

This perspective is reinforced in teacher training programs (Masson et al., 2022), where L+ FSL teachers' language proficiency is policed, and tests are used as a gatekeeping measure².

In the Canadian context, the notion of 'native speaker' is often tied to the idea of being 'francophone', 'anglophone' and/or 'bilingual'. However, linguistic identity markers such as francophone, anglophone and bilingual can reinforce divides between teachers and entrench feelings of 'otherness' among L+ teachers (Riches & Parks, 2021; Tang & Federation, 2022). Francophone communities have unique cultures and settler colonial histories that are part of the Canadian landscape. While 'francophone-ness' has long been associated with whiteness and portrayed through a Eurocentric lens (Wernicke et al., in press), speakers of French in Canada are actually present in every province and territory in the country, including in some Indigenous and Métis communities. What is more, the francophone community as a whole in Canada has undergone large ethnic, racial and cultural shifts in the last decades, in part due to the migratory movements of many speakers of French from the African, Asian, and South American/Caribbean diaspora (Madibbo, 2021). Many L+ French teachers struggle to identify as francophone, bilingual, or even plurilingual, and how these identities are taken up intersect in complex and nuanced ways when racial, ethnic, and cultural identities are also taken into consideration (Wernicke, 2022; Masson & Côté, 2024).

Recommendations

As teacher candidates come from diverse cultural and linguistic backgrounds, efforts to improve FSL teachers' language proficiency should draw from teachers' resources in their language support efforts. For this, conceptions of FSL teachers' linguistic identity need to be revisited. While researchers have moved away from the conceptualization of FSL teachers as 'native'/'non-native' speakers, it remains unclear whether and to what extent this notion is reinforced and/or deconstructed with teacher candidates in preparation programs. For this, FSL teacher educators need to look inward at the linguistic ideals they are reproducing in their programs. One recent exemplary study shows how three FSL teacher educators deconstruct their understanding of linguistic identity in their local context and how this affects their practice in teacher preparation programs (Tang et al., 2023). Reframing FSL teachers as additional language (L+) speakers can account for their plurilingual and pluricultural experiences. In fact, L+ speakers of French make up the majority of FSL teachers in some provinces (ACPI, 2018). Taking an asset-based perspective towards the language proficiency and capacity to speak multiple languages among FSL teachers would not only enhance their self-efficacy but also create a shift that empowers teachers to explore their own and their students' linguistic repertoires holistically. Taking an intersectional lens to linguistic identity can also account for intersections with cultural, ethnic, racial, and immigrant/settler identities to reveal unique life trajectories and learning needs. For instance, most FSL teachers find themselves in predominantly anglophone contexts, where they have fewer opportunities to use French. They may have had linguistic journeys in which they made more or less use of their French at different points in their life, or they may come from international contexts and need to familiarize themselves with local varieties of French in order to teach in Canada. The argument, here, is to expand our understanding of FSL teacher candidates as simply 'native speakers' or 'non-native speakers' since reality often shows that this categorization is too

² We wish to stress that we are not suggesting that future FSL teachers should not be provided with support to work on their language proficiency. Simply that many of the current approaches in place in teacher education programs are deficit-based.

