

ANNUAL REPORT 2017-2019

OLBI

Official Languages and
Bilingualism Institute



uOttawa

TABLE OF CONTENTS

Message from the Director | 2

Our Management Team | 3

OLBI and our Ecosystem | 4

TEACHING AND LEARNING | 5

Undergraduate Studies

Graduate Studies

Blended Language Courses

Language Support Services for Professors

Second Language Teaching

Courses for Staff

Centre for Language Learning

Julien Couture Resource Centre

French Immersion Stream

LANGUAGE ASSESSMENT | 16

RESEARCH | 19

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

OUTREACH AND PROMOTION | 25

PUBLICATIONS | 28

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MESSAGE FROM THE DIRECTOR

I am pleased to present this new report on the activities of the Official Languages and Bilingualism Institute (OLBI). It highlights our various accomplishments between 2017 and 2019. These years have been particularly significant in the area of official languages and bilingualism, both on campus and across the country.

Indeed, 2018 marked the 50th anniversary of OLBI in all its incarnations. It was an opportunity to celebrate the Institute's and our partners' achievements and to highlight the University of Ottawa's longstanding expertise and experience in the field of language education and promotion of the Francophonie and bilingualism.

A year later, in 2019, we had the pleasure of celebrating the 50th anniversary of the Official Languages Act, a historic Canadian law designed to promote, protect and value the richness that languages represent for individual and community identity and for our ability to understand and interact with others.

These moments of celebration featured a wide range of activities organized by our various sectors, as part of their mission to document, innovate and promote excellence in language education and language policy.

Through these activities, OLBI proudly contributes to a vision that builds on our rich heritage and places official languages at the heart of reflections to advance language learning, planning, and teaching here at the University of Ottawa but also in Canada and throughout the world.

The 2017-2019 period was also marked by the retirement of three esteemed colleagues, Alysse Weinberg, Sima Paribakht and Marlene Toews-Janzen. I would like to emphasize how much we will miss them and how important their contributions to OLBI have been. Fortunately, the departures were balanced by the arrival of new colleagues, Renée Bélec, the new director of marketing and development, and Margret Norenberg and Catherine Levasseur who have joined our academic staff.

I hope that you will enjoy reading about our recent activities and I invite you to stay in touch to keep abreast of our continued work.

Sincerely,

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AWARD OF EXCELLENCE

2018 AWARD OF EXCELLENCE FOR ADMINISTRATIVE STAFF

On December 14, 2018, Diane Daoust, OLBI office administrative assistant, received the Faculty of Arts 2018 Administrative Staff Achievement Award, presented by Kevin Kee, dean of the Faculty. The award recognizes Diane's exceptional commitment to OLBI and the Faculty and highlights her generosity and great professionalism towards everyone with whom she comes in contact. It goes without saying that, through her many years of experience, Diane has become an essential part of OLBI.



OLBI AND OUR ECOSYSTEM

The Official Languages and Bilingualism Institute plays an integral part in achieving the University of Ottawa's vision, where teaching excellence and innovation complement a commitment to bilingualism and the Francophonie.

As a Canadian standard-bearer for official languages and bilingualism, we strengthen and promote education and research in the fields of teaching, assessment and language policy design. We also bring together University of Ottawa official languages and bilingualism experts who work in these four areas:

- Teaching and learning
- Research
- Language assessment
- Outreach and promotion

TEACHING AND LEARNING



UNDERGRADUATE STUDIES

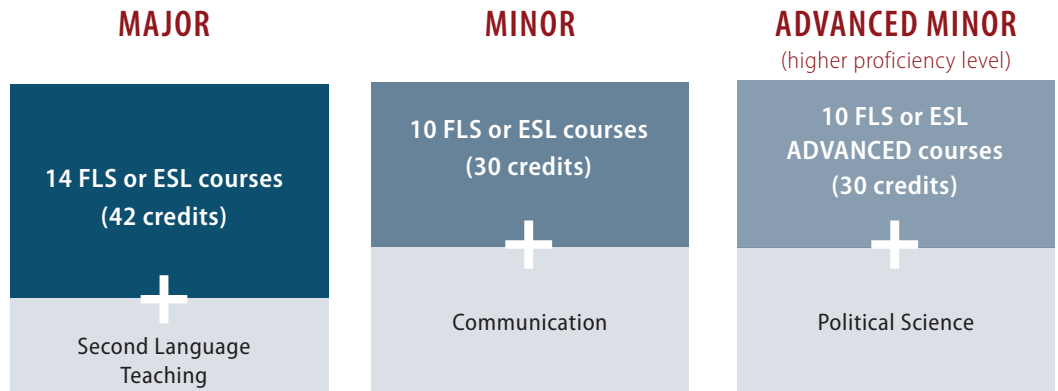
OLBI's undergraduate programs aim to develop English-French bilingual graduates, providing them with tools and a love of language and culture, while ensuring that they have every opportunity to learn. This is why learners discuss, write, read and argue. They go to the theatre, read different types of French or English literature and express their views on current events. The ultimate goal is to educate confident citizens to not be afraid to express themselves in their second official language.

French and English as a second language (FLS and ESL) programs are offered as majors, minors or advanced minors, and can be combined with other

disciplines. Whether the student chooses a combination of FLS and political science or ESL and communication, these combinations greatly enhance and differentiate the students' profiles and facilitate their entry in the job market.

These courses focus on the four key language skills. However, the goal is to decompartmentalize learning and expand it beyond the classroom. FLS and ESL students benefit from exchanges abroad at other postsecondary institutions, and from experiential learning activities such as co-op or volunteer placements, where their second official language is the working language.

EXAMPLES OF 4-YEAR COMBINED PROGRAMS (40 COURSES = 120 CREDITS)



FLS AND ESL STUDENT PARTICIPATION

Program	2017-2018	2018-2019
FLS and ESL Courses	4910	4927
Community Engagement for Learning	109	98
Exchanges abroad	9	9



BLENDED LANGUAGE COURSES

Blended courses combine in-person training and digitized learning activities, to enrich teaching. Over the last two academic years, a growing team of professors has been offering blended courses. To date, 20 courses have been converted to blended mode including Second Language Teaching (DLS) and Master of Arts in Bilingualism Studies courses. Assistance from the Teaching and Learning Support Service (TLSS), along with additional funding, enabled the team to further develop blended courses.

The digital shift led to the creation of the Brightspace *Ressources pour l'enseignement en modalité hybride* platform for teachers. During the 2017–2018 academic year, training on combining blended learning and language instruction was held, in collaboration with the TLSS. Nikolay Slavkov, Martine Rhéaume and Isabelle Lecoin presented models of blended courses, while David Macdonald and Alexander Yeuchyuk introduced technological tools for language teaching.

SYMPOSIUMS

The two annual symposiums hosted by the Interdisciplinary Research Group in Languages and Technologies (GRILT) also focused on blended learning.



JUNE 20, 2018—TECHNOLOGY IN LANGUAGE: FOR BETTER OR FOR WORSE! STORIES OF MIXED MARRIAGES, IN PERSON AND AT A DISTANCE

Presentations by Marie-Josée Hamel, Martine Rhéaume, Laura Ambrosio, Marie-Claude Dansereau and Laura Wheeler (OCDSB) focused on individual experiences and approaches to blended language courses and integration of language learning technologies.

2018— INNOVATIVE USE OF EDUCATIONAL TECHNOLOGY EXCELLENCE AWARDS

Martine Rhéaume won an excellence award for the design and development of the FLS2512 blended learning course. The award came with a \$3,000 scholarship that will allow further exploration of innovative university teaching.

JUNE 13, 2017—BLENDED COURSES

Presentations by Marie-Josée Hamel, Martine Rhéaume, Isabelle Lecoin, Peggy Flynn and Nancy Vézina (TLSS) focused on a technopedagogical model of teaching in blended modality, theme-based pedagogy, evaluation, migration to new learning management system D2L (Brightspace) and the integration of technology into language teaching.

SECOND LANGUAGE TEACHING

In 2018, the Second Language Teaching program—commonly referred to by its French initials, DLS (*Didactique des langues secondes*)—celebrated its 25th anniversary. It was an opportunity to bring together students, alumni, professors and colleagues to celebrate a quarter-century of a program that trains future teachers who, in turn, convey a passion for bilingualism to the next generation. More than 850 students have graduated from the DLS program since its inception.

It's a jewel here at the University. One of the best preparations for teaching second languages.

—Yves Desnoyers

The Second Language Teaching Program is co-coordinated by the Faculty of Arts and the Faculty of Education and draws on the complementary expertise of professors in these faculties.

The program includes a variety of courses related to language teaching methodology, covering speaking, listening, reading, writing and grammar, as well as courses on assessment, curriculum design, classroom observation and research, field practice, second language acquisition, technology, the inter-relationship between language, culture and society, special topics and more. Students are accepted into one of two streams, teaching French as a second language or teaching English as a second language.

I gained a lot of knowledge that I was able to share with other teachers who did not take the DLS program.

—Rebecca Montemurro

On graduation, some students choose to complete a Bachelor of Education while others explore careers in second or foreign language teaching in Canada or abroad and/or complete a master's.

The DLS Students' Association is very active and organizes numerous social events, where students and professors have opportunities to meet and build a community.

I am so lucky to have found a program that teaches me exactly what I want to do as a career— teach French as a second language. What I'm learning in the program is very relevant, and thus super interesting!

—Tess Jackes, 2019 DLS Student Association President



IN ADDITION TO TRAINING FUTURE LANGUAGE TEACHERS, THE DLS PROGRAM LEADS TO MANY OPPORTUNITIES SUCH AS:



ADMINISTRATION



LANGUAGE ASSESSMENT OR LANGUAGE POLICY SPECIALIST



CURRICULUM DEVELOPER



CONSULTANT



RESEARCHER IN APPLIED LINGUISTICS

CENTRE FOR LANGUAGE LEARNING

OLBI's Intensive Second Language Program has a new name, one that better speaks to the international and often multilingual students that it serves. Rebranded as the Centre for Language Learning, it oversees intensive ESL/FSL programs and teacher training programs for a variety of groups with different needs and from different contexts. 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.

UNIVERSITY OF NIIGATA PREFECTURE: INTERNATIONAL STUDENT EXPERIENCE COURSE

In February 2019, the program welcomed 15 students from the University of Niigata Prefecture in Japan for a five-week English intensive course. In addition to receiving 21 hours a week of intensive English training, students had opportunities to improve their language skills outside of the classroom through homestay placements, socio-cultural activities with other international students and weekly sessions with conversation partners.

ENGLISH INTENSIVE PROGRAM

The English Intensive Program (EIP) is the Centre's flagship ESL program. 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. This year, students in ESL0140 took CMN1148 Introduction to Organizational Communication, with the possibility of receiving uOttawa credits for this course when they start their undergraduate programs.



DID YOU KNOW?

Research done by Enrolment Management in 2018 on the performance of EIP alumni in undergraduate programs indicates that, compared with international students admitted directly into undergraduate programs, EIP graduates are less likely to be academically at risk after the first semester.

KOREATECH STUDENTS RETURN TO OLBI

During the last two academic years, the English Intensive Program welcomed a group of students from the Korea University of Technology and Education (KoreaTECH), located in the city of Cheon-An in Chungnam province, South Korea. The students were excellent ambassadors for their country, fully engaging in the EIP program. In addition to improving their English for academic purposes, they learned about Canadian culture and further developed their cross-cultural communication skills.

PROGRAMME INTENSIF DE FRANÇAIS

In 2017-2018, the *Programme intensif de français* (PIF) was divided into two courses designed to prepare students for University of Ottawa undergraduate programs— FLS0540 and FLS0560. In addition to studying French for academic purposes and participating in a university integration workshop series, students in FLS0560 were able to take CMN2535 (*Parole publique*) for uOttawa credits.



uOGlobal RECOGNITION

UOGLOBAL

The uOGlobal program helps students develop their global skills to thrive in today's diverse and interconnected job market. Eight English Intensive Program (EIP) students participated in the inaugural year of uOGlobal, alongside 223 undergraduate students. The EIP students attended the first two workshops, which gave them the opportunity to meet and have small group discussions with Canadian and international students from all faculties. They took an active part in sharing their perspectives on cultural differences in a safe environment, with the support of a facilitator.

The students are part of a two-year cohort. They must complete online training modules, a third workshop and four experiential learning activities by March 2020. During interviews, students mentioned that the program made them think about their future and the importance of starting to plan for it early. On completing the requirements, the students will receive the uOGlobal recognition.

DESTINATION CLIC

For the 17th year in a row, the Destination Clic summer school played host to students aged 13 to 15. This sponsorship program for Francophones living outside Quebec gives students a unique experience on the uOttawa campus. The program included classes on Franco-Ontarian literature, linguistics, media studies and music. Participants also took part in drama and creative writing workshops, as well as many other activities to discover Franco-Ontarian culture.

“It was only after joining ESL0140 that I truly understood how much improvement I can make to my language skills. Today, I am graduating from the EIP, and I am proud of myself. More importantly, I will soon commence my major with more confidence than ever before.”

—Reza, Gholamizadeh, 2018

INTERNATIONAL STUDENT ENGLISH EXPERIENCE COURSE (I-SEEC)

Now in its second year, I-SEEC, the International Student English Experience Course, welcomed students from China, Peru, and Germany. The aim of this course is to offer students opportunities to develop their ability to communicate effectively with native as well as non-native English speakers and to learn about Canada and its culture.

ENGLISH FOR ACADEMIC PURPOSES

Faculties are increasingly turning to second language intensive programs for assistance in designing and delivering targeted language workshops for their student population or their faculty members. The Centre provided courses in English for medical and academic purposes to a group of Chinese students from the Ottawa-Shanghai Joint School of Medicine. The Centre also offered a program on receptive skills for engineering to university professors from China.

ENGLISH FOR ACADEMIC PURPOSES: ENGINEERING

English for Academic Purposes training was offered to 17 Chinese students from the Faculty of Engineering's 3 + 2 (blended undergraduate + graduate) program. This two-week course is offered during the last two weeks of August, just before the start of the academic year, to ensure a smooth transition to the academic program. It prepares students entering the Faculty of Engineering for the linguistic demands of second-year undergraduate studies and subsequent master's studies.

TEACHER TRAINING

In partnership with the Faculty of Education, the Centre offered language training to a group of 105 high school English teachers from China sponsored by the China Scholarship Council. Their 12-week experience in Ottawa included classes on pedagogy and the use of technology in the classroom while the Centre for Language Learning delivered language courses in a welcoming, nurturing and immersive environment.

FRENCH IMMERSION STREAM

The French Immersion Stream is the largest university immersion program in Canada. Since 2006, it has worked with several faculties at the University of Ottawa to offer immersion courses in more than 80 academic programs, from administration to theatre, engineering and biopharmaceutical science. In addition to high-quality education, the French Immersion Stream supports students through the Immersion Mentoring Centre, the Immersion Club and study and conversation workshops.

The French Immersion Stream allows English-language secondary school graduates from French as a second language programs to pursue postsecondary studies in a bilingual environment. This unique program provides language courses that assist students in their disciplinary courses, in addition to linguistic and academic support tailored to their needs.

SYMPOSIUM “IMMERSION IN HIGHER EDUCATION: WHERE DO WE STAND TODAY?”

In May 2017, OLB’s Post-Secondary Immersion Research Group (PSIRG) hosted an international symposium entitled *Immersion in higher education: Where do we stand today?* Undergraduate students, alumni, and language professors exchanged ideas and approaches to overcoming immersion program challenges and to reflect on new avenues to be explored.

In December 2018, an in-depth study of the components of the French Immersion Stream: *Vers un Régime d’immersion en français renouvelé* was published. In January 2019, consultations were held with various stakeholders to discuss proposed changes. As a starting point, what was known as French Immersion Studies was rebranded as the French Immersion Stream, to better reflect the nature of the program. Further consultations will be held, leading to more changes over the next few years.

FRENCH IMMERSION STREAM GRADUATES

In 2018, 198 graduates received an *Immersion en français* mention on their diplomas. Since the beginning of the French Immersion Stream, 1,343 students have received this mention.

Graduates by Faculty	2010	2011	2012	2013	2014	2015	2016	2017	2018	
Arts	24	30	45	36	38	37	63	44	48	
Management	3	11	6	11	14	13	9	10	13	
Health Sciences	7	16	13	23	27	18	28	30	34	
Social Sciences	47	72	58	69	57	71	60	90	84	
Sciences					1	9	17	22	19	
Total	81	129	122	139	137	148	177	196	198	1343

SCHOLARSHIPS

To encourage Francophile students to persevere with their studies in French, the French Immersion Stream has established several partnerships leading to scholarships and prizes totalling more than \$350,000.

The French Immersion Stream proudly supports the following competitions:

- French Public Speaking Contest (Canadian Parents for French)
- *Concours Immersion Clip* (Association canadienne des professionnels de l’immersion)
- National Essay Contest (French for the Future)
- *Concours de français langue seconde* (uOttawa)

PROMOTING THE FRENCH IMMERSION STREAM

French Immersion Stream students were invited to visit their former high schools during winter term reading week to share their experiences with Grade 9 to Grade 12 students. In 2018, 75 class visits were organized in 27 schools.

ENROLMENT

	2016-2017	2017-2018	2018-2019
Enrolment	621	704	701

Source: Institutional Research and Planning



GRADUATE STUDIES

The 2017-2018 academic year saw the appointment of a new Director of Graduate Studies, Marie-Josée Hamel. Dr. Hamel would like to thank her colleague Sima Paribakht for all the work she has done for the MA in Bilingualism Studies program, from its inception 10 years ago to today. The program welcomed its first cohort of students in 2014-2015, and enrolment has been growing steadily.

MASTER OF ARTS IN BILINGUALISM STUDIES

The MA in Bilingualism Studies aims to develop in-depth knowledge of and research skills in activities influenced by this important field of applied linguistics, in particular, innovative language teaching and learning, including use of technology, language assessment, language management; and language policy.

A diverse group of national and international students (France, United States, United Kingdom), drawn from various fields (language didactics, theoretical and applied linguistics, translation, etc.) take part in the program. Students benefit from research and/or teaching assistantships, in addition to participating in funded research projects led by OLBI teachers, on topics such as:

- Linguistic Risk-Taking Initiative
- Digital literacies for language teaching
- Civil servants' working languages
- Multilingual academic literacies

Some students choose to pursue the MA with research paper, a more applied research option that allows students to graduate in one year. Others opt for an MA with thesis which involves a second year of research work.

DUAL DEGREE WITH THE UNIVERSITÉ LYON 2

During the 2018-2019 academic year, the University signed a dual degree agreement with Université Lyon 2. An official ceremony at the French Embassy in the presence of dignitaries marked this important event.

The dual degree project stems from a close collaboration between Marie-Josée Hamel, Director of the MA in Bilingualism Studies (University of Ottawa) and Nicolas Guichon, Director of the Master 2 in Science of Language (Université Lyon 2). The project also involved key partners from the University of Ottawa, Rachel Fontaine-Azzi from the Graduate Studies Office and Janine Denis from the International Office.

The dual degree allows two students from each of the programs to spend one semester in the host university and receive two distinct degrees at the end of the program. Two students from Lyon, Calder Ferguson and Anne Lechowicz, as well as one student from uOttawa, Sarah Auyeung formed the first cohort.

OUTREACH

Among the outreach activities associated with the MA in Bilingualism Studies, the outstanding work of Mathilde Cames is worth highlighting. She received a research grant from the *Centre de recherche en civilisation canadienne-française* for her project entitled *Expériences individuelles et collectives du bilinguisme et influence des représentations institutionnelles chez les étudiants bilingues à l'Université d'Ottawa*. Ms. Cames was selected for a fellowship created as a result of a partnership between the European Centre for Modern Languages in Graz, Austria and OLBI. In this role, Ms. Cames was able to gain unparalleled experience through her involvement in carrying out and promoting the ECML's work with language professionals around the world.

Furthermore, MA in Bilingualism Studies students volunteered and presented at CCERBAL's annual conference held on May 3 and 4, 2018, which focused on *Translanguaging: Opportunities and Challenges in a Globalized World*. In addition, Giselle Lehman presented a poster on her research at the UQAM symposium on bilingualism.

THE RANGE OF SUBJECTS EXPLORED BY MA STUDENTS

Year	Student	Project	Supervisor
2017	Catherine Mongrain	Capsules grammaticales pour la classe inversée de français langue seconde – constitution et analyse d'un corpus à des fins pédagogiques (mémoire)	Marie-Josée Hamel
2017	Stephanie Kawamoto	Allophone Children in French Immersion Programs: Issues of Access and Gatekeeping in Ontario Schools	Sylvie A. Lamoureux
2017	Yves Desnoyers	Revitaliser la cyber-enquête à l'ère du Web 2.0	Marie-Josée Hamel
2017	Bernice Ofori	Language Maintenance Opportunities and Challenges Among Heritage Language Speakers	Nikolay Slavkov
2017	Joselyn Brookshank	Family Language Policy: Parental Discourse Strategies and Child Responses	Nikolay Slavkov
2018	Alejandro Silva Páez	The Cultural Integration of Adult Immigrants in Canada: The Role of Language Ability	Monika Jezak
2018	Russell de Haan	La pédagogie par tâche en enseignement du français langue seconde aux immigrants adultes en contexte francophone minoritaire canadien : perceptions et pratiques des enseignants	Monika Jezak
2018	Joanne Asselin	Fonctionnaires fédéraux du Canada apprenants de français langue seconde : terrain de recherche à découvrir	Sylvie A. Lamoureux
2018	Majida Harb	Cross-Linguistic in Third Language Acquisition: The Case of Arabic-English Bilinguals Learning French (L3)	Nikolay Slavkov
2018	Giselle Lehman	Bilingualism's Long-term Cognitive Benefits: Individual and Societal Implications for our Aging Population	Nikolay Slavkov
2018	Stephanie Marshall	The Linguistic Risk-Taking Initiative: An Investigation into a New Educational Tool for Fostering Linguistic Risk-Taking Amongst University-level Language Learners	Nikolay Slavkov
2019	Danielle Takoff	Helping Each Other Along: An Investigation into How Language Learners Can Work Together to Increase Language Accuracy	Beverly Baker

What aspects of the MA program did you find most beneficial?

"The relevance of the content and the competence of the OLBI faculty and support staff."

"The quality of teaching, the size of groups and the ease of obtaining a thesis supervisor are some of the program's strengths."

LANGUAGE SUPPORT SERVICES FOR PROFESSORS

The 2017–2019 period saw a restructuring of OLBI’s Linguistic Support for Academic Staff service, rebranded as “Language Support Services for Professors.” Efforts to revitalize the service have also led to the creation of a new website.

The language support program provides high-level training in both official languages for full-time professors (APUO members). It aligns with the University’s commitment to promoting a bilingual environment on campus.

IMPROVED LINGUISTIC SUPPORT FOR PROFESSORS

Since May 2019, 160 hours of additional language support are offered to the faculties, in addition to the language support currently offered, allowing professors to benefit from sustained support. These services, ranging from basic language learning to preparation for the conference presentations and pronunciation review, are made available in individual or group formats.

LANGUAGE SUPPORT FOR FULL TIME PROFESSORS

- Basic learning
- Advanced learning
- Preparing for administrative positions
- Preparing to teach in a second language
- Pronunciation review
- Basic grammar review
- Basic writing review
- Advanced writing for publication
- Reading groups
- Preparation for conference presentations
- Discussion groups with peers
- Cultural activities
- Preparation for tests for tenure requirements
- Editing of classroom documents

TEACHING ON A BILINGUAL CAMPUS: WHAT IS IT REALLY LIKE?

On February 7, 2019, OLBI organized an interactive forum where professors were invited to share their perspectives on how bilingualism affects their daily work activities and to discuss the benefits and challenges they have experienced. The aim was to gain a better understanding of the needs and to enhance services that are offered to support faculty at the University of Ottawa.



As a new undergraduate professor teaching in French for the first time, it was extremely beneficial to have access to a professional tutor. My tutor helped me work on my language skills and confidence before the beginning of the term, and then contributed to the effectiveness of my teaching each week by helping me prepare written materials such as slides, exercises and group emails.

—A.J. Corner, Assistant Professor (Telfer)



COURSES FOR STAFF

OLBI, in collaboration with Human Resources, continues to offer high quality, convenient and flexible language courses to University of Ottawa staff. Over the last two academic years, 18 French or English as a second language courses were offered. The retention rate for the 2017–2018 academic year was 60%. It increased to 64% for the 2018–2019 academic year.

As for the FLS Medicine Program, developed in collaboration with the *Bureau des affaires francophones (BAF)*, the retention rate increased from 62% to 73%, the best results since the launch of the program.



Having skills in both of Canada’s official languages not only allows me to carry out my activities more competently, but also serves as an example to my students. Thank you to OLBI for offering the French as a second language course.

—Gilson Gitirana, Researcher, Civil Engineering

JULIEN COUTURE RESOURCE CENTRE

NEW TECHNOLOGY

In 2017–2018, the Julien Couture Resource Centre staff transferred 2,000 catalogue records from the old local database to a new online KOHA (ilob-olbi.juliencouturecentre.ca/) platform, allowing for a wider use of its collection. The new platform has also helped to establish a solid online presence for the Centre for English and French as a second language learners as well as OLBI researchers and professors.

The new platform offers various possibilities for the users to collaborate. They can create personalized resource lists to share for a course or for private research or reference. They can also create tags to indicate the usefulness of a specific resource for a particular language skill and leave comments or evaluations through a star-based rating system. For professors, the platform also makes it possible to create resource reserve lists for their courses and easily submit purchase recommendations for the Centre's collection.

The Centre also added external links for each catalogue record directing users to publishers' or distributors' websites, to the catalogues of the University of Ottawa library and the Ottawa Public Library and to learning sites and platforms providing access to additional research, teaching or self-directed learning resources.

The new KOHA platform has allowed the Centre to develop its collection more effectively and provide an enhanced, information-rich, virtual and physical environment.

REFURBISHMENT PROJECT

In fall 2018, the Centre sought input from users on the redesign of its physical space with their needs in mind. The Resource Centre refurbishment project, in collaboration with Faculty of Arts staff, has been inspired by new or redeveloped campus spaces such as the Faculty of Education Resource Centre, or the most recent Learning Crossroads (CRX), equipped with state-of-the-art equipment and modular furniture for an optimal educational experience.

The final goal of the project is to make the Centre an even more welcoming and stimulating learning space, with two complementary sections, one supporting official language learners and the other providing teachers with relevant resources.

With the implementation, promotion and dynamic use of KOHA and the refurbishment project, the Julien Couture Resource Centre is poised to fulfill and support OLBI's mission now and for many years to come.





LANGUAGE ASSESSMENT

LANGUAGE ASSESSMENT

OLBI's Language Assessment sector already had a well-established reputation for innovation and leadership in the field of language assessment. The 2017-2019 period led to even greater local, national and international awareness, as new partnerships were cultivated and accomplishments and expertise were shared through various research and practitioner groups. The sector has been committed to working through resource challenges in administering and developing tests of the highest possible quality, especially for students, who are the main priority. In addition, the Language Assessment sector has expanded its mentorship opportunities for graduate students, offering authentic, formative learning experiences.

LANGUAGE TEST DEVELOPMENT AND ADMINISTRATION

Over the two-year period covered by this report, the Language Assessment sector continued working on an ambitious specifications project for two of the key tests offered both internally and externally, the CanTEST (English) and the TESTCan (French). The sector also completed two new versions of the TESTCan, which were put into use immediately. Both projects were coordinated by the new head of language testing services, Dr. Angel Arias.

The Language Assessment sector also embarked on a test development partnership with the Canadian Mortgage and Housing Corporation to develop assessments of employee reading and writing skills. As for internal projects, the writing scoring grids for the University of Ottawa's French Immersion Stream were completely revised to provide more assistance in course placement decisions. Sector members continue to meet regularly with other University units and services to share the sector's expertise and advise on language assessment issues, including, in the past two years, with the Admissions Office and the Faculty of Education.



RESEARCH

LANGUAGE ASSESSMENT RESEARCH GROUP (LARG)

LARG welcomed a distinguished visiting scholar, Carol Chapelle from Iowa State University, for the fall 2017 term. Professor Chapelle worked with OLBI colleagues and graduate students, sharing her expertise in language test validity and validation processes.

On May 3 and 4, 2018, the annual CCERBAL conference, entitled *Translanguaging: Opportunities and Challenges in a Global World*, took place. LARG members organized and participated in a symposium on translanguaging in language assessment featuring OLBI's work as well as projects from colleagues from the U.S., Belgium and Mexico.

In April 2019, LARG was pleased to sponsor a talk entitled *Mi'gmaq immersion and nature-based education: A conversation with educators from Listuguj First Nation*. Joyce and Brenda Germain shared their innovative practices for teaching and assessment of language in the classroom and on the land. This presentation was the culmination of a multi-year research partnership with the director of language assessment, Beverly Baker.





TEST VALIDATION PROJECTS

Members of the Language Assessment Sector pursued six internal test validation projects, including one completed as part of the course requirements of the Language Assessment course, part of the MA in Bilingualism Studies. These projects have led to multiple publications and national and international conference presentations.

1. *Mixed-methods development of a test-taker-oriented writing rating scale.*

Project team: Beverly Baker, director, language assessment; Angel Arias, head of language testing services; Maryam Homayounzadeh, OLBI visiting student researcher.

2. *Test taking processes and cultural bias reviews: Validation report on the TESTCan and CanTEST.*

Prepared by the students of BIL5103, Evaluation of Second Language Competence: Elaaf Alsomali, Sarah Auyeung, Laura Castano Laverde, Majida Harb, Raquel Llama, Giselle Lehman, Stephanie Marshall, Nasren Musa Elsageyer.

3. *Creating a validity argument for an existing testing program for university admissions and professional certification. Collaborative project with OLBI's visiting scholar, Dr. Carol Chapelle (supported by a University of Ottawa Visiting Researcher Grant).*

4. *Testing bilingualism: Incorporating translanguaging into a listening task for university professors.*

Project team: Amelia Hope, former head of Language Testing Services; Beverly Baker.

5. *Re-evaluating commonly held views of residual-based fit statistics in language assessment research: Rasch analysis of the CanTEST listening subtest.*

Project lead: Angel Arias.

6. *Skimming, scanning, and reading comprehension: An exploration of construct through exploratory factor analysis.*

Project team: Angel Arias, Beverly Baker, Amelia Hope.

OUTREACH

At the invitation of the South Korean Ministry of Education, two members of the Language Assessment team travelled to South Korea to investigate partnerships with South Korean universities involved in the training and assessment of French teachers.

Angel Arias and Nathalie Loye (Université de Montréal) presented a pre-conference workshop on an argument-based approach to test interpretation and use at the 40th symposium of the *Association pour le développement des méthodologies d'évaluation en éducation* (ADMEE-Canada).

The Language Assessment Research Group volunteered to support the development of a new International Language Testing Association special interest group (SIG) in language assessment literacy, by producing a literature review and an initial membership contact list.

LARG members and graduate students collaborated on a series of teacher-friendly workshops on language assessment for University of Ottawa language teachers, as well as members of TESL Ottawa.

- At uOttawa and at TESL Ottawa Professional Development Day: Reading Comprehension Question Bootcamp (in English, with MA students Sarah Auyeung, Majida Harb and Nasren Musa Elsageyer)
- At uOttawa: *Lightning Rubric Creation* (bilingual, with Beverly Baker)



RESEARCH

CANADIAN CENTRE FOR STUDIES AND RESEARCH ON BILINGUALISM AND LANGUAGE PLANNING (CCERBAL)

The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) fulfills the research mandate of the Official Languages and Bilingualism Institute. The Centre's key research themes include language teaching and learning, new technologies, language assessment, and language policy, including family language policy. Among CCERBAL's many activities are a biennial conference, various symposia, workshops, invited speaker series and special events. In addition to the members based at OLBI, the Centre regularly hosts national and international visiting researchers for short and long-term stays as well as graduate and undergraduate researchers and interns. CCERBAL supports three OLBI / Faculty of Arts research chairs and five active research groups. The Centre also publishes an open access journal, *OLBI Working Papers*.

In July 2017, Nikolay Slavkov was named CCERBAL director at the completion of Marie-Josée Hamel's final term in the position.

CCERBAL 2018 CONFERENCE *TRANSLANGUAGING: OPPORTUNITIES AND CHALLENGES IN A GLOBAL WORLD*

CONFERENCE CHAIRS: NIKOLAY SLAVKOV AND JÉRÉMIE SÉROR

"Translanguaging" refers to the complex use of more than one language as a (combined) resource. It has recently captured the imagination of scholars and practitioners around the world. At the same time, it has also elicited debate about its precise meaning and application in various contexts. The conference held in May 2018 stimulated multifaceted discussions on the role of translanguaging as a linguistic and social practice in family, community, educational and institutional domains and the interactions between this concept and plurilingualism. Plenary speakers were Ofelia Garcia (City University of New York), Guillaume Gentil (Carleton University) and Danièle Moore (Simon Fraser University and Sorbonne Nouvelle-Paris 3). The conference also featured four round tables, two thematic symposia and seven workshops. Approximately 200 researchers, students, educators, policy makers and other stakeholders attended this two-day event.



ROYAL VISIT AND A CONFERENCE ON MULTILINGUALISM

In March 2018, as part of the royal visit of Their Majesties the King and Queen of the Belgians to the University of Ottawa, Sylvie Lamoureux, OLBI Research Chair in Language Management, co-organized a conference with the Université Catholique de Louvain, inviting researchers and experts from Canada and Belgium to share their perspectives on the theme of “Multilingual Education and Language Learning: Canada and Belgium at a Crossroads.”

COMPENDIUM OF LANGUAGE MANAGEMENT IN CANADA

In September 2017, the Language Management Interdisciplinary Research Group (GRIGL), led by Monika Jezak, launched the Compendium of Language Management in Canada, a new web-based resource offering information on the “Canadian school” of language planning. The compendium (uOttawa.ca/clmc) offers content on political and institutional foundations, the linguistic history of Canada, the legislative framework and court decisions, language rights, demolinguistic statistics, official languages governance and international perspectives. In fall 2018, Monika Jezak presented the compendium during the Forum on Good Practices in Official Languages. More than 200 federal government official languages champions gathered at the Shaw Centre in Ottawa for this event, which also received cross-Canada exposure within the federal government.



ARMCHAIR DISCUSSION WITH FEDERAL BODIES CELEBRATING PUBLIC SERVICE LINGUISTIC DUALITY DAY

In September 2017, the Council of the Network of Official Languages Champions, in partnership with the Canada School of Public Service, the Treasury Board Secretariat and Canadian Heritage, held an armchair discussion entitled *Nothing Ventured, Nothing Gained: Fostering Second Language Risk-taking*. The theme of the session was inspired by a new project conceived by Nikolay Slavkov and a team of OLBI researchers, students and staff members called the Linguistic Risk-Taking Initiative. Nikolay Slavkov and Jérémie Séror were invited to present the project in person and in a broadcast across the Canadian public service coast to coast.

RESEARCH FORUM AT THE EMBASSY OF FRANCE

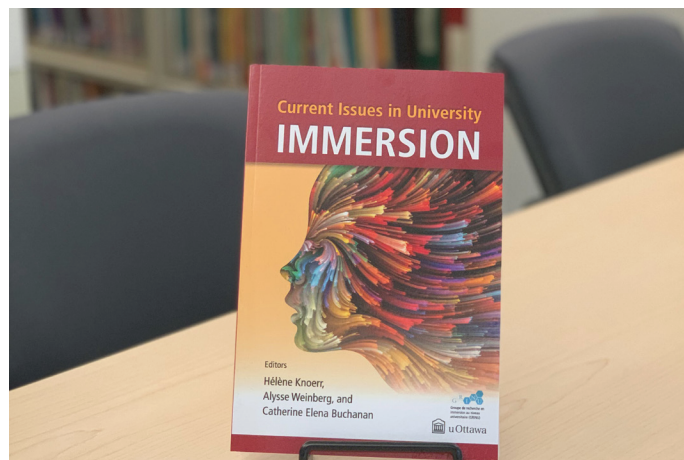
In fall 2017, the Embassy of France opened its doors for a CCERBAL research forum held during the annual meeting of DELF-DALF test centre directors from across Canada. The invited speaker was Marie-Odile Hidden (*Université Bordeaux Montaigne*) and the topic of the presentation was *Enseigner à rédiger en français (langue seconde) : quelles pratiques de classe?* In fall 2018, the CCERBAL again hosted a research forum under the auspices of the Embassy of France. This time, Christine Busson-Camara (*CAVILAM – Alliance française*) delivered a talk at uOttawa entitled *La formation continue des enseignants de langues aujourd'hui : enjeux, impacts et outils pour impliquer les enseignants*.

PARTNERSHIP WITH THE EUROPEAN CENTRE FOR MODERN LANGUAGES (ECML) OF THE COUNCIL OF EUROPE

OLBI continued its partnership with the ECML as a national point of contact in Canada by participating in the annual Professional Network Forum at the ECML's headquarters in Graz, Austria, sharing information about new developments and language teaching best practices and policies with numerous European organizations, and by supporting Canadian experts' involvement in ECML projects. Ten experts from across Canada have been named by OLBI to participate as associates in ECML-led projects. Funding through a partnership agreement between OLBI and Canadian Heritage has been made available to the Canadian experts to travel to key project workshops and meetings. In early 2019, the ECML launched a new call for proposals for the 2020–2023 program, entitled *Inspiring innovation in language education: changing contexts, evolving competencies*. OLBI looks forward to continuing this collaboration.

ECML PROJECTS

The ECML project entitled *Developing migrants' linguistic competencies in the, and for the, workplace (Language for work–LFW)–Professional training tools* is the result of exchanges within a network of language specialists from different countries. The group met in October 2018 in Graz, Austria. Laura Ambrosio (OLBI) and Jeff Bale (OISE) were present to represent Canada. Another ECML project, eLANG, hosted Marie-Josée Hamel and Catherine Caws as Canadian experts. The didactic framework of the socio-interactional approach put forward by the eLANG project has been published, as well as the eLANG training modules, now online on an open Moodle site.



NEW BOOK BY OLBI PROFESSORS

An edited collection entitled *Current Issues in University Immersion* was published in fall 2018 by Hélène Knoerr, Alysse Weinberg and Catherine Elena Buchanan, members of the University Immersion Interdisciplinary Research Group. The volume addresses language policies, demographic and institutional realities, and the experiences of students and professors with regard to postsecondary level immersion.



2019 YOUNG RESEARCHER OF THE YEAR AWARD & 2019 EARLY RESEARCHER OF THE YEAR AWARD

Beverly Baker, associate professor at OLBI, received much recognition during the 2018–2019 academic year, including the 2019 Young Researcher of the Year Award from the Office of the Vice-President, Research, and the 2019 Early Researcher of the Year Award from the Faculty of Arts. Beverly, director of the Language Assessment sector and of the Language Assessment Research Group, has developed a national and international reputation through her many contributions to language assessment and language teacher development.



TWO NEW RESEARCH CHAIRS

In August 2017, OLBI and the Faculty of Arts announced the appointment of two new Research Chairs in Bilingualism. The Chair in Language Management was awarded to Sylvie Lamoureux and the Chair in Language Learning and Acquisition to Christopher Fennell. These new chairs were added to the existing Chair in New Technologies and Computer Assisted Language Learning held by Marie -Josée Hamel.

NEW RESEARCH GROUP

In fall 2017, a new research group entitled Linguistic Risk-Taking Research Group (LingRisk) was added to the CCERBAL's four active research groups: the University Immersion Interdisciplinary Research Group (UIIRG), the Language Assessment Research Group (LARG), the Interdisciplinary Research Group in Languages and Technologies (IRGILT) and the Language Management Interdisciplinary Research Group (LMIRG).

RESEARCH GRANTS

RESEARCH GRANTS (GLOBALLY) IN CANADIAN DOLLARS					
SOURCE					
Year	Funding Agencies	Other Peer-reviewed Grants	Contracts	Other	Total
2017-2018	406,628	33,728	4,810,304	82,589	5,333,249
2018-2019	267,024	37,000	4,835,304	45,756	5,185,084

CCERBAL BY THE NUMBERS (2017-2019)



Research forums hosted



Articles published by OLBI Working Papers



Presentations at the 2018 CCERBAL Conference



SSHRC-funded projects



Linguistic risk-taking passports distributed

RESEARCH FORUMS

For a complete list of CCERBAL forums, visit ccerbal.uOttawa.ca/en/activities/olbi-research-forum

A circular arrangement of various colored pencils pointing towards the center, with the text "OUTREACH AND PROMOTION" overlaid in white.

OUTREACH AND PROMOTION

OUTREACH AND PROMOTION

In October 2018, Renée Bélec was appointed to the position of OLBI Director of marketing and development. Her key role is to manage communications and develop market strategies to promote OLBI expertise in Canada and abroad in the areas of research, language teaching and acquisition, language assessment, bilingualism and language planning, in order to support the University of Ottawa's mission of service to the Francophonie and bilingualism.

BRANDING

To revitalize OLBI's brand and better reflect our innovative, flexible character, a new visual representation for the Institute was created. It was designed to make OLBI stand out, work well with digital assets and, through consistent application, achieve recognition and longevity.

COURT CHALLENGES PROGRAM (CCP)

In 2018, the Department of Canadian Heritage, in collaboration with the federal Department of Justice, reinstated and modernized the Court Challenges Program (CCP). The University of Ottawa was chosen as the independent organization responsible for implementing and managing the new CCP.

The CCP's mandate is to provide financial support to Canadians to bring test cases of national significance before the courts. In addition, it serves to assert and clarify certain constitutional and quasi-constitutional official language and human rights.

More information about the program can be found at pcjccp.ca.

LANGUAGES CANADA

As a member of Languages Canada's International Affairs Committee, the director of marketing and development collaborates with and advises her fellow members on the promotion of French and English language education nationally and internationally. Languages Canada's vision is to be recognized as the standard of excellence in English and French language education, positioning Canada as the number one destination for quality programming in this field. The International Affairs Committee supports member programs' international business development efforts and creates partnership opportunities, to maximize Canada's presence in high potential markets for language training.

PROMOTIONAL ACTIVITIES

CONCOURS DE FRANÇAIS LANGUE SECONDE

During the 2018–2019 academic year, OLBI, in collaboration with the Faculty of Arts, uOttawa French Immersion Stream, Ottawa Catholic School Board (OCSB), Ottawa-Carleton District School Board (OCDSB) and Catholic District School Board of Eastern Ontario (CDSBEO), developed a revamped *Concours de français langue seconde*. The contest, previously held in the spring, will now take place in the fall to enable DLS students, in particular, those enrolled in the DLS4900 Field Practice course, to get involved in planning and implementation. The contest is open to Grade 11 and 12 French students (core and immersion) from the three participating school boards.

The redesigned contest features a more participatory approach that better targets oral production and makes tasks associated with written production more engaging. Entrants work together, allowing them to practice and test their French language skills, showing creativity, communication and teamwork while discovering uOttawa and its French Immersion Stream.

RECRUITMENT

OLBI has coordinated recruitment efforts with Enrolment Management to maximize resources and exposure in high potential markets. During the 2018–2019 academic year, we collaborated on recruitment activities in Turkey and China.

OTHER ACTIVITIES:

- Google AdWords digital campaign in nine languages (Arabic, English, French, Japanese, Korean, Portuguese, Spanish, Turkish, Vietnamese), launched in 20 markets to promote OLBI's intensive language programs
- Targeted ad placements for the MA in Bilingualism Studies and the Centre for Language Learning
- Media placements:
 - "Take a linguistic risk" — Gazette, University of Ottawa
 - "Multilingualism gets royal attention" — Gazette, University of Ottawa
 - "If bilingualism opens doors, OLBI holds the key" — Gazette, University of Ottawa
 - "50 ans à promouvoir le bilinguisme pour l'Université d'Ottawa" — Le Droit
 - "What the French language means to..." video series — University of Ottawa
 - "Discussions autour du bilinguisme" radio interview — Radio-Canada



PUBLICATIONS



SEE REVERSE SIDE, FRENCH VERSION ON PAGE 28