Annual Report 2009-2010

Official Languages and Bilingualism Institute (OLBI)
Commitment and Innovation

www.olbi.uOttawa.ca
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Official Languages and Bilingualism Institute (OLBI) is pleased to present its report for the 2009-2010 academic year, focusing on innovations and major achievements. Our first report, biennial as it covered the 2007-2009 period, gave a broad view of OLBI’s mission, its structure, history and the context in which it evolved. This year’s edition is narrower in focus as it covers the span of one year and sets the scene for future issues.

The 2009-2010 year was significant for us, as during this time we enhanced our research capacity, and increased initiatives in networking in areas of official languages and bilingualism. Our new projects are directly linked to the mission entrusted to us by the University Senate, of promoting excellence and innovation in the fields of bilingualism and language acquisition.

For additional information on OLBI, including updates on our ongoing activities, please visit us online at: www.olbi.uOttawa.ca.
On September 9, 2009 the University of Ottawa became the managing institution of the Federal Government’s new Language Rights Support Program (LRSP) through a joint partnership between OLBI and the Faculty of Law. With its initial $4.5M budget over three years, the LRSP seeks to establish a better understanding of linguistic rights through public education. It focuses on mediation and consensus-based decisions to facilitate amicable agreements, and also provides funding for court proceedings to focus on advancing and clarifying linguistic rights.

The University of Ottawa was invited to administer the project as a result of its mission as “an independent institution that has a broad mandate for service to the public institution,” according to Canadian Heritage. The LRSP complements OLBI as it provides a link with studies on linguistic policy, language planning and the impact of existing legislature.

CIDA has funded a project entitled “Governance for Peace through Language Rights – Sri Lanka, which is being administered by Agriteam Canada in association with OLBI. The project’s goal is to support the Sri Lankan government and non-governmental organizations to strengthen and implement policies and programs that protect and promote language rights as a means to fostering social harmony and to contributing to sustainable peace in Sri Lanka.

The project, now in its design phase, is expected to contribute to greater public access to government services in both national languages, Sinhala and Tamil, as well as in English. The project will work with selected governmental organizations to increase their capacities to implement Sri Lanka’s Official Languages Policy and to promote bilingualism, trilingualism and language rights. The lead Sri Lankan institution will be the newly created Ministry of National Languages and Social Integration.

Having recognized the need to support the professional training and the continuing education of teachers of French as a second language (FLS) who work with new immigrants, Immigration Canada has contracted the Estrie Language School and OLBI, as associate partners, to establish a professional language competency profile for FLS teachers of adult students in Ontario. In addition to developing a profile description, the project includes the development of a series of self-evaluation tools for the skills identified in the profile. This initiative, called Profil de compétences professionnelles des professeurs de français L2, is unique in that it involves collaboration between public and private sector institutions which specialize in second language teaching and pedagogy. Furthermore, this initiative provides OLBI with the opportunity to enhance and extend the reach of its expertise in evaluating teaching material, and to participate in knowledge transfer in the learning environment of newcomers to Canada, facilitating their integration into Canadian society.
CCERBAL Conference

The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) welcomed a large contingent of researchers, language teachers and other interested stakeholders at our third annual conference in April 2010. The theme of the CCERBAL 2010 conference was *Individual Plurilingualism and Multilingual Communities in a Context of Official Bilingualism*. Several plenary sessions, over 20 individual paper presentations, five symposia, two round tables and a poster session provided opportunities to explore the present situation and the future of different communities and their local institutions in the context of official bilingualism. The research topics of the conference centered around:

- The evolution of individuals’ plurilingualism;
- The role of education systems and community institutions;
- Federal, provincial, territorial and municipal linguistic legislation and policies;
- The impact of plurilingual competencies on individuals’ participation in Canadian society.

The proceedings of the CCERBAL 2009 Conference have been published and are available for purchase, while those of the CCERBAL 2010 Conference will be available in 2011.


This symposium was held in March 2010 at Ottawa City Hall and included two panelists – one an academic and the other a municipal administrator. Invited delegates were from six officially bilingual cities from Europe and Canada: Biel-Bienne, Brussels, Barcelona and Helsinki, Moncton and Ottawa. It was organized in collaboration with the Office of the Commissioner of Official Languages and the City of Ottawa, and held in partnership with Canadian Heritage. The four objectives of the symposium were:

- Initiate a dialogue at the municipal level to share the experiences of bilingual cities as they relate to language planning;
- Discuss practices that contribute to the appreciation and promotion of the language of communities in a minority environment;
- Explore the advantages and the challenges of urban bilingualism on economic development, human welfare and inter-group relations; and,
- Lay the foundations of a network of experts and practitioners on the bilingual situation of capital and urban environments.

The goal of the round table was to reflect together on the current application of these standards, and to explore any possible crossroads. Our guest speakers were:

- Daniel Coste, École Normale Supérieure de Lyon and Université Paris III - Sorbonne Nouvelle, associated with the Language Policy Division of the Council of Europe;
- Enrica Picardo, OISE, University of Toronto;
- François Bélisle and Marianne Kayed, Centre for Canadian Language Benchmarks (CCLB);
- Cynthia Martin, University of Maryland.

The proceedings will be published early in 2011.
As of April 30, 2010 the OLBI team was composed of:

118 employees, including:
- 19 regular, full-time professors, including
  - 10 professors with academic rank
  - 9 language teachers
- 1 replacement professor
- 72 part-time language teachers, of which
  - 33 taught FLS (Français Langue seconde)
  - 39 taught ESL (English as a Second Language)
- 4 invited professors
- 19 support staff
- 2 employees in French Immersion Studies
- 1 Executive in Residence
Teaching

Baccalaureates

In the last three years, undergraduate programs welcomed an increasing number of students, with total numbers growing from 3183 in 2007-2008 to 3751 this year. The most significant increase was in French as a second language.

Special Programs

Among our special programs, the English Intensive Program (EIP) is our flagship program. It runs year-round. A privileged partnership with the Saudi Arabian Embassy’s Cultural Bureau has contracted the Special Programs office to develop an enhanced program for scholarship recipients from the Kingdom of Saudi Arabia. These scholarship recipients currently form the largest group of students within the EIP. Above and beyond the 21 hours of the intensive program they receive between 7.5 and 13 hours of additional language training, which includes a combination of on-site classes and online training, tailored to their most pressing linguistic needs, reading and writing skills. Many of these students have been admitted conditionally to an academic program at the University of Ottawa, at both the undergraduate and graduate levels. At the conclusion of their language training in the EIP, these students are often ready to bridge directly into their program of studies.

### Baccalaureates

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Students</th>
<th># Courses</th>
<th># Students in Major or Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>663</td>
<td>37</td>
<td>18</td>
</tr>
<tr>
<td>2008-09</td>
<td>701</td>
<td>44</td>
<td>6</td>
</tr>
<tr>
<td>2009-10</td>
<td>684</td>
<td>37</td>
<td>14</td>
</tr>
</tbody>
</table>

### ESL

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Students</th>
<th># Courses</th>
<th># Students in Major or Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>2520</td>
<td>105</td>
<td>135</td>
</tr>
<tr>
<td>2008-09</td>
<td>2962</td>
<td>165</td>
<td>148</td>
</tr>
<tr>
<td>2009-10</td>
<td>3067</td>
<td>164</td>
<td>188</td>
</tr>
</tbody>
</table>

### FLS

<table>
<thead>
<tr>
<th>Year</th>
<th>Total # Students</th>
<th># Courses</th>
<th># Students in Major or Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-08</td>
<td>2520</td>
<td>105</td>
<td>135</td>
</tr>
<tr>
<td>2008-09</td>
<td>2962</td>
<td>165</td>
<td>148</td>
</tr>
<tr>
<td>2009-10</td>
<td>3067</td>
<td>164</td>
<td>188</td>
</tr>
</tbody>
</table>

### Special Programs – 2009-2010 Registration

<table>
<thead>
<tr>
<th>Session</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Intensive Program (EIP)</td>
<td></td>
</tr>
<tr>
<td>Summer 2009</td>
<td>131</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>181</td>
</tr>
<tr>
<td>Winter 2010</td>
<td>165</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>124</td>
</tr>
<tr>
<td>Total EIP</td>
<td>601</td>
</tr>
<tr>
<td>Over 45 countries</td>
<td></td>
</tr>
<tr>
<td>45-55% of Students are Saudis</td>
<td></td>
</tr>
<tr>
<td>5-20% of Students are Libyan</td>
<td></td>
</tr>
<tr>
<td>10-15% of Students are Chinese</td>
<td></td>
</tr>
</tbody>
</table>

### Other Special Programs

<table>
<thead>
<tr>
<th>Program</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zhejiang University, Summer 2009</td>
<td>25</td>
</tr>
<tr>
<td>CIEP Teachers from France, Summer 2009</td>
<td>48</td>
</tr>
<tr>
<td>MEXT Teachers from Japan, Summer-Fall 2009</td>
<td>9</td>
</tr>
<tr>
<td>Total Other Special Programs</td>
<td>82</td>
</tr>
<tr>
<td>Grand Total</td>
<td>683</td>
</tr>
</tbody>
</table>
Centre international d’études pédagogiques (CIEP)

OLBI successfully bid on a program offered by the CIEP, a research centre in France whose activities include offering professional development, pedagogy and cultural workshops for language teachers. The program offered at OLBI involved two week workshops in July 2009. The teachers who travelled from France were from all regions of France and were teachers of English as a second language at the high school and college levels.

Language Training Services for Academic Staff

In 2009 a series of services were developed specifically for faculty members, to support their acquisition and proficiency in the University's official languages. OLBI offers courses in English and French as a second language, tailored to the needs of professors, and resources adapted to meet the needs of the academic staff required to teach in their second language. Services currently include group classes, tutorials, the online resource Tutorium, access to testing and evaluation services, as well as editing support services of class materials.

French Immersion Studies

Immersion Studies in French allow English-speaking students from immersion programs in Canadian secondary schools to continue their education in French. Its three components are: registration in a specialized academic program of 120 credits (4 years); language training via immersion courses, courses in French as a second language (FLS), and courses in the academic program given in French (at least 36 credits); and personalized assistance provided by language teachers (in immersion courses), student mentors and Immersion Studies personnel.

Students:
- 338 new students (1393 applicants) 2007-2008
- 330 new students (1487 applicants) 2008-2009
- 355 new students (1701 applicants) 2009-2010

Courses:
- 2007-2008, 44 immersion courses and 56 accompanying language courses
- 2008-2009, 55 immersion courses and 70 accompanying language courses
- 2009-2010, 66 immersion courses and 77 accompanying language courses

Total Registrations:
- 527 in 2007-2008
- 738 in 2008-2009
- 954 in 2009-2010

Graduates:
- 4 in 2007-2008
- 25 in 2008-2009
- 62 in 2009-2010

Personnel Courses 2009-2010

<table>
<thead>
<tr>
<th></th>
<th># Participants</th>
<th># Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Semi-intensive Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLS</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>ESL</td>
<td>25</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>51</td>
<td>2</td>
</tr>
<tr>
<td><strong>Fall 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLS</td>
<td>65</td>
<td>4</td>
</tr>
<tr>
<td>ESL</td>
<td>31</td>
<td>2</td>
</tr>
<tr>
<td>Fall Semi-intensive Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLS</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>ESL</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>8</td>
</tr>
<tr>
<td><strong>Winter 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLS</td>
<td>57</td>
<td>4</td>
</tr>
<tr>
<td>ESL</td>
<td>54</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>9</td>
</tr>
<tr>
<td><strong>2009-2010 Academic Year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Total FLS</td>
<td>161</td>
<td>10</td>
</tr>
<tr>
<td>Grand Total ESL</td>
<td>124</td>
<td>9</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>285</td>
<td>19</td>
</tr>
</tbody>
</table>
Research

Funding

<table>
<thead>
<tr>
<th>Source</th>
<th>Year</th>
<th>Funding Agency</th>
<th>Peer-reviewed Grants</th>
<th>Contracts</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2009-2010</td>
<td>$133,648.00</td>
<td>$36,410.00</td>
<td>$1,148,500.00</td>
<td>$63,652.00</td>
<td>$1,382,211.00</td>
</tr>
</tbody>
</table>

Research Forums

The OLBI Research Forums are a series of presentations given by invited internationally reputed scholars and researchers. Held during the regular academic year, these presentations are open to the public, with free admission. In the 2009-2010, OLBI Research Forums welcomed:

- Danièle Moore, Simon Fraser University (Entre corpus et théorisation. De la compétence aux identités plurilingues)
- Virginie Borel, Forum du bilinguisme, Biel/Bienne, Suisse (Suisse et plurilinguisme : Nouveaux défis et pistes de réflexion)
- Mary McGroarty, Northern Arizona University (Choice and Chance in Planning for Bilingualism)
- Leif French, Université du Québec à Chicoutimi (The Role of Working Memory in L2 Speech Production)
- David Rutledge, New Mexico State University (Graduate Online Educational Programs: Benefits and Challenges for Students and Faculty)
- Aline Germain-Rutherford, OLBI (Dialogue interculturel en milieu académique: pour une intégration réussie des professeurs étrangers)
- Laura Sabourin, Department of Linguistics (Lexical Processing in Monolinguals, Bilinguals and Second Language Learners)
- Shelley Taylor, University of Western Ontario (Les (en)jeux du Cadre européen commun de référence pour les langues et de la politique linguistique du Canada : Ne rien laisser au hasard)

Visiting Scholars

Each year OLBI welcomes visiting scholars from around the world who interact with our professors and consult the University of Ottawa’s research community. In 2009-2010, the following visiting scholars were hosted by OLBI:

- Mr. Yang Mengjun, Foreign Language Department, Qingdao Technological University (June-November 2009)
- Dr. Zhang Yan, City College, Zhejiang University (August-December 2009)
- Mr. Pinghua Yuan, Foreign Language School, Nanchang University (September 2009-August 2010)
Testing and Evaluation

The Language Testing Services completed Phase 1 of a study to align our ESL and FLS credit courses with the CEFR (Common European Framework of Reference). Phase 1 involved asking all faculty members to evaluate desired course outcomes relative to the CEFR. Phase 2 is underway.

A new test preparation book, “Cloze Test Practice Book for the CanTEST and University of Ottawa reading tests” was published along with support material for instructional use of the booklet. This material is in use in EIP test preparation classes, and available for sale at OLBI and at our satellite testing sites at the University of Saskatchewan, University of Regina, University of Manitoba, OISE at the University of Toronto, and Saint Mary’s University in Halifax.

Two internal partnerships were created this year. First, a custom second language test was developed for the Nutrition Sciences Program. It is designed for distance administration, via telephone or computer. This is a model of interdepartmental cooperation in which OLBI testing services has designed and developed a testing system, and the department of Nutritional Sciences is responsible for the delivery of the test.

Second, a new service has been made available to the Faculty of Graduate and Postdoctoral Studies. This service offers second language oral interviews via telephone for applicants to graduate programs which have a French proficiency admission requirement. This was designed since there is widespread availability of ESL tests worldwide but a lack of ways for French-speaking applicants to document their proficiency—OLBI started a pilot program where we interview applicants by telephone, benefiting from the infrastructure we developed for our contract with Canada Post.

The National Association of Pharmacy Regulatory Authorities (NAPRA) is in the process of setting national language standards for the certification of pharmacy technicians. OLBI Language Testing services was invited to provide information about our CanTEST/TESTCan and deliver a standard setting session with a view to having CanTEST and TESTCan as a test for their members to use a evidence of proficiency in their second language.

In the fall of 2009, a new departmental record was set, when 200 productive skills tests were processed (computer delivered speaking and writing test; human scoring) for the Immersion program in only two weeks. The productive skills test measures writing and speaking.

In Other Words

Each month our electronic newsletter, “In Other Words”, reaches a growing public of nearly 1000 subscribers and contributes to our outreach to researchers, professors and colleagues in the field of language teaching and planning, and bilingualism.

University Language Training Project

The University of Ottawa, through OLBI, joined a pilot project of the Canada School of Public Service which provides students with an opportunity to achieve the language qualifications required for employment in the government, by providing access, during their studies, to some of the School’s language training products and resource persons.

Directed by the Canadian government until 2012, the ULTP pilot project emerged out of the Roadmap for Canada’s Linguistic Duality 2008-2013: Acting for the Future. Here are its goals:

- Create a pool of recent graduates who attain the federal government’s language requirements and are considering a career in the federal civil service;
- Provide university student access to the same language training tools that federal civil servants use;
- Allow participants to acquire an understanding of the importance and stakes of linguistic duality in the federal government;
- Provide a Public Service Commission language profile valid for five years.

Publications

For the Publications list, please consult page 11 of the French version overleaf.
Publications

Livres rédigés par l’auteur / Books Written by Author


Livres édités par l’auteur / Books Edited by Author


Chapitres de livres / Book Chapters


Critiques de livres / Book Reviews


Articles publiés dans des revues avec comité de lecture / Articles in Refereed Journals


Communications publiées dans les comptes-rendus de congrès avec comité de lecture / Communications Published in Refereed Conference Proceedings


Contributions majeures sur invitation et/ou rapports techniques / Major Contributions by Invitation and/or Technical Reports


Présentations orales et affiches / Presentations and Posters


Ambrosio, L. (2009, octobre). Un projet d’été au service des enseignant(e)s du FLS, d’un océan à l’autre. Atelier et communication présentés au Congrès de l’Association onarienne des professeurs de langues vivantes, Collingwood, ON.


Hall, C. & Hope, A. (2009, October). A Systematic Approach to Teaching Listening. TESL Ottawa Fall Conference, Ottawa, ON.


Hamel, M.-J. (2009, novembre). How Electronic Dictionaries are Used by FSL Learners: Insight on their Search Strategies. Conférence annuelle de l’Association de linguistique des provinces atlantiques (ALPA), Memorial University of Newfoundland.


Lamoureux, S. (2009). Discussant – Methodological turn in ethnography, pour le panel Voices from the field: Identity, language and power in multilingual research settings. 11th International Pragmatics Association, Melbourne, Australia.


Séror, J. (2009). Socialization in the margins: Second language writers and feedback practices in university content courses. Guest lecture and workshop given to language instructors and researchers at the University of Toyo, Tokyo, Japan, July.


Ateliers présentés et autres interventions / Workshops Presented and More


