

Editorial

In April 2010, two of us (Hélène Knoerr and Alysse Weinberg) worked together on the very first issue of the *OLBI Working Papers*, dedicated to language learning in formal or informal immersion contexts. In May 2013 we collaborated again on a thematic issue of the *Working Papers* (Volume 6) on university-level French immersion; the volume's postface, by Aline Gohard-Radenkovic, called for a pedagogy for university-level immersion. Aline then joined forces with us to publish a collective book, *L'immersion française à l'université : Politiques et pédagogies* (Knoerr & Weinberg, 2016).

Volume 9 of the *OLBI Working Papers* gives us the opportunity to publish articles resulting from the individual papers presented in May 2017 during the symposium *Immersion in Higher Education: Where do we stand today?*, which we organized to celebrate the tenth anniversary of the French Immersion Studies (FIS) program at the University of Ottawa. This issue presents the perceptions of different stakeholders in two university-level immersion environments: the Centre for English Language Learning, Teaching and Research (CELLTR) at Simon Fraser University in British Columbia and the French Immersion Stream (FIS) program at the University of Ottawa. The first two articles focus on language and content professors while the next two highlight students' experiences. The closing article opens up the discussion to include all the stakeholders in immersion in higher education and all the plenaries featured in the Symposium.

Valia Spiliotopoulos (Simon Fraser University) describes the immersion environment implemented at the CELLTR in order to support the linguistic development of English as an Additional Language (EAL) learners and the professional and pedagogical development of the professors. The model is compared to others, including the FIS program. She shows how the explicit teaching of discipline-specific language and discourse (in this case, business) impacts learning. In this immersion environment, EAL students are mainstreamed with their Anglophone peers in the content course, and all students have access to the linguistic support offered by the Centre. The paper also documents collaborative practices between language faculty and content faculty.

Laurence Thibaut and Marc Gobeil (University of Ottawa) also focus on professors' professional and pedagogical development, in the particular context of the FIS program. In order to train language faculty to be able to develop and teach the custom-designed language support classes specific to each content class, the FIS has implemented pedagogical support services. The article describes these services and provides an assessment after ten years of existence via a satisfaction survey completed by language support classes professors. Responses identify new needs and suggest that new forms of support are required.

Jessica Durepos (University of Ottawa) shares the results of a study on the positionings of three first-year FIS students with respect to Francophone language and culture. The main focus is on the linguistic identity or identities (bilingual, multilingual, francophone, francophile, anglophone, etc.) of these students, both as they express them and how their Francophone peers perceive them. Factors influencing these positionings are also identified.

Peggy Flynn (University of Ottawa) examines the motivation of first-year students registered in the FIS program. Parents, teachers, and extracurricular activities are some of the factors involved in students' initial decision to register and in their perseverance in the program. The article emphasizes the changes experienced by these students in terms of language, identity and culture, and how these changes contribute to their involvement in the Francophone community.

Jérémie Séror's postface concludes this volume with an assessment of the two-day symposium on *Immersion in Higher Education: Where do we stand today?*, hosted by the University of Ottawa's OLBI. Looking back, he tracks the progress made, and summarizes the challenges and the benefits of such an approach. The article identifies the winning conditions for university-level immersion environments and calls for all stakeholders — not just researchers, professors, and students but also administrators, decision-makers, parents, and the general public — to get involved in its successful development.

An emerging field, immersion in higher education offers a unique experience to students and faculty and a unique research opportunity to researchers. We hope that this volume will reaffirm and validate this particular approach in integrating language and content, and we invite you to read more about this discussion in our upcoming book, *Current Issues in University-level Immersion* (Knoerr & Weinberg, forthcoming), which showcases the plenaries and roundtables presented during the Symposium.

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References

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