

ANTISTASIS

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FORWARD

Paula Kristmanson

Renée Bourgoïn

Chris Van den Broeck

We are very pleased to be able to present to you the special issue of *Antistasis: Language and Education: Contexts, Trends, and Perspectives*. For the three guest editors, Renée Bourgoïn, Chris Van den Broeck, and Paula Kristmanson, the role of language in education and in society has been a career-long passion. Although we each may see language from differing perspectives (e.g., learning French second language in immersion classrooms, teaching English in a global context, and language teacher education), we all recognize the impact that the ability to communicate through various forms of language can have on our homes, our schools, our communities, and our world. When we put out the call for papers, we had hoped that the submissions would broaden our perspective of language and introduce us to contexts and trends that we had not previously considered. Indeed, we were not disappointed!

This issue of *Antistasis* brings you articles that we believe will provoke discussion, reflection, and debate. In terms of contexts represented in these articles, they are both rich and broad. Some of our contributors have set their discussions in the teacher education context (e.g., Kukner & Orr; Graham) while others have looked at the influence of aspects of the home setting on language learning (e.g., Schryer).

With regard to varying perspectives, the authors in this issue present varying worldviews regarding language and education. Articles submitted by Kearns and Schnider & Perley bring the first nations point of view to the fore while Rogers and Bourgaize challenge us to examine the language of oppression and marginalization through a social justice lens. Culligan explores the Vygotskian perspective of language as a cultural tool while Attard asks readers to consider a particular stance on language education.

Certainly this issue has also raised awareness of current trends related to language and education. From the use of sound field technology to enhance classroom learning (Lafargue & Lafargue) to the implementation of teaching approaches inspired by Egan's "imaginative education" (Ireland), authors have shared with us novel ideas to consider. In addition, our only French language submission calls for critical reflection upon the continual stream of new resources with which teachers are presented. Le Bouthillier promotes a thoughtful consideration of effective pedagogical approaches as a precursor to using the latest instructional materials. Similarly, Costello challenges us to re-examine current trends in literacy, particularly with respect to strategy-focused

reading instruction. Finally, as a result of her thesis work, Webb presents an argument for the integration of culturally relevant experiences in second language classrooms.

As guest editors, we are grateful to the many authors who have contributed to this multi-faceted and engaging special issue. Along with our reviewers¹, we were privileged to be the first readers of these essays and we look forward to joining with the Antistasis readers in the rich conversations that we hope will follow from this issue dedicated to language and education.

¹ We would like to acknowledge the valuable contribution of our reviewers that made the double-blind review process possible.