

***Minority Populations in Canadian Second Language Education*****Katy Arnett and Callie Mady.****Bristol: Multilingual Matters.*****Reviewed by******Fangling Hu******University of Saskatchewan***

This book covers a comprehensive range of topics and perspectives on Canadian contributions to second language education. The editors, Arnett and Mady, have invited eighteen scholars to write twelve chapters, providing a detailed, up-to-date account of Canadian multilingualism within a bilingual context. As stated in the introduction, the editors “have sought to offer this broader view through the lens of various populations in Canada, as these groups have been typically the most overlooked in considerations of second, additional or heritage language education” (p. xii). The contributors to this volume are all scholars devoted to second language education. Interesting in their own right, the contributors discuss the questions about the second language education and heritage language maintenance. Furthermore, they explore the ways in which Canadians have tried to address those questions. This book provides useful lessons for the people who seek to understand the interplay of the second language education, culture diversity, ethnic/Canadian identity, public policy, and shifts in multilingual and multicultural society.

Excluding the editors’ introduction and conclusion, the book contains twelve chapters, which fall neatly into four sections. The first section describes “newcomers working to develop skills in Canada’s official languages” (p. xii). In chapter 1, Mady raises questions on the historical tendency of excluding immigrant students from the French as a second official language (FSOL) programs. Her study reveals that the immigrant groups demonstrate the most positive attitudes and greatest success in learning FSOL compared to Canadian-born unilingual and multilingual students. For the immigrant families, developing French skills is important to enhance the Canadian identity (Carr). In chapter 3, Garbati puts forward the topic from a different angle to explore the best way to support temporary residence students in French classroom, who initially intended to develop their English skills.

The second section is focused on heritage language maintenance. It includes three chapters on the three particular language groups. In chapter 4, Guardado and Becker explain how the heritage language programs enabled a group of Spanish-speaking immigrants to maintain their linguistic and cultural ties to their communities. Next, Noels explores how motivations and ethnic identity development were connected to support German heritage language learning. Duff and Li conclude this section by describing the ways in which Chinese heritage language learning has been placed in broader Canadian context.

The third section focuses on the Canadian French immersion (FI) program. Unlike the studies reviewed in the previous sections, which extensively focus on successful language learners, in this section the contributors draw attention to research related to individuals with disabilities. These individuals have often been historically excluded or transferred out of French immersion study. Arnett opens this section by exploring the possible reasons for exclusion and calls for changes in attitudes and practices towards students with disabilities. The authors of the next two chapters seek to create a deeper understanding of French as a second language (FSL) acquisition for this particular group of students. Bourgoin and Dicks' study in chapter 8 reveals that students follow similar reading profiles in both first and second languages, and at-risk readers use fewer learning strategies compared to their higher performing peers. In chapter 9, Bouthillier sheds light on how to develop the French writing skills of students with Asperger's syndrome.

The last section is devoted to "the revival, maintenance and growth of aboriginal language in Canada" (p.xvii). The contributors believe that "while we offer reasonable accommodation to our immigrants who are encouraged to celebrate their cultures and languages according to Canada's multicultural policy, we offer little such celebration to Indigenous people-asking for assimilation of them instead" (p.166). Given this tendency, the overall status and efforts to stabilize Indigenous language within Canada are discussed. In chapter 10, Smith, Peck and Taylor examine the benefits of immersion programs and conclude that they are the most successful instrument for Indigenous language learning. Research reviewed in this chapter also shows that learning an Indigenous language is not detrimental to learning the dominant language. Gillies and Battiste use chapter 11 to highlight five essential areas across the educational systems that can strengthen Indigenous language programs. In the final chapter, Burnaby explores

aboriginal perspectives on defining literacy in their language and on how they respond to the outside challenges to their writing systems.

In general, most chapters are well-researched and well written with accessibility to non-specialists in mind. Considering the complexity of Canada's linguistic and cultural issues, this book provides a good summary of minority populations' second language education. Meanwhile, the contributions to this book share attempts to improve second language education for different minority groups including immigrants, temporary residents, students with disabilities, and aboriginal students.

From one chapter to the next, a few themes seem to thread their way through the book as a whole. The first theme is to promote official language bilingualism within multicultural context. Canada's ideal of linguistic duality is based on certain assumptions related to view of social cohesion, which is defined by Canadian Heritage (1997) as "the ongoing process of developing community of shared values, shared challenges and equal opportunity within Canada..." (p.23). Starting from this position, promoting the development of skills in official languages for immigrants has been valued for reasons that go beyond language, but relate to citizenship and identity. By examining immigrant students' motivation, attitude, and performances in learning French, the contributors in this book provide both policy administrators and language teachers with a better understanding of this particular group in FSOL programs. Inclusion of EAL students in French learning programs is important to enhancing linguistic duality and increasing social cohesion in Canada (Carr, 2013).

The second theme is to embrace the cultural and linguistic diversity. Being the first in the world to adopt a multicultural policy (Harper, 2008), Canada has turned into a magnet for worldwide immigrants. According to Bissoondath (1994), critics of multiculturalism argued that "an emphasis on ethnic identities leads to fragment society and endangers national unity" (p.67). The contributors, devoted to immigrants' heritage language and culture maintenance, yet again confirm that the development of ethnic identity does not mean a separateness of Canadian identity. On the contrary, the ethnic community ties that flourish in the ethnic groups help immigrants to establish Canada as their home. Also, Mady mentions in chapter 1 that steps can be taken to promote a view of multilingualism as advantageous, because it will "not only have potential to influence a reconceptualization of language learning that judge all language

knowledge as positive resource but also to increase the number of multilingual citizens well equipped to meet the demands of a multilingual global society” (p.19).

The third theme is to facilitate and promote more inclusive learning environment for all students. Within Canadian education, the principle and practice of inclusion has existed in various forms since the 1980s (Arnett, 2013). The notion of inclusion particularly emphasizes the right and need for all students to have access and acceptance in an educational environment (Hutchinson & Martin, 2012). For FSL, the access to its programs has been a subject of concern for several years. The contributors call for shifts in views about those students with disabilities and language-related challenges. They urge the public to reflect on ways to support those students rather than simply exclude them from the program. Arnett argues that “the absence of official policies concerning the admission of students to FSL and the provision of support” (p.109) may be the main reason for the continued practice of exemption, and contends that school boards and provincial/territorial bodies needs to focus more on the ways to make FSL open and valuable to all.

The last concern refers to promoting Canadian culture through the revival and maintenance of Aboriginal language. By recognizing the necessity to support the revitalization of Indigenous language learning, the federal government takes initiatives to develop, maintain and grow Aboriginal language programs (Gillies & Battiste, 2013). Indigenous learning is situated with local communities that value holistic, experiential, community-based and spiritually-grounded knowledge, rooted in Indigenous language (Smith et al., 2013). The contributors highlight the necessity to support the revitalization of Indigenous language through developing Aboriginal language immersion programs. This ongoing revitalization process is extremely important to achieve a culturally integrated Canada. Osborne et al. (2009) explained that Indigenous languages must be saved because “to not do so is systemic discrimination; to not do so speaks ill of Canada and its multicultural policy; and to not do so will hasten the extinction of language itself” (p.166).

Four themes are present throughout the book. These include: (1) to promote official language bilingualism within multicultural context, (2) to embrace the cultural and linguistic diversity, (3) to facilitate more inclusive learning environment for all the students, and (4) to promote Canadian culture through the revival and maintenance of Aboriginal language. When reading through the chapters, one thing becomes increasingly apparent: language maintenance

and development seems to be a foundation of Canadian society; it brings people with diverse cultural backgrounds together as a nation. Bilingualism and revitalization of aboriginal language is what distinguishes Canada from other countries. As the editors say in the introduction:

Over this same 40-year period, shifts in the Canadian Landscape have facilitated the development of new understandings in other areas of the second language learning...in light of the world's continued expectations of multilingual skills, and increased determination to revive and sustain our different heritages and the changing views about the rights and potential of all individuals in society, Canada is once again in the position to offer the world new ideas about second, third and fourth language development (p.xi).

As an international student, and a member of a minority group in Canada, I thought this book was accurate and honest in describing the day-to-day Canadian experience. Thus, it is a wonderful book for national and international scholars, students, teachers, or laypeople interested in the subject.

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