

INTRODUCTION: Language, Identity and Educational Policies, Volume 2

Sylvie A. Lamoureux
Institut des langues officielles et du bilinguisme,
University of Ottawa

Normand Labrie
Ontario Institute for Studies in Education,
University of Toronto

In Canada, as is true in several other countries and educational jurisdictions, language and identity are at the forefront of both educational debates and policy development in various governing bodies, such as the classroom, schools, school boards, postsecondary institutions, provincial, territorial and federal ministries, as well as arms-length and non-governmental agencies (NGOs). Policymaking and implementation decisions occur at micro and macro social levels within each of these contexts.

This double special issue of the *Canadian Journal of Education* (RCE/CJE 33[2] and [3]) presents findings of original research on language, identity, and educational policy in Canada since 2000, from a variety of theoretical perspectives, including sociolinguistics, psychology, higher education, sociology of education, policy studies, and second language education. We aim to interest a wide readership of researchers, educators, and policy makers, in the hope that the studies presented will encourage and foster a trans-disciplinary dialogue.

The response to our call for papers exceeded our expectations, with manuscripts being submitted from across Canada, and also from researchers outside Canada who were interested in Canadian educational policies. We are grateful to all those who submitted manuscripts for consideration, and the confidence they demonstrated in the *Canadian Journal of Education*, and our special issue on language, identity, and educational policy in Canada. In recognition of the large number of manuscripts received, the CJE editorial board graciously offered to publish the special issue in two volumes, which allowed us to maintain an acceptance ratio of about 30 per cent. We are grateful to the CJE team, particularly Julia and Deb, although we regret having had to refuse manuscripts that, because of their findings, would have fitted very well in our special issue, but for which we simply had no latitude. We also wish to express our gratitude to the external reviewers who shared their scientific recommendations with us, and provided authors with valuable feedback, enabling us to ensure the integrity of CJE's editorial standards.

When it came time to organise the architecture for the two volumes of this special issue, the circle metaphor could not be ignored. We first saw the circle as a space for completeness, dialogue, consensus building, and wisdom, as shared with us by Canada's aboriginal cultures. We also saw both sides of a coin, which, in Western culture, reminds of dichotomies and dialogism. Finally, we thought of yin and yang, which in oriental philosophy are representations of opposite yet interdependent forces of the natural order, one engendering the other.

It is in this spirit that the first volume (CJR/RCE 33[2]) presents articles focused on the "teaching" dimension, whereas this second volume (RCE/CJE 33[3]) focuses on the "learning" dimension. The first volume took a closer look at the mediation that belies language and identity in educational contexts, whereas this second volume highlights learners' representations and practices. We began the first volume with articles on teaching Aboriginal languages, French as first language in a minority context, then on multilingualism and multiculturalism in teaching. This volume, the second, looks at biliteracy within French first-language in a minority context schools, learning French as a second language in Core French and French immersion settings, as well as immigrant adults

learning English as a second language. We then come full circle with a reflection on research practices that respect Aboriginal cultures.

As a whole, these articles, mostly written in English, but with two in French, present an excellent pan-Canadian perspective of the politics, representations, and practices regarding language and identity in teaching and learning during the first decade of the this new century.

VOLUME 1

The first volume of the special issue, (RCE/CJE 33[2]), begins with an article by M. Lynn Aylward of Nova Scotia's Acadia University, who looked at the teaching of Inuktitut in Nunavut. In her study, she examines teachers' representations of Inuit languages, bilingual teaching, and language revitalization. Giving priority to the teachers' voice, she presents a discourse analysis based on interviews with 10 participants recruited through pragmatic sampling.

Lorenzo Cherubini, John Hodson, Michael Manley-Casimir, and Christiane Muir from Brock University (Ontario) take a closer look at provincial policy on the teaching of Aboriginal languages in Ontario. Through an analysis of ministerial policy, official documents, and a description of the initial teacher education program at Brock, they link Aboriginal education, First Nation self-governance, Aboriginal language education, and teacher training.

Diane Gérin-Lajoie, from the University of Toronto's Ontario Institute for Studies in Education, focuses on questions related to French as a first language in Ontario, a minority language setting. She describes how teachers in this community view their role in the reproduction and maintenance of the French language and its associated cultural references in a minority context, and how their own representations are anchored in their unique linguistic biographies. Her study is based on a qualitative analysis of data collected during an ethnography of nine participants, using interviews and observations.

Julie Byrd-Clark, from the University of Western Ontario, explores how, through linguistic representations, linguistic practices, and forms of

identity construction, Canadian-Italian youth in Toronto invest in learning French and in initial teacher training as future teachers of French as a second language, as a way to take their place in a plural society where their linguistic capital can help them achieve their integration as Canadian citizens. She presents the results of ethnographic study based on interdisciplinary, critical sociolinguistics and reflexivity, through the discourse analysis of the experiences of seven of her participants.

Frances Giampapa, from England's Bristol University, brings us within the multilingual realities of urban schools in Toronto. She demonstrates the importance of a multiliteracies framework within pedagogical practice, and how this practice can build on linguistic resources, cultural resources, and complex linguistic identities. Using collaborative research and ethnography through observations and interviews, she presents a case study in one school, focusing on the practice of one key participant, a teacher, and twelve of her colleagues.

Dana M. Colarusso, from the University of Toronto's Ontario Institute for Studies in Education, is interested in English language teaching within Ontario's English language education system. She adopts an epistemological orientation to highlight how teaching English in the province's multicultural and multilingual urban centres is like teaching English as a second language, a perspective that would be of benefit in light of language arts curriculum reform. Her qualitative study is based on the content analysis of the reflexive narrative elicited from 15 English teachers in focus groups and interviews. This article brings the first volume to a close.

VOLUME 2

This second volume (RCE/CJE 33[3]) of the special issue begins with an article by Anne-Marie Caron-Réaume, from the University of Toronto's Ontario Institute for Studies in Education, who brings us a study of biliteracy and youth in a south-western Ontario, French first-language school, where French-English bilingualism is well anchored historically. She allows us to discover the pedagogical practices that create an alternative space to linguistic dichotomies, a space favourable to the development of biliteracy. Her findings are based on a case study of 11 students and their teacher, who was responsible for teaching both Français and

English courses. Her methodological tools were document analysis and ethnography that combined observation, interviews, and discourse analysis.

Josée Makropoulos, from the Government of Canada, brings us back to French immersion, but this time, from the perspective of learners in an Ottawa high school. Through the results of an initial survey of 145 students, and an in school ethnography, she uses a grounded approach to uncover the universe of a cohort of grade-11 students, of whom 23 were interviewed. These French immersion students reveal various forms of engagement with the program based on their social and linguistic background, such as bilingual Francophones or new Canadians, and the representations they form on official languages and bilingualism. French immersion is framed within a process of social selection and building-up of cultural capital.

Sylvie Roy, from the University of Calgary (Alberta), explores another dimension for learners in French immersion programs. Her findings demonstrate how the sense of belonging and of legitimacy in relation to the official language communities holds an important place in the development of linguistic competency and construction of a bilingual linguistic identity, and even leads to the emergence of an alternate space. These are based on a three-year ethnography in two intermediate schools (grades 7 to 9), observing and interviewing 94 students, teachers, administrators, and parents. Her data analysis uses a qualitative approach and discourse analysis.

Callie J. Mady, from Nipissing University (Ontario), takes a closer look at grade-9 allophone students in "core French" classes, for whom English is not their mother tongue. She demonstrates how their motivation to learn French stems from a desire to invest in both of Canada's official languages, and Canadian identity. She calls upon mixed methodology, quantitative and qualitative, policy analysis, and content analysis of surveys of 101 participants and twelve interviews with six key participants to frame her results.

Doug Fleming, from the University of Ottawa, examines the English as a second language learning experience of adults in Vancouver, all recent immigrants from the state of Punjab in India. His study demon-

strates how learning English cannot be dissociated from questions of national identity, immigration trajectories, and their relationship to Canadian citizenship, and that materials used for learning and assessment purposes within the LINC programs must be critically examined in light of their content on identity and racialization. His findings are based on policy and document analysis, as well as interviews with 25 adult ESL learners.

Finally, Sandra Styres, Dawn Zinga, and Sheila Bennett from Brock University, and Michelle Bomberry from Ontario's Six Nations Police Services, close our circle by focusing our attention once again on questions related to Aboriginal culture. The authors, from academia and the community, enter into a dialogue on Aboriginal research practices, based on fieldwork with Ontario's Six Nations community, where the community wanted to solve youth resistance with regards to compulsory school participation. The authors explore questions regarding the ethics and epistemology of collaborative research between academics and the community. The authors used reflexivity and dialogue to present both a collaborative and action research on community engagement. This article draws a close to the second volume, and the special issue.

We hope that collectively and individually, the articles of this double special issue will help create discursive spaces at all levels of governance to further explore the impact of educational policies on language and identity, and how issues relating to language and identity, as well as perspectives of all social actors, should be taken into account not only in the development of educational policy in Canada and elsewhere, but also inform the research that provides evidence essential to policy development.

The guest editors:

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University of Ottawa

Normand Labrie, Ontario Institute for Studies in Education, University of
Toronto