

# ANNUAL REPORT

## 2013 | 2014

OFFICIAL LANGUAGES AND  
BILINGUALISM INSTITUTE

# OLBI

[olbi.uOttawa.ca](http://olbi.uOttawa.ca)



uOttawa

Institut des langues officielles  
et du bilinguisme (ILOB)

Official Languages and  
Bilingualism Institute (OLBI)

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MESSAGE FROM THE DIRECTOR



The Official Languages and Bilingualism Institute (OLBI) is pleased to present its annual report for the 2013-2014 academic year. As in past reports, this report presents our most significant accomplishments during the period, which ran from May 1, 2013 to April 30, 2014.

The University of Ottawa’s strategic plan, Destination 2020, focuses on four key areas: improving the student experience, encouraging research, becoming increasingly international, and, of course, promoting bilingualism. OLBI’s activity in each of these areas is described in the following pages. Here are just three examples:

- In the key areas of the student experience and internationalization, we strove to smooth the passage in our Second Language Intensive Programs for students, the majority of whom go on to enter undergraduate and graduate programs at the University. This is especially important since almost 100% are international students. An overview of one improvement can be found throughout, starting in the section on Our Major Achievements overleaf.
- The most significant research event was the biennial CCERBAL Conference, held in April, which is outlined in the same section.
- As you will also see, important developments occurred on the subject of bilingualism. We recognize new challenges and look forward to addressing them. At the end of its seventh year of existence, OLBI can nevertheless proudly claim its rightful place among institutions and agencies dealing with language duality and bilingualism at national and international levels.

I hope you enjoy reading this report.

For additional information, including updates on our ongoing activities, please visit us online at [olbi.uOttawa.ca](http://olbi.uOttawa.ca).

Richard Clément  
Director of OLBI and Associate Dean of the Faculty of Arts

# Our Major Achievements

## OUR TEAM

As of April 30, 2014 the OLBI team was composed of these 135.5 employees:

### 19 regular, full-time professors, including:

9 academic professors  
10 language teachers

### 90 part-time language professors, of which:

57 taught ESL  
(English as a Second Language)

33 taught FLS  
(Français langue seconde)

18.5 support staff  
4 employees in the Language Rights Support Program  
3 employees in French Immersion Studies  
1 Executive in Residence

## 2014 CCERBAL CONFERENCE

The 6<sup>th</sup> CCERBAL Conference was held April 24 and 25, 2014 under the theme of “Literacies and Autonomy of Advanced Language Learners.” Aspects of research, teaching and learning, assessment and language planning were covered, with over a hundred participants from Canada and abroad in attendance. The two plenary sessions by Heidi Byrnes (Georgetown University) on “The multiliterate Advanced Learner: Making Choices for Meaning Making,” and Nicole Poteaux (Université de Strasbourg) on “Le développement de l’autonomie dans l’apprentissage de langues et cultures étrangères,” were particularly well received. The same can be said of the symposium of the Research Chair on Computer Assisted Language Learning, Marie-Josée Hamel, entitled “Profils et portraits d’apprenants avancés en médiation avec les technologies,” and presented in collaboration with her colleagues Nicolas Guichon (Université Lyon 2), Jérémie Séror (University of Ottawa), and Chantal Dion (Carleton University).

The address by Hubert Lussier (Assistant Deputy Minister, Canadian Heritage) on his experience with bilingualism in the Public Service during the Thursday night reception drew plaudits. Two round tables, “On being a professor at a bilingual university: Issues and challenges related to the development and maintenance of second-language proficiency,” and “Assessment and maintenance of language proficiency in high-level bilinguals from a social and occupational integration perspective,” chaired respectively by Huguette Bourgeois and Sheila Scott, and by Monika Jezak, all of whom are from OLBI, provided opportunities to share best practices and question established opinion.

In addition to these events, over 35 carefully selected presentations and workshops were held in parallel sessions over both days. A poster session, demonstrating the work of ten undergraduate and graduate students, including some from our Second Language Teaching courses DLS 3101 and DLS 4500, proved a most welcome opportunity to demonstrate student research. In addition, the high rate of student participation and involvement in the organization of the event was noted and praised by all. Ten bilingual students welcomed participants and helped direct them on campus, chaired sessions, provided interpretation (in both official languages) of special events in the auditorium, photography, and musical entertainment during the reception, and reported in social media.

Special events (plenary sessions, symposia and round tables) were streamed live on YouTube during both days of the conference. Videos are available on the CCERBAL website.

The conference could not have been held without the assistance of the following financial partners: SSHRC, Canadian Heritage, the Faculty of Arts and the University of Ottawa, the Research Chair in CALL, the Embassy of France and OLBI. We thank them wholeheartedly.

## PARTNERSHIPS BETWEEN OLBI CREDIT AND NON-CREDIT COURSES

During two sessions we set up partnerships between future language teachers in the Second Language Teaching Program (DLS) and students in the English Intensive Program (EIP). It provides for mutual learning.

The first partnership took place during the Fall 2013 session, when 24 students from Nikolay Slavkov’s course DLS 3120 Phonetics Applied to Second Language Teaching partnered with the same number of students at level 200 (advanced beginner) of the EIP. DLS students gained practical experience working with students who are learning English as a Second Language, and the learners appreciated additional opportunities to practice speaking in a stress-free environment.

The second partnership took place during the Winter 2014 session, when 24 students from Marie-Josée Hamel’s course DLS 3101 Technology in Language and Learning partnered with 24 students at level 300 (intermediate) of the EIP. As their course requirement, DLS students produced five online activities for students who are learning English as a Second Language, who benefited greatly from the experience.



# TEACHING

OLBI’s programs are for uOttawa students, both present and future, along with its staff. Our services also extend to clients from the public, private and non-governmental sectors.



## CREDIT COURSES AND UNDERGRADUATE PROGRAMS OF STUDY IN ESL AND FLS

In 2013-2014, the picture of courses and registrations was very different depending on the language of study.

In ESL, we offered fewer courses than the previous year. Even so, it involved a considerably higher number of students. This is due to a more efficient approach in delivering immersion courses to international students in the Telfer School of Management. These courses were ESL 2181 Immersion Receptive Skills and ESL 3181 Immersion Productive Skills (both linked to the mandatory introductory business course, ADM 1300) and ESL 3363 Business English for Second Language Learners. In 2012-2013, we had created distinct groups in ESL 3363 for students based on their score on the language placement test, but in 2013-2014 we proceeded differently by creating larger groups with mixed abilities. We also did not offer any ESL immersion courses in other departments or faculties this year.

In FLS, we saw a dip in the number of students, although we offered a few more courses, but we believe this fluctuation is to be expected some years. We were pleased to see a sizable increase in the number of students pursuing a Major and a Minor in FLS, as a result of many students transferring from the Immersion Program into regular FLS courses. More and more students recognise the added value of the FLS designation on their university diploma. This resulted in an increased offering of advanced courses at the 3000 and 4000 levels.

The following demonstrates the status of our credit courses for the past five years.

Credit Courses and Undergraduate Programs of Study, ESL and FLS						
Year	ESL			FLS		
	# Students	# Courses	# Students in Major or Minor	# Students	# Courses	# Students in Major or Minor
2009-2010	684	37	14	3067	164	188
2010-2011	748	39	14	3509	186	268
2011-2012	832	41	17	3767	188	214
2012-2013	1024	61	18	3936	182	208
2013-2014	1685	49	27	3639	190	308

## SECOND LANGUAGE TEACHING (DLS)

In 2013-2014, to prepare for the periodic review of the DLS program, which is a standard practice every seven years, consultations were held with professors and students through surveys and focus groups performed by Professors Sylvie Lamoureux and Jérémie Séror with Francis Bangou of the Faculty of Education.

Survey results showed that students are registered in this program according to the language they wish to teach upon graduation from the University, either ESL or FLS. We have seen steady growth in the number of students wishing to teach FLS, due to market needs. Teaching FLS interests many

students who themselves have gone through the immersion system in primary and secondary schools, as a full 75% of them are also pursuing a Minor in Immersion Studies. The following table demonstrates the status of our program over the past five years.

Specialization or Major in DLS				
Year	To teach ESL		To teach FLS	
	# Students	# Courses	# Students	# Courses
2009-2010	79	8	89	8
2010-2011	76	8	92	8
2011-2012	59	8	102	8
2012-2013	56	8	114	8
2013-2014	73	8	116	8

FRENCH IMMERSION STUDIES

French Immersion Studies are an immersion path offered to Anglophone students graduating from programs in French as a second language at the secondary-school level. Those who want to continue to improve their skills in the University’s other official language commit to completing slightly more than a third of their studies in French, while receiving academic support related to their interests and aspirations.

Registrations

Since welcoming its first cohort in September 2006, the program has piqued the interest of thousands of young Francophiles from Canada and abroad, as shown in the steady increase in the number of applications for admission and the number of registrations. The following demonstrates registration figures over the past five years.

Registration in French Immersion Studies					
Year	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Applications	1716	1827	2452	2695	2919
Admissions (Offers)	1179	1206	1629	1752	1887
Registrations	394	442	477	512	528

Graduates

French Immersion Studies is proud of the students who complete their studies and fulfill all the requirements in order to obtain a diploma with a special mention showing their academic path. In the past five years, slightly over a third of participants received the mention of “French Immersion” now available in 67 academic programs.

French Immersion Graduates since 2009						
Faculty	2009	2010	2011	2012	2013	Total
Arts	3	24	24	46	35	132
Management	n/a	3	9	6	8	26
Health Sciences	n/a	7	16	13	21	57
Social Sciences	9	46	57	40	62	214
Total	12	80	106	105	126	429

Scholarships

In order to encourager Francophile students to persevere in their studies through French at the University of Ottawa, French Immersion Studies have entered into partnerships with several associations. An agreement with Canadian Parents for French distributes up to \$165,000 in scholarships to participants at the national level of its public speaking competition, the Concours d’art oratoire. In addition, an agreement with the Canadian Association of Immersion Teachers (CAIT) rewards winners of the video contest Clip d’immersion with up to \$100,000 in scholarships, while a partnership with the non-profit organization French for the Future awards up to \$88,000.

Pilot Project

During the 2013-2014 academic year, a pilot project was set up to raise student awareness in course FLS 2581 Capacités réceptives as to the importance of language quality in their assignments, by attributing a percentage of the grade, while reinforcing their skills in the use of different resources for French.

Analysis of the project’s resulting data demonstrates in a statistically significant way that:

- There are positive effects associated with the addition of a “language correctness” factor;
- Attributing a grade to the quality of language increases the perceived value of the course;
- This approach does not increase the time spent in class on language correctness, but that the time spent by student on this element does increase;
- Transferability of competences is heightened.

Conclusions drawn from the data are entirely positive: professors noticed students’ increased motivation and extra care in preparing their assignments, students said they were motivated by clear evaluation criteria and also felt more confident. This pilot project led to recommendations on syllabus updates for the course in order to include a component of awareness to the written form.

GRADUATE STUDIES

The funding for the MA program in Bilingualism Studies was approved by the Ontario Ministry of Training, Colleges and Universities in October 2013, and the program was authorized to be launched in September 2014. Shortly after, the news was announced via the websites of the University’s Faculty of Graduate and Postdoctoral Studies (FGPS) and OLBI. There was an ensuing publicity campaign to recruit students. Key activities included excellent media coverage across Canada, and contact with potential students, including the 3rd and 4th year students in OLBI’s and the Faculty of Education’s program in Second Language Teaching (DLS), a natural feeder program.

Space for the MA program was created in the Ontario Universities’ Application Centre (OUAC) in November 2013, and since then an application form has been live on the FGPS’ website. We have been receiving and evaluating applications for admission. The applicants’ files were evaluated and ranked for both OCGS and SSHRC scholarships in the fall of 2013. Since the program is new, the application deadline was extended for both Canadian and international students until June 15, 2014.

A list of course offerings for the next three academic years (2014-2015, 2015-2016, and 2016-2017) was prepared by the OLBI Graduate Studies Committee. We launched the program with six courses, which reflect faculty members’ strengths and areas of research interest. Due to the bilingual nature of the program, we carefully considered the balance of courses to be given in English and French. The list of courses selected for the 2014-2015 academic year is as follows:

**Fall 2014**

- BIL 5101 Issues in Bilingualism Studies
- BIL 5106 Adult Second / Foreign Language Skills Development
- BIL 5508 Langue, pouvoir et politique identitaires : le Canada et le monde

**Winter 2015**

- BIL 5502 Méthodologies de recherche en études du bilinguisme
- BIL 5103 Assessment of Second Language Competence
- BIL 5504 Tendances et enjeux de la recherche en apprentissage des langues assisté par ordinateur

In addition to regular full- and part-time students, a small number of qualified persons working in the field will be allowed to register as special students for one or two courses per session, according to their interest in the subject matter.

**OTHER COURSES AND RESOURCES**

**Language Training Services for Academic Staff**

Faculty members from all over the University of Ottawa took advantage of our courses and tutoring in the two official languages, including customized courses for maintenance of high level bilingualism for the Faculty of Social Sciences (four departments) in Fall 2013–Winter 2014.

Registration in Language Training Services for Academic Staff in 2013-2014					
Session	# Courses/Workshops		# Participants		
	FLS	ESL	Courses/ Workshops	Tutoring	Total per Session
Spring-Summer 2013	13	4	148	8	156
Fall 2013	4	1	53	11	64
Winter 2014	2	1	17	15	32
Sub-Total	29	6	218	34	-
Total	35		252		-

A new booklet was created in order to publicize the services available. This booklet is also used as guidance manual for language teachers who teach academic staff.

Along with the Round Table presented at the 2014 CCERBAL Conference, a workshop was offered focusing on different approaches to teach high-level functioning bilingual scholars. A presentation giving a description of pedagogical aspects of teaching academic staff was offered at the Second Language Pedagogies Conference at the University of Toronto, Mississauga in February 2014.

**Personnel Courses**

This year, the Personnel Courses Committee began updating the resources available for teachers of personnel courses. The long-term objective of this work is to establish a list of recommended materials for each of the courses, which will facilitate access to and use of those materials.

Registration in Personnel Courses in 2013-2014				
Session	Courses		Oral Communication Workshops	
	FLS	ESL	FLS	ESL
Spring 2013	11	0	0	0
Fall 2013	33	29	4	4
Winter 2014	37	24	0	4
Language Total	81	53	4	8
Total par type de formation	134		12	
Total	146			

**Julien Couture Resource Centre**

In 2013-2014, the Julien Couture Resource Centre (JCRC) established itself in its new location as a focal point for all self-access ESL and FLS learning and teaching resources. In addition to our regular services that include a choice of study rooms and spaces for one-on-one tutoring sessions, we aggregated lists of ESL and FLS learning websites selected by level and by language skill. These online resources are organized and curated by the JCRC staff on an open-access platform. The JCRC also continued hosting conversation workshops that are offered primarily to University of Ottawa students enrolled in the ESL and FLS credit courses.

We conducted a series of consultations with OLBI faculty members, and this ongoing dialogue resulted in the purchase of a significant number of materials aimed at facilitating research and course-related projects for the students who will enroll in the MA in Bilingualism Studies starting in the fall of 2014. As we constantly strive to provide avenues for increased feedback, we continued working closely with OLBI’s web designer on the creation of a web-based tool aimed at providing up-to-date information on recent acquisitions. This tool will also enable a better recommendations system for teaching staff to provide their input and suggestions.

In order to further increase the overall visibility of our significant collection of teaching and research materials, we have engaged in a long-term project with the University of Ottawa Libraries that will render the wealth and breadth of our resources more accessible through the main library’s catalogue.

## SECOND LANGUAGE INTENSIVE PROGRAMS

Second Language Intensive Programs provide ESL and FLS educational programs. To meet the needs of a diverse population, they also develop workshops for language teachers and a variety of Canadian and international groups.

Second Language Intensive Programs oversee non-credit ESL/FSL programs and personal development and teacher-training programs for a variety of groups with different needs and from different contexts. It has grown exponentially in the past year with increased student numbers and new personnel. It is a key area of internationalization for the University.

In the summer of 2013, we reviewed our office procedures with the help of a management consultant, in order to streamline activities and provide added value to students. This led to many recommendations that were implemented throughout the year and are expected to continue through spring 2015.

### LANGUAGE PROGRAMS

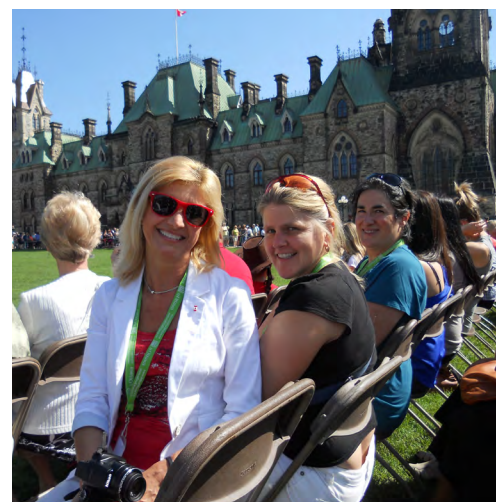
#### English Intensive Program

The English Intensive Program (EIP) is our flagship for ESL instruction. This year, the EIP offered six levels each session to an increasing number of students from many countries, including China, Brazil, Saudi Arabia, Libya, Turkey, Vietnam, Iraq, Italy, France, Japan, and Mexico. Each of our four annual sessions has seen steady growth, present since fall 2012. The majority of participants go on to enter undergraduate and graduate programs at the University.

For the first time, we held a pilot project to allow students in Level 500 classes, our advanced Bridging Level, to take a credit course during their studies. The students selected were among those who had a conditional offer of admission to the University and who are in the EIP in order to attain the required level of academic English for admission. The two courses are in Mathematics and are compulsory for students in three different faculties. Sixteen students took MAT 1300 Mathematical Methods, a course intended primarily for students in the Telfer School of Management. Ten students registered in MAT 1320 Calculus I, which is required in the Faculties of Engineering and Science. This project was held in partnership with the University's International Office, whose mandate includes welcoming international students on campus. The success of the project will lead to its being adopted more broadly next year.

#### Destination Clic

For the 13th year in a row, from June 28 to July 14, 2013, the Destination Clic summer school welcomed 43 students aged 13-15 years. This bursary program for Francophones living outside Quebec gives students a unique university experience on the University of Ottawa campuses. Classes of Franco-Ontarian literature, linguistics, media studies and music were offered. Participants took part in drama and creative writing workshops, as well as many activities to discover Franco-Ontarian culture.



#### Zhejiang University Summer Language Program

For nine years, we have hosted students from Zhejiang University in Hangzhou, China. The one-month summer program gives students the opportunity to study English at the University of Ottawa while earning university credits in their native country. The credit-equivalent program has offered two courses for several years, Oral Communication Skills in English and Reading Magazines and Newspapers in English. In the summer of 2013, the program hosted 28 students, with some coming from two Zhejiang University affiliates, Ningbo Institute of Technology and Zhejiang Chinese Medical University.

#### University of Electronic Science and Technology of China

The University of Electronic Science and Technology of China (UESTC) in Chengdu sent a delegation of 32 students in the summer of 2013 for an integrated skills program in English and immersion in Canadian culture. Response to the program from the previous year was so positive that the number of UESTC students doubled this year.

#### EAP for Engineering

We welcomed 67 Chinese students for the 3-week EAP for Engineering Program in August 2013. The aim of this 21-hour per week English for Academic Purposes course was to prepare students entering the Faculty of Engineering for the linguistic demands of fourth-year undergraduate studies, followed by a master's degree at our University.

#### Programme intensif de français (PIF)

Our intensive French program, now in its fifth year, continues to offer courses for three weeks at the end of each summer. In 2013, twelve students and professionals were immersed in French training for 21 hours per week. Program participants also had opportunities to practice their language skills out in the community thanks to several socio-cultural activities.

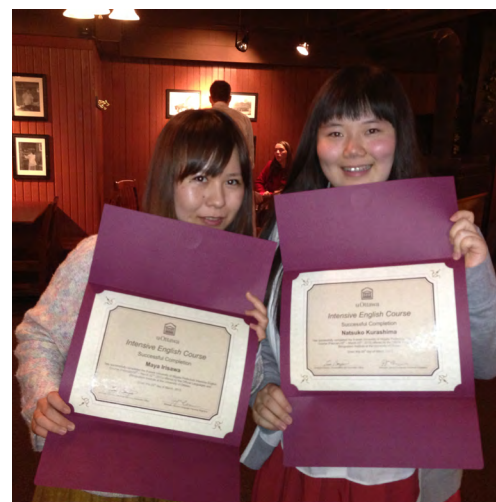
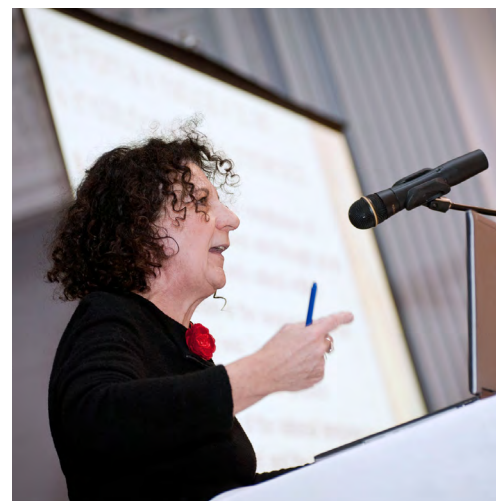
### PROFESSIONAL DEVELOPMENT PROGRAMS

#### Summer University for FLS/FSL Teachers

In 2013, we organized the sixth annual intensive summer professional development program for Canadian FSL elementary and secondary teachers of Core French, Extended French, Intensive French, and French Immersion. The workshops are now well established and include participants from all over the country. A partnership with the Ontario Ministry of Education has increased the level of participation by teachers in this province through bursaries that cover tuition fees and a percentage of travel costs.

#### Shenzhen Professional Development Program

In the summer of 2013 we welcomed 13 professors and administrators from Shenzhen University in Shenzhen for a three-week professional development program. Participants attended a series of hands-on and interactive lectures given by professors from OLBI and the Faculty of Arts. To enrich their experience at the University of Ottawa, participants also engaged in guided tours of Ottawa and participated in ESL class observations.



RESEARCH

Our research centre allows OLBİ and the University of Ottawa to assert their roles as catalysts for the evolution of bilingualism and language planning in Canada.

FUNDING

Funding for research and development projects by OLBİ’s faculty and staff continued its upward trajectory in 2013-2014, particularly in the area of service contracts with government partners, as evidenced by the table below which shows the five-year trend.

Research Grants (Globaly)					
Year	Source				
	Funding Agencies	Other Peer-Reviewed Grants	Contracts	Other	Total
2009-2010	\$133,648	\$36,411	\$1,148,500	\$63,652	\$1,382,211
2010-2011	\$147,877	\$70,411	\$1,503,000	\$72,637	\$1,793,925
2011-2012	\$188,882	\$547,854	\$1,516,250	\$67,533	\$2,320,519
2012-2013	\$172,925	\$360,322	\$1,520,000	\$78,195	\$2,131,442
2013-2014	\$164,828	\$223,742	\$1,668,596	\$341,034	\$2,398,200

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

CCERBAL

CCERBAL was codirected by Sylvie Lamoureux and Marie-Josée Hamel in 2013-2014. We met the challenge of implementing a new OCS online platform to manage the conference during this year that was mainly devoted to preparing the 2014 CCERBAL conference, as highlighted in the section on Our Major Achievements.

OLBİ RESEARCH FORUMS

The 2013-2014 OLBİ Research Forums presented talks on the following varied topics:

- Natasha Artemeva, Carleton University: “Beyond the word: Pedagogical practices in the undergraduate mathematics classroom;”
- Callie Mady, Nipissing University: “Monolingualism can be cured;”
- Monika Jezak, University of Ottawa and Élıssa Beaulieu, Centre for Canadian Language Benchmarks: “Niveaux de compétence linguistique canadiens (NCLC) et ses satellites : un référentiel canadien en mouvance;”
- Doreen Starke-Meyerring, McGill University: “The roles of research writing practices in doctoral student retention and degree completion: Doctoral student perspective.”

For the third consecutive year, the Forums were webcast. They remain available to viewers on the CCERBAL website.

## OLBI PAPERS

A special issue on French Immersion at the University Level was published in November 2013. This 6th volume of the OLBI Papers, under editors Hélène Knoerr and Alysse Weinberg, was a follow-up of celebration activities for the University of Ottawa's French Immersion Studies. This issue can be consulted online on the CCERBAL website.

## UNDERGRADUATE RESEARCH OPPORTUNITY PROGRAM (UROP)

Three OLBI students received \$1,500 UROP Scholarship in 2013-2014. They were Stephanie Krulicki (DLS), supervised by Nicolay Slavkov; Mélissa-Sophie Pesant (BEd), supervised by Marie-Josée Hamel, and Warren Wu (DLS), supervised by Jérémie Séror. They presented a poster of their research findings in the context of the UROP Symposium held on campus March 25, 2014 as well as at the 2014 CCERBAL Conference. See <http://research.uottawa.ca/urop/symposium> for details.



## PARTNERSHIPS

The European Council's European Centre for Modern Languages (ECML) held a conference on March 19 and 20 on "Quality education and language competences for 21st century society: traditions, challenges and visions" to which OLBI's Director, Richard Clément was an invited participant in a public forum on Multilingual Education.

The 2014-2015 academic year will be a year of symposium for CCERBAL which is collaborating with the Ontario Modern Language Teachers' Association (OMLTA) to organize a scientific World Congress of Modern Languages (WCML) of the International Modern Language Teachers' Federation (FIPLV) to be held in Niagara Falls in March 2015.

Our expertise has made OLBI an essential reference in this field, not only at the University of Ottawa, but also on the Canadian and international markets.

## TESTING AND EVALUATION

### DELF

The faculty at OLBI conducted a training session for 15 participants to learn to administer the DELF, Diplôme d'études en langue française (Certificate in French Language Studies), and DALF, Diplôme approfondi de langue française (Advanced Certificate of French Language) in April 2014. These tests are produced by the CIEP, the Centre international d'études pédagogiques (International Pedagogical Research Centre), which is affiliated with the French Ministry of Education. The tests are recognized internationally for admission to French-language universities.

### Test Development with the English Intensive Program

Testing Services has been working closely with the English Intensive Program (EIP) to develop a bank of standardized final examinations. The project began in January 2014 and is expected to continue through spring 2015. Teachers at five levels of the EIP are developing reading and listening passages and writing accompanying test questions. Student test responses will then be analyzed with the goal of refining the tests. The aim of the project is to have a standard means of monitoring student achievement at each level of the program. A secondary goal is to develop the testing expertise of the teaching staff of the EIP.

### Collaboration with the University of Ottawa

Language Testing Services consults and collaborates on an ongoing basis with various University departments and programs to screen applicants and monitor student success in language learning. In 2013-2014 we worked closely with the programs in the School of Music, the Second Language Teaching program, the Département de français, the Telfer School of Management, and the Faculty of Engineering on projects concerning undergraduate studies.

## DEVELOPMENT AND PROMOTION

Our partnerships heighten the University of Ottawa's and OLBI's reputation as centres of excellence for analysis, research and innovation.

In addition to overseeing the Second Language Intensive Programs, this sector also initiates several activities designed to enhance OLBI's reputation and, in accordance with its mandate, its national and international outreach. Here are a few examples of these activities.

### European Centre for Modern Languages

OLBI remains the Canadian contact for the European Council's European Centre for Modern Languages (ECML). In addition to coordinating the participation of Canadian experts in ECML projects under the "Learning through Languages 2012-2015" umbrella, OLBI regularly exhibits a selection of teaching and research publications of the ECML and its research groups, during annual conferences and events surrounding language learning. In addition, we participated in a conference, as described in the earlier section on Research.

### National Languages Project – Sri Lanka

The National Languages Project, launched in 2011, is a four-year cooperative initiative between the Government of Sri Lanka and the Government of Canada, funded by the Department of Foreign Affairs, Trade and Development Canada (DFATD), to assist the Government of Sri Lanka in implementing its Official Languages Policy. The project is carried out by the Canadian Executive Agency, Agriteam Canada, with the technical support of OLBI, its principal partner.

From September 27 to October 11, 2013, OLBI hosted the third Technical Education Mission in Canada for 14 government officials and academics from Sri Lanka. The exchange was intended, through the sharing of ideas and resources with Canadian officials and experts from Treasury Board and Canadian Heritage to support the Ministry of National Language and Social Integration (MNLSI) in order to expand its knowledge and expertise in coordination, planning, research and policy development in the area of Official Languages; to provide representatives from the National Institute for Language Education and Training (NILET) with training in second language teaching and curriculum development at OLBI, the Canada School of Public Service and Algonquin College; and to allow academics from three universities responsible for setting up a BA Translation Program to observe existing programs in Canadian universities (University of Ottawa, Concordia University and Glendon College), and share best practices and course materials between institutions.

A working session with Faculty staff of the Centre for Educational Research on Languages and Literacies, University of Toronto, was also organized to review some of the research being undertaken in the area of official languages, and discuss the mandate and activities of Centre, with the objective of encouraging Sri Lankan universities to undertake research on official languages issues in a more systemic way in order to better support Official Languages Policy implementation in Sri Lanka.

### The LUCIDE Project

OLBI Director Richard Clément and the Director of the University of Ottawa's Centre on Governance, Caroline Andrew, continue their research in this project. It references Languages in Urban Communities – Integration and Diversity for Europe, launched by the European Commission in 2011. They are analysing data and current practices linked to bilingualism and multilingualism in four Canadian cities: Vancouver, Toronto, Montreal and Ottawa, and comparing them to a certain number of European cities. The project deals with public, private and economic aspects of languages in contact, and with the language landscape in the target cities.

### Mois de la Francophonie

For the past five years OLBI has cooperated actively with the University's Community Life Service to help organize activities on campus in March. We are involved in setting the yearly theme, building the program of activities, and marketing events to the University of Ottawa student body and personnel. This ties into the bilingualism objective in the University's strategic plan, Destination 2020.

### In Other Words

OLBI's monthly electronic newsletter since June 2008, In Other Words, has increased its readership by 500 this year and now reaches 1,800 subscribers with the latest news, including updates on different academic programs, conference information, and events. Our readers include language teachers and professionals in universities, government, and agencies.

## LANGUAGE RIGHTS SUPPORT PROGRAM (LRSP)

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Thanks to this program, OLBI and the University of Ottawa reach all Canadians through their fundamental language rights.

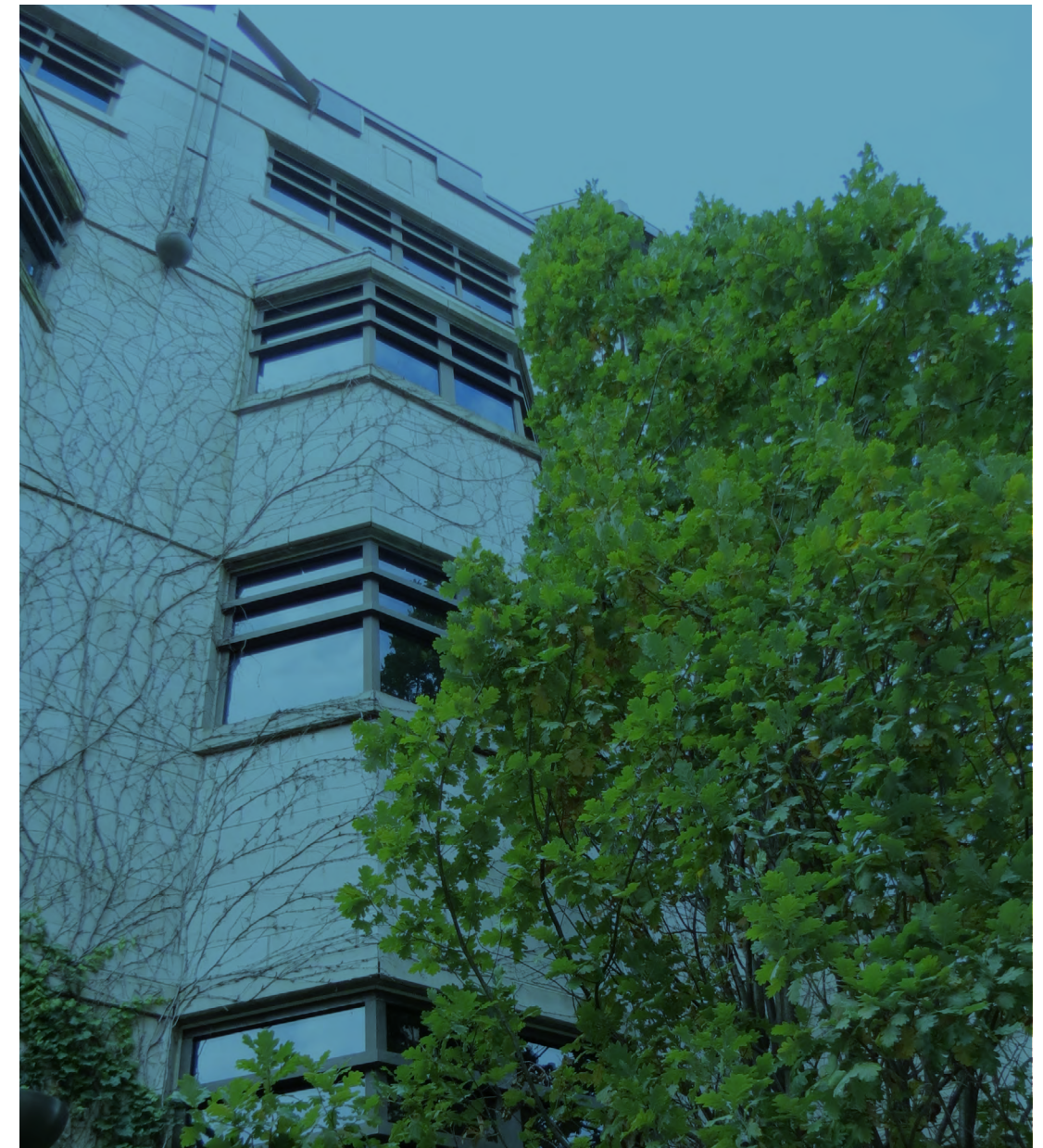
In 2013-2014, the Language Rights Support Program (LRSP), which is managed by OLBI with the support of the Faculty of Law, set its objectives under the broader theme of equal right to justice in either of Canada's two official languages. This remains a major issue for the approximately two million Canadians who belong to official language minority communities.

In this particular context, the LRSP engaged in several promotion initiatives and activities targeted to Canadian citizens and, in particular, those from the official language communities in minority settings (OLCMS). The Franco-Albertan and Prince Edward Island Francophone communities received special attention through dedicated projects integrated in the Information Hub [rightsconnect.ca](http://rightsconnect.ca) / [clcdroits.ca](http://clcdroits.ca). This choice developed naturally from the Caron Case in Alberta and the enactment of a Law on services in French on Prince Edward Island. As a corollary, a section specifically dedicated to the field of legal and legislative law was developed on the website. Finally, last November during its successful annual meeting whose theme was, "Article 19 of the Charter and Access to Justice," the LRSP successfully presented a joint study by the offices of the Commissioner for Official Languages of Canada, the Commissioner for Official Languages of New Brunswick and the Commissioner for Official Services in French of Ontario entitled, "Improving the bilingual capacity of the Superior Court Judiciary" which presented ten concrete pragmatic steps to ensure Canadians receive access to justice in both official languages.

The LRSP continues to note increasing requests for funding, especially for alternative dispute resolutions (ARC) for constitutional language rights whose number this year absolutely doubled! This clearly demonstrates that the active promotion of ARC meets the objectives set by the Program. The LRSP also granted funding for legal recourses, impact studies and exploratory studies to organizations and individuals in OLCMS. In order to ensure the independent character of funding requests, the LRSP's Panel of Experts examines the state of the law and the needs of the communities when evaluating files. As in 2012-2013, the LRSP received more funding requests than the total budget allocated. A few requests submitted in December could not be dealt with due to funding shortfalls and were carried over to the next fiscal year starting in April 2014; this explains why the total number of requests received by the LRSP shows only a 20% increase over the previous year, when the actual percentage of new cases would be much higher.

Within the team, in January 2014 communications expert Marie-Lynne Robineau, on maternity leave, was replaced by Annick Schulz who has been working for many years within the Canadian Francophone community. Upon her arrival, she immediately began a dynamic interaction with the LRSP's target audiences by setting up new communication tools: the LRSP Live e-newsletter and a Facebook page. In addition she undertook the revision process of the two websites (LRSP and [rightsconnect.ca](http://rightsconnect.ca)) on a single platform adapted to Web 2.0 and new web surfing habits, in order to ensure that the LRSP remains a long-term relevant reference on the Web for all matters related to the promotion of constitutional language rights for Canadian citizens.

In the second year of the new contribution arrangement between the University of Ottawa and the Canadian Government, the LRSP team continues to demonstrate significant enthusiasm and strives to maintain a coherent trajectory for its collective actions and orientations to respond properly to its primary mission, which is to clarify and advance constitutional language rights in Canada, an essential issue to maintain all Canadian society's linguistic situation.



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**Jezak, M.,** Beaulieu, E., Cousineau, D., Kefalova, L. & Macdonald, J. (2014, avril). *Évaluation et maintien des compétences langagières des bilingues de haut niveau dans la perspective d’intégration socio-professionnelle*. Table ronde en plénière, Colloque du CCERBAL, Université d’Ottawa.

**Lamoureux, S.** (2013, July). *Immersion Models and Other Linguistic Considerations at the University of Ottawa*. Shenzhen Scholars PD Program 2013, Ottawa.

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**Lamoureux, S.** (2013, septembre). *Choix postsecondaires et expérience étudiante des jeunes francophones de l’Ontario*. Cours EDU8505, Questions contemporaines, Ottawa.

**Lamoureux, S.** (2013, novembre). *L’aménagement linguistique en Ontario français: d’hier à aujourd’hui*. CLT3180: Cours L’aménagement linguistique et la planification de langues, Ottawa.

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**Lamoureux, S.** (2014, février). *Premier regard sur des résultats probants de la recherche action TACLEF*. Rencontre des porteurs de dossiers ELF, DDPELF, Ottawa avec visioconférence.

**Lamoureux, S.** (2014, avril). *Premières retombées des résultats de la recherche-action TACLEF, Dialogue de croissance des leaders pédagogiques*. DPPELF, ministère de l’Éducation de l’Ontario, Ottawa avec visioconférence.

Sampasivam, S. & **Clément, R.** (2013, June). *The dynamics of second language confidence: Perspectives on contact and interaction*. Affiche présentée au 74e congrès annuel de la Société canadienne de psychologie, Québec.

**Toews Janzen, M.** (2014, April). *Invited reviewer for the manuscript of Perspectives*, a new advanced reading textbook from Oxford University Press.

**Publications multimédias / Multimedia Publications**

**Lamoureux, S.** (2013, décembre). Chaque mot à sa place, TFO et Université d’Ottawa. www.enrichirsonsavoir.com/langue

**Ateliers et autres interventions / Workshops and More**

**Ambrosio, L.** (2013, juillet). Coordonnatrice, Université d’été pour enseignant s de FLS (Édition 2013), ILOB, Ottawa.

**Ambrosio, L.** (2014, janvier). Intégration de la grammaire, de la culture, de la langue en FLS - Atelier, OCCDSB, Ottawa.

**Ambrosio, L.** (2013, octobre). Les langues, ponts et points de rencontres - Europe – Canada- Réflexions pour une journée d’accueil pour enseignant(e)s, OCDSB Centenial Public School, Ottawa.

**Ambrosio, L.** (2013, juillet). Le français par la culture des autres. Université d’été pour enseignants de FLS (Édition 2013), ILOB, Ottawa, Atelier double.

**Hamel, M.-J.** (2013, mai). Dire autrement – An open access online dictionary for advanced learners of French, U. Hawaii, Manoa. *Contribution de l’auteur: atelier démonstration de logiciel*.

**Lamoureux, S.** (2013, octobre). *Trucs et astuces pour compléter les demandes aux programmes B.Ed. en Ontario*, Association des étudiantes et des étudiants de DLS.

**Lamoureux, S.** (2013, septembre). *Les défis sociaux et scolaires de la transition à l’Université d’Ottawa*, Formation pour les agentes et les agents de liaison, Ottawa.

**Scott, S.** (2014, June). Création de matériel pédagogique authentique. Trois ateliers dans le cadre du FLE- Programme de formation continue, UNAM, Gatineau.

**Scott, S.** (2014, April). The University of Ottawa’s Immersion Program as a model for meeting ESL needs in High School, Ottawa ESL Symposium. Adult High School, Ottawa.

**Scott, S.** (2013, November). The Advantages of the ESL Immersion Approach for International students in the Business Program at the University of Ottawa. Workshop for a delegation of Chinese Teachers of ESL from Shenzhen University. ILOB, University of Ottawa, Ottawa.

**Séror, J.** (2013, July). Le français dans sa poche : Atelier sur l’utilisation de l’IPAD en salle de classe, Summer school professional development programs of the Official Languages and Bilingualism Institute for teachers of French as a second language, University of Ottawa.

**Séror, J.** (2013, August). Scaffolding classroom interaction and feedback through technology, Shangzen University Professional Development Exchange Workshops, University of Ottawa.

**Séror, J.** (2013, August). Language education in a multicultural and minority setting: A multiliteracies approach, University of Ottawa, Shangzen Professional Development Exchange.

**Séror, J.** (2014, April). Book review of Discourse and language learning across L2 instructional settings, (2013) by E. A. Soler & M-P. Safton-Jordàn, (Amsterdam, Rodopi, 2013), *The Canadian Modern Language Review / Revue canadienne des langues vivantes*, 70 2, 274-276.

**St. John, J.** (2013, Spring). Book Review of Scanlon, J. & Santamaria, J. C. *Q:Skills for Success 1 Listening and Speaking*, S. Lynn & L. Lawson, *Q:Skills for Success 1 Reading and Writing*. *TESL Canada Journal*, 30 (2): 85-87.

**Thibault, L. V.** (2013, juillet). *Le théâtre comme outil d’apprentissage*. Atelier pour l’Université d’été pour enseignants de FLS 2013, ILOB, Université d’Ottawa.

**Thibault, L. V.** (2013, juillet & 2014, janvier). *Prendre des notes*. Atelier pour le Régime d’immersion en français, ILOB, Université d’Ottawa.

**Thibault, L. V.** (2013, septembre & 2014, janvier) *S’auto corriger*. Atelier pour le Régime d’immersion en français, ILOB, Université d’Ottawa.

**Thibault, L. V.** (2013, septembre & 2014, janvier) *S’exprimer et faire une présentation orale*. Atelier pour le Régime d’immersion en français, ILOB, Université d’Ottawa.

**Toews Janzen, M.** (2013, October). Folktales: A doorway to enriched oral communication in adult EFL and ESL. Workshop presented to teachers at the University of Ottawa English Intensive Program Professional Development Day.

**Médias / Media**

**Lamoureux, S.** (2014, janvier). Première Chaîne Radio-Canada Manitoba, L’actuel Manitoba - reportage d’Aude Brassard-Hallé, *Le lancement de la nouvelle maîtrise en Études du bilinguisme à l’Université d’Ottawa*.

**Lamoureux, S.** (2014, janvier). Première Chaîne Radio-Canada Edmonton, La Croisée avec Arnaud Decroix, *La nouvelle maîtrise en Études du bilinguisme à l’Université d’Ottawa*.

**Lamoureux, S.** (2013, aout). Première Chaîne Radio-Canada Ottawa-Gatineau, Le Monde selon Mathieu, *La transition aux études postsecondaires*.