



Apprendre par les  
langues

Learning through  
languages

Lernen durch  
Sprachen

Maldive, GRAZ

January 2014

Patricia Lamarre, Université de Montréal et Centre  
d'études ethniques des universités montréalaises

*Recognition of linguistic and cultural diversity  
in Canadian schools :  
a brief overview of research, policy and stakes*



## Education : a provincial jurisdiction



Mid 20th century – only province with complete dual/parallel school system - Quebec. Very little recognition of French speakers in other provinces.

## Mid-twentieth century Canadian context: breaking with an anglocentric anglodominant model

- Rising French nationalism in Quebec (1960s)
- Official Languages Act (1969) – French/English
- Federal \$\$ for schooling for the official language minority in provinces and for French second language education)
- Heritage Language programs (languages other than French or English)





# Federal Policy and Language and Identity Politics

- Official Languages Act (1969) = concern other forms of citizenship other than French/English
- Multicultural policy (1971) and Multiculturalism Act (1988) –
- In the 80s, emergence of multicultural education in provinces – focus is on *cultural background*, much less on race relations, very little attention to religious and linguistic diversity
- Underlying expectation: children of immigrants will become « anglophones » or « francophones » through schooling (might take a generation or two) Intergenerational linguistic shift theory (linguistic assimilation within a language competition model)

# It's all about nation building...

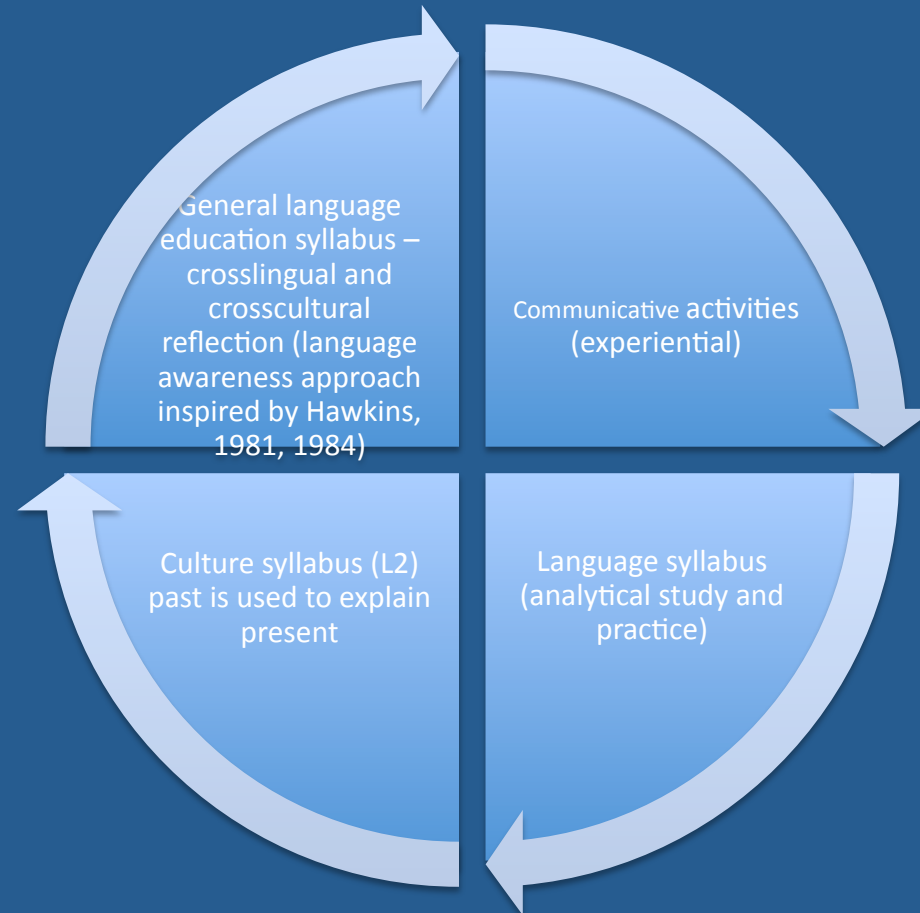
- Official bilingualism within a multicultural framework (1970s)
- Since OLA, French second language learning programs strengthened in English Canada
- French immersion programs
- Official French minority schooling and French school boards
- New structure in the educational systems of the Canadian provinces: Two educational « solitudes » ... with a demographically changing student populations (increasingly diverse)



# Taking second language learning further...

- National Core French Study in the 1980s and 1990s
- Move away from teaching culture based on the past to « use the past to explain the present »
- Stern's multidimensional approach to second language teaching with a language awareness, intercultural dimension
- Visible in FSL teaching materials in English Canadian provinces

# National Core French Study – multidimensional approach opens FSL to intercultural education and language awareness



For more information: google National Core French Study, And H.H.Stern.





# Responding to immigrant students in majority language schooling

- Pioneer work on « language and content » or « language across the curriculum » approach in the late 1980s – Bernie Mohan, Margaret Early UBC
- The challenges of learning school content through the majority language
- Instructional strategies that help immigrant ESL learners help other struggling students



# Catching up to a moving target (Maledive study module 3)

- Five principles for supporting English learners

<http://www.youtube.com/watch?v=PM04NPtGthM>

- Using the research of numerous language experts, Pearson, led by Dr. Jim Cummins, developed an instructional framework incorporating five essential principles for teaching content to English learners

**Teaching Content – ELL document (desktop)**



# Catching up to a moving target

Putting Cummins' principles into practice:

The SIOP model Pearson English Learning (series of 16 videos with demonstrations and discussion with teachers putting principles into practice in their classrooms – emphasis on elementary schooling) Teaching materials and dvd available.

[http://www.youtube.com/watch?v=ZA3\\_PXs4CsQ&list=PLGMRgEw1y872579VczixD61ZDzl74nNfr](http://www.youtube.com/watch?v=ZA3_PXs4CsQ&list=PLGMRgEw1y872579VczixD61ZDzl74nNfr)

## Growing diversity – can official bilingualism within a multicultural framework hold into the future...

- The challenge of changing Canadian demographics
- Between 2006 and 2011, 1,1 million new immigrants to Canada
- 1 in 8 Canadians today are of immigrant origin (11.9%)
- 81% of immigrants have a mother tongue other than French or English
- 1 in 5 people living in Montreal are of immigrant origin
- 1 in 2 in Toronto

# Its very much about access to educational content ...

- The majority language classroom becomes a second (or third) language setting for the majority of students
- Being a majority language classroom teacher today means being a second language teacher

# but it's also about recognition of who Canadians are today

- Growing challenge to the official bilingualism in a multicultural framework model (new immigrants)

Also needed, greater recognition of Canada's forgotten people..

- Our notable lack of attention to indigeneous populations and their languages, their present day cultures and urbanity, as well as their lack of success in traditional schooling

Teacher training in Canada:  
the whole child, the whole curriculum  
... but which child are we talking about?

*Educators, at both leadership and classroom levels, are still being prepared to teach the generic students of 40 years ago (white, middle class, monolingual and monocultural) rather than the students who actually exist in urban schools today.*

Jim Cummins

# Putting the pieces together

- Taking into account educational « language and content » concerns, the issues of equity and equal access to educational resources
- As well as students' identity, the politics of recognition, the psycholinguistics of self-esteem
- And intercultural education, what we call in Québec « savoir vivre ensemble », openness to diversity, working toward social cohesion in a changing world



# Movement towards a greater recognition of linguistic diversity in schools

- The gap between federal policy and provincial ministries of education
- Filling the gap: researcher-driven initiatives undertaking collaborative school-based research

# Identity politics in Canada in the 21st century

More Cummins! (module 1 and 2)

Introduction: Multilingualism and Social Justice

<http://www.youtube.com/watch?v=-P2cJa92vg8>

On psycholinguistic principles

<http://www.youtube.com/watch?v=XjABYSrRGu8>

On pedagogy of empowerment:

<http://www.youtube.com/watch?v=GJajycotf5M>

# Dual language showcase/The Multiliteracies Project

« We believe that reading in any language, develops reading ability ».

<http://schools.peelschools.org/1363/pages/dual.aspx>

# Scribjab

An app for writing bilingual and multilingual stories

- Designed by Simon Fraser University Team
- A multilingual app presented in English and in French
- <http://www.scribjab.com/>

# Multilingual practices that link home and school

- Sacs d'histoire : A Quebec Initiative (école montréalaise et Fasal Kanouté)

« L'apprentissage de la lecture est aussi une histoire de famille » Mots d'enseignants

“ J'ai lu le livre en français à ma mère et à mon père.  
Et eux m'ont lu en portugais. ” Mots d'élèves

To view a film on sacs d'histoire experience in Geneva:

[http://www.ge.ch/enseignement\\_primaire/sacdhistoires/](http://www.ge.ch/enseignement_primaire/sacdhistoires/)

To read more:

<http://www.unige.ch/fapse/creole/journal/parus/referencesSacs.html>

# Many roots, many voices

## Ontario Ministry of Education

<http://www.edu.gov.on.ca/eng/document/manyroots/manyroots.pdf>

(a document available in English and in French)

*Many Roots, Many Voices is designed to support teachers, principals, and other education professionals at the elementary and secondary levels in working effectively with English language learners. In it, you will find a rich source of practices and strategies that can be put to immediate use in the school and the classroom. You will also find an in-depth exploration of the English language learner, and an annotated list of references and resources for further reading and study. This document is available in pdf format.*

# Equity and Inclusion: Ontario's policy

- Our government is committed both to raising the bar for student achievement and to reducing achievement gaps. Recent immigrants, children from low-income families, Aboriginal students, boys, and students with special education needs are just some of the groups that may be at risk of lower achievement. To improve outcomes for students at risk, all partners must work to identify and remove barriers and must actively seek to create the conditions needed for student success. In an increasingly diverse Ontario, that means ensuring that all of our students are engaged, included, and respected, and that they see themselves reflected in their learning environment.



# Catching up to a moving target

Language across the curriculum in Ontario's educational system



# Teaching and learning in Multilingual Ontario: webcasts for educators

- <http://www.curriculum.org/k-12/en/videos/teaching-and-learning-in-multilingual-ontario>



# Webcasts for educators

Elizabeth Coelho: Linguistic diversity an asset

A series of short video clips for teachers

<http://www.curriculum.org/k-12/en/projects/elizabeth-coelho-linguistic-diversity-an-asset>

- Multi-lingual learning
- Intercultural projects
- Names
- Literature circles
- Learning about language and languages (surveying languages in the classroom) \*
- Dual language projects



- *Inclusion is not bringing people into what already exists; it is making a new space, a better space for everyone.*

Dei, G.S.N. (2006). *Meeting equity fair and square*.  
Keynote address to the Leadership Conference of the  
Elementary Teachers' Federation of Ontario, held on  
September 28, 2006, in Mississauga, Ontario.