



uOttawa

Régime d'immersion en français
French Immersion Studies



enda

The context

The project

Incentives and student motivation

A pedagogical approach

Some results



Stawatawa – at the border of 'French' and 'English'
populations

18 – established by the Oblate fathers
education in BOTH languages "to erase the natural
antipathies among the country's citizens."

1844 – education in *either* language
in order to attract anglophones



5 – reorganized as a publicly-funded corporation

4 – legal mandate from the provincial Gvt :

It must “further bilingualism and biculturalism, and preserve and develop French culture in Ontario. (...) Bilingualism must be shown in its programmes, its central administration, its general services, the internal administration of its faculties and schools, its teaching staff, its support and its student population.”



Student population the last 20 years

1/3 francophone

2/3 anglophone



SL in Canada

10 years of French immersion in schools

Successful, to an extent (CPF)

- 6-8% of eligible students enrolled in FI;
25% of them graduate with FI diploma
- 5% of Core French students complete Gr. 12 credit

1,000,000 students learning French

300,000 in immersion (OCOL)



And after high school?

Nationally, 2% of students study French in university (OCOL)

- most universities offer grammar and literary studies
- often, it's to become a teacher

in Ottawa 2005, only ~3% of anglophones studied in French

- even though ~10% did French immersion in h.s.

8% of 15-19 yr-old Canadians are bilingual

Falls to 9% of 25-29 yr-old (CCL)



And what of the francophones?

Limited growth: flatlined regional population
Challenges in attracting them from elsewhere
Many are studying in English



c & private sectors want better (and earlier) L2 training

awa already getting 15% of the province's immersion grads
of courses and programs offered in both languages
y L2 features, support services and knowledge
ique 'package' that was not exploited

portunity to be seized

purpose:

) attract francophile students with this special offer

) increase #'s to help stabilize or even save courses offered in
French





2005, a proposal

- *Vision 2010* puts bilingualism at the forefront
- Creation of a formal 'French immersion' stream
- Target: 1,100 students in five years

to vision: Why?

piration and values

tives: What?

ks with measurable results

sis: How?

ources required, obstacles, risks &

portunities

nsibilities

o does what, in what timeframe



in from the top was certain: this was dictated by Vision document

hired: knowldege of multiple sectors

ties

determine which faculties and programs could participate

form and train their staff

trar's office:

develop procedures to receive applications, admit & register

review h.s. curricula for evaluations during admissions process

create special coding for their status, grades and graduation

create designated scholarships

uiting:

develop promo materials, h.s. presentations, train staff

meet school board officials in targetted areas

create partnerships with ESL organizations; mutual benefits



cants / Students

communicate during admission & registration periods,
supporting them at admission and graduation

port

mentors welcome, advise and follow up them

use existing resources (writing centre, conversation groups, etc.)

create 2 paths

Results: 4 faculties with 55 programs, 42 \$20,000 scholarships

Conclusion:

created 2 « paths » for students

modified the credit requirements

added Faculty of Science by modifying some measures

Results: 5 faculties with 75 programs, unlimited 1,000\$ scholarships and over

100,000 for FSL contests



IMMERSION EN FRANÇAIS

- A **stream** created for **anglophone** students
 - Core, Extended, Immersion
- **Incentives, resources and support**
- **Gradual transition** → *les études en français*

Objective: Become *professionally* bilingual
(DELF B2+ or higher)



Management

Comptabilité
Finance
Gestion des ressources humaines
Gestion internationale
Marketing
Sciences commerciales (sans option)
Sciences commerciales
(entrepreneuriat)

Health sciences

Sciences de l'activité physique (B.A.
ou B.Sc.)
Sciences de la santé
Sciences infirmières

Social Sciences

Administration publique
Anthropologie
Criminologie
Développement international
mondialisation
Études des femmes
Études internationales et
modernes
Psychologie (B.A. ou B.Sc.)
Science économique
Science politique
Service social
Sociologie

Sciences

Biochimie
Biologie
Chimie
Géographie physique
Mathématiques
Physique
Sciences biomédicales

Programs

publique et science politique
ologie et sociologie
cation et philosophie
cation et science politique
ation et sociologie

Géographie et socio.
Géographie et environnement
Histoire et science politique
Philosophie et science politique
Science écono et science politique
Sciences pol et études des femmes

at their program of study's requirements

40 courses



Intégrate some French

- 14 / 40 courses taught IN French

Proficiency test at admission and graduation

maximum of two 1st yr courses

minimum of two 3rd or 4th yr courses



Bilingual environment and special context

Incentives for students

Personalized pathway

Disciplinary courses taught in French



Mail Francophile
al lists campus
ices to help
ents succeed in
French studies



Allowing written work in either language

- Reduces stress levels
- ...but can hinder writing development

Alternative grades (Pass/Fail)

Does not affect GPA

Encourages students to 'take a chance'



Letter Grades

VS

S/NS Grades

(Qualitative)

CRM 1300 A (9)

ENG 1120 A (9)

POL 1502 D+ (3)

SOC 1501 A- (8)

THE 2500 C+ (5)

CRM 1300 A (9)

ENG 1120 A (9)

POL 1502 S

SOC 1501 A- (8)

THE 2500 S

average » 6.8

average » 8.6



EY!!

1,000 bursary for 2 courses in French/semester
combined with normal admissions scholarships

ests for high school students

Speaking, writing and video contests – *en français*

Bursaries between \$1,000 and \$12,000, with easy
renewal criteria



Every student's path is different

their program

their language level

their intention

Our 'vague' requirements

Student mentors

answer questions

help develop personal path

empathy, tips and advice

presence on facebook – wildly successful



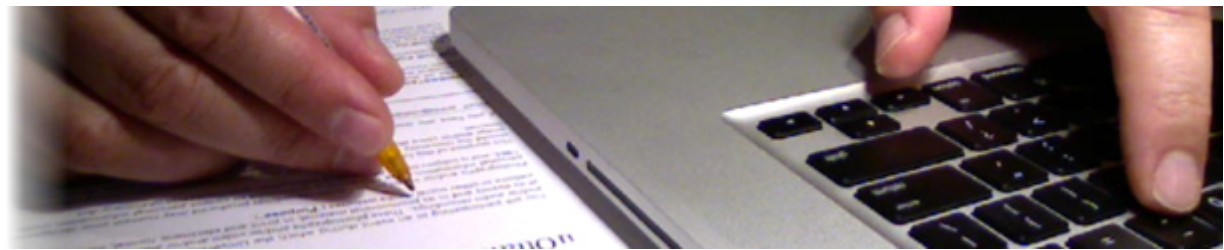
Academic Writing Help Center

Review of outlines or drafts

Critique grammar or structure

Develop strategies and writing skills to:

- Understand the requirements of academic writing
- Improve their argumentation skills



conversation groups
language labs
student resource centre

podophone residence

many other students doing the same thing...



Discover French culture through social activities

Informal gatherings: 'safe' place to improve
language skills

More francophones participate



arrangement)

anacophone student is paired with an
lophone student in the same content course.
ed on collaborative, cooperative, peer, and
dem learning using both face-to-face and web-
ed communications (blogs and email).

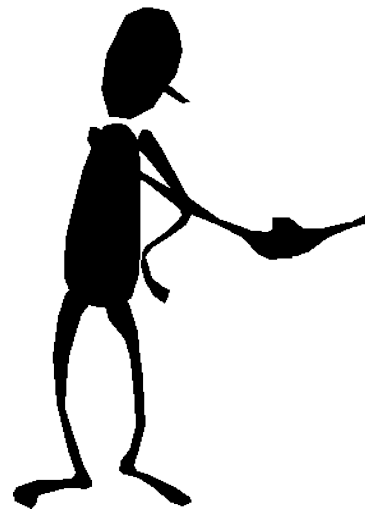


improve the learning experience of English
students who take content courses in French.

Language peers discuss the language, vocabulary,
the material of the content course – and so
each other learn.

Anglophone students gain confidence in their
French and want to continue their studies in
French.

www.ilob.uottawa.ca/pf_video.php?v=1





Anglophones

Understood the history course because we exchanged our ideas about what we understood.

Exchange allowed me to be less shy about talking to Francophones.

I am more confident in productive skills.

Francophones

Interesting to hear how other students interpreted the same historical event.

Understand the differences and difficulties between Anglophones and Francophones.

Explain correctly the meaning of certain terms in order to help my partner's comprehension.





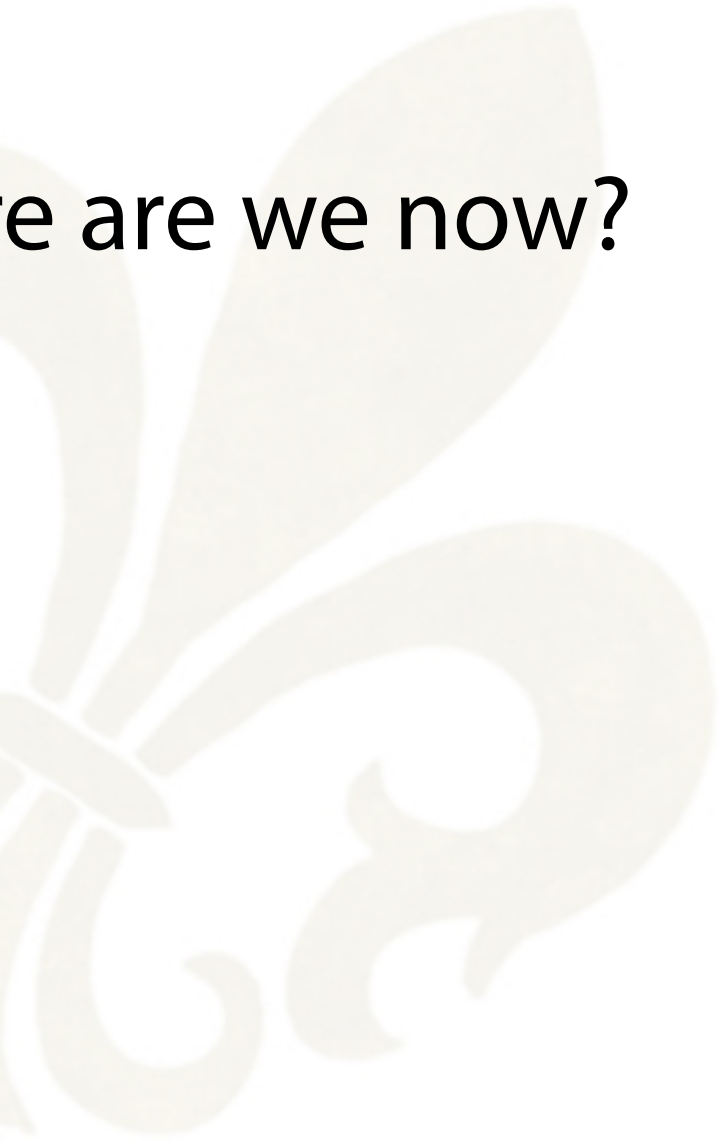
this needs...

ffing

- A small team
- Dedicated to this project, these students
- Frequent communication before and during
- Open door policy



Where are we now?



uOttawa population in 2012-13

11,000 francophones
25,000 anglophones

4,000 'francophiles'



inscriptions: +360% Over 12,000 to date

+180% 2,200 in all; 1,462 at this time



Origins	
Ontario	85%
Québec	5%
Col.-Brit.	5%
Autres	5%

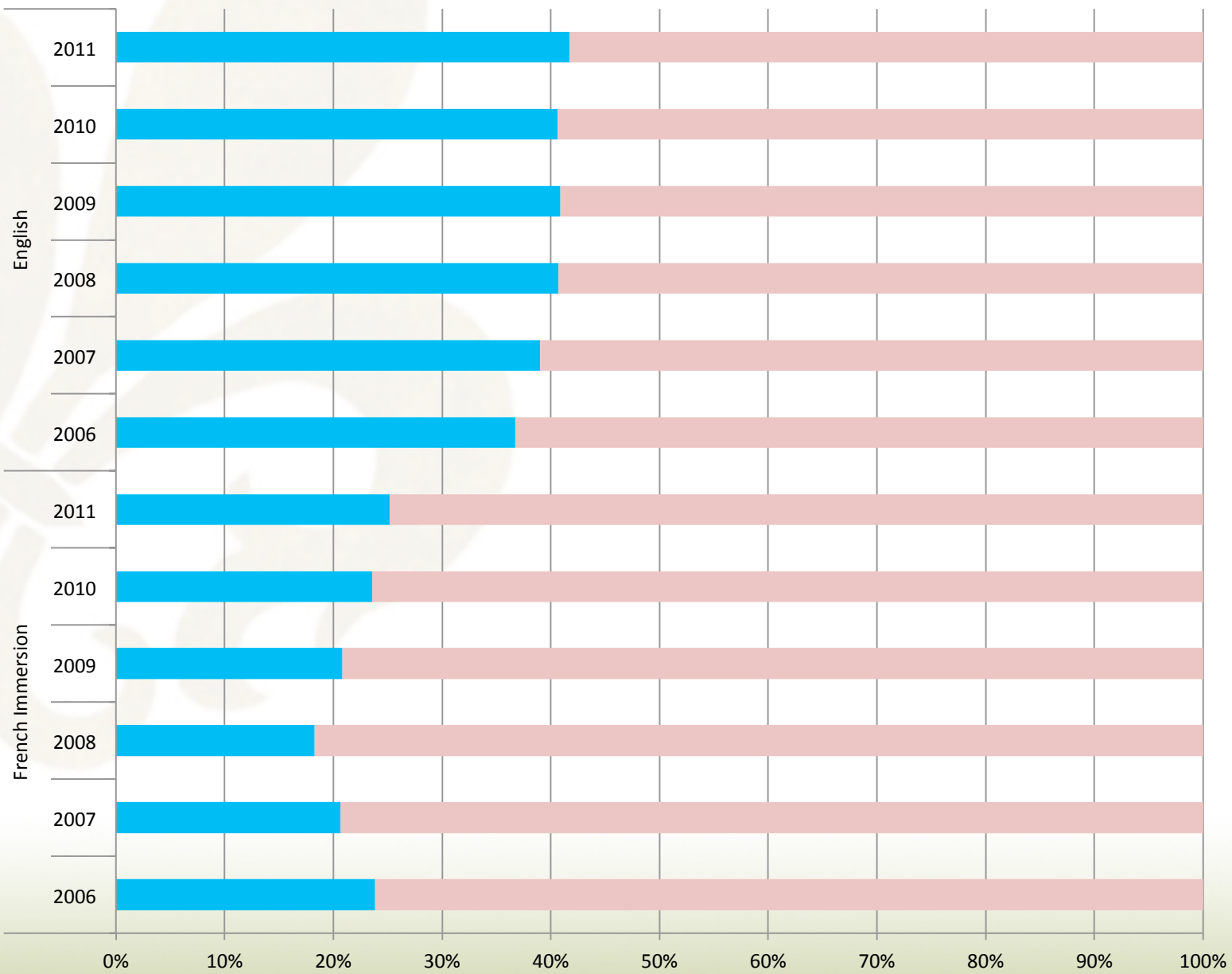
High school French program	
Core French	18%
Extended French	16%
French Immersion	66%

ities

21%	Faculty of Arts
11%	Faculty of Health Sciences
14%	Faculty of Science
43%	Faculty of Social Sciences
11%	Telfer School of Management



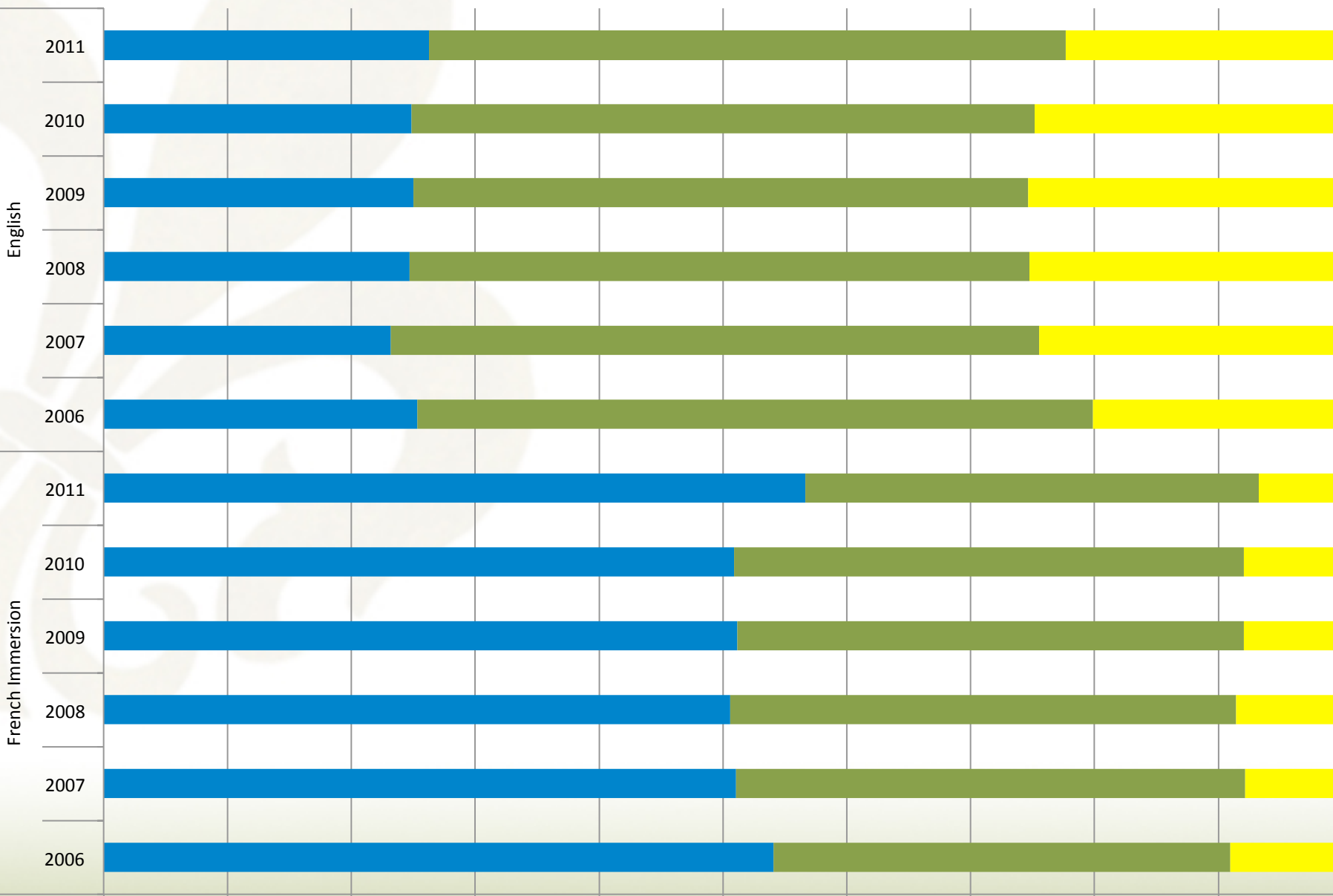
ler



■ Male Registration
■ Female Registration



mission average



- 85 and over Registrations
- 75 to 84 Registrations
- Below 74 Registrations



The heart of the matter:

How does this thing work?



Have done French in h.s.



OUR French test

Online test to evaluate comprehension

Writing also sampled, but not for admission

Requirement for DELF B1 or higher



Comprehension levels

Lower-Advanced: “understands moderately difficult texts; may experience difficulty with abstract topics.” (DELF B1, B1+)

Mid-Advanced: “understands difficult texts; though may understand some details and nuances.” (DELF B1+, B2)

High-Advanced: “fully understands texts on complex topics and abstract information, even on unfamiliar topics.”

(DELF B2+)



Results

	2010-11	2011-12
Low advanced (B1)	40,5 %	34,9 %
Mid advanced (B1+, B2)	52,0 %	58,8 %
High advanced (B2+)	7,6 %	6,3 %
	100	100



duction

- 1 Communicates with difficulty
- 2 Communicates somewhat effectively, with some imprecision
- 3 Communicates effectively, with ease and minor imprecision
- 4 Communicates very effectively, with ease and precision



Production (2011)

	Speaking	Writing
- with difficulty	15.4%	32.9%
- some imprecision	37.1%	35%
- minor imprecision	36.2%	22.8%
- with ease and precision	11.3%	9.3%



Personalize course selection

Program

Language level

Linguistic ambitions

French courses

- of course, FSL
- disciplinary courses
- optional adjunct language courses



Challenges of disciplinary courses taught French at uOttawa

- surrounded by L1 speakers
- + no friends, social network
- + speed, vocabulary and idioms
- + partial comprehension
- = intimidation and anxiety



Chômage

Antécédent

Hétéroclite

Misogynie

Hégémonie

Des balles dum dum

Se mettre sur son 31



What do the students say about it?

Indigo



Megan



Andrie



What to do with these students?

ur formula



2 Sheltered course

Based on Krashen's theory of comprehensible input. "Language is best acquired incidentally through extensive exposure to comprehensive second language input." (*Krashen in : Snow & Brinton, 1997*)

5-95 Adjunct Format courses

5 Program restarts on a small scale

6 Launch on a large scale of the « *Régime immersion en français* »



Disciplinary Course

For L1 students.

Students use the same textbook and take the same exam.



**Content
course**



Adjunct

Adjunct Language Course

Reserved for L2 students.

Based on the discipline content. Reviews disciplinary content, lectures, readings and specialized vocabulary.



ct courses with the language teacher at three levels

- Level 1 – receptive skills (listening and reading)
- Level 2 – productive skills (speaking and writing)
- Level 3 – advanced speaking
- Level 3 – advanced writing

Level 1 and 2 classes are 90 minutes/week. Students
l attend the same discipline course. Language
teacher attends discipline course.

Level 3 classes are 3 hours per week. Students are
om different discipline courses. Language teacher
oes not attend discipline course.





Etudiants d'immersion



Professeur de français

HISTOIRE

mardi et vendredi



FLS 2581 ou 3581

vendredi



thing of adjunct course is different from traditional language class.

teachers arrive without previous training.

share the course code (FLS 2581/3581) but each with different discipline – history, law, biology. Each course is different.

teachers must understand discipline course material but are not specialists in that discipline.

teacher evaluates student knowledge of language and knowledge of discipline.



Some discipline professors teach well, some poorly.

A competent teacher can be a go-between for the students and the discipline prof.

Ensure for students to succeed in discipline course

Language teacher must adapt to needs of learners and requirements of the immersion course.

Adapted methodology for language teaching.



ready-made material. Teacher must always prepare material for course.

Others depend on discipline professor for teaching material although discipline prof does not always supply. Collaboration or lack thereof with the discipline professor.

minute class preparations. Not enough time between adjunct and discipline courses.

minutes is not enough time to cover the material.



– « Immersion - une solution miracle ».

agogical advisors.

ning sessions at beginning of the term.

s observation and individual feedback.

laboration between language teachers.

ve immersion research at uOttawa.

ks by M.C. Dansereau

omprendre un cours de discipline suivi en français

ngue seconde (Dansereau, M.C. et Buchanan, C. ,

009).

uide du professeur de langue

Dansereau, 2010).



Transition from high school to university.
L2 students minority in a class with L1
students for the first time in their life.
Discipline course is geared to francophones.
L2 readings in L2.
Transition to lecture
style and class
(e.g., accent,
groupings).



bulary for Civil Law

(Kacem, D., 2010)

ning and note-taking strategies

<http://www.youtube.com/watch?v=y1k8FQmtumk&autoplay=1>

sites for history classes

1.uottawa.ca/~weinberg/europe



Developing Listening Skills - Lecture Comprehension

- focus on lecture organisation
- note-taking skills
- identifying key ideas
- identifying supporting points
- recognizing sequence of arguments
- developing lecture outlines
- developing oral summaries

1. Answering comprehension questions based on an interview

War and the Greek Question, 1947 (CBC radio April 2007)

Answer the questions below in point form:

Johnson, historian and narrator of the documentary, says Greece was a crucial turning point for Harry Truman and the U.S. in the post-war period. What was happening there?

The Truman Doctrine called for _____.

The introduction of this doctrine marked a turning point in 2 areas:

1. How did George Kennan, a senior Soviet expert in the State Department, criticize Truman's policy? How did he respond in Congress.

2. List the two reasons why he agreed with the Truman Doctrine.

3. List the two reasons why he disagreed, or dissented.

Teacher: Jonathan _____ Catherine Danforth



HIS 1520
Page d'acc

FLS 2581
Page d'acc

*collaboration
between the
university teacher
and the discipline
professor.*

HIS 1520 -- Histoire de l'Europe (XVI^e-XX^e siècle)

Sylvie Perrier

[HIS 1520 Page d'accueil](#)

**FLS 2581 -- Encadrement linguistique
Histoire de l'Europe (XVI^e-XX^e siècle)**

Alysse Weinberg

[FLS 2581 Page d'accueil](#)

Ce site pluridisciplinaire a été élaboré pour intégrer l'apprentissage du français langue seconde dans
d'un cours universitaire. Il s'agit d'une initiative d'une professeure oeuvrant dans le [Régime d'im](#)
[l'Université d'Ottawa](#) et d'une professeure du Département d'histoire.
Les deux volets de ce site sont accessibles à tous. Bonne navigation!

es découvertes

ci-dessous une série de liens pour vous préparer au cours sur *Les grandes*
Vous pouvez explorer les activités telles qu'elles sont présentées ou suivre vos
ontre, vous devrez compléter les activités requises par votre professeure.
activité ci-dessous, en cliquant sur le lien, vous allez ouvrir une nouvelle fenêtre,
cette table des matières, vous n'avez qu'à fermer la fenêtre dans laquelle vous

[aire sur le cours et le chapitre 13](#)
[ir de vocabulaire](#)

[n sur la chanson](#)

[grammaticale](#)
[s sur le livre](#)
[s sur le cours](#)
[ement supplémentaire](#)
[on critique de l'activité](#)



Structure du module d'écoute

Les Lumières

Lisez le script de la chanson pour vous familiariser avec le contexte, écoutez-la à plusieurs reprises si vous le désirez en cliquant sur le lien suivant [Les Lumières](#) . Complétez les lacunes avec les mots que vous allez entendre.



[Les Lumières](#)



Dans les années 1700, la est à la mode.
Les se diffusent à travers toute l'Europe.
L'illumination de l' se décline dans toutes les langues :
L'Enlightment, l'Illuminismo,
L'Aufklärung

rise »

préhension orale – Chapitre Louis XIV

**que groupe doit répondre à
des questions ci-dessous.
ussion en petit groupe et
sentation à la classe.**

**éécoutez le dialogue du clip.
parle, à qui, quelle est
ention de ces échanges?**

**Qui sont les personnages dans
clip? Quel rôle jouent-ils?
elles relations entretiennent-**

écrivez tous les





L'Escorial est le

- palais de Philippe II.
- palais de Charles Quint.
- palais de Louis XIV.

Bravo, continue de jouer!

Bonnes
réponses

8

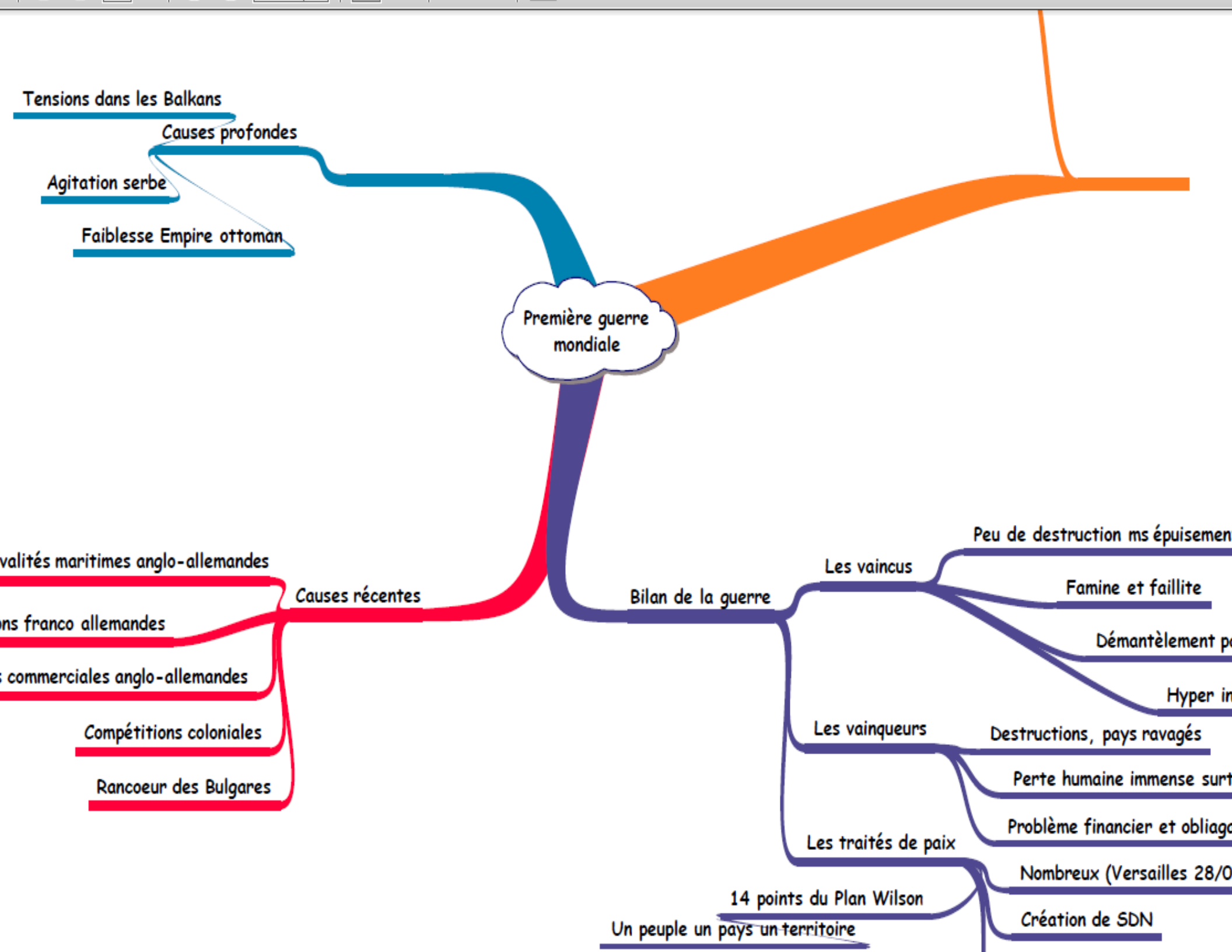
Mauvaises
réponses

2

ille, tableau de Jean-Pierre Houël (1735-1813).

le coccinelle :
-- Bloc III

[Bloc II : Économie](#)
[Bloc I : Société](#)



Première guerre mondiale

Tensions dans les Balkans

Causes profondes

Agitation serbe

Faiblesse Empire ottoman

Causes récentes

Rivalités maritimes anglo-allemandes

Tensions franco-allemandes

Rivalités commerciales anglo-allemandes

Compétitions coloniales

Rancœur des Bulgares

Bilan de la guerre

Les vaincus

Peu de destruction ms épuisement

Famine et faillite

Démantèlement p

Hyper in

Les vainqueurs

Destructions, pays ravagés

Perte humaine immense surt

Les traités de paix

14 points du Plan Wilson

Un peuple un pays un territoire

Problème financier et obliago

Nombreux (Versailles 28/0

Création de SDN

1517, affiche ses 95 thèses sur église de Wittenberg

1. Justification par la foi

2. Sacerdoce universel

3. Religion fondée sur la bible



Luther (1483-1546)

Excommunié par Pape
Protégé par électeur de Saxe
Diffusion Europe centrale et du nord.

Français, s'enfuit à Genève

Calvin (1509-1564)

Église organisée
Vie réglée et sévère

Genève, Rome du Nord

Provinces Unies et France

Réforme anglicane



Rupture entre Pape et Henri VIII
Roi veut divorcer (1531)

Roi Angleterre: chef église Angleterre + doctrine catholique

Elisabeth 1ere
devpt doctrine anglicane + réforme calviniste

Réformes religieuses

Contexte général

Causes

Mille ans de christianisme

Besoins spirituels

Peur de la mort

Clergé ne remplit pas sa mission

supérieur, peu présent
inférieur, incompetent

Contre réformes catholiques

Concile de Trente (1545-1563)

Conclusions du Concile

Réaffirme dogme cath

Réforme organisation

Éducation clergé et f

Bilan mitigé, ne repa

Conséquences: Guerres de religion

Dans l'Europe, guerres de 1522 à 1555

Paix d'Augsbourg

Un prince, un état, une re

En France

Nuit de la Saint Barthélemy

Édit de Nantes (1598)
édit de tolérance



Developing Reading Skills in Academic Discourse

Focus on overall reading comprehension skills

Comprehension questions

Reading guides and worksheets

“Close” reading for words and expressions

Short-passage or extended-passage outlines

Reading Tasks

Reading Guide for an Article:

Rogel. A War of Myths, Propaganda, and Balkan Politics

One common myth is that the breakup and war were caused by “age-old ethnic hatreds.” What arguments does Rogel make to show that this was, in fact, not the cause?

Another common myth is that the “age-old religious hatreds” were the cause. How does Rogel counter this argument? (p. 43)

Reading Tasks

Reading Practice from *Uncertain Order* (p. 192-193)

History Paragraph on The European Dictatorships

Section A. The Soviet Union: The Path to Stalinist Terror

According to the first paragraph, what are three traits associated with a powerful autocratic leader?

Question 2

Stalin believed that “*a similarly ruthless, coercive approach*” would be necessary for his regime.

To what approach is his being compared to?

How does the author describe that system?

Reading Tasks

Reading Assignment based on an Article: Various tasks

“Reading for Theory” by Rosenau, James N. and Mary Durfee (1995),

Comprehension

What is the topic of this article.

What is the authors' purpose in writing this article?

What is the general organization of this article?

How is paragraph 2 organized?

What is the main idea in this paragraph?

How do the authors develop this main idea in the paragraph?

Is the main idea rephrased in the concluding sentence?

What discourse markers do the authors use here?

What specialized vocabulary do you recognize in this article?

Developing Vocabulary Skills

- Focus on discipline-specific and academic vocabulary
- Student and teacher-generated vocabulary lists
- Exercises: meaning from context; matching; using in new contexts; paraphrasing

correct.

Vocabulaire sur *les grandes découvertes*.

Vous pouvez lire ci-dessous 13 phrases de vocabulaire. Cliquez sur un des trois choix multiples pour indiquer le synonyme des mots soulignés. Ces mots se retrouvent soit dans le cours de Mme Perrot dans le chapitre 13, p. 213-217.

1. Diaz double le cap de Bonne Espérance.

- A touche
- B augmente
- C dépasse

2. Le Brésil est la pièce maîtresse de l'empire portugais.

- A professeure
- B principale
- C montée

3. La France et l'Angleterre se sentent lésées par le partage du Pape.

Exemple d'activité de
pré-écoute et de
vocabulaire

Le trésor de la langue française informatisé

Dictionnaire bilingue en ligne

ulaire relié aux larmes »

essous est une activité d'associations. À chaque expression idiomatique correspond précise. Vous devez faire glisser la définition en face de l'expression idiomatique en gauche du terme sur l'espace prévu en face de la définition. L'ordinateur vous indiquera se est correcte.

armes de

6. arracher des larmes

armes dans

Avoir une voix émue

7. Être au bord des larmes

Être ému, sur le point de pleurer

armes

Se mettre à pleurer abondamment.

8. Avoir la larme à l'œil

Montrer une sensibilité excessive

des larmes

9. Rire aux larmes

d'une

10. Verser une larme

re pleurer

Le monde terrestre

ite quantité

Rire à en provoquer

Feindre, être hypocrite

Windows Internet Explo



Parfait !

OK

Discourse Marker Tasks

Work with Connecting Words: Choose the best connecting word to complete the following summary of your class notes.

_____ the Bolshevik Revolution in March of 1918, the Bolsheviks, led by Lenin, made a peace settlement with the Germans and Austrians. They had to give up their part of Poland, Finland, (2) _____ states: Lithuania, Latvia, and Estonia. (3) _____ the Bolshevik government needed to gain control of all of Russia, they established a secret police force, the Cheka, (4) _____ was headed by Felix Dzerzhinsky. The Cheka became the bulwark of the Soviet system. (etc.)

- | | | |
|----------------|----------------|------------------|
| a. In spite of | b. After | c. Unfortunately |
| d. In addition | b. in addition | c. and |
| e. As a result | b. During | c. As a result |
| f. Which | b. which | c. it |

ies and research

inberg and Burger (2006, 2009
d 2011)

or and Weinberg (May 2011)



happy that I overcame my fear of taking an English class. So many doors opened to me now. English is no longer a problem for academic purposes.... I enjoy how helpful and supportive the ESL professor is... I would not have succeeded in the [other] course without this class. Thank you

me Toews Janzen -- Catherine Danforth



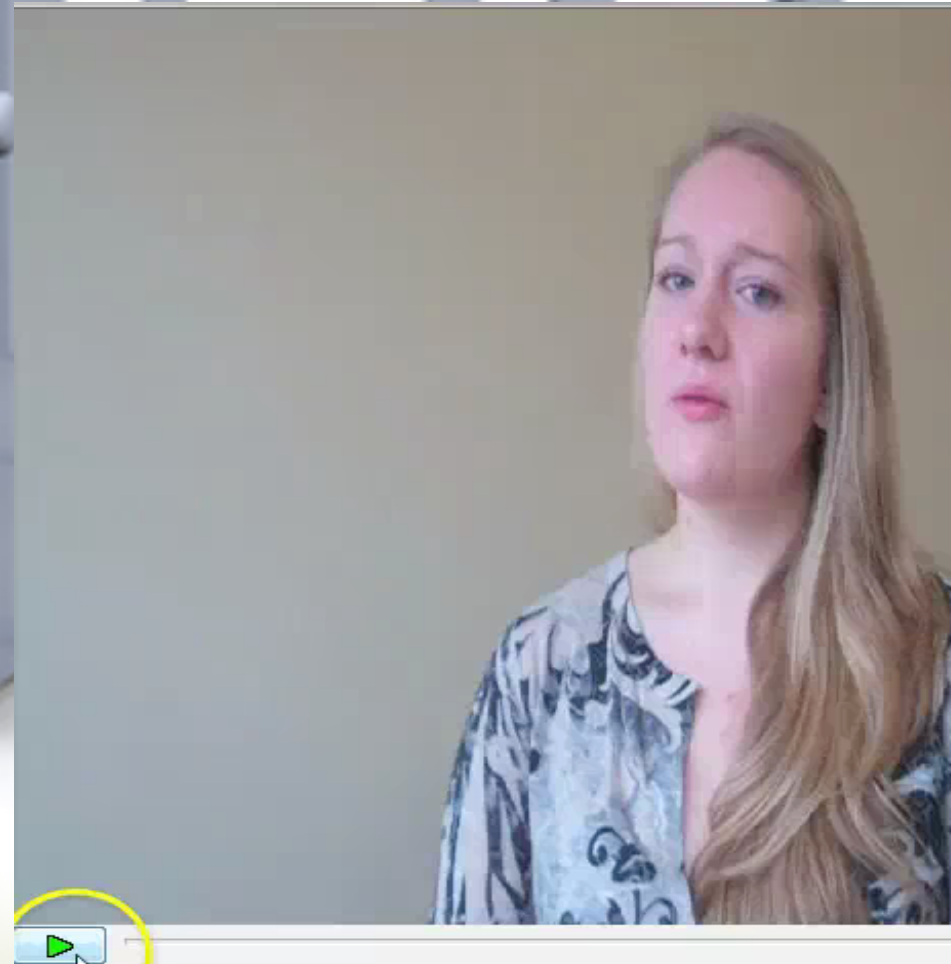
I said if I feel I hadn't
to the University of
I wouldn't be doing
in my life right now, I
be going to Senegal, I
t be going to France
, I wouldn't feel ready
ose things. So it's
ely, it's made my life
anted it, where I don't
at had happen in the
way and taking the
on courses I feel, I'm
d know it's going to be
ge, but I'll be able to
t and I know how to
h learning in French,
eing in the Immersion
rogram here.

Carrière

Bilinguisme

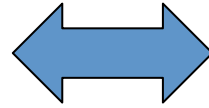
Marriage

Nouvelles identités



*us donne une perspective de vie
tement, complètement différent, puis ça
onne, ça vous donne un nouveau identité
lle aussi, non seulement : non seulement
lophone, non seulement t'es ontarien, tu
Ontario, mais t'es Canadien au niveau
mental, you speak both languages, you
rk for the government, you can do this,
n technically communicate with
dy across the entire countr y »*

*tenant après six ans d'études
itaires en français, mon profil au sein du
nement fédéral c'est un E-E-E...
té »*



This gives you a completely different perspective on life. It gives you a new cultural identity. Not only are you an English speaker, not only are you coming from Ontario, but you are Canadian at a fundamental level.



g of Language Activities: Are there differences in the first second year students' appreciation of the language activities used in their adjunct language courses?

fulness of Language Activities: How effective do students find the language activities for improving L2 proficiency and for content learning? Are there differences between the first and second year students?

five years: Has there been any change in students' appreciation of the language activities over five years (2006 vs 2011)?



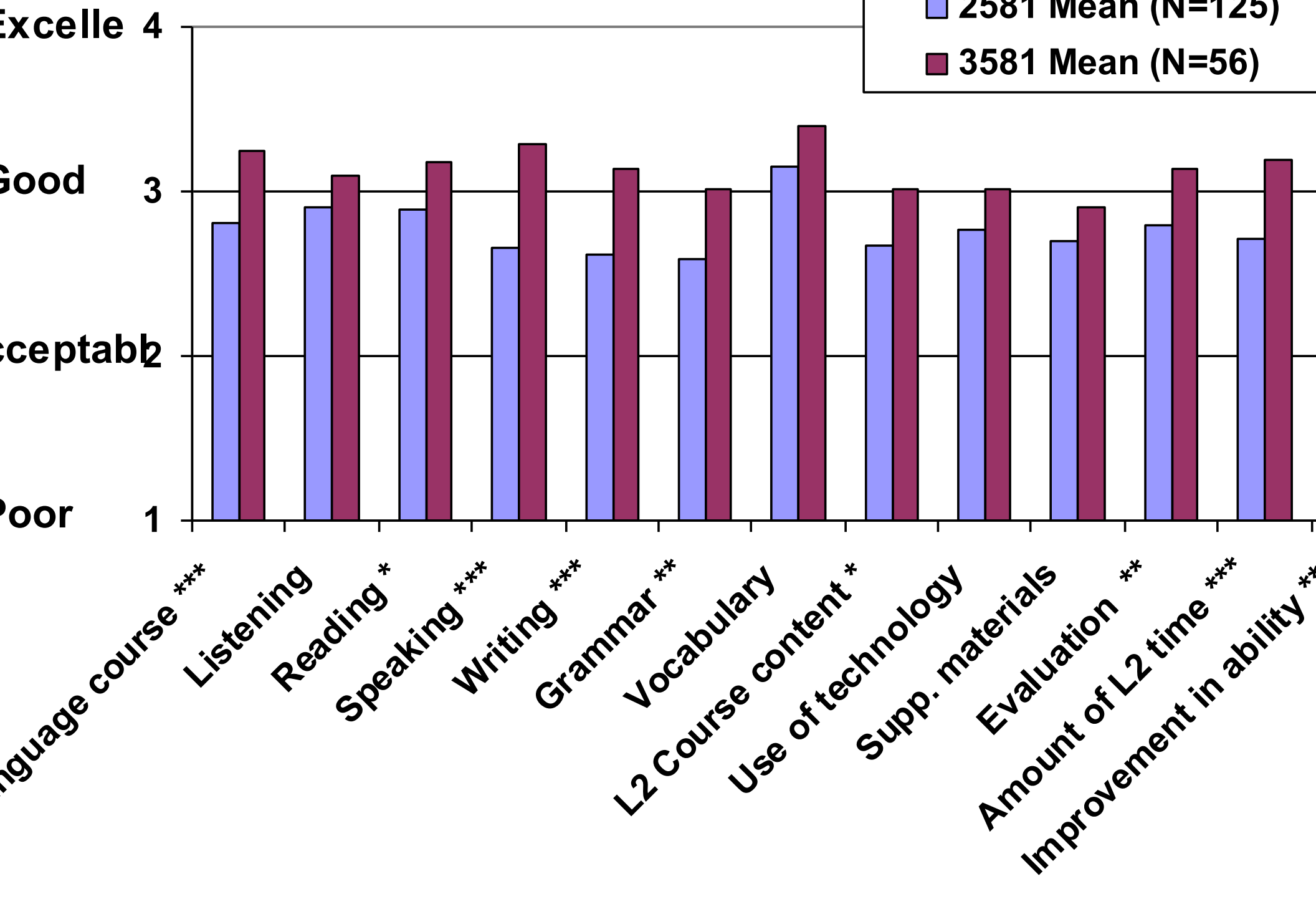
Level	First year	Second year	Third year	Fourth year
S 2581	72%			
S 3581		48%		

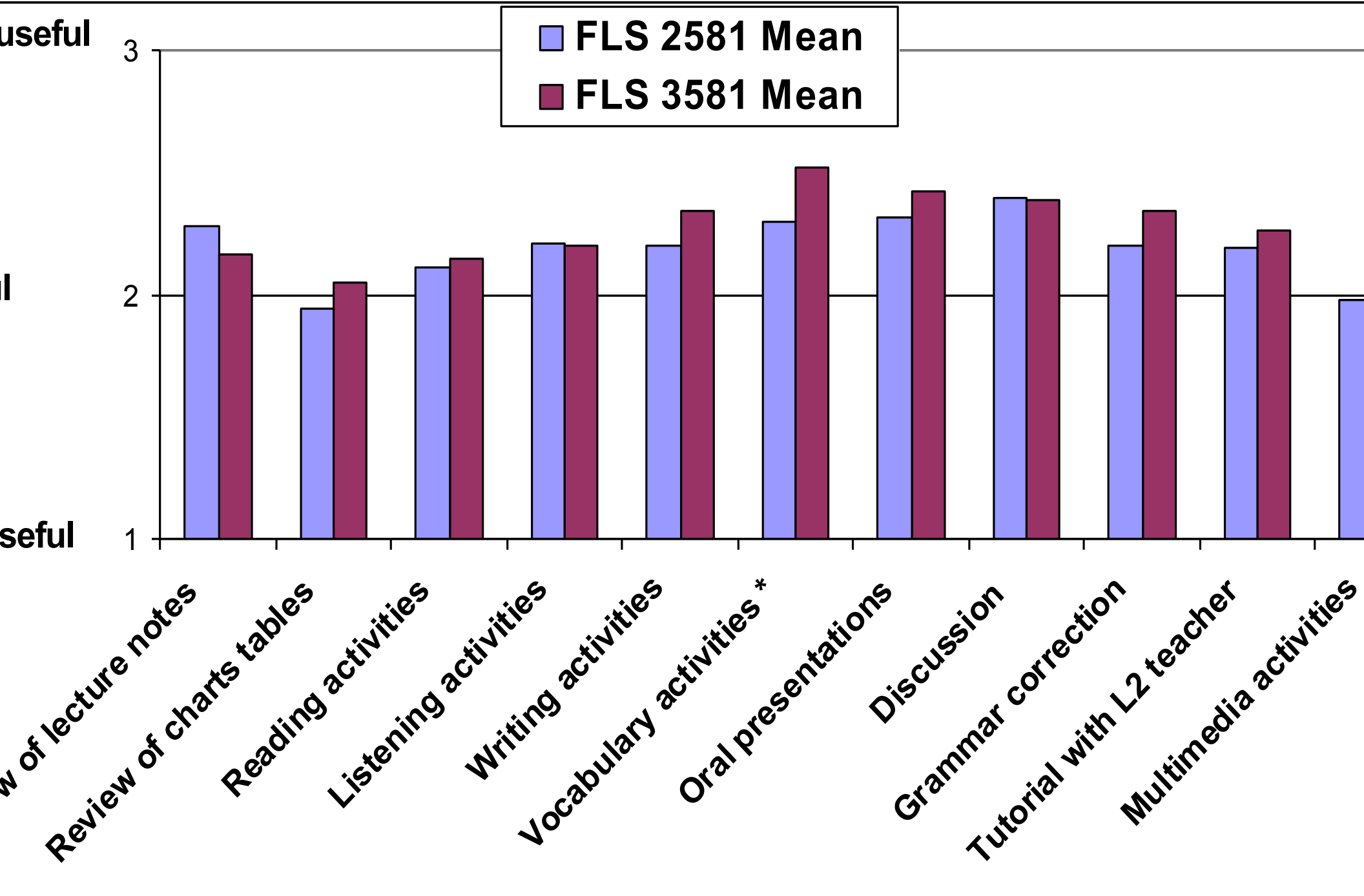


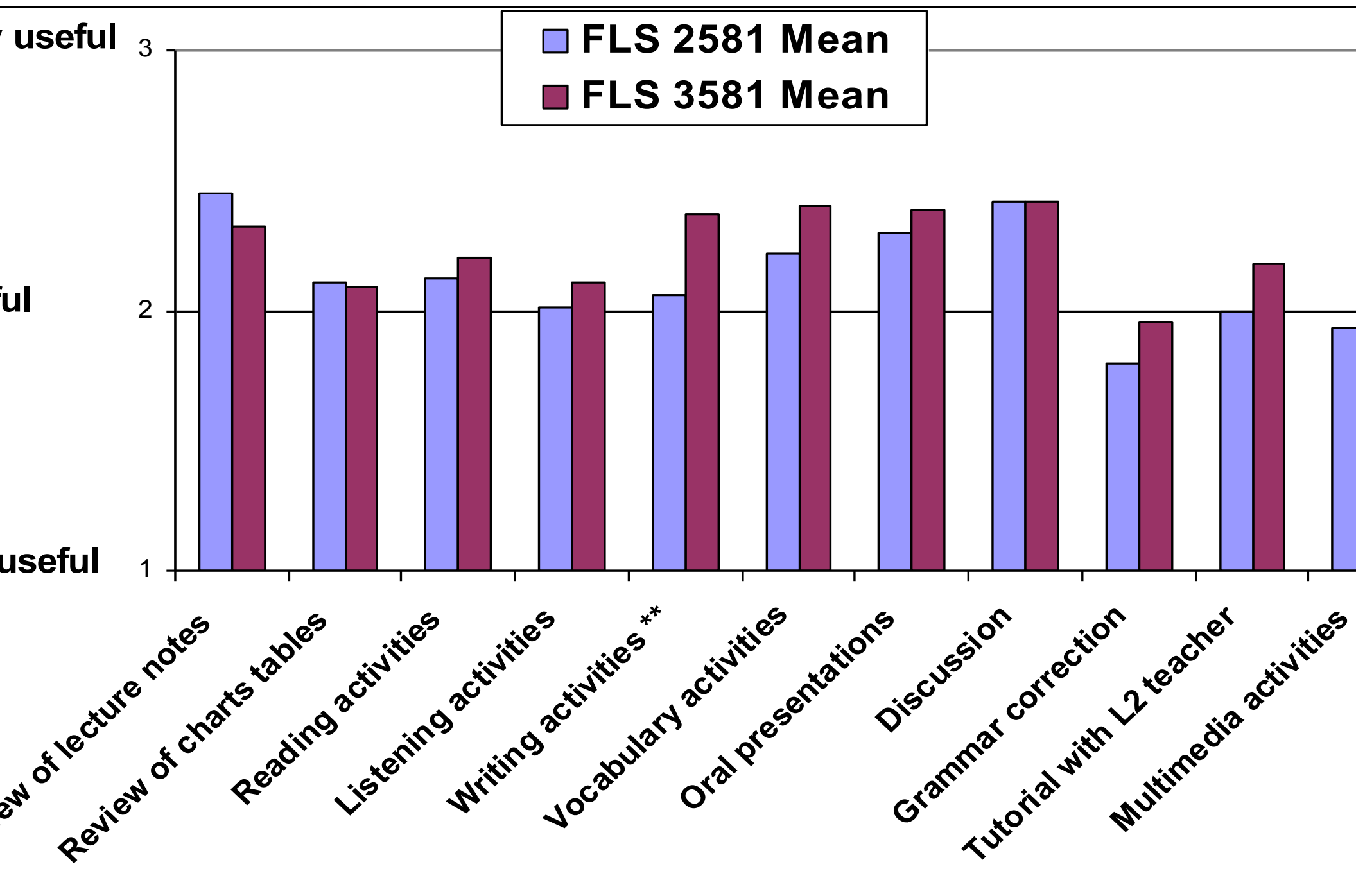
Section	(N)	Excellent	Good	Acceptable	Poor
S2581	143	22%	43%	27%	
S3581	56	42%	44%	5%	

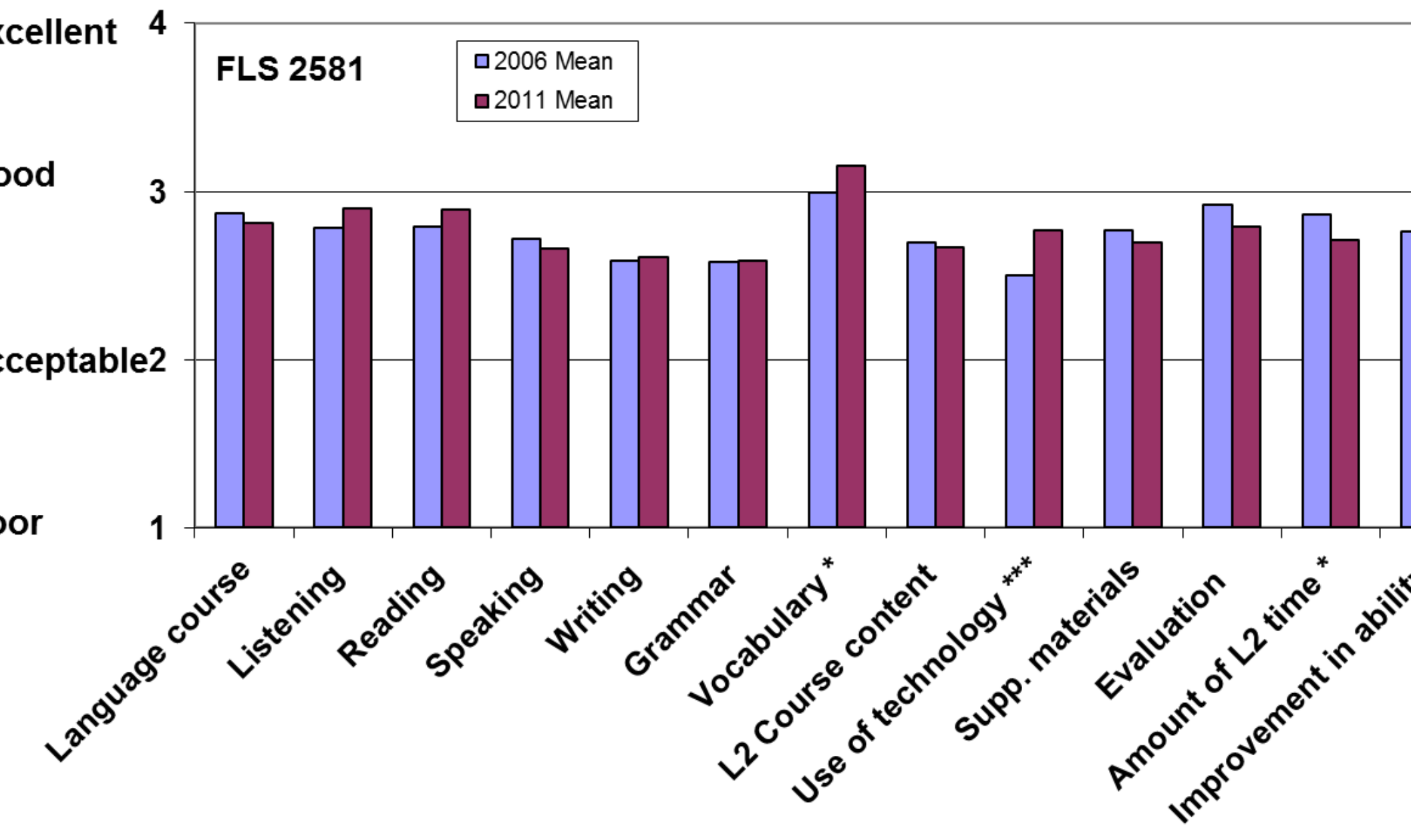
Poor = 1, Acceptable = 2, Good = 3, Excellent = 4





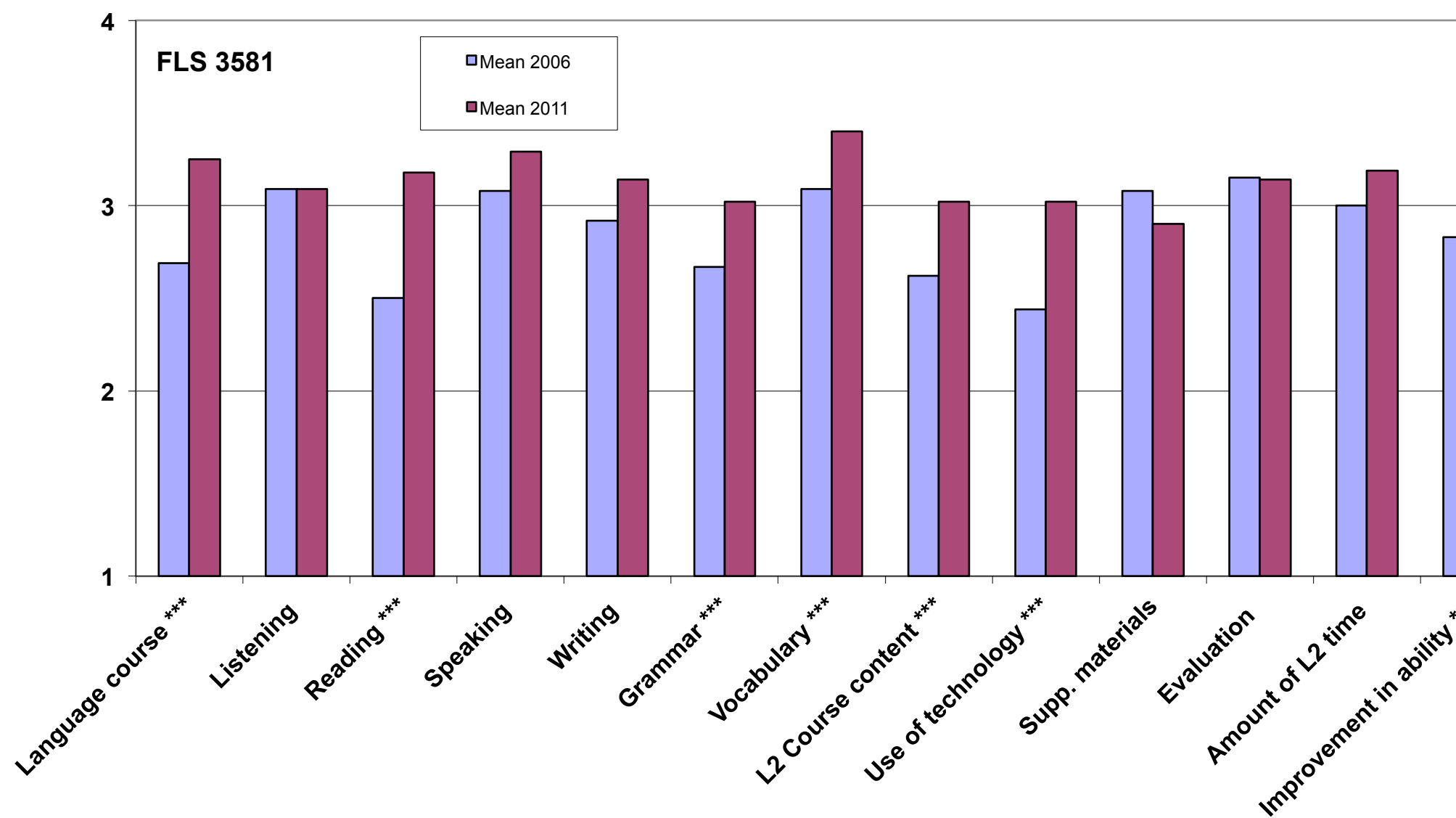






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Activities	FLS 2581	FLS 3581
Discussions	40	15
Oral Presentations	51	14
Vocabulary activities	48	15
Reading activities	10	
Listening activities	18	
Writing activities		13

- Fall 2009

Final mark for all history students: 68.8%

Final mark for all immersion students: 72.4%

- Fall 2010:

Final mark for all history students: 72.5%

Final mark for all immersion students: 72.0%

- Fall 2010 (Average Homework #1, Midterm)

History students: 12.4 14.5

History students 2581: 14.0 15.7

History students 3581: 14.7 20.0



Immersion Students' grades by course language

Course language	Grade
English	6.5
<i>Français</i>	<i>7.4</i>



Annual GPA

		2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
F	0.0 - 0.9	1%		0%		0%		0%		0%	
E	1.0 - 1.9	1%		0%		1%		1%		1%	
D, D+	2.0 - 3.9	4%		4%		5%		5%		5%	
C, C+	4.0 - 5.9	20%		20%		19%		20%		20%	
B, B+	6.0 - 7.9	39%		41%		39%		42%		42%	
A-, A	8.0 - 9.9	35%		34%		35%		30%		30%	
A+	10.0	0%		0%		0%		0%		0%	
Cumulative GPA		512	100%	687	100%	934	100%	1099	100%	1261	100%

Retention & graduation

COHORT	Langue	Nombre	RET -2	RET-3	GRAD-4	RET-5	GRAD-5
2006	A	3410	87,90%	78,60%	35,30%	37,40%	62,30%
2007	A	3574	86,50%	79,10%	35,10%	37,50%	
2008	A	3316	86,40%	77,50%			
2009	A	3589	85,70%	77,10%			
2010	A	3451	85,40%				
2006	I	203	93,10%	87,70%	46,30%	38,40%	77,30%
2007	I	268	92,50%	83,60%	46,30%	35,40%	
2008	I	242	93,80%	88,80%			
2009	I	310	89,70%	83,50%			
2010	I	343	91,50%				



Graduates

	2007-08	2008-09	2009-10	2010-11	2011-12	TOTAL
# of FI graduates	4	12	81	106	105	308
Initial cohort			247	338	330	915 33.6%



A few students look back

Pleins feux sur l'immersion

(4:20)



lingualism (Otsuji & Pennycook)
bilingualism (Makoni & Pennycook)
modalities of language practice (Pennycook)
cultural capital, symbolic capital (Bourdieu)
"doing" a student (Coulon)
immersion (Dubar)
agency of experience (Dubet)
access to PSE – minorities (Attanasi; Eimers &
Tinto)
(Astin; Braxton et al; Seidman; Tinto)

Smith)
Integration to student life (Salmon; Nilsen)
University literacy (Pollet; Dufays)
Investment (Norton; Byrd Clark)
« Stigmatized » (Goffman)
Imagined communities (Anderson)
Linguistic insecurity (Lozon; Desabrais)
Historicity (Foucault)



practices model to overcome challenges that are inherent in the transition to post-secondary

Targeted personal support

Peer to peer mentoring

Smaller classes

Targeted academic and social programmes

Centralised, dedicated human and material resources



to be successful, our immersion program needs to be:

in harmony with institutional goals & values

adding value to the institution

tailored to the needs of the students;

ready to introduce different levels of resources;

considering the sensitivities of the contexts;

And cognizant that there will be real financial costs





Questions?

Web site: www.immersion.uOttawa.ca

Email us: immersion@uOttawa.ca