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Assessment in a multilingual world**

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FREPA descriptors and their role and contribution to integration of students  
from mixed linguistic backgrounds in a multilingual world

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Michaëlle Jean Centre for Global  
and Community Engagement



# Outline of the presentation

## Community Service Learning Model at uOttawa

1. Overview of Community Service Learning at the University of Ottawa (MJCGCE)
2. An example at the faculty of Arts (uOttawa)  
Teaching of a second language
3. Impacts and consequences on the community and community partners
4. FREPA – Mission and Descriptors
5. Crossing paths, experiences and definitions and questions
6. Conclusion



# What is Community Service Learning (CSL)?



**(A)** Student is part of an academic course where CSL is offered and the proposed learnings are discussed.

**(B)** Student participates in professor-approved volunteer service placement that meets a specific community need/priority.

**(C)** Student completes a reflection activity to bridge in-community learning with in-class learning.



# Growth of CSL program University of Ottawa 2004 - 2016



Academic Year	Students	Courses	Community Partners
2004-2005	200	15	30
2005-2006	600	40	80
2006-2007	610	64	220
2007-2008	1236	100	234
2008-2009	1279	110	252
2009-2010	1517	96	462
2010-2011	1882	161	281
2011-2012	2472	132	300
2012-2013	1628	90	475
2013-2014	1712	118	516
2014-2015	1669	128	527
<b>2015-2016</b>	<b>2210*</b>	<b>152</b>	<b>645</b>

\*Summer course registration not yet completed



# Second language learning (FLS) and Community Engagement



## Abilities and experiences

- Oral and written expression – authentic Francophone environment
- Improvement and mastery of vocabulary \* old and new
- Improvement of fluency in a variety of contexts
- Better acquaintance with Francophone communities and culture
- Better knowledge of workplace reality
- Development of learning strategies
- Wealth of interpersonal connection with French language speakers
- Tangible improvement of French language use

# Principles of learning

## How



- Development of autonomy in learning
- Immediate possibility of feedback
- Tangible and quick appreciation, of their efforts and implication
- Possibility of validating reciprocal objectives (the ones of the students and the ones of the community partner)
- Ability to measure and control task management
- Negotiation of common expected goals
- Recognition of learning with multiple intelligences
- Implementation of different knowledge and abilities linked with specific learning objectives



# Principles of learning

## Why



- Collaboration between students and community
- Interdisciplinary and interinstitutional collaboration
- Collaboration and reciprocal help among students
- Active learning in authentic context
- Knowledge geared toward learning objectives and needs of community partners
- Development of intrinsic motivation
- Development of long term engagement commitments





# Students' placements

## Appropriate activities considering FLS objectives



### Intermediate proficiency learners

Customers services

Information booths

Participation to community and university projects :

Internationals students tournmements – Francophonie's March events

Visits to patients, residents (Manors or hospitals)

Administrative help – Support staff

Help and peer support to FLS classes in primary and secondary contexts

### Advanced proficiency learners

Administrative support and clerical help

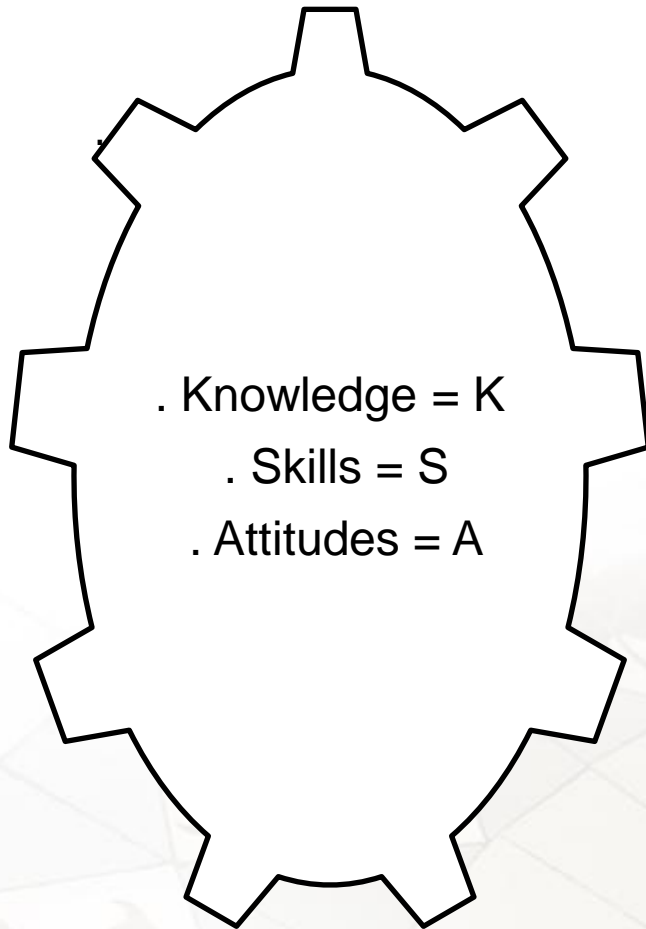
In organizations where advanced reading & writing skills are required

for regular and daily impact on work outcome



# Ressources

## Descriptors for « Culture »



- **K.** *Knowing that each culture determines / organizes , at least partially, the perception / a vision of the world, a way of thinking the world/ a way of thinking of the community*
- **K.** *Knowing that we can use similarities between languages (structure, discourse, pragmatics) to learn languages*
- **S.** *Being able to formulate hypotheses in order to analyse linguistics or cultural unfamiliar situations*
- **S.** *Being able to compare different discourses used or available in own mother tongue with the ones of other languages*
- **A.** *Being able to develop sensitivity to linguistic or cultural differences*
- **A.** *Being open (and fight personal resistances) toward what seem to be incomprehensible or different*



*What does FREPA mean for Canada?*

- *Connection with reality of the classroom where many cultures are more and more in contact*
- *Connection with Language Teaching Program in particular where language is no longer to be seen as a one element to learn but as an ensemble of cultural context (IL or L2)*
- *Platform for developing curriculum activities that foster identity, sharing and appreciation of the culture of the other*
- *Theory of competences and ressources linked with overall objectives and specific objectives of the Curriculum*



# Crossing paths and experiences

Discovering, Acquiring, Mastering new Competences



*The knowledge*

*The attitudes*

*The skills*

Framework of references for pluralistic approaches

## FREPA Competences

- *The competence to manage linguistic and cultural communication within a context of otherness*
- *The competence of constructing and developing a pluralistic repertoire of languages and cultures*



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# Activités de **communication langagière**, stratégies et textes pour les niveaux B2 - C1

## **Parcours jeunes et FLS**



1. La bouffe, en mal et en bien

2. SOS science au service

3. RSVP en français

4. Moi aussi j'existe

5. Regards

6. Le temps c'est de l'or

7. Pour la vie!

8. Sans toit, mais avec toi

9. Libertés à crédit

Le nombre des **domaines** possibles est indéterminé ; on peut utilement distinguer au moins les domaines suivants:

le domaine **personnel**

le domaine **public**

le domaine **professionnel**

le domaine **éducatif**





**Cadre de référence pour les Approches Plurielles des Langues et des Cultures CARAP**  
**Tables rondes dans Parcours jeunes et FLS – Liens avec l'unité ...**

*Les savoir-être*

*Animez une table ronde autour des descripteurs suivants*

- A 10 Volonté de construire des connaissances ou des représentations « informées»
- A.10.2 Volonté de prendre en compte la complexité, d'éviter les généralisations
- A.11 Disponibilité à (ou volonté de) suspendre son jugement, ses représentations acquises ou ses préjugés



# Crossing paths and experiences



Short term - Long term – Various Actors

Observations and Results

- University Institution
- Students Experience journals
- Community partners comments
- Professors evaluations



# Crossing paths and experiences



## Observations and Results

### Students Experience

- Social Actors, Mediators, Citizens
- Appreciation of learning through authentic context
- Taste of real life situation, scope, expectations, deadlines
- Another vision of the theoretical content
- Development of intrinsic and extrinsic motivation
- Awareness of own capacity
- Reflection on self and self esteem in the construction of learning
- Exposure to a variety of expected and unexpected tasks and learning (out of syllabi)



# Crossing paths and experiences

Short term - Long term - Motivation

## Observations and Results

### University Institution

- A vision 2020
- Leadership role locally to support global initiatives
- Advisory committee
- Long Term New Projects



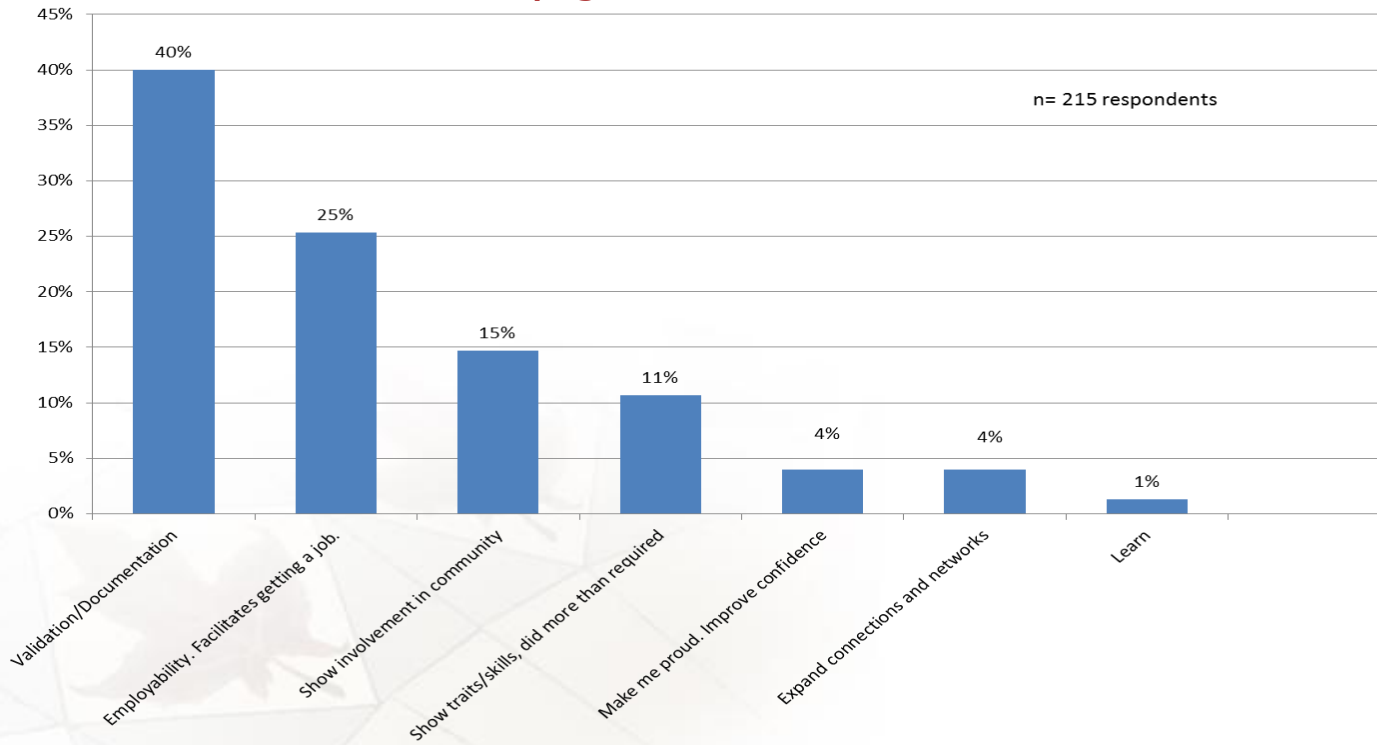
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# Crossing paths and experiences

## Observations and Results

### Why get a cocurricular record





# Crossing paths and experiences

## Impact for Sustainability Observations and Results

Community partners comments and surveys

- Answer to Authentic Needs from Community
- Answer to Authentic Needs from Partners
- Discovery and Measure of Collaboratorion
- Leadership in teaching and Mentoring Roles
- New Focus on Task Reasons and Performance
- Improvement of Owns Practices and Ressources
- Builders of Community Actors for Today and Tomorrow
- Instruments of local changes with global perspectives



# Crossing paths and experiences



## Observations and Results

Professors involments and evaluations

- Identification of Learning Outcomes
- Redefinition of Evaluation
- Value, Format, Descriptors
- Final projects evaluations
- Availability and flexibility reactive modes
- Creation of Capstone Projects Parameters

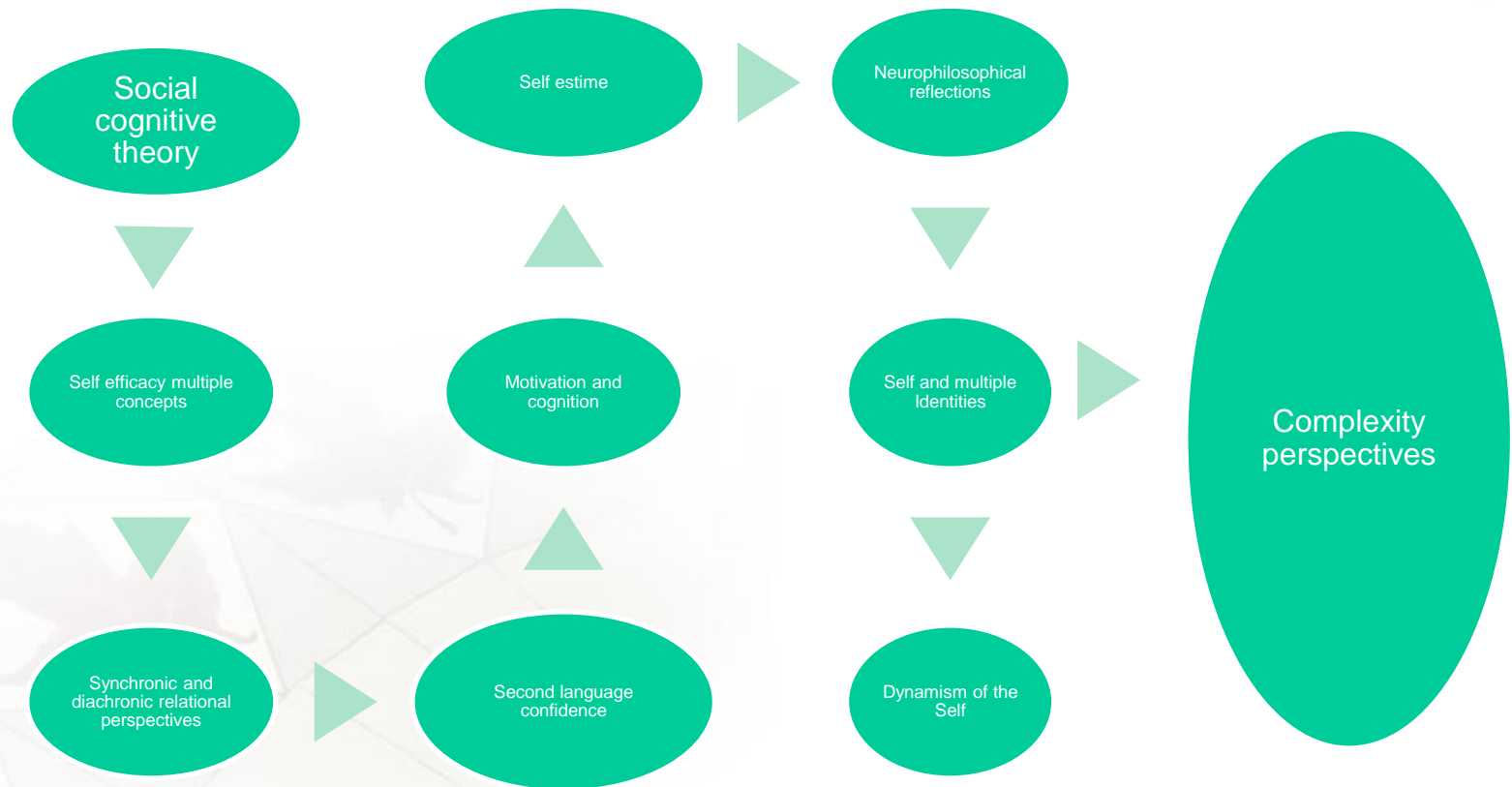


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Crossing paths and experiences  
Impact for Sustainability  
Theoretical foundations  
Students Experience



Multiple perspectives of the Self in SLA Mercer & Williams (2014)





# Crossing paths and experiences

Short term - Long term

## Motivation and Positive Psychology in SLA



Discovering, Acquiring, Mastering

*The knowledge - The attitudes - The skills*

*Competence to manage Social, linguistic and cultural communication  
within a context of otherness*

*Competence of constructing and developing a pluralistic society*



Links, conditional engagement, responsibility, relationships

*University Institution + Students + Community Partners + Professors*



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# Crossing paths and experiences



A professional leave project:

The plan... Suggestions are welcome!

- Quantitative and Qualitative analysis of students journals (2017-2019)
- Identification of Learning Outcomes connected with Motivational factors
- Redefinition of Evaluation Parameters
- Identification of learnings outcomes connected with FREPA Descriptors
- Exploration of sustainability factors for CSL programs in other universities/countries
- Creation of Capstone Projects Parameters linked with CSL
- Analysing how chosen FREPA descriptors are used as integrated in a FLS manual
- Connecting with the new ECML program LINCDIRE (LINGuistic and Cultural DIversity REinvented)







Thank you!



Questions



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# ADDITIONAL RESOURCES



- [CGCE Website](#)
- [CGCE YouTube Channel](#)
- [CSL Student Manual](#)
- [CSL Cheatsheet](#)
- CGCE Drop-in hours:  
Thursdays from 1PM to 4PM (Tabaret room 304)



Au Service du monde



@uOVolunteer



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# MORE THAN JUST CSL!



- [Extracurricular Volunteering](#)
- [Days of Service](#)
- [Alternative Student Break](#)
- [TD Environmental Leaders Program](#)
- [Scholarships and Awards](#)



# Reinvestissement

with FREPA/CARAP



- <http://carap.ecml.at/CARAP/Video/tabid/2618/language>
- <http://carap.ecml.at/Components/tabid/2668/language/fr-FR/Default.aspx>
- <http://carap.ecml.at/CARAP/Descriptors/Knowledge/tabid/2407/language/fr-FR/Default.aspx>
- <http://www.ecml.at/>
- <http://edl.ecml.at/Home/tabid/1455/language/fr-FR/Default.aspx>  
Journée européenne des langues
- <http://edl.ecml.at/LanguageFun/tabid/1516/language/fr-FR/Default.aspx>
- [Faits et jeux sur les langues](#)



# CSL : students' quotes...



*« Gaining research experience outside of the classroom: I work in the same field my CSL placement is (health care field) and this placement really allowed for me to develop skills that I would normally not be able to due to my status as a student.*

*I felt instrumental in the implementation of the placements research project and I would love to continue volunteering with this organization » .*

(CSL Surveys)



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# CSL : students' quotes...



*« The best part of my volunteer experience was knowing that teaching is the career for me. It allowed me to work in a school from September until now every week in addition to my month long practicum »*

*« I got some experience in my field of studies and I now have a good reference for future use»*

(CSL Surveys)



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## Extraits de commentaires et de réflexions d'étudiants (Student's journals)



« Je suis un peu **intimidée** mais aussi **enthousiaste** de parler avec les autres francophones [...] C'est très occupé pour la réceptionniste [...] **C'est moi qui réponds au téléphone** et ce n'est pas facile parce qu'il y a les gens avec l'accent très fort qui parlent vite. **Je sais que je fais beaucoup d'erreurs, mais c'est la seule façon [...]** **je vais apprendre** [...] Je pense j'ai beaucoup bénéficié de cette expérience. Le travail avec autres personnes m'a fait plus confortable en utilisant mon français en public. »

*Bénévole, soutien administratif – Private school*

## Extraits de commentaires et de réflexions d'étudiants (Student's journals)



« D'après moi, mon expérience avec le Centre du Bilinguisme était géniale. Le placement de SAE [...] a vraiment **ouvert mes yeux à la notion du bilinguisme ici à l'Université d'Ottawa [...]** Je savais que **les gens qui participent aux placements bénévoles étaient ambitieux, autodéterminés et motivés [...]** Pour ceux et celles qui veulent approfondir leurs habiletés en production orale de français, je les encourage fortement de poursuivre un placement de SAE. **Dans toutes mes expériences liées avec l'apprentissage d'une langue (anglais, français ou espagnol) je crois qu'il est impératif de substituer vos soucis de l'incertitude avec des sentiments d'optimisme [...]** pousser les gens envers la réalisation de **tout leur potentiel dans un cadre pratique [...]** En ce qui concerne le niveau de mon français après cette expérience, je me sens plus à l'aise dans diverses situations et avec les locuteurs d'origine totalement francophone. »

*Bénévole, organisation semaine de la francophonie*

*Centre de bilinguisme de la FÉUO*



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# From the C.G.C.E.

CSL student in a medical placement



« It is encouraging to present to students on the benefits of being engaged in their classes from an experiential learning perspective. We can see their faces change when they realize that they can get such rich experiences with people in their community. »

« Some professors are initially not sure if CSL will work for them. There are ups and downs along the way, but the best part is when the professors get to see how the students were able to reflect on CSL. This is a whole new opportunity for the professors to review the students learning. »