Exploring Canadian Language Educators’ Beliefs and Practices at the Intersection of Language Policy and Plurilingual Research Discourses

Canadian language policies are centered around official English and French (Government of Canada, 1988b) resulting in a mismatch between the plurilingual practices in Canadian classrooms/homes and monolingual/bilingual language education policies (Masson et al., 2022). Despite the emergence of plurilingualism as a theoretical framework and a pedagogical foundation (CoE, 2020; Van Viegen & Lau, 2020), monolingual ideology is still reflected on the policy level (Fuller, 2018) and results in the prevalence of monolingual mindset among educators (Marshall, 2019).

In this Grad Talk, Marina Antony-Newman presents findings from her study which explores how the dominant discourses in Canadian language policy documents and plurilingual research studies shape language educators’ beliefs and practices. Results from Foucauldian Discourses Analysis (FDA) (Angermüller, 2015; Arribas-Ayllón & Walkerdine, 2017) of the interviews with Canadian language teachers, teacher-researchers, and researchers give an in-depth perspective about the interplay between the two types of discourses and the way they inform language educators’ beliefs and practices. The results show that participants’ beliefs and practices are consistent if shaped by plurilingual research discourses and inconsistent if they are shaped by both official language policy and plurilingual research discourses. Implications of this study include a framework of action for language educators to ensure there is consistency in their beliefs and practices.

**SPEAKER**

**MARINA ANTONY–NEWMAN**

Marina is a doctoral student at the University College London (UCL) Institute of Education in the Department of Culture, Communication and Media. She holds an MA in Language and Literacies Education from OISE, University of Toronto. Marina has extensive experience in the field of EFL and ESL teaching and language assessment, and her research interests include plurilingualism, literacy development, and language policy.

**DATE**  
January 11, 2023

**TIME**  
3pm-4pm EST

**PLACE**  
Online via Zoom  
Register here

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