



CANADIAN JOURNAL OF EDUCATION
Call for manuscripts for a Special Issue

**Language, Identity and
Canadian Educational Policies**

Deadline for Submissions: September 1, 2008

Language and or identity are at the forefront of educational debates and policy development from local to federal levels of governance. These levels include but are not limited to classrooms, schools, boards of educations, postsecondary institutions, provincial, territorial and Federal Government departments. Policy decisions and implementation are occurring at both micro and macro level in each of these environments. Examples of such micro and macro level policies include using a new student's mother tongue to help with the acquisition of English, evaluating the success and pertinence of the Language Instruction for Newcomers to Canada (LINC) programs, the implementation of bilingualism policies for Federal public servants, the linguistic and cultural identity construction mandate of Canada's French language schools in a minority setting, transition programs at postsecondary institutions.

This special issue of the Canadian Journal of Education is intended to present findings of original research on language, identity and educational policies from a variety of theoretical perspectives (sociolinguistics, psychology, higher education, sociology of education, policy studies, second language education, sociocultural theory, etc.) to a wide audience of researchers, educators and policy makers. We wish to bring together, in one issue, research that explores policies from the micro-educational context of the classroom to the macro-educational context of provincial or federal language policies in order to encourage and foster a trans-disciplinary dialogue among researchers and educators interested in language, identity and educational policy.

The editors for this special issue invite the submission of original manuscripts that address micro or macro educational contexts with regards to language or identity or language policy in Canada. The educational context is to be interpreted as learning and knowledge mediation across the lifespan, including preschool, K-12 educational systems, postsecondary education, adult education and lifelong learning. Some suggestions of research topics of interest, which are by no means exhaustive, include:

- Aboriginal languages in Canadian schools
- Language planning and identity construction in minority language schools
- Multiliteracies in the math, science and technology classroom
- LINC programs – from policy to practice
- Multilingualism and identity construction
- Second language requirements for graduate students
- Educating teachers to foster identity construction
- Legitimacy of minority language and culture in postsecondary settings
- FLS and French immersion for new Canadians
- Beyond French – English immersion

The two guest editors are:

Sylvie A. Lamoureux, (OISE/UT)

Normand Labrie, (OISE/UT)

Both editors will edit in French and in English.

Manuscripts should conform to *CJE*'s editorial policy. They must be original research or scholarly articles, with a maximum length of 7000 words. *CJE* is a research journal and cannot consider manuscripts that essentially offer program descriptions or rationales, position statements, or discussions or essays based on the research of others. Manuscripts should present original research that contributes to the extant literature. Accordingly, manuscripts should not simply report empirical findings but should present arguments related to conceptual frameworks.

Format: Authors should provide a 100 word abstract and up to four key words or phrases that do not repeat words in the title of the manuscript. All text should be double-spaced, in 12-point font, Times New Roman, with all paragraphs indented rather than block style. Only essential tables or figures should be included. Manuscripts should be submitted unmasked. (The editors will complete the masking prior to blind review.) Manuscripts will be preferably submitted on-line but provision will be made for the submission as hard copy (five copies). Please contact *CJE* for further information regarding submission guidelines and editorial policy: csse.cje@ualberta.ca

Audience considerations: *CJE* has a well educated but generalist readership. Authors should ensure that manuscripts are interesting, meaningful and comprehensible for such a readership. Although *CJE* readers will have an interest in education and what an author's article might contribute to thinking about education, the details about specific topics that

might be appropriate in specialist journals might be too narrowly focussed to be useful in CJE articles. For example, *CJE* readers of an article about math education might never expect to teach math education but may well be interested in the student population that participated in such a study. Authors should consider the *CJE* readership when explicating terminology and when deciding what to elaborate in fine detail and what to present more briefly with main ideas.

Please note: We also invite submissions specifically intended for on-line publication. Such submissions should be distinct from those intended for the print component of the journal in one or more of the following ways:

- employ media that cannot be conveyed through print (i.e. video, audio, animated graphic)
- make use of structures that cannot be conveyed through print (i.e., highly networked linking structures that afford readers multiple paths)
- contain in-text references to supporting on-line materials

Please address questions about this special issue and/or submit manuscripts to:

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Sylvie A. Lamoureux (Ph.D., University of Toronto, 2007) is currently a sessional lecturer and SSRHC Postdoctoral Fellow at the Ontario Institute for Studies in Education at the University of Toronto, following a session as visiting professor at the Universität Trier, in Germany. A former teacher, high school principal and educational consultant, she is particularly interested in the articulation between secondary school and postsecondary education for Canada's linguistic minority students. Her research interests include higher education, student experiences of academic transitions, minority language education, language policy and educational administration, from a critical applied sociolinguistic, reflexive ethnography perspective.

Normand Labrie is a professor in the Department of Curriculum, Teaching and Learning and Associate Dean of Research and Graduate Studies at the Ontario Institute for Studies in Curriculum at the University of Toronto. His training in sociolinguistics (Ph.D. in linguistics, Université Laval, 1989) was the foundation for his interests in many aspects of bilingualism and multilingualism in Canada and in Europe. He teaches courses on bilingualism, language policy and planning and research methodologies and design.

His research interests include language contact, language policies and planning, and linguistic minorities.