Message from the Director

The Official Languages and Bilingualism Institute (OLBI) is pleased to present its report for the 2010-2011 academic year. As usual, it focuses on the highlights of that period.

This past year, we continued to enhance our research capacity and increased our initiatives in networking in the areas of official languages and bilingualism. Our new projects are directly linked to the mission entrusted to us by the University Senate, which is the promotion of excellence and innovation in the fields of bilingualism and language acquisition. Most notably, research funding for our faculty members and the establishment of partnerships have been thriving. We have also seen tremendous growth in French Immersion Studies with positive repercussions across the University.

OLBI has been in existence for four years and our accomplishments now confirm our expertise in matters of bilingualism at the national and international levels. After three national conferences funded by SSHRC, Canadian Heritage and the Commissioner of Official Languages, OLBI’s research centre, CCERBAL, has successfully positioned itself in the Canadian linguistic landscape for its expertise in scholarly activities and the transfer of knowledge.

We are now recognized abroad. We can look across the Atlantic thanks to our relationships with the Council of Europe and the European Centre for Modern Languages, the Centre international d’études pédagogiques in Paris and the LATINUS network, and across the Pacific where contracts link us to several Chinese and Japanese universities. In the Southern hemisphere, we are participating in a vast bilingualization project in Sri Lanka overseen by CIDA and we are heading the language network of the Inter-American Organization for Higher Education which involves Latin America.

OLBI’s activities extend across the campus and beyond as we channel our pan-university mission promoting the University’s well-deserved reputation. OLBI has become a reference for bilingualism and second language education as it serves the university community.

For additional information, including updates on our ongoing activities, please visit us online at www.olbi.uOttawa.ca.

Richard Clément
Launched in November 2010, the French Portal is an online resource which provides a convenient access point for all resources on campus that support the acquisition of French language skills by English-speaking students who are part of the growing number of “Francophiles” at the University of Ottawa. The result of collaboration between two professors from OLBI and the Department of History who teach together in French Immersion Studies, the portal addresses the needs of students who are taking courses in French. The portal was financed through the Fund for the Development of Initiatives on the Quality of Learning and the Student Experience from the Office of the Vice-president Academic and Provost. Check it out at: www.pf.uOttawa.ca.

**European Centre for Modern Languages**

December 2010 marked the end of the third year of the Cooperation and Liaison Agreement signed between the European Centre for Modern Languages (ECML) of the Council of Europe and the University of Ottawa, through OLBI. The agreement’s objectives are to ensure increased contact between the ECML and Canadian language experts. OLBI acts as a Canadian partner of the ECML to disseminate work by the ECML throughout Canada, to act as its contact point, and to identify Canadian experts to take part in the ECML projects and project activities.

OLBI ensured Canadian participation in the following ECML activities:

- Four research meetings for language professionals
- The Professional Network Forum (PNF), as Canadian institutional member
- The Workshop for the National Contact Points and Nominating Authorities
- Celebration of the 15th anniversary of the ECML

We facilitated the dissemination of articles related to ECML projects and organized activities such as workshops run by Dr. Daniel Coste from the Council of Europe on the Common European Framework of Reference (CEFR) and the European Portfolio on Languages (EPL) which were held in both Vancouver and Ottawa.

**Inter-American Organization for Higher Education**

Following the Conference of the Americas on International Education held in Calgary in October, 2010, OLBI took on a leadership role to help create the Inter-American Language Training Network (ILTN) within the Inter-American Organization for Higher Education (IOHE). Our objective is to contribute towards internationalization which will encourage language mobility for students, professors and university administrators throughout the Americas, and consequently, language learning within an inter-American environment.

The ILTN’s areas of expertise will include:

- Language learning and teaching
- Continuing education and certification of language teachers
- Testing and evaluation tools for language proficiency
- Pedagogical resources for language teaching
- Research
- Institutional language policies

As of April 30, 2011, the OLBI team was composed of 120 employees:

19 regular, full-time professors, including
10 academic professors
9 language teachers

67 part-time language professors, of which
32 taught FLS (Français langue seconde)
35 taught ESL (English as a Second Language)

1 replacement professor
4 invited professors
22 support staff
4 employees in the Language Rights Support Program
3 employees in French Immersion Studies
1 Executive in Residence
Credit Courses and Undergraduate Programs of Study in ESL and FLS

The number of students registered in the undergraduate degree programs with a minor, an advanced minor or a major in FLS has continued to grow. In the 2010-2011 academic year, 80 additional students chose these degrees. In contrast, the number of students in ESL programs remained unchanged. Both the number of ESL and FLS credit courses offered to all University of Ottawa students and the number of students taking these courses have also gone up, with the greatest increase found among FLS students and courses. This is attributed to an increase in French Immersion courses in response to an increase in the number of students choosing to take up French Immersion Studies. Students in ESL and FLS courses came primarily from undergraduate programs, although graduate students and special students are also welcome in our second language credit courses.

<table>
<thead>
<tr>
<th>Year</th>
<th>ESL # Students</th>
<th>ESL # Courses</th>
<th>ESL # Students in Major or Minor</th>
<th>FLS # Students</th>
<th>FLS # Courses</th>
<th>FLS # Students in Major or Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007-2008</td>
<td>663</td>
<td>37</td>
<td>18</td>
<td>2520</td>
<td>105</td>
<td>28</td>
</tr>
<tr>
<td>2008-2009</td>
<td>701</td>
<td>44</td>
<td>6</td>
<td>2962</td>
<td>165</td>
<td>22</td>
</tr>
<tr>
<td>2009-2010</td>
<td>684</td>
<td>37</td>
<td>14</td>
<td>3067</td>
<td>164</td>
<td>188</td>
</tr>
<tr>
<td>2010-2011</td>
<td>748</td>
<td>39</td>
<td>14</td>
<td>3509</td>
<td>186</td>
<td>268</td>
</tr>
</tbody>
</table>

Proposal for a Master of Arts

Over the last academic year, we have made substantial progress in the preparation of OLBI’s proposal for the creation of a Master’s Program in Bilingualism Studies.

Following the recommendation of the Faculty of Graduate and Postdoctoral Studies (FGPS) and the Faculty of Arts, we sought the collaboration of several professors from other faculties and departments within the University who have a stake in the proposed program.

Subsequently, five professors responded positively to our invitation and expressed interest in participating in the program. They belong to the Department of Linguistics, the School of Translation and Interpretation, the School of Political Studies, the Faculty of Education, and the Faculty of Law. These academic units gave us their support regarding both the program proposal and the participation of their professors.

The Faculty of Arts has decided to offer the proposed program initially on a rotational basis in English and French (with 8 courses a year), and gradually move to offering the program in both languages once we have enough enrolment and the required financial resources. We are waiting for the approval of the Ontario Universities Council on Quality Assurance, followed by the external evaluation of the proposed program.
French Immersion Studies

French Immersion Studies are an academic option offered to English-speaking students who were registered in French-immersion programs in secondary school. Those who wish to continue developing their skills in their second official language commit to completing about a third of their university program in French, taking advantage of support adapted to their interests and ambitions.

The Numbers

Registration: This year, French Immersion Studies welcomed their fifth cohort of students. Since the launch in 2006, over 1,650 students have registered, and we currently have more than 1,100 active students. This has allowed us to meet one of the objectives of the University’s Vision 2010 mission statement.

Our Students: The majority of our students (approximately 80%), are from Ontario, mainly from the National Capital region (40%) and the Greater Toronto area (nearly 20%). About 7% of our students are anglophones from Québec, 4% come from British Columbia, and the rest are from other provinces or the territories.

Graduates: In 2009-2010, we celebrated our first cohort of students who had completed all four years of the baccalaureate in immersion. This year, we are welcoming their fifth cohort of students who had completed all four years of the baccalaureate in immersion. This year, we are expecting our largest proportion of students who successfully completed immersion in secondary school, we believe this option will interest many candidates who wish to improve their French while completing their studies in science.

In 2010-2011, the Faculty of Science sought and obtained approval to offer an immersion option in 10 of its undergraduate programs. Due to the particular nature of this faculty, its students will be taking Enriched French Studies, rather than typical French Immersion Studies. Since this faculty hosts the largest proportion of students who successfully completed immersion in secondary school, we believe this option will interest many candidates who wish to improve their French while completing their studies in science.

This approval allows us to increase the number of programs offered to future students to 68, in five direct entry faculties. This sets the University of Ottawa apart from other postsecondary institutions due to the sheer size and variety of our French language course options.

In order to address certain problems encountered by students, we set up a Mentoring Centre. The team of mentors is composed of more advanced students in the French Immersion program. Having gone through the stress and the challenges of studying in a second language, they are well qualified to welcome and help new students adjust to university life and discover the wonderful possibilities of immersion.

French Immersion students have a measurable impact on the University’s activities. Since 2006-2007, Immersion students have registered in more than 10,000 courses in French.

Immersion students not only register in French courses here in Ottawa, nearly two thirds of those who take part in an international exchange do so in a French-language institution.

In 2010, we organised the third annual intensive summer professional development workshops for 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 Canada. In the winter, we set up a partnership with the Ministry of Education of Ontario: one of our goals was to increase the level of participation by teachers from school boards in the province by offering them bursaries which cover their tuition fees and part of their travel costs.

Immersion Studies 2006-2011

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>743</td>
<td>1,393</td>
<td>1,487</td>
<td>1,701</td>
<td>1,826</td>
<td>7,150</td>
</tr>
<tr>
<td>Offers of Admission</td>
<td>481</td>
<td>978</td>
<td>1,029</td>
<td>1,155</td>
<td>1,185</td>
<td>4,828</td>
</tr>
<tr>
<td>Registrations</td>
<td>247</td>
<td>338</td>
<td>330</td>
<td>355</td>
<td>389</td>
<td>1,659</td>
</tr>
<tr>
<td>Active Students (Total Registration Each Year)</td>
<td>247</td>
<td>527</td>
<td>738</td>
<td>954</td>
<td>1,105</td>
<td>—</td>
</tr>
<tr>
<td>Graduates</td>
<td>0</td>
<td>4</td>
<td>12</td>
<td>81</td>
<td>106</td>
<td>203</td>
</tr>
</tbody>
</table>

Special Programs

The English Intensive Program (EIP), our flagship program, offered courses during all four sessions this year. The Programme de français intensif (PFP) offered courses at the end of the summer 2010. We also welcomed other groups during the summer, including one from Zhejiang University.

Centre international d’études pédagogiques (CIEP)

For the second summer in a row, OLBI offered a program on behalf of CIEP, a pedagogical research institute based in Paris (France). It took the form of intensive language, teaching and cultural workshops held in Ottawa over two weeks for 48 teachers of English from different regions of France, all of whom teach at the college or high school level.

Other Courses and Resources

Personnel Courses

OLBI’s second language personnel courses have been reworked over the last two years and the new series of courses were offered for the second time in 2010-2011. The main clientele for personnel courses is the administrative and academic staff, although other participants are welcome. A total of 23 courses were offered (5 ESL and 18 FLS) to over 160 students. These courses typically follow a regular format of 3 hours a week for 10 weeks, or a semi-intensive format of 15 hours over a single week.

Language Training Services for Academic Staff

In addition to personnel courses, faculty members availed themselves of a variety of support services such as second language tutoring, the Tutorium portal, testing and evaluation services, and editing support for class material.

Julien Couture Resource Centre

With a new documentalist in place as of May 2010, the Julien Couture Resource Centre has embarked on a revitalization project aimed at bringing its activities to a new level, by upgrading its current collection, redefining the work spaces in its Learning Section for OLBI’s student clientele, and creating an interface that will offer students better access to our collection of second language pedagogical materials. This facilitates the process of recommending out-of-classroom individual learning activities to our students. This ongoing project aims to make the overall language learning experience more enjoyable and relevant to all of our students.
Funding

As can be seen in the table below, funding has increased significantly in all areas of research this year.

CCERBAL 2011 Conference

In April 2011, the Canadian Centre for Studies and Research in Bilingualism and Language Planning (CCERBAL) hosted its fourth annual conference, where 127 delegates met to discuss research on Evaluation in a Context of Individual and Global Mobility. Topics included the evaluation of second language skills, the evaluation of language training programs, and the evaluation of language policy and public programs related to official languages. The dialogue between researchers, teachers, students, and experts in the field was rich and satisfying during the three plenary sessions, the four round tables and guest symposiums, and the 26 parallel sessions and one symposium which were held over two days. CCERBAL greatly appreciates the contribution made by its international colleagues who came from Europe, the United States, New Zealand, Sri Lanka, Morocco, Lebanon and Cameroon.

Proceedings of the third CCERBAL conference held in 2010 were published in our refereed publication, the OLBI Papers, which are available for sale. Copies of the proceedings from the fourth conference will be available in 2012.

Research Grants (Globally)

<table>
<thead>
<tr>
<th>Source</th>
<th>FUNDING AGENCIES</th>
<th>OTHER PEER-REVIEWED GRANTS</th>
<th>CONTRACTS</th>
<th>OTHER</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>$133,648</td>
<td>$36,411</td>
<td>$1,148,500</td>
<td>$63,652</td>
<td>$1,382,211</td>
</tr>
<tr>
<td>2010-2011</td>
<td>$147,877</td>
<td>$70,411</td>
<td>$1,503,000</td>
<td>$72,637</td>
<td>$1,793,925</td>
</tr>
</tbody>
</table>

Research Forums

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. The 2010-2011 series included one more conference than the previous year.

- Françoise Armand, University of Montreal / La lecture de contes en contexte plurilingue et les approches d’éveil aux langues
- Sawsan Salloum, University of Ottawa / Idéologies, identités et contraintes dans la traduction du discours publicitaire
- Shelley Taylor, The University of Western Ontario / The CEFR & Canadian educational language policy & practice: Translation, please!
- Hedy McGarrell, Brock University / Teacher Commentary in Second/Subsequent Language (L2) Writing – Making Sense of Seemingly Contradictory Research Findings
- Pierre Cardinal, Université du Québec en Outaouais / Les influences lexicales de l’anglais sur le français contemporain. Pour une nouvelle approche dictionnairique et pédagogique
- Marie-Josée Hamel and Élisa Cohen, University of Ottawa / Analyzing the “learner-task-dictionary” interaction using computer tracking technology
- Terry Lamb, University of Sheffield and President, International Federation of Language Teacher Associations / Engaging learners in language learning: learner motivation, learner voice, learner autonomy
Round Table on Language Proficiency Assessment

On May 30, 2011, we held a round table to compare standards for language proficiency in Europe (the Common European Language Framework), Canada (Canadian Language Benchmarks) and the United States (American Council on the Teaching of Foreign Languages proficiency guidelines).

In addition to the interesting possibility of comparing the foundations of these descriptive scales, the sharp increase in transnational migration creates a basis for considering the establishment of equivalencies. The round table gave participants an opportunity to reflect together on the current application of these standards and to explore possible common ground.

Guest speakers featured:
- Dr. Daniel Coste, Council of Europe
- Dr. Enrica Picardo, OISE, University of Toronto
- Mr. François Bélisle and Ms. Marianne Kayed, Centre for Canadian Language Benchmarks (CCLB)
- Dr. Cynthia Martin, University of Maryland and American Council on the Teaching of Foreign Languages consultant

ConBaT+ or Content-based Teaching

ConBaT+ is an initiative of the European Centre for Modern Languages (ECML) in Graz (Austria) that supports teacher education projects based on policies developed by the Council of Europe. The members of the ConBaT+ Project Team held their working meeting in Ottawa, September 27-29, 2010. This was followed on September 30 by a Symposium-Workshop with the theme, “A European-Canadian Project: Integrating Plurilingualism/Pluriculturalism into Content-based Teaching.” The event was held with the support of the Canadian Association of Second Language Teachers (CASLT).

It featured presentations by the following European and Canadian education experts:
- Dr. Mercè Bernaus, Universitat Autònoma de Barcelona, Spain
- Dr. Áine Furlong, Waterford Institute of Technology, Ireland
- Dr. Martine Kervran, Institut Universitaire de Formation des Maîtres de Bretagne, France
- Ms. Sofie Jonckheere, Regional Integration Centre Foyer, Belgium
- Dr. Peter D. MacIntyre, Cape Breton University

CLIL in the Netherlands

OLBI hosted a delegation from the Netherlands on February 16-19, 2011. The goal of their visit, which was organized by the Dutch European Platform agency, was to investigate language programs in local public and separate schools. The five visitors, who work in the field of education, were interested in issues related to bilingualism, particularly Content and Language Integrated Learning (CLIL). The study tour included visits to local schools (facilitated by CASLT, the Canadian Association for Second Languages Teachers), a tour of OLBI and the University, a visit to the Embassy of the Netherlands, and a meeting with local journalists. On this occasion, OLBI organized a symposium to discuss language education in Canada and the Netherlands.

Visiting Scholars

Each year OLBI welcomes visiting scholars from around the world who interact with our faculty members and consult the University of Ottawa’s research community. In 2010-2011, the following scholars were hosted by OLBI:
- Dr. Pinghua Yuan, Nanchang University, China (September 2009–August 2010)
- Dr. Zhang Yan, Zhejiang University, China (July–December 2010)
- Dr. Hong Lin, Hong He University, China (September 2010–September 2011)
- Dr. Han Jianxia, Zaozhuang University, China (February–September 2011)
- Mr. Zhang Lihong, Zhejiang University of Technology, China (March–September 2011)

In 2010, Language Testing Services undertook a revision of its online testing instruments. The revisions involved updating content as well as improving the user interface. Now, for the first time, a writing test is included as part of our online battery of tests. Including a writing component in the online test will enable us to make better course recommendations for the students in French Immersion Studies.

The test delivery contract between Language Testing Services and Canada Post has been renewed. Through this contract, current and potential employees of the postal service are tested on their second language speaking skills. Over 700 tests per year are processed through our call centres.

An external partnership was developed this past year with La Cité collégiale. The partnership entailed designing a four-skill computer-administered test for the graduating students at the college, with test content accessible to students in programs as diverse as carpentry and computer programming. The project was piloted in March 2011 and will be expanded in the spring of 2012.
LATINUS
For the first time, two OBLI professors were invited to participate in a conference which was hosted by this association of romance language universities. The theme of the conference was on the teaching and learning of romance languages as a foreign language. It was held at Université Paul-Valéry Montpellier III, France, in July, 2010.

CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)
Governance for Peace through Language Rights – Sri Lanka is a project funded by the Canadian International Development Agency (CIDA) and implemented by AgriTeam Canada in association with OBLI. The goal of the project is to support the Sri Lankan government and civil society organizations to strengthen and implement policies and programs that protect and promote language rights as a means of fostering social harmony and contributing to sustainable peace in Sri Lanka. The project is expected to contribute to greater public access to government services in both national languages, Sinhala and Tamil, as well as English. Participants will work with selected governmental organizations to increase their capacity to implement Sri Lanka’s National Language Policy and to promote bilingualism, trilingualism and language rights.

A delegation which included eight senior Sri Lankan officials led by the Secretary of the Ministry of Education, provincial governments, universities and government agencies. The trip was designed to allow delegates to learn about Canada’s experience in implementing the national Official Languages Act as well as provincial, territorial and municipal experiences.

UNIVERSITY LANGUAGE TRAINING PROJECT
We were in the second year of a three-year pilot project with the Canada School of Public Service, which is exploring the possibility of offering language training to University of Ottawa students during their studies to help them achieve the language level required for employment within the government. We expect that the pilot project will show the benefit of offering this option to all University of Ottawa students at all levels.

WINGS OF PEACE
We set up a partnership with the Canadian educational tourism company Wings of Peace, to provide intensive language and leadership training in English and French to groups of teenagers from the Middle East. Two OBLI staff members went on a mission to the United Arab Emirates and Qatar in early winter 2010, where they met with representatives from several universities, government agencies and cultural organizations that will sponsor students as of the summer of 2011. We expect over a hundred students will attend, with increasing numbers the following years.

The Language Rights Support Program (LRSP), under the mandate of OBLI and the Faculty of Law, has been a part of the University of Ottawa community since 2009.

The LRSP promotes constitutional language rights in Canada through public education. It also offers financial assistance to individuals or groups experiencing conflict related to constitutional language rights. This assistance may allow access to alternate dispute resolution processes in order to resolve conflicts outside the tribunals, or to legal remedies, resulting in social progress and clarification of constitutional language rights.

Since its creation, the LRSP team, under the management of its director, Genevieve Boudreau, has organized four regional consultations each year to meet with community representatives from official language minorities in Canada, in order to discuss issues related to constitutional language rights. These language rights are governed by education law, the right to services and communications within the federal government, and legislation and procedural law. In 2010-2011, the LRSP funded one application for alternative dispute resolution and 10 for legal remedies, representing over $760,000. In addition, it funded three applications for impact studies at the cost of an additional $15,000.

The LRSP funded three promotion and information projects:
• English language radio spots sponsored by the Quebec Community Groups Network (QCGN) addressed to English speakers in Quebec to inform them both about their rights and the activities of the LRSP. In addition, the QCGN promoted the spots in the media.
• An instructional, bilingual booklet, prepared by the Legal Resource Centre in Alberta, explaining constitutional language rights in a user-friendly, question-and-answer format. It can be downloaded at www.law-faq.org.
• Scripts for podcasts on constitutional language rights by Manitoba lawyer Joel Guenette will be posted on the LRSP website when completed.

The LRSP launched its new website www.padi-lrsp.uOttawa.ca in January, 2011. This site provides access to information regarding constitutional language rights and the LRSP’s funding application procedure. The streamlined layout allows all Canadians, whether they are English- or French-speaking, to easily find information related to their constitutional language rights. Visitors may also receive simplified information on constitutional language rights in the form of publications, news and blogs. In the near future, audio and video clips will be available. Information on LRSP is also available on Twitter or via RSS feed.
PUBLICATIONS

LIVRES ET MANUELS RÉDIGÉS PAR L'AUTEUR / BOOKS AND TEXTBOOKS WRITTEN BY AUTHOR


OUVRAGES ÉDITÉS PAR L'AUTEUR / PUBLICATIONS 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


Lamoureux, S. (2010). Language policy, language planning, public policy: perspectives from Canada. Language Planning in Wales and Beyond, Bangor University, Wales. (conférence invitée)


Autres présentations orales et affiches / Other Presentations and Posters


Publications multimédias / Multimedia Publications


Auteurs et autres interventions / Workshops and Other

