

Researcher

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Title of Project

From Assimilation to Integration: Legitimizing Immigrant Learners'
Plurilingualism in Canadian Second Language Education

Research Supervisor

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**TIRF Research Topic Investigated**

Plurilingualism in Business, Industry, the Professions, and Educational Contexts

Bio

John Wayne N. dela Cruz is a Ph.D. candidate in Educational Studies – Language Acquisition at McGill University. For his dissertation, John investigates the plurilingual identities and practices of fellow Filipino immigrants in the French-speaking city of Montréal in Canada. His research aims to legitimize and center the plurilingual voices and experiences of immigrant learners in additional language education.

Project Summary

Global immigration trends have been rapidly diversifying superdiversity (Blommaert, 2010) around the world. In Canada, newcomers continue to diversify its linguistic and cultural landscape beyond its official English-French bilingualism (Statistics Canada, 2016). Yet, official monolingual and bilingual policies in the country—including Canada's (1969) bilingual English-French policy and Québec's (1977) monolingual French policy—promote monolingual pedagogies in the language classroom (Haque, 2012). Though research shows that exclusively using the target language provides no measurable long-term benefits to language learning (Lightbown & Spada, 2020), immigrants' non-official languages still tend to be delegitimized in Canadian language education (Krasny & Sachar, 2017). As such, this study aims to investigate how existing official language policies in Canada validate or disparage the plurilingual and pluricultural practices and identities of Filipino immigrants who are learning or learned an additional language (including English) in the French-speaking city of Montréal. By examining the lived experiences and centering the voices of multilingual immigrant language learners in their officially monolingual environment, this research targets to engage existing educational and societal policies in Canada into shifting its monolingual and monocultural postures towards a more inclusive plurilingual and pluricultural stance. Addressing one of TIRF's key topics—investigating plurilingualism in educational contexts—the study will leverage its findings to help inform a linguistically and culturally responsive plurilingual education, in multilingual countries such as Canada and those in the OECD DAC list, that legitimizes learners' rich linguistic repertoires, practices, and identities in the kind of instruction they receive for additional languages, including English.