

Linguistic and Cultural Diversity Reinvented (LINCDIRE): Fusing Indigenous and Western approaches for plurilingual and pluricultural learning

Alan Corbiere (M'Chigeeng First Nation)

Sara Potkonjak (York University)

on behalf of

Enrica Piccardo (OISE - University of Toronto) and the entire LINCDIRE team



LINGUISTIC AND CULTURAL DIVERSITY REINVENTED

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Principal investigator

Enrica Piccardo

Participating Institutions



uOttawa



Institute for Innovation in Second Language Education
Support for Staff and Students, Student Learning Services



Background

**Around 7 million
Canadians speak a
non-official language**
(Statistics Canada, 2012)

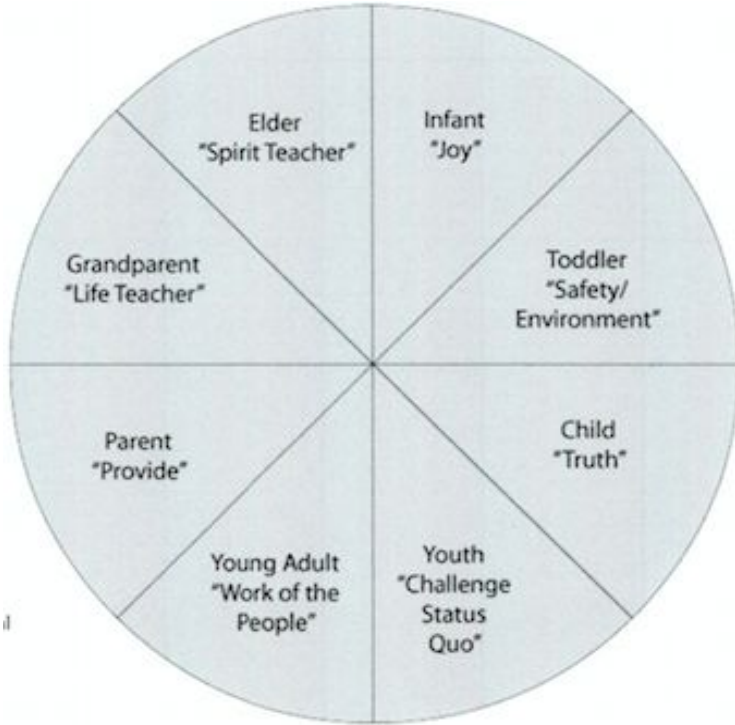
**65+ aboriginal
languages and several
heritage languages**
(Census Canada, 2012)
[Site for Language Management in
Canada \(SLMC\)](#)

**60 million Americans
speak a language other
than English (382
different languages with
134 native languages)**
(US census Bureau, 2015)

**Lack of recognition of
non-dominant languages in
mainstream education** (Wiley &
Lukes, 1996; Hornberger, 2001).

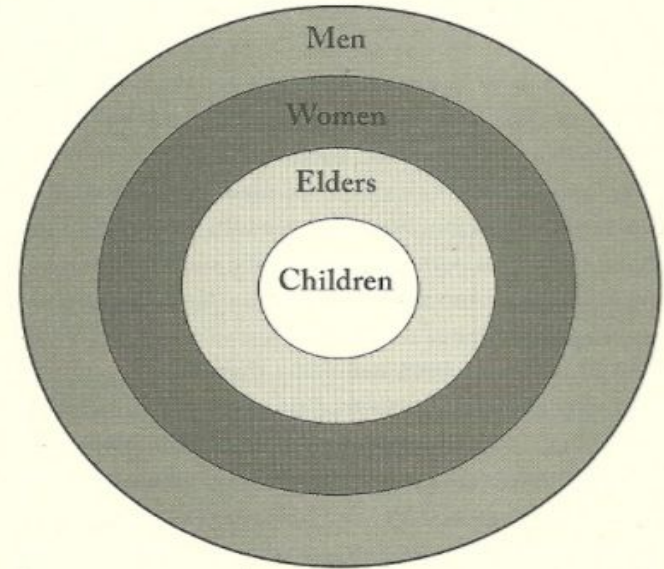
**Schools are not prepared to take
advantage of linguistic diversity
> decline of home languages
(Cantoni, 1997; Crawford, 2000). and
inequities in education**

Language framework based on lifecycle



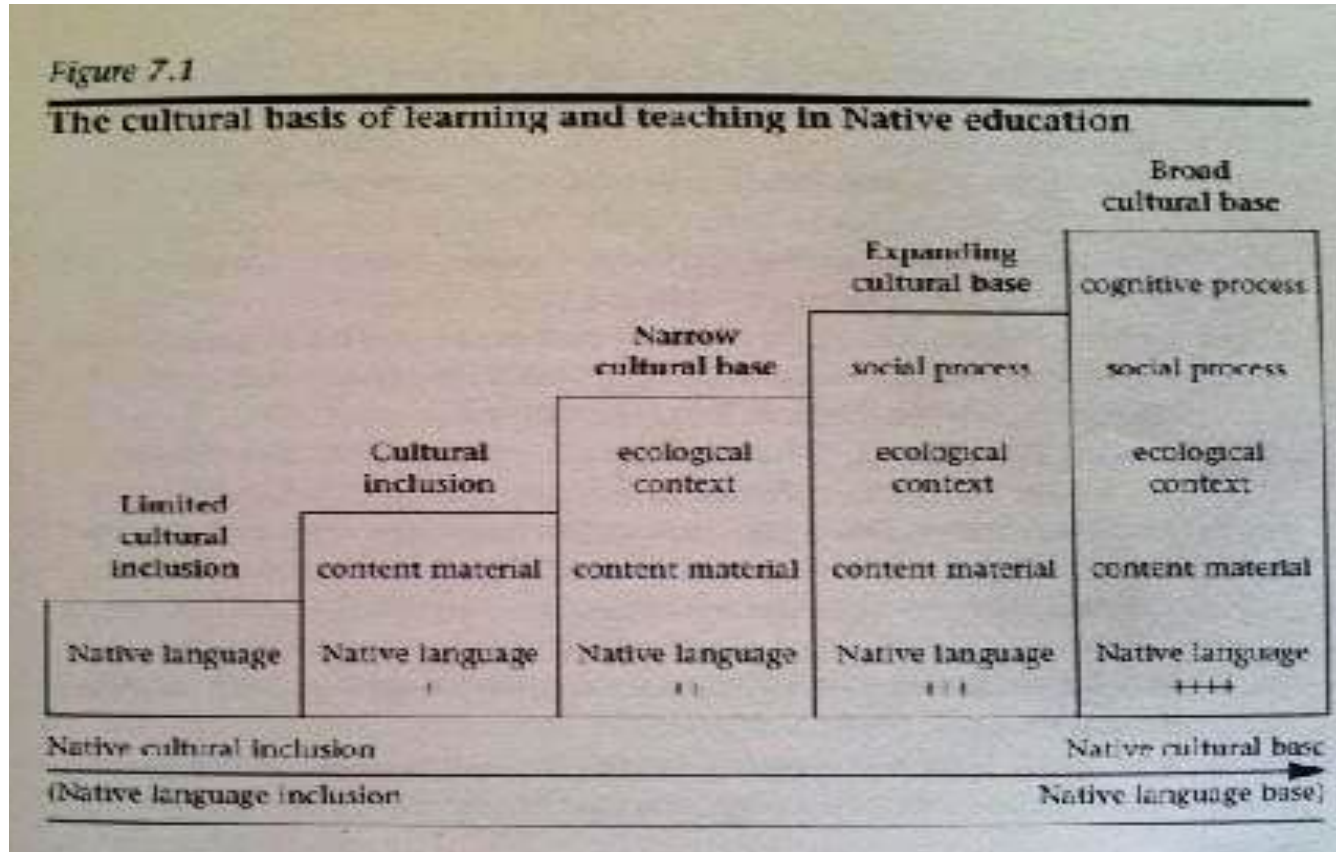
AHWS Lifecycle wheel
("Generations to Come", 1993)

Figure 5.1: Social Organization of "Traditional" Communities



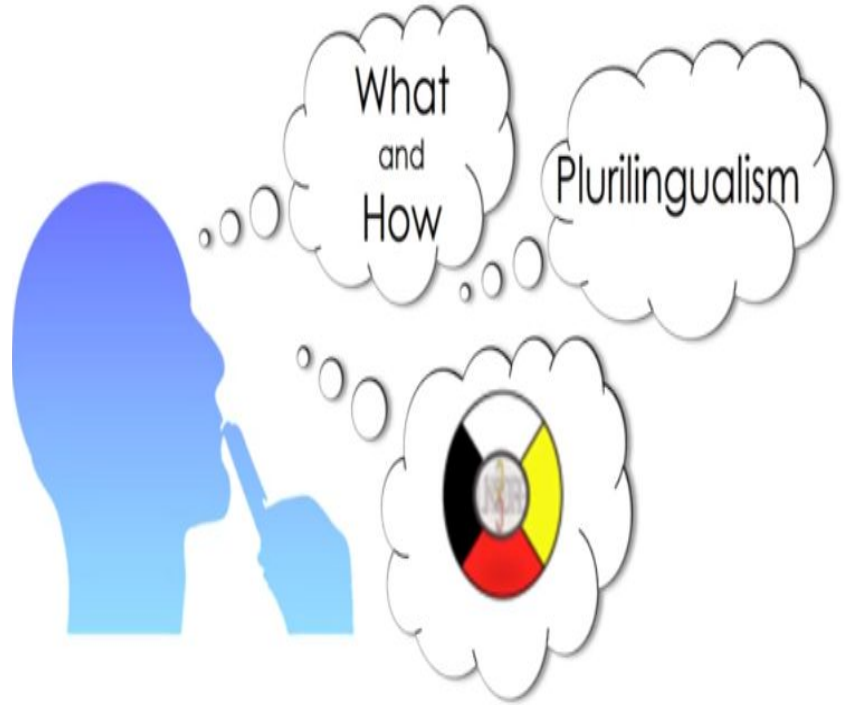
(Anderson, 2011)

Cultural basis for learning and teaching (Stairs, 1995)

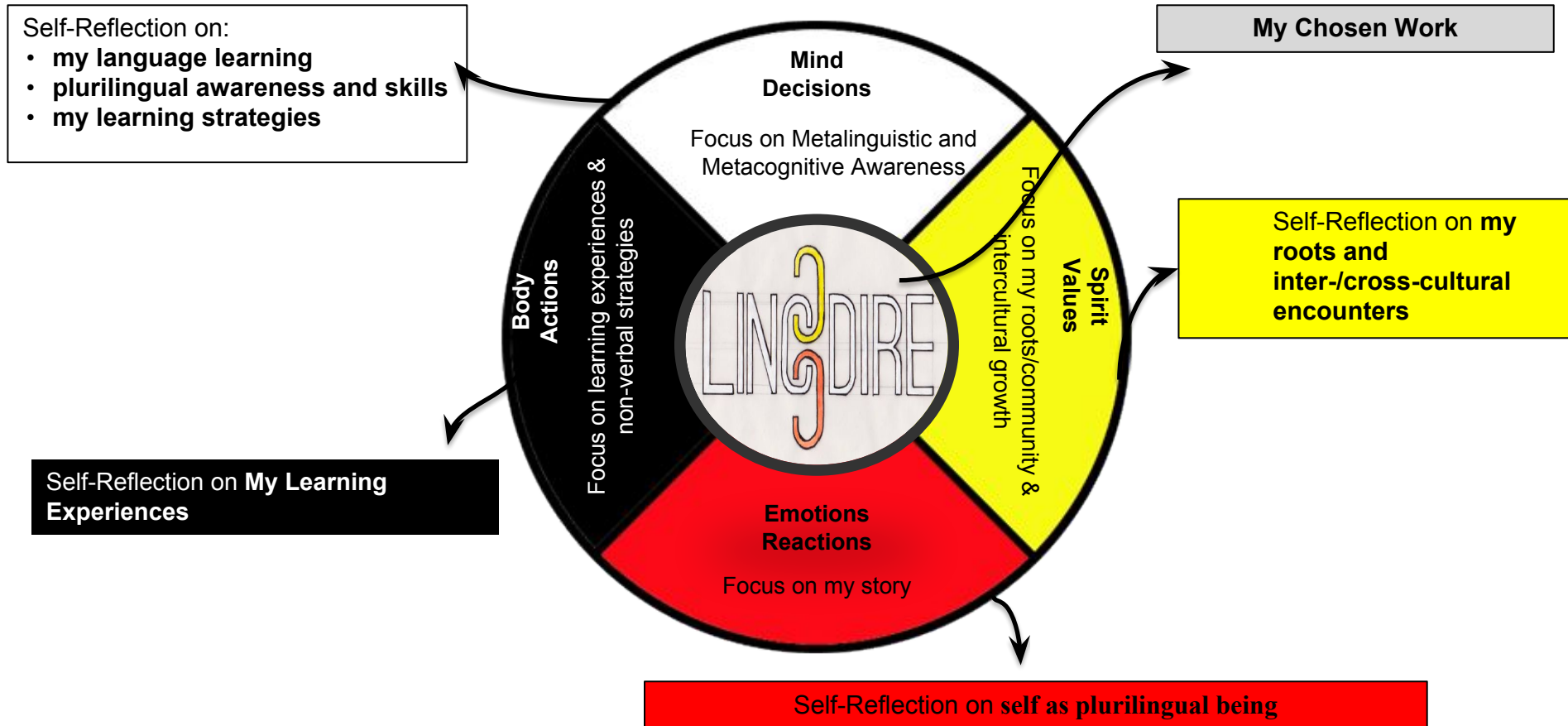


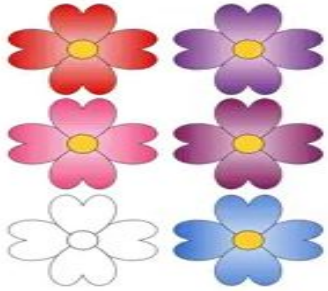
Three key aspects of our pedagogical model

1. **The medicine wheel**
2. **Plurilingualism**
3. **Action-oriented approach**



1) The Medicine wheel





2) Plurilingualism

- Students 'start from scratch' with every new language learned - prior languages as obstacles
- Students are collections of separate monolingual, monocultural selves
- errors should be avoided



- Students are holistic, plurilingual/cultural beings: one network with different connections
- Students draw on previous experiences - mother tongue is always present & prior languages as potential resources
- errors are a natural part of learning

Making space for students' plurilingual selves

Learning is a
conscious journey

Reflection and
awareness-raising
processes should be
encouraged

Fostering a sense of
freedom with
languages

student-created
resources



3) Action-oriented approach

**“Learners must learn
the language, not just
about the language”**

(Piccardo, 2014)

**We speak
to others**

To get
information

To introduce
ourselves

**We listen
to stories**

To learn about
our history

To learn
important
lessons

**We write a
letter**

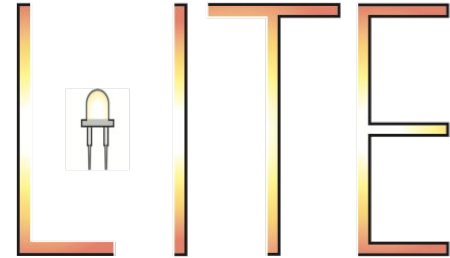
To thank
someone for a
gift

To keep in
touch with
relatives

**A digital environment organized
around four sections**



**Language Integration Through
E-portfolio**





scenarios: The action-oriented approach

The fall feast

Learning is set in a context that relates to everyday life

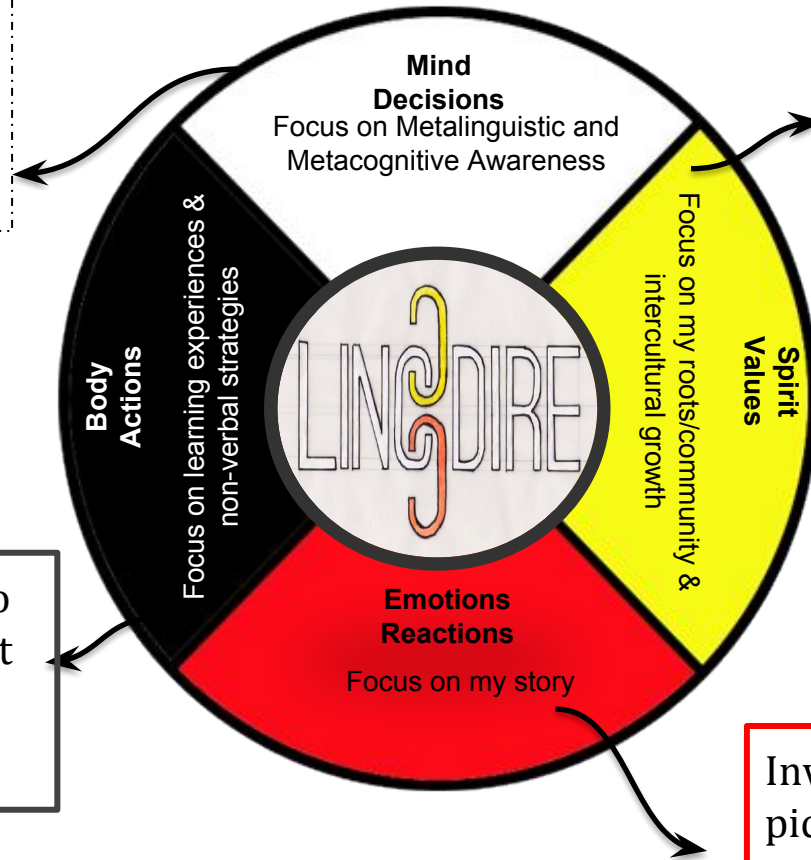
Every year, there is a Fall Feast to feed the spirits. This year, you have been asked to work as a guide during the feast. You will prepare an invitation for your parents and grandparents, and then guide your family through the feast, teaching them about each type of food, how it was cooked, and its importance to the feast.

Target learners (CEFR level/grade): A2 learners/ elementary
Main target language: Ojibwe

Students' other languages are also encouraged

Other languages involved: English / any other languages spoken by students

Students reconstruct the history of the feast using visual clues.



During the feast students are guides and language ambassadors, so parents can learn some words about the feast from the children.

Students use their bodies to express how they feel about a particular food item ("I like/ I don't like")

Invite students to draw a picture of their facial expression to show their level of excitement.



Medicine Wheel Reflections

I've learned something from this task that I would like to share with others.

Sharing stories and experiences helped me and my classmates learn more about the topic.



Spirit quadrant reflection

Task_Tag

Question 1 :

I now have a deeper connection with others, the community, and the earth.



Question 2 :

I've learned something from this task that I would like to share with others.



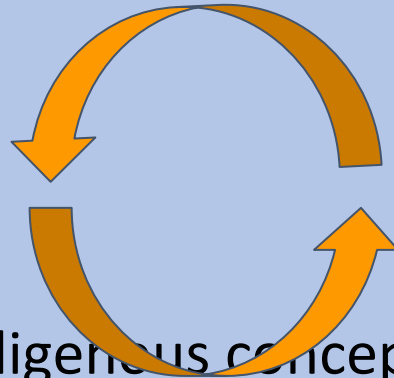
Fall Feast vocabulary: plurilingual group activity

Look at the list of Fall Feast vocabulary. In your group, brainstorm a list of the same vocabulary words in any/all other languages you know.

How do the vocabulary terms compare across languages? Which languages are the most similar/different?

Conclusion

Making the Medicine Wheel and aboriginal epistemology accessible to non-indigenous teachers



Making latest non-indigenous conceptualization of language education accessible to indigenous teachers

Project Members

PI: Enrica Piccardo (OISE – University of Toronto & Université Grenoble-Alpes)

Co-Applicants: Aline Germain-Rutherford (University of Ottawa) & Geoff Lawrence (York University)

- Alan Corbiere (M'Chigeeng First Nation - Aboriginal Languages and Cultures, Canada)
- Anette Guse (University of New Brunswick)
- Alana Johns (University of Toronto,)
- Coralie Payre-Ficout (Université Grenoble-Alpes, France)
- Norman Sieweke (Edmonton Public Schools - Institute for Innovation in Second Language Education)
- Nicola Townend (University of Toronto Schools)
- Mary Ann Corbiere (University of Sudbury)

Research Assistants

- Kimberly Cho (OISE-UofT)
- Angelica Galante (OISE-UofT)
- Kris Johnston (York)
- Mama Ni Owoo (OISE-UofT)
- Yecid Ortega (OISE-UofT)
- Sara Potkonjak (York)
- Michael Koslowski (York)



Merci! Miigwetch! Danke! Grazie! Thank you!