 Conference (August 17–19, 2022). Reykjavik, Iceland (online).

Movassat, P. (2023). *Grammaire : concepts et contextes*. Éditions JFD, Montreal. 270 p.

Slavkov, N. (2022). “Innovation, ideological change, and technology: OR how to foster multilingualism.” Keynote at the 2022 MEHR|SPRACHLICHE|BILDUNG – Linguistic Diversity as an Opportunity and Challenge in Educational Contexts Conference. University of Cologne, Germany. Aug.–Sept. 2022.

New Technologies and Computer Assisted Language Learning

- October 13, 2021. Public talk: *Mondes immersifs, réalité virtuelle et augmentée en apprentissage des langues*
Speaker: Maud Ciekanski, Université de Lorraine and ATILF (UMR 7118/CNRS)
- November 17, 2021: *Rétroactions correctives en ligne et production écrite en L2*
Speakers: Muriel Grosbois (CNAM-Paris) and Cédric Sarré (Université Paris-Sorbonne)

GRIGL Thursdays 2022

In winter 2022, the [Language Management Interdisciplinary Research Group \(GRIGL\)](#) presented a series of five online master classes, GRIGL Thursdays. Speakers included Rémi Léger (Simon Fraser University), Sylvie Lamoureux (University of Ottawa), François Larocque (University of Ottawa), Rachelle Vassey (Carleton University) and David Robichaud (University of Ottawa). The classes attracted hundreds of online views. [Watch the GRIGL master classes.](#)

Study day

On April 7, 2022, the GRIGL also held a workshop on methodology for research on language policy co-presented with the [Agence Universitaire de la Francophonie \(AUF\)](#). The workshop, led by Professors [Monika Jezak](#) (University of Ottawa), [Lia Varela](#) (UNTREF, Argentina), [Michelle Auzanneau](#) (Université Paris Cité) and [Carola Mick](#) (Université Paris Cité), offered master’s and doctoral students from their three universities, including those in the MA in Bilingualism Studies, both training and a chance to connect.

CCERBAL 2023 Conference

The CCERBAL 2023 Conference, entitled Bilingualism and Multilingualism: Transversal Competencies, Mobility and Well-being, focused on conceptual, empirical and practice-based contributions to language pedagogy, technology, assessment, language policy and family language policy. The call invited a wide variety of interdisciplinary submissions (approximately 200) in multiple categories, including keynote speeches, thematic symposiums, workshops, oral presentations and posters.

In addition, two pre-conference events enriched the program: one on French and English immersion at the post-secondary level and another on plurilingualism, migration and internationalization. The keynote speakers represented a combination of young and established scholars. They addressed topics in positive psychology as related to language learning, transversal competencies and ecologies of knowledges, plurilingual and critical education and tackling language discrimination, and crossing virtual borders as intercultural encounters. [See the CCERBAL 2023 conference program.](#)

Keynote speakers

- Prof. Sunny Man Chu Lau (Bishop’s University)
- Prof. Peter D. MacIntyre (Cape Breton University)
- Prof. Caroline Payant (Université du Québec à Montréal)
- Prof. Meike Wernicke (University of British Columbia)

Research grant highlights

CCERBAL members participate in several research projects for which they receive external funding. Among the research grants awarded in 2021, Catherine Levasseur received \$51,238 from the SSHRC Insight Development Grant as principal investigator for the project “*Expériences de socialisation langagière de jeunes issus des programmes de francisation en milieu francophone minoritaire canadien.*” Additionally, Valia Spiliotopoulos received a total grant of \$135,500 as co-investigator from the [Canadian Association of Language Teachers \(CASLT\)](#) for the project “Identifying Requirements and Gaps in French as a Second Language Teacher Education.”

OLBI’s Faculty of Arts Research Chair in Language Assessment Literacy was created in 2022 and awarded to CCERBAL member Dr. Beverly Baker. We look forward to the projects she will spearhead in the next five years.

Research funding summary

Funding source	2021–2022	2022–2023
Research funding (total)	\$956,844.86	\$245,613.52
SSHRC funding	\$280,975.69	\$150,446.85
OLBI Research Chair	\$25,000	\$50,000

Publications and other activities

CCERBAL members actively participate in various interdisciplinary research projects as principal investigators or co-investigators. They regularly present at international conferences and publish books, articles, book chapters, and teaching material. For more details visit the [CCERBAL Research Centre members webpage](#).



Nikolay Slavkov, Catherine Buchanan and Yves Pelletier, Associate Vice-President, Francophonie at uOttawa, at the CCERBAL 2023 Conference

CCERBAL 2023 Conference



Participants in a plenary session



Participants in a plenary session with Professor Marie-Josée Hamel (centre)



During a plenary session with Professor Meike Wenicke



Participants in a plenary session with Professors Meike Wernicke and Nikolay Slavkov (centre)



During a plenary session

Julien Couture Resource Centre

In this second year of the pandemic, the Julien Couture Resource Centre continued to meet the challenges posed by a hybrid learning environment and to offer relevant, timely solutions to our students, staff and professors in need of language support in French and English.

In summer 2021 and 2022, centre staff hosted a series of online orientation sessions in collaboration with various sectors within OLBI as well as with the [French Immersion Stream](#) and colleagues from various services across the University, such as the Library, Community Life, academic support units and the [Career Corner](#). These sessions were put in place to enable all students, particularly those entering university for the first time, to get as much information as possible about programs, courses and resources available in an online learning environment.

After offering our services online only throughout the 2020–2021 academic year, we were able to reopen the centre to the public part time for fall 2021, with new student staff on hand. They were available to serve our users both in person at the centre, as well as online, as we continued building on the previous years' investment in online spaces.

With the gradual return to campus, the centre worked closely together with a team of workshop facilitators to ensure that language practice was offered and available outside of the classroom setting and that all professors and students had regular access to the pedagogical materials in our collection. In addition, we organized several successful in-person activities, including a Human Library event and movie screenings every two weeks for our FSL and ESL patrons.

We used our recently developed application, [ILOBify](#), to provide students with information including referencing materials used for our FLS and ESL courses, the links and regular schedule for conversation workshops and open teaching and learning resources.

Throughout the Fall and Winter terms, centre staff took an active part in the uOttawa Library's initiative aimed at collecting and organizing open educational resources (OER). This collaboration helped identify relevant, high-quality pedagogical materials and, subsequently, was an excellent source of supplementary tools and resources for OLBI professors as well as students looking for more activities and exercises outside of the classroom.

As the centre's spaces and resources have become available full time to our users, we have also seen an increasing number of students choosing to take advantage of our study spaces and resources to interact with fellow students and improve their French or English language skills. We have also served as a hub for over 20 Master of Arts (MA) in Bilingualism Studies, Second Language Teaching (SLT), French as a Second Language (FLS) and English as a Second Language (ESL) individual course sessions, either to offer students an alternative classroom experience or a guided tour introducing them to the centre and our collection. In collaboration with the French Immersion Stream, we have

also hosted several events where students were given an opportunity to meet their peers and learn more about French services and resources.

In the same period, our conversation workshops attendance also increased, and a growing number of students were able to enjoy practising their French- or English-speaking skills in the company of their peers at the centre. Furthermore, a new initiative called [conversation partners](#) offered an alternative model to the group sessions, allowing users to individually make appointments with the centre's bilingual student staff and further benefit from regularly practising their speaking skills.

Throughout the report period, the Julien Couture Resource Centre managed to maintain its relevance as a dynamic, central gathering space for all language learners on campus.



Anza and Janna, ESL and FLS workshop facilitators, at the JCRC

Marketing and Development

The role of OLBI's Marketing and Development service is to promote the Institute's activities and achievements, to showcase its expertise in Canada and abroad and to raise awareness of its programs. It works with key partners on campus to support OLBI's mission to serve the Francophonie and to further bilingualism at the University of Ottawa.

Major donation from the Molson Foundation

OLBI received an unprecedented donation from the Molson Foundation in 2021. The generous \$500,000 donation over four years will allow OLBI to strengthen the Francophonie on campus and to establish initiatives promoting the use of both official languages. The Molson Foundation's support will also help to showcase Canadian innovation around the world in the areas of bilingualism and language acquisition and instruction.

A number of activities were made possible by the donation starting in 2021.

Some examples:

- Contribution toward the upscaling of the Linguistic Risk-Taking Passport through a new downloadable app
- Showcasing Francophone culture — visit by film director Philippe Falardeau and launch of the Human Library
- Strengthening the official languages learner community through networking, dialogue and support activities
- Participating in initiatives to promote careers in second language teaching
- Mobilizing OLBI faculty-led research activities by capitalizing on research forums, the CCERBAL Conference and other events

Mois de la Francophonie

OLBI actively contributes to [Mois de la Francophonie celebrations at the University of Ottawa](#) by publishing articles, videos and playlists highlighting the Francophonie's rich diversity, and by holding events that encourage people to easily discover Francophone culture. Participation in these activities has risen over the past two years, a sign of their becoming better known.

Overhaul of OLBI digital tools

In 2022, the marketing team embarked on a project to migrate the OLBI website to an upgraded and more robust platform, to make information easier to find and provide visitors with a more engaging experience. The project involved a complete overhaul of the contents of the website and its features. OLBI's newsletter was also given a facelift and made available online, to broaden its scope and impact. We are continuing to enhance the website to make it more relevant and to provide users with a more pleasant experience.

Innovative communications

The marketing team uses innovative approaches to create content that showcases OLBI's research activities and promotes its programs. For example, [a series of short videos](#) was created to convey the gist of complex research projects by professors from a knowledge mobilization perspective. OLBI's YouTube channel has racked up no fewer than 15,000 views annually since 2021.

Targeted social media and direct communication campaigns were also developed to raise awareness of OLBI programs and boost enrolment. The campaigns proved very effective for the Master of Arts in Bilingualism Studies program and for courses available to University of Ottawa professors and support staff.



The Molson Foundation believes in service to the community, and as such we support organizations and institutions from across Canada, in order to shape innovation and create lasting change for the benefit of society. We are proud to support the University of Ottawa, which shares our values of cooperation, generosity and building an even greater Canada, together.

Andrew T. Molson

President

Molson Foundation



Jacques Frémont, uOttawa's President, with students who received a prize at the launch of the Linguistic Risk-Taking Passport App

Court Challenges Program

The Court Challenges Program is a non-profit initiative funded by the Government of Canada (Canadian Heritage), administered by the University of Ottawa and affiliated with OLBI since 2018. It funds legal cases of national importance invoking constitutional and quasi-constitutional rights related to official languages and human rights. Test cases are selected and funded based on their potential to further, or deepen our understanding of, rights addressed by the program. Moreover, presenting these matters before the courts doesn't only help those seeking justice on the issue in question, but also helps promote respect for rights more broadly for the good of all Canadians.

Human rights cases funded by the program involve questions of fundamental freedoms; democratic rights; the right to life, liberty and security of the person; and equality, multicultural and gender equality rights. As for official language rights, the program can fund cases dealing with educational, legislative and judicial rights; equality and language promotion; rights related to service provision and communication; and the right to freedom of expression in both official languages. In 2022–2023, the program funded 74 applications for legal remedies — 41 in the area of human rights and 33 in that of language rights — for a total of over \$3.75 million.

To our knowledge, the program is the only one in the world to offer public funding for constitutional rights claims. By facilitating access to justice for minority and often politically-marginalized groups, it supports the rule of law in Canada. Funding decisions are made by two independent expert committees, representing the two program areas

(official language rights and human rights), as part of a simple and equitable application process. As not all cases can be funded, the goal is to support those that will have the greatest impact on jurisprudence and society.

But why is the program located at uOttawa and not within the government, which funds it? Firstly, to ensure the program's independence: Since the government is the respondent in the vast majority of cases in question, decisions regarding funding of challenges must be taken with complete independence.

As well, the program's mandate and values match with those of the University in terms of the health of minority communities and the fight against discrimination. The role the program plays in public policy and linguistic duality in Canada also helps give concrete expression to OLBI's mission. Finally, as the test cases funded are at the cutting edge of legal thinking, the program favours a culture of innovation consistent with that of the University.

[Learn more about the Court Challenges Program.](#)



Marika Giles Samson, CCP Director

Publications

Books written by author

Movassat, P. (2023). *Grammaire : concepts et contextes*. Editions JFD, Montréal.

Books/Edited journals

Levasseur, C., Tsuchiya, K. and Tisizi, E. (Dir.) (2022) *Le bilinguisme et au-delà / Bilingualism and beyond*. Les cahiers de l'ILOB/OLBI Journal, 12, Ottawa.

Slavkov, N., Melo-Pfeifer, S. & Kerschhofer-Puhalo, N. (Eds.) (2022). *The Changing Face of the "Native Speaker": Perspectives from Multilingualism and Globalization*. Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9781501512353>.

Vetter, E. & **Slavkov, N.** (2022) Multilingual education and how to learn to teach multilingual learning. *AILA Review Special Issue*. <https://doi.org/10.1075/aila.35.1>.

Book chapters

Baker, B. (2023). Literacy, transparency, and (mis)interpretations in communicating with testing stakeholders. In Papageorgiou, S., & Manna, V. (Eds.), *Meaningful language test scores: Research to enhance score interpretation*. John Benjamins.

Hamel, M.-J., Landry, J., & Bibeau, L.-D. (2022). Language instructors on their emergency remote teaching pedagogy during the pandemic. In B. Arnbjörnsdóttir, B. Bédi, L. Bradley, K. Friðriksdóttir, H. Garðarsdóttir, S. Thouësnay, & M. J. Whelpton (Eds.), *Intelligent CALL, granular systems,*

and learner data: short papers from EUROCALL 2022 (pp. 135-140). <https://doi.org/10.14705/rpnet.2022.61.1448>.

Knoerr, H. (in press). Formation initiale et continue des professeurs de langue dans un programme d'immersion universitaire : le rôle des responsables pédagogiques. In Rosales, E., R. Pinsonneault & J. Payeras (dir.). *Actes des 10^e Rencontres en enseignement des langues*.

Lalovic, P. (2021) Officially Bilingual: The University of Ottawa Experience, In E. Lavolette & A. Kraemer (Eds.), *Language Center Handbook 2021* (pp.175-195). Auburn: International Association for Language Learning Technology.

Séror, J. (2022). Plurilingualism in digital spaces. In E. Piccardo, G. Lawrence & A. Germain-Rutherford (Eds.), *Routledge Handbook on Plurilingual Language Education* (pp. 449-464). Routledge. <https://doi.org/10.4324/9781351002783>.

Slavkov, N. (2022). A journey to multilingualism. In G. Prasad, N. Auger, & E. Le Pichon (Eds.), *Multilingualism and Education: Researchers' Pathways and Perspectives* (pp. 248-255). Cambridge: Cambridge University Press.

Papers

Ambrosio, L. (2021) Des étudiants en FLS de l'Université d'Ottawa soutiennent l'apprentissage du français à travers le Canada/Ottawa FSL Students Support French Language Learning Across Canada. *Réflexions*, 40/2, 13-15. <https://www.caslt.org/en/media/reflexions/>.

Ambrosio, L., Granger, L. and Murray, B. (2022). Voix et voies des enseignants du Programme de langues internationales de l'Ontario. *Tréma*, 58. <https://doi.org/10.4000/trema.7679>.

Baker, B., Arias, A., Bibeau, L.-D., Qin, Y. (Coral), **Norenberg, M.,** & **St-John, J.** (2023). Rethinking student placement to enhance efficiency and student agency. *Language Testing*. <https://doi.org/10.1177/02655322231179128>.

Hamel, M.-J. & Bibeau, L.-D. (2021). Pratiques (numériques) de rétroaction corrective des enseignants de langue et prototype d'outil numérique pour les optimiser. *Revue ALSIC*. 24(2). <https://doi.org/10.4000/alsic.5550>.

Hamel, M.-J., Landry, J. & Bibeau, L.-D. (2022). Language instructors on their emergency remote teaching pedagogy during the pandemic. Arnbjörnsdóttir, B., et al. Intelligent CALL, granular systems and learner data: short papers from EUROCALL 2022: 135-140. ERIC: <https://eric.ed.gov/?id=ED625218>.

Knoerr, H. (2022). Teaching in one's L2 in a bilingual university, *Éducation et Sociétés Plurilingues*, 53 (décembre), 51-64.

Magnan, M.-O., de Oliveira Soares, R., Russo, K., **Levasseur, C.,** & Dessureault, J. (2022). « Est-ce que je suis assez bonne pour être ici ? »: anxiété langagière et discrimination linguistique en contexte scolaire québécois. *Canadian Journal of Education/Revue canadienne de l'éducation*, 45(1), 128-155. <https://doi.org/10.53967/cje-rce.v45i1.5023>.

Magnan, M.-O., De Oliveira Soares, R., Melo, F., Russo, K., & **Levasseur, C.** (2022). ¿Soy suficientemente bueno para estar aquí?": Ansiedad y discriminación lingüística en el contexto escolar de Quebec. *Periferia*, 14(2), 180-207. <https://doi.org/10.12957/periferia.2022.63355>.

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*, 54(4), 1214-1237. <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, 102-523. <https://doi.org/10.1016/j.system.2021.102523>.

Séror, J. (2022). L'écriture à l'ère du numérique : Apport de la capture vidéo écran pour l'étude de la composition et la reformulation. *Études de linguistique appliquée*, 2022/3 (no. 207), 365-378. <https://doi.org/10.3917/ela.207.0113>.

Roodi, F. & **Slavkov, N.** (2022). Gamification in L2 Teaching and Learning: Linguistic Risk-Taking at Play. *Cahiers de l'ILOB / OLBI Journal*, 12, 185-205.

Spiliotopoulos, V., Wallace, A. Ilieva, R. (2023). Diffusing Innovation to Support Faculty Engagement in the Integration of Language and Literacy Across the Disciplines in an Internationalized Canadian University. *Higher Education Research and Development (HERD)*, 42(2), 453-467.

Smith, C., **Spiliotopoulos, V.**, Masson, M., Kristmanson, P. (2022). Initiatives for Second Language Teacher Education: Cases from Canadian Universities. *American Council on the Teaching of Foreign Languages (ACTFL): The Language Educator Magazine*. 17(2).

Smith, C. Masson, M., **Spiliotopoulos, V.**, & Kristmanson, P. (2023). A course or a pathway? Addressing French as a Second Language teacher recruitment and retention in Canadian B.Ed. programs. *Canadian Journal of Education*, 46 (2), 412-440. <https://doi.org/10.53967/cje-rce.5515>.

Invited speakers

Ambrosio, L. (April, 2021). *Apprentissage en milieu communautaire : enrichissement de l'expérience étudiante et valorisation de l'enseignement*. Guest speaker invited by the CCNB. <https://www.youtube.com/watch?v=g4MEb1fF3WY>.

Ambrosio, L. (February, 2021) *Enhancing language education in cross-border vocational education / Encourager l'éducation aux langues dans la formation professionnelle transfrontalière*. CELV/ ECML European Council meeting, Graz, Austria. Representative and invited participant for Canada.

Ambrosio, L. (March, 2023) *Table Nationale Français Langue Seconde - TNFLS Vitrine : Recrutement et rétention - Projets de collaboration entre organisations*. Invited speaker. <https://tnfls-ntfsl.ca/evenement/mercredi-8-mars-2023/>.

Hamel, M.-J. (March, 2022). *Tâches en ligne, construction identitaire et citoyenneté numérique en langue seconde*. 3rd Graduate Conference in French, University of Arizona, Tucson, AZ (USA).

Séror, J., & Miguel Addisu, V. (2022, May 5). *Apprendre à distance : Pratiques déclarées et plurilinguisme des élèves*. As part of the Symposium: Comodalité et plurilinguisme scolaire : vers quelles transformations (transpositions)? organisé par V. Miguel Addisu, N. Guichon, & N. Thamin. 9^e Colloque International en Éducation, Montréal, Québec, Canada.

Séror, J. (2023, March 20). *Plurilingualism — Advantages for Life*. Invited talk for the French American School of Puget Sound and the North American Network of French American Schools.

Séror, J., & **Buchanan, C.** (2023, 8-12 May). *Littéracie universitaire et langue seconde*. 90^e édition du congrès de l'ACFAS, sous le patronage de la Commission canadienne pour l'UNESCO, Université de Montréal, HEC Montréal et Polytechnique Montréal, Montréal, Canada.

Slavkov, N. (2022) *Labels in Research and Practice: A useful tool, an object to dispose of, or a necessary evil?* Presentation at Invited Colloquium "Labelling Language and Language Learning. On continuing hegemonic thinking, essentialisms and epistemic justice" organized by Sangeeta Bagga-Gupta. American Association of Applied Linguistics Conference (AAAL 2022), Pittsburgh, USA, March 2022.

Slavkov, N. (2022) *Innovation, ideological change, and technology: OR how to foster multilingualism*. Keynote at the 2022 MEHR|SPRACHLICHE|BILDUNG – Linguistic Diversity as an Opportunity and Challenge in Educational Contexts Conference, University of Cologne, Germany, Aug-Sept 2022.

St. John, J. (2023) *Reflection and Feedback in Pronunciation* – Teaching Techniques and Tools, University of Alberta. January 2023.

Read papers, workshops, seminars and posters

Ambrosio, L. (2022, February) *Transversal competences (TC) in foreign language education*. Report written following the meeting for national authorities and ECML. Think tank / Groupe de réflexion. Representative and invited participant for Canada.

Baker, B., Bibeau, L. D., **Norenberg, M.**, **St-John, J.**, Qin, Y., & Arias, A. (2022, March). *Enhancing efficiency and student autonomy with a local directed self-placement test*. Language Testing Research Colloquium (International Language Testing Association online conference).

Dansereau, M.-C. (June 2021) *Un Français sur mesure pour des étudiants non francophones dans un programme universitaire en français*. SAPES- STLHE (online conference), Ottawa, Ontario, Canada.

Dansereau, M.-C. (July 2021) *Valoriser la diversité linguistique dans l'expérience du bilinguisme avec le français*. 15th World Conference of the FIPF (online conference): Le français langue de partage. Nabeul, Tunisia.

Dansereau, M.-C. (May 2023) Panel of professors: *Engagement des professeurs et stratégies pédagogiques utilisées dans les programmes d'immersion en français et en anglais* - Pre-conference: L'engagement avec l'immersion universitaire : leçons apprises de la recherche en français; nouvelles possibilités en anglais. CCERBAL Conference 2023, University of Ottawa, Ottawa, Ontario.

Hamel, M.-J. & Okoye, A. (2022). *Map your Story! Using Geolocation Tools to Produce Dynamic Multimodal Narrative Stories in Language Learning*. CALICO Conference 2022 (May 31- June 4), Seattle, WA (USA).

Hamel, M.-J. & Diwari, A., Douglas, S. (2022). *UX Approach to Redesigning a Written Corrective Feedback Software Application: MyAnnotator reborn as eTASC*. EuroCALL 2022 Conference (17-19 August 2022), Reykjavik (online), Iceland.

Hamel, M.-J. & Douglas, S. (2022). *Generation Z as rewilders of digital resources for language learning*. Lingu@num Conference (24-25 November 2022), Salzburg, Austria.

Levasseur, C. (2021, August 15-20). *Exploring children's identification and linguistic repertoire. Discussing the pitfalls of over/under-interpretation of a multilingual and multimodal set of data* [Communication]. In I. Rodrick Beiler & J. Dewilde (présidentes) *Representation of Multimodal and Multilingual Data in Linguistic Ethnography* (S153) [Symposium]. AILA Conference 2021, Groningen, Pays-Bas.

de Oliveira Soares, R., Magnan, M.-O., Russo, K., **Levasseur, C.**, & Dessureault, J. (2022, May 9-13). *Anxiété langagière et discrimination linguistique en contexte scolaire québécois : pistes d'intervention pour l'inclusion* [Communication]. In J. Charette & C. Borri-Anadon (présidentes), *Pratiques d'équité et d'inclusion pour les élèves issus de l'immigration et leurs familles : favoriser la responsabilité collective à tous les niveaux du scolaire* [Colloque], 89^e Congrès de l'ACFAS, Université Laval, Canada.

Levasseur, C. (2023, 24-25 mars). *Socialisation langagière et agentivité au-delà de l'enfance. Parcours de jeunes francophones en Colombie-Britannique*. Colloque en études francophones de la côte pacifique, Simon Fraser University, Burnaby, Canada.

Movassat, P. (2023). *Registres de langue et apprentissage des connecteurs logiques : pour une meilleure maîtrise des nuances en communication orale et écrite*. University of Guelph, 10th International Second Language Pedagogies, May 15 and 16, Guelph, Canada.

Séror, J. (2022, August 12). *Exploring plurilingual approaches to language learning education to support linguistically and culturally diverse students* [Invited workshop]. Canadian Association for Japanese Language Education Annual Conference. Carleton University (Virtual), Ottawa.

Séror, J., & Gentil, G. (2023, March 18-21). *Machine translation and cross-lingual wordsmithing: Case studies of biliteracy development*. AAAL Annual Conference 2023. Portland, OR (USA).

Spiliotopoulos, V., & Séror, J. (2023, May 3). *Research on an immersion/ CLIL models of language support at the university level: Broadening the scope of Engagement*. Pre-Conference talk, CCERBAL Conference 2023, University of Ottawa, Ottawa, Canada.

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

St. John, J. (2022) *Reflection in Pronunciation – Teaching Techniques for Raising Self-Awareness*. ATESL 2022 Online Conference. October 2022.

Other

Baker, B. (2022). [Invited review of G. De Angelis (2021), *Multilingual Testing and Assessment*. *Multilingual Matters*]. *Language Testing*, 40(1), 184-188.

Meyer, H., Giachetti, L., Castonguay, A., Caws, C., **Dansereau, M.-C.**, Lindner, T., White, R. A., Ahamada, L., Rodríguez, K., Praud, L. (2022). *Défi Francophone 2 : méthode de français*. Éditions Maison des langues (EMDL), 388 p.

Levasseur, C. (2022). Le bilinguisme en milieu de travail : une tâche invisible? *La référence*, (September). <http://hdl.handle.net/10393/44577>.

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