Table of Contents

Message from the Director 1
Our Team 2
Teaching 3
Second Language Intensive Programs 13
Research 15
Language Assessment 21
Development and Promotion 24
Language Rights Support Program (LRSP) 27
Publications 28

Message from the Director

The Official Languages and Bilingualism Institute (OLBI) is pleased to present its annual report for the 2014-2015 academic year. As in past reports, this report presents our most significant accomplishments during the period, which ran from May 1, 2014 to April 30, 2015.

In each section, you will find a box containing the year’s major achievement, followed by an overview of the activities that underpin OLBI’s outreach to its different audiences and partners in the areas of language teaching, learning, research, assessment, development and promotion.

Two elements merit highlighting this year: first, the input of Professor Marie-Josée Hamel who was OLBI’s Interim Director during my administrative leave as of January; I thank for her excellent leadership during that time; and second, the significant increase in the research published by our faculty and administrative staff, making it a record year, as evidenced in the final section of this report.

I hope you enjoy reading this document. For additional information, including updates on our ongoing activities, please visit us online at olbi.uOttawa.ca where you can also sign up for our monthly electronic newsletter, In Other Words.

Richard Clément, PhD, FRSC
Director of OLBI and Associate Dean of the Faculty of Arts
OLBI’s programs are for University of Ottawa students, both present and future, along with its faculty and staff. Our services also extend to clients from the public, private, and non-governmental sectors.

**Our Team**

OLBI is proud of the fact that Associate Professor Sylvie A. Lamoureux received two major honours, the Order of Ontario and the Young Researcher of the Year Award in the Faculty of Arts.

A dedicated teacher, researcher and spokesperson for French language education in Ontario, Sylvie A. Lamoureux has devoted her career to promoting conditions that ensure success for young Francophones throughout the province. Her research demonstrates the weight of linguistic insecurity among Francophone students in Ontario during their postsecondary experiences. In 2010, she helped the University of Ottawa establish an ongoing student mentorship program pairing new Francophone students with former French-speaking students from the same region, to help them fit into the University community while maintaining their own culture and identity. Significantly, her nomination to the Order of Ontario was initiated by former students of hers from the faculties of Arts, Education and Social Sciences.

She is pictured here with Vice-Dean, Research, Juana Muñoz-Liceras.

**Spotlight on Sylvie Lamoureux**

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**Employees**

- 19 regular, full-time professors
- 109 part-time language teachers
- 1 visiting scholar and 1 executive in residence
- 19.5 administrative staff
- 2.5 employees in French Immersion Studies
- 4 employees in the LRSP

**Total:** 156 employees
Credit Courses and Undergraduate Programs of Study in ESL and FLS

Hybrid Courses

The University of Ottawa has set an objective of offering blended learning in 20% of all its courses by 2020, in order to offer the best possible teaching through a combination of in-person and distance education. OLBI is proud to be leading the way. This type of learning will provide students with the means to improve both their second-language and technological skills. Thanks to efforts by the Research Chair in CALL, Marie-Josée Hamel, a working group of OLBI full- and part-time professors was set up to design six hybrid ESL and FLS courses, the first of which will be available as early as fall 2015. A request for funding from the Teaching and Learning Support Service (TLSS) resulted in a $30,000 grant.

ESL and FLS Minor and Major

Following last year’s evaluation of the Major and the Minor in English as a Second Language (ESL) and French as a Second Language (FLS), we are embracing the opportunity to reconfigure our program to make the exciting teaching approaches already used by many professors in their language classrooms standard practice in all our courses. Innovative elements such as community involvement, courses linked to specific areas of study, study abroad opportunities, and capstone projects are being incorporated.

Second Language Teaching (DLS)

The Second Language Teaching (DLS) Program, which is co-directed by the faculties of Arts and Education, is a wonderful example of how areas of expertise from both faculties complement each other in the delivery of a unique four-year program to prepare future teachers of ESL for work opportunities at home and abroad as well as future FLS teachers heading towards primary and secondary French Immersion and Core French programs. The DLS program underwent a review, and the results were excellent; the evaluators congratulated us on our dynamic bilingual program and on the array of courses we offer, and were very impressed by the level of engagement and quality of work produced by our professors and students.

Robert Bourgon Commemorative Award

The Robert Bourgon Commemorative Award was awarded for the first time to 3rd-year Double Major FLS-DLS student Haylee Weese. The scholarship was awarded during the Arts Showcase, a ceremony held by the Student Association of the Faculty of Arts (SAFA). The showcase celebrates all student achievements in the Faculty. This award was created as a result of an initiative by FLS Major students, many of whom had studied this subject with Robert Bourgon. Sadly, he died very suddenly over Christmas break in 2013. His former students wanted to create an award to honour him by recognizing students who demonstrated a deep interest in and positive attitude toward learning French by participating fully and making a genuine effort to use the language at all times. The FLS Major students were able to secure $400. OLBI contributed $100 to the fund to bring the award up to $500. OLBI is very proud of this award and congratulates the FLS Major students on this initiative. Dean Toni Lewkowicz handed out awards at the Showcase.

ESL Immersion Courses

OLBI offers ESL immersion courses to international students registered in the Telfer School of Management’s bachelor’s degrees. In the winter 2015 session, we ran for the second time an immersion course to accompany ADM2381 Business Communication. There were over 200 students in this class including 13 in the immersion class taught by part-time professor Karen Borland. Every year, the Business Presentation Challenge is held as part of this course. OLBI is very proud to announce that Karen’s students Yujie Yi came in 4th and Kejsi Merja took 1st place in this competition! These are wonderful results from our ESL students… and some wonderful teaching and coaching by their professor.

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French Immersion Studies

French Immersion Studies is an option available to Anglophone students who have completed high school programs in French as a second language. Those wishing to develop their skills in two languages commit to completing slightly more than one third of their studies in French, while receiving academic support tailored to their interests and aspirations.

The Faculty of Engineering approved the offering of French immersion in two of its programs, namely Computer Science and Software Engineering. The participation of the Faculty of Engineering means that all six of the University’s direct-entry faculties will offer French immersion in 2015-2016.

Activities

In spring 2014 French Immersion Studies submitted a self-evaluation report to the University. This evaluation, which is a periodic requirement for programs of study, was performed voluntarily to review the activities, learn about the students and identify the strengths and weaknesses of French Immersion Studies, to guide its strategy and actions in the years to come. What stands out is that the academic performance of immersion students is superior to that of the University’s student population overall. Specifically, immersion students have higher admission averages, better grades at university, a higher degree completion rate and a higher satisfaction rate in surveys.

French Immersion Studies is delighted that hundreds of students—40% of those registered—met the French immersion requirements by the end of their studies, successfully completing 14 courses in French and earning OLBI’s Second Language Certificate. However, more must be done to increase the percentage of students who complete their studies in French immersion. French Immersion Studies will have to work with academic staff, faculty and OLBI professors, and its students to review its activities and the support that it provides.

Certain measures are already underway. The recommendations of the 2013-2014 pilot project in which students in FLS 2581, the beginning-level accompanying language course, were made aware of the importance of language quality in their work, were presented and approved by the OLBI assembly.

As well, the position of Recruitment and Retention Assistant has been created to provide students with better support throughout their University career, from admission to convocation. This person will ensure that students select courses that are appropriate for their language skills, will follow up with students during the academic year, and will work with faculties to provide the best possible academic support.

A team of student mentors provides support to permanent staff members in their interaction with students. These young, enthusiastic mentors build the bridge between student life in high school and in university by providing information, tips and general advice. In addition to acting as peers of immersion students, the mentors speak at public events, such as open houses and information sessions for prospective students, and at the annual events of Canadian Parents for French (Ontario). They even speak to teachers at the Summer University for FLS teachers, sharing their experiences, challenges and achievements with those educating our prospective immersion students.

Scholarships

To encourage Francophile students to pursue their studies in French at the University, French Immersion Studies has established a number of partnerships, which make it possible to offer more than $350,000 in awards and scholarships.

French Immersion Studies is a proud supporter of the following competitions:

- Concours d’art oratoire, a public-speaking competition of Canadian Parents for French (CPF);
- Immersion Clip, a video competition of the Association canadienne des professeurs d’immersion (ACPI); and
- French for the Future’s National Essay Contest.
OLBI launched its first graduate program in Bilingualism Studies in fall 2014. The University, as a prominent bilingual educational institution committed both to the promotion of bilingualism and innovation in official languages learning, teaching and assessment, offers an ideal and favourable setting for a graduate education in Bilingualism Studies. In addition, OLBI’s extensive second language instruction programs provide a natural laboratory and a rich context for research and training in all aspects of bilingualism.

We welcomed our first cohort of eight graduate students to the Master of Arts in September 2014. These students were registered on a full-time (five) and a part-time (three) basis and in both program options (MA with Thesis and MA with Major Research Paper). We are pleased that we recruited one international student.

The program was launched with six three-credit courses. Two compulsory courses (one in English and one in French), and four electives, reflecting the program’s areas of focus (i.e., adult second language learning and teaching, bilingualism, technology-assisted language learning and instruction, assessment of second language competence, and language planning and policy), were offered in equal numbers in English and French over the fall and winter sessions. Below is the list of these courses and the professors who taught them.

### Graduate Studies

**FALL 2014 COURSES**

<table>
<thead>
<tr>
<th>Course Title and Code</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILS101 Issues in Bilingualism Studies</td>
<td>Sima Paribakht</td>
</tr>
<tr>
<td>BILS508 Langue, pouvoir et politiques identitaires : le Canada et le monde</td>
<td>Monika Jezak</td>
</tr>
<tr>
<td>BILS106 Adult Second/Foreign Language Skills Development</td>
<td>Nikolay Slavkov</td>
</tr>
</tbody>
</table>

**WINTER 2015 COURSES**

<table>
<thead>
<tr>
<th>Course Title and Code</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>BILS502 Méthodologies de recherche en études du bilinguisme</td>
<td>Beverly Baker</td>
</tr>
<tr>
<td>BILS504 Tendances et enjeux de la recherche en apprentissage des langues assisté par ordinateur</td>
<td>Marie-Josée Hamel</td>
</tr>
<tr>
<td>BILS103 Assessment of Second Language Competence</td>
<td>Beverly Baker</td>
</tr>
</tbody>
</table>

**Bilingualism Studies Graduate Students Association**

During the fall session, students set up the Bilingualism Studies Graduate Students Association, with Jessica McGregor as its first President.
Graduate Studies Committee

The Graduate Studies Committee (Sima Paribakht, Chair, Jérémie Séror and Sylvie Lamoureux) prepared the list and schedule of course offerings for the next three academic years. A proposal for adding four selected topic courses in the program’s areas of focus to the MA course bank was also submitted to the Faculty of Arts. These courses will allow our faculty members to develop new courses that will expose our students to a variety of current topics in their chosen areas. Since the program is bilingual, we requested three codes for each course (English, French and bilingual) to allow maximum flexibility and variety in our course offerings from one year to the next. We expect to be able to offer these courses as of 2016.

Recruitment and Registration

Since our program is new, we launched an extensive publicity campaign to attract qualified bilingual students to the program.

Our recruitment efforts included:

- Sending out the program flyer to 3rd and 4th year students in DLS – the Second Language Teaching program, a joint undergraduate degree of OLBI and the Faculty of Education – and the DLS alumni, and to 4th year undergraduate students in a number of the University’s related programs and their alumni;
- Placing ads in local English and French newspapers jointly with the Faculty of Education;
- Sending the program information to the Association des universités francophones du Canada (AUFC), the European Centre for Modern Languages (ECML) of the Council of Europe in Graz, Austria as well as to the Language Policy Unit of the Council of Europe in Strasbourg, France in order to attract bilingual European students;
- Publicity in the program booklet and the exhibition hall of the World Congress for Modern Languages, held in Niagara Falls in March 2015, which reached language experts from educational and research institutions.

To attract more applicants to our program, we extended our application deadlines to March 15 and June 15 for Canadian and international applicants, respectively. We expect our student population to grow substantially over the next few years.

COURSES BY SESSION
Language Training Services for Academic Staff

<table>
<thead>
<tr>
<th>COURSES BY SESSION</th>
<th>Language Training Services for Academic Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring-Summer 2014</td>
<td>Hours of Teaching</td>
</tr>
<tr>
<td>FLS1911 P</td>
<td>30</td>
</tr>
<tr>
<td>FLS2911 R, Q</td>
<td>117</td>
</tr>
<tr>
<td>FLS3911 R, Q</td>
<td>117</td>
</tr>
<tr>
<td>ESL3011 R, Q</td>
<td>117</td>
</tr>
<tr>
<td>ESL4011 E1, E2</td>
<td>90</td>
</tr>
<tr>
<td>Tutoring</td>
<td>210</td>
</tr>
<tr>
<td>Total</td>
<td>861</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Hours of Teaching</td>
</tr>
<tr>
<td>FLS1911A</td>
<td>30</td>
</tr>
<tr>
<td>FLS2911A</td>
<td>30</td>
</tr>
<tr>
<td>FLS3911A</td>
<td>30</td>
</tr>
<tr>
<td>FLS4911A</td>
<td>20</td>
</tr>
<tr>
<td>ESL3011A</td>
<td>30</td>
</tr>
<tr>
<td>Tutoring</td>
<td>210</td>
</tr>
<tr>
<td>Total</td>
<td>350</td>
</tr>
<tr>
<td>Winter 2015</td>
<td>Hours of Teaching</td>
</tr>
<tr>
<td>FLS1911H</td>
<td>30</td>
</tr>
<tr>
<td>FLS2911H</td>
<td>30</td>
</tr>
<tr>
<td>FLS3911H</td>
<td>30</td>
</tr>
<tr>
<td>ESL3011H</td>
<td>30</td>
</tr>
<tr>
<td>FLS4911H</td>
<td>20</td>
</tr>
<tr>
<td>FLS4912H</td>
<td>12</td>
</tr>
<tr>
<td>Tutoring</td>
<td>210</td>
</tr>
<tr>
<td>Total</td>
<td>362</td>
</tr>
<tr>
<td>TOTAL FOR THE YEAR</td>
<td>1,573</td>
</tr>
</tbody>
</table>

Other Courses and Resources

Language Training Services for Academic Staff

During the spring-summer 2014 session, we launched a new 90-hour course, FLS4011 Academic Writing for Publication, which was offered three times to Francophone professors who expressed the need to refine their articles for publication in English. We are planning to adapt this course as part of our hybridization initiative for language courses.

We are delighted that 112 faculty members have passed the bilingualism competency tests: 70 for active language skills, and 42 for passive skills.

An increasing number of universities are calling upon our services, because they are offering more and more disciplinary courses in French. Creating a bilingual academic staff is a challenge for other Canadian institutions. Hence, we went on an information and marketing mission to Simon Fraser University, which appreciated our visit and requested a great deal of information and supporting documentation.
The Julien Couture Resource Centre (JCRC) continued promoting our resources using our community-based platform, thus providing students with relevant tools that extend beyond the JCRC and include online tools, such as those available through the Ottawa Public Library. We also started hosting the English Intensive Program (EIP) Book Club in the fall. This Book Club offers an exciting option to all our international students to improve their reading and conversational abilities in English.

Our web-based database providing information on new acquisitions has also been adapted in order to include more relevant data not only on the resources, but also on the courses for which they are intended on a required or recommended basis, as well as the session of registration.

Since our move to the new location on the ground floor at 70 Laurier East, we have seen a steady increase in the number of clients using our resources. Its multi-purpose spaces and various services meet the wide-ranging needs of our clients. The JCRC functions as a meeting place for the community of learners, educators and researchers who make OLBI an exceptional academic environment fostering creativity, inspiring dedication and celebrating its researchers' outstanding achievements.

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 include our non-credit ESL/FLS courses, continuing education and all our personal development courses for language teachers, all of which can be provided to a wide variety of groups using customized solutions. This area is experiencing strong growth in registrations and staff. In addition to the program overviews below, additional information may be found at olbi.uOttawa.ca/intensive-programs.

**Language Programs**

The Programme intensif de français (PIF), our intensive French language program intended for both students and professionals, is now in its sixth year. Spread over three weeks at the end the summer, it includes 21 hours of teaching and four hours of sociocultural activities each week. In the fall, at the request of our consortium for Latin American recruitment, CALDO, we set up a customized bridging PIF for 11 scholarship students from Brazil. These Francophiles improved their academic French in the Canadian context from September 22 to December 12 while becoming familiar with the University. They were then allowed to register in 3rd year of bachelor’s studies in the Faculty of Arts, where they went on to two sessions of courses followed by one session of research.

The English Intensive Program (EIP) is OLBI’s main tool for ESL teaching, and we had the highest number of registrations in OLBI’s history. With six different levels to accommodate a wide range of language skills and backgrounds, the EIP hosts students from China, Brazil, Saudi Arabia, Libya, Turkey, Vietnam, Iraq, Italy, France, Japan, and Mexico. The program has shown steady growth since fall 2012, and the majority of its participants later enter graduate and undergraduate programs at the University.
The Canadian Centre for Studies and Research on Bilingualism and Language Planning (CCERBAL) allows OLBI and the University to assert their roles as catalysts for the evolution of bilingualism and language planning in Canada.

**Destination Clic**

From June 28 to July 14, the Destination Clic summer school welcomed 53 students between 13 and 15 years old (ten more than the year before). Running since 2001, this bursary program is intended for Francophones living outside of Quebec and provides them with a unique view of their heritage and of university life. Students stay on campus, while taking courses on Franco-Ontarian literature, linguistics, and music, as well as participating in numerous extracurricular activities to discover Franco-Ontarian culture.

**Zhejiang University Summer Language Program**

For 10 years, OLBI has hosted students from Zhejiang University in Hangzhou, China. In this one-month summer program, students are provided with the chance to earn credits in their native country while studying English here. For several years now, this program has offered two courses: Oral Communication Skills in English and Reading Magazines and Newspapers in English. In 2014, 28 students participated.

**University of Electronic Science and Technology of China**

From Chengdu, the UESTC sent 23 students in the summer of 2014 to be part of a four-week integrated skills program in English instruction, while being immersed in Canadian culture. These are future teachers of English as a foreign language.

**EAP for Engineering**

In the most popular of customized programs for foreigners, 59 Chinese students were welcomed in August for the three-week EAP for Engineering Program. Students were given 21 hours a week of courses in English for Academic Purposes (EAP) to prepare them for third-year undergraduate studies in engineering and a master’s degree at the University of Ottawa, once they have obtained their bachelor’s degree.

**University of Niigata Prefecture Program**

In February, 18 students from the University of Niigata Prefecture arrived from Japan for an intensive five-week language training session. This program is held every two years. This is the program in which our students are most integrated into Ottawa life, because they live with a host family arranged through our partner Canada Homestay International.

**Professional Development**

**Summer University for FLS/FSL Teachers**

In 2014, we held the seventh annual intensive summer professional development program for Canadian FLS or FSL elementary and secondary teachers of Core French, Extended French, Intensive French, and French Immersion. These well-established workshops attract teachers from all across the country. Our partnership with the Ontario Ministry of Education has made it possible for many elementary and secondary teachers in this province to participate through bursaries that cover tuition and a portion of the travel costs.
Partnerships

At the Canadian ECML Symposium organized by CCERBAL and held at the World Congress for Modern Languages in Niagara Falls in March 2015, OLBI welcomed the Executive Director of the European Centre for Modern Languages (ECML), Sarah Breslin. She presented the themes of the next ECML program for 2016-2019 entitled, “Languages at the Heart of Learning,” and invited Canadian researchers to continue collaborating with the ECML during this new program. It was OLBI’s cue to launch the publication of the textbook, “Canada and the European Centre for Modern Languages (ECML): Canadian Participation in ECML Projects 2008 to 2015.”

This publication is intended for the Canadian public with a dual objective:

1) to introduce the ECML and its activities;

2) to describe the impact of the Canadian participation in ECML projects and the impact that this participation has on the advancement of language teaching across Canada.

OLBI took advantage of Sarah Breslin’s visit to organize a series of official visits for her with senior government officials including the Assistant Deputy Minister – Citizenship and Heritage, who is responsible for language programs in the Department of Canadian Heritage, the Assistant Deputy Minister responsible for French Education, First Nations Education, and Research in the Ministry of Education of Ontario, the Director General of the Council of Ministers of Education, Canada (CMEC), along with leaders and researchers of the Centre for Educational Research on Languages and Literacies (CERLL). The goal of these meetings was to represent the ECML, highlight Canadian participation in ECML projects and its benefit for Canada, and develop a more formal partnership between the ECML, Ministers of Education and the Canadian Government.

Research Grants in 2014-2015

Over 2 million dollars were received in research funding in 2014-2015. The lion’s share of these funds came from research contracts.
Symposium

Thirteen OLBI researchers rallied together to deliver a symposium on the topic of “Best Practices in Language Teaching and Assessment” during the World Congress for Modern Languages held in Niagara Falls in March 2015 and which drew in about 1,500 participants. This CCERBAL Symposium received financial assistance from Canadian Heritage.

The symposium consisted of the following workshops.

Workshop 1: Clés technologiques de la réussite en immersion  
Hélène Knoerr and Alysse Weinberg

Workshop 2: Grammaire, technologie et écriture: A “Synced” Approach  
Marie-Claude Dansereau, Parvin Movassat, Marie-Josée Hamel and Nikolay Slavkov

Workshop 3: Working together to understand each other: La culture des autres, grâce aux autres  
Laura Ambrosio, Laurence Thibault and Marlene Toews Janzen

Workshop 4: Measuring what counts? Classroom implications for assessment of interactional competence and for self-assessment  
Catherine Buchanan, Carla Hall, Amelia Hope and Monika Jezak

Research Forums

The following OLBI Research Forums, presented by (inter)national experts, proved equally interesting for researchers, language teaching professionals and various key government officials. They were webcast live and can be viewed on the CCERBAL website.

Here is the detailed listing of the 2014-2015 OLBI Forums.

September 26, 2014  
Geoff Lawrence, York University  
Key Challenges and Facilitators in E-Learning Language Programs

October 9, 2014  
Iehnhotonkwas Bonnie Jane Maracle, University of Toronto  
Indigenous Language Revitalization as a Wholistic Process

October 30, 2014  
Denis Cousineau, Ottawa-Carleton District School Board  
Virage pédagogique pour une confiance accrue chez l’apprenant en FLS

November 28, 2014  
Donna Patrick, Carleton University  
Indigenous Languages in Canada: Political, Sociological, and Sociolinguistic Perspectives

January 30, 2015  
Elizabeth Marshman, University of Ottawa  
La sensibilisation de futurs traducteurs aux liens lexicaux : des défis et des stratégies

February 27, 2015  
Valérie Amireault, Université du Québec à Montréal  
Les cours de français langue seconde au Québec : un tremplin pour l’intégration linguistique et culturelle des nouveaux arrivants adultes

March 31, 2015  
Sarah Breslin, Executive Director, ECML  
Les langues au cœur des apprentissages

April 10, 2015  
Waldeinor B. Moraes Filho, Ministry of Education – Universidade Federal de Uberlândia, Brazil  
Building a multilingual language policy framework: the case of Languages without Borders in Brazil

April 22, 2015  
Encarni Carrasco, École Supérieure du Professariat et de l’Éducation de Grenoble, Universitat de Barcelona  
L’intercompréhension, porte du plurilinguisme

Research Groups

CCERBAL’s four research groups contributed remarkably to the vitality of research at OLBI, starting with internal meetings that will lead to seminars and other scholarly activities next year. They are:

- Interdisciplinary Research Group in Languages and Technology (GRILT)  
  Led by Marie-Josée Hamel

- Interdisciplinary Research Group (LMIRG / GRILG)  
  Led by Monika Jezak
The Language Assessment Sector supports OLBI and the University in our shared commitment to promoting bilingualism in Canada’s official languages. In 2014-2015, our commitment to this mission was demonstrated by our major accomplishments in language test development and administration as well as research.

OLBI Papers

The 7th volume of the OLBI Papers, edited by Nikolay Slavkov and Sheila Scott, was published in spring 2015. The volume, entitled Literacies and Autonomy of the Advanced Language Learner, stems from the 2014 CCERBAL Conference on the same theme.

All seven issues of the OLBI Papers are now saved on the OJS free platform accessible from the CCERBAL website.

Undergraduate Research Opportunity Program (UROP)

Four OLBI students received a $1,500 UROP scholarship. They were Emily Nishibori and Xiaoyang Zhang (DLS), supervised by Nicolay Slavkov; Jessica Chang (DLS), supervised by Marie-Josée Hamel; and Thierry Simonet (EDU), supervised by Alysse Weinberg. The recipients presented a poster with their research findings during the UROP Symposium held on campus on April 2, 2015.
We already have a well-established reputation for building and administering language tools of the highest possible standards in English and French for a variety of purposes. This year, we focused more on research, first drafting an agenda document in order to articulate our research vision, prioritize upcoming test validation and revision activities, and identify possibilities for outreach and collaboration. We are well positioned to become a model for principled and innovative language assessment research in Canada.

**Language Test and Administration**

Within the University:

- Working with IT and external partners in the development of a new online testing system;
- Working with OLBi colleagues in the development of a new hybrid course to support the Second Language Certification Test;
- Developing a new receptive skills test for professors; and
- Collaborating with EIP teachers in test development and improving test literacy.

External to the University:

- Signing a new test development and delivery contract with the Canadian Mortgage and Housing Corporation (CMHC); and
- Signing a test delivery contract with Export Development Canada to deliver speaking tests to their employees.

**Research**

Language Assessment Research Group (LARG)

In 2014 we founded the CCERBAL-affiliated Language Assessment Research Group (LARG), consisting of 12 researcher-practitioners from various institutions whose aim is to promote collaboration and innovation in all aspects of language testing, including formative evaluation in class as well as large-scale language tests. The group’s activities are listed in the section on Research.

Test Validation Research Projects begun or completed in 2014-2015

We began five new test validation projects. One project was done as part of the course requirements in the Language Assessment course of the new MA Program in Bilingualism Studies.

1) Revising test specifications for the listening component of a high-stakes English assessment: A conceptual and data-driven approach (2015-2016)
   Project Lead: Angel Arias, Test Validation Officer

2) Testing bilingualism: Incorporating translanguaging into a listening task for university professors
   Project Leads: Amelia Hope, Head, Language Testing Services; Beverly Baker, Director, Language Assessment

3) Re-evaluating commonly held views of residual-based fit statistics in language assessment research: Rasch analysis of the CanTEST listening subtest
   Project Lead: Angel Arias, Test Validation Officer

4) Skimming, scanning, and reading comprehension: An exploration of construct through exploratory factor analysis
   Project team: Angel Arias, Test Validation Officer; Beverly Baker, Director, Language Assessment; Amelia Hope, Head, Language Testing Services

5) Oral admissions testing for university entrance: Interactive functions and perceptions of anxiety (2015)
   Project Supervisor: Beverly Baker, Director, Language Assessment
   Research Team: OLBi MA Students (Joselyn Brookbank, Valerie Kolesova, Jessica McGregor, and Mélissa Pesant); University of Ottawa PhD student (Irina Goundareva)
This sector promotes all OLBI’s areas of expertise including language planning through partnerships to heighten both the University’s and OLBI’s reputations as centres of excellence for analysis, research, and innovation.

DEVELOPMENT AND PROMOTION

National Languages Project – Sri Lanka

The National Languages Project (NLP), 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.

The project’s ultimate outcome was “increased respect for language diversity and language rights within the public service and among the citizenry”. The project succeeded in being a catalyst for the evolution of language planning. It increased opportunities for citizens to obtain public information and services in the official language of their choice and increased institutional recognition that Sinhala and Tamil must be treated equally and appreciated as national and official languages of the country.

In May 2014 an external evaluation was conducted of the National Languages Project by DADA International Inc. The evaluation report found that “NLP offered a systematic and sustained approach to institutional strengthening for the Ministry of National Languages and Social Integration (MNLSI) and each of its institutions” and found the project was “relevant to the needs of Sri Lanka and continues to enjoy high-level administrative and political endorsement.”

In spite of this very positive external evaluation and much pressure by the Sri Lankan Government for continued support from Canada, a decision was made by the Department of Foreign Affairs, Trade and Development Canada (DFATD) not to extend the project beyond its initial period. As a result, all project activities ceased at the end of April 2015 and the project field office in Colombo closed in May 2015.

For detailed information on the results of this project, please consult OLBI’s website olbi.uOttawa.ca/development/sri-lanka.
Partnerships

We set up partnerships for student recruitment, offered intensive language courses and also held successful activities – both for our outreach and for financial reasons.

Our international partnerships had an impact in Europe and in Latin America. For instance, the 3-year LUCIDE project (Languages in Urban Communities – Integration and Diversity for Europe) was capped by Richard Clément’s presentation of his team’s research findings in Madrid and at the London School of Economics. OLBI is the Canadian partner in this European project. The team analysed multilingualism in four Canadian cities (Montréal, Toronto, Vancouver, and Ottawa) as evidenced in this report’s section on Publications. In addition to Richard Clément, the team comprised Caroline Andrew from the Centre on Governance, Catherine Ellyson and Hilaire Lemoine.

Our links with Latin America were strengthened through a mission to Chile and Colombia in January, during which we met with executives in continuing education in several businesses, chambers of commerce and universities. We offered to set up customized professional development opportunities in second or foreign languages, in addition to twinned programs with certificates offered by the University’s Centre for Continuing Education. Lise Bazinet, Assistant Director, Development and Promotion, along with Rodrigo Delgado, Regional Manager, Development and Promotion, Latin America, were greeted heartily during their mission, and positive results are expected in the mid to long term.

Web Accessibility

We adapted the OLBI, French Immersion Studies and subsidiary websites and moved them to a Drupal platform, in order to comply with regulations on accessibility to the websites of all provincially funded institutions including the University of Ottawa. Now all pages can be machine-read by visually-impaired persons. We took the opportunity to simplify the navigation and improve graphic elements.

In Other Words

Monthly E-Newsletter

2,136 subscribers

15% increase in 1 year

We launched an awareness campaign across Canada on the importance of the right to education in the language of the official minority. The Language Rights Support Program (LRSP) published a special insert in community newspapers and broadcast radio capsules across the country in cooperation with many organizations that represent official language minority communities.

Funded Language Cases of Significance

Three court remedies funded by the LRSP made headlines during the year. They all dealt with protecting the constitutional language rights of official language minorities. The remedies addressed issues related to the principle that the Senate must represent official language minorities (Senate Reform), to the right to receive services in both official languages from a former Crown Corporation with language obligations (Thibodeau v. Air Canada), and to the right to create a new educational institution when the number of eligible applicants justifies it, including their right to benefit from the same quality of services as those offered to the majority (Association des parents de l’école Rose-des-Vents v. Ministry of Education of British Columbia).

Publication of Impact Studies

The LRSP offers $5,000 in financial assistance for an exploratory study on the influence of a bill, a law or a draft constitutional amendment, or on the impact of a legal decision involving constitutional language rights on Canada’s official language communities. Four studies received funding: two of them dealt with the right to education in the minority language, while the other two dealt with government services and communications. All these studies may be consulted on the LRSP website.
Livres édités par l'auteur / Books Edited


Chapitres de livres avec comité de lecture / Chapters in Books


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


Contributions majors et/ou rapports techniques / Major Invited Contributions and/or Technical Reports


Lamoureux, S. & Beauchamp, J. (2015, April). ‘We hear you. We see you!’ Using student voice to inform services, policies and procedures to improve the College transfer experience. ONCAT 2015 Student Pathways Conference, Toronto, Ontario.


Contributions et ateliers sur invitation / Invited Contributions and Workshops


Baker, B. (2014, June). Language Assessment in University Education. Fourth Annual Graduate Student Teaching Colloquium, Department of Languages, Literatures, and Cultures, McGill University, Montreal, Quebec.


Hall, C. (2014, June). Teaching reading skills in task-based learning contexts. Delivered workshop to 60 ESL teachers at the National Autonomous University of Mexico, Guatema Campus, Guatema, Québec.


Hamel, M.-J. (2015, Mars). L’Ontario français d’hier à aujourd’hui: Présentation dans le cours FLS477 Culture et communication en français langue seconde, Ottawa, Ontario.


Communications publiées dans des comptes rendus de congrès avec comité de lecture / Papers in Refereed Conference Proceedings


Communication comme conférencier invitée / Keynote Presentations


Communications publiées dans des comptes rendus de congrès avec comité de lecture / Papers in Refereed Conference Proceedings


Recension d’ouvrage / Book Reviews
