

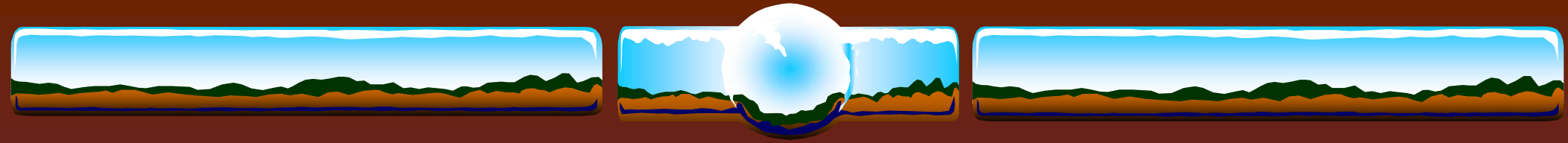
# First Nations English Dialects: Implications for supporting language development

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# Acknowledgments



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And....

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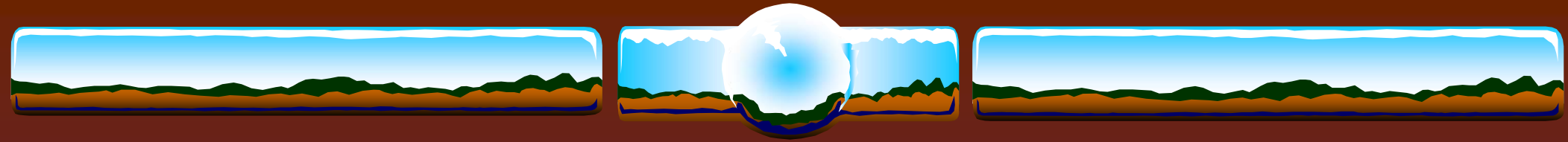
The British Columbia Ministry of Children and Family Development through the Human Early Learning Partnership (HELP)



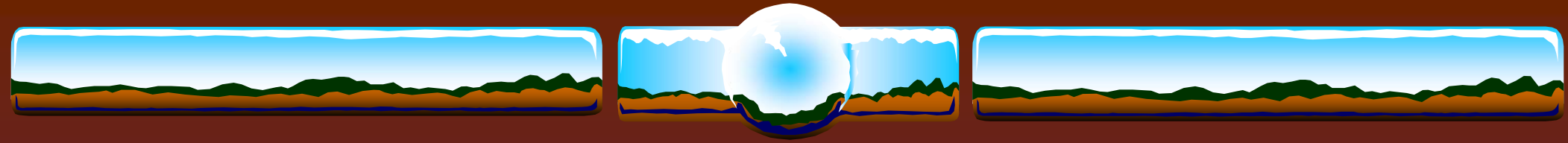
# Today's Talk

## Perspectives from our project on First Nations English Dialects from 2004-2006 in British Columbia

- ❖ Contexts for the project
- ❖ The nature of non-standard dialects in general and of First Nations English dialects
- ❖ The significance of FN English dialects for early learning
- ❖ Implications for research, practice, training, and policy for people working with First Nations children.



# Context 1: Who are we?

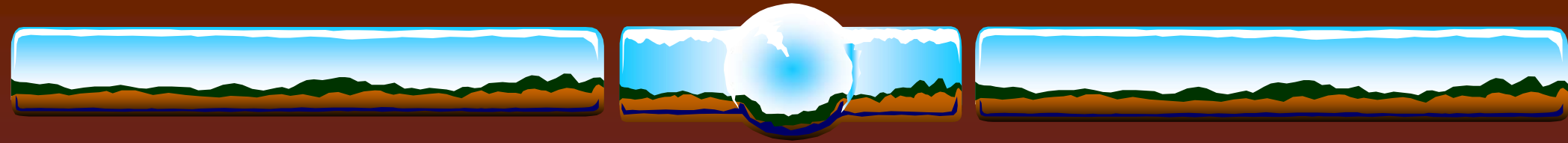




# Dr. Jessica Ball, Co-Author

- ❖ 1984 to 1996:
  - ❖ Southeast Asia, working as a consultant to community service agencies and government ministries in education, health, and social services.
  - ❖ Research, program development, and training to strengthen policies and services in the areas of mental health, youth development, and all levels of education
- ❖ 1996-now: Co-Coordinator of First Nations Partnership Programs based at the University of Victoria.





# Context II: Why and how the project came about



# How?

- ❖ Dr. Jessica Ball investigating language assessment for First Nations communities through CHILD, a grant for supporting children's development from multiple aspects
- ❖ Human Early Learning Partnership, BC meetings of people involved in child development research, planning and activities



# Why?

## *Dialect/culture difference or language delay?*

- ❖ A lack of knowledge about language development in FN children, whether heritage, English (or French)
- ❖ Some early childhood practitioners and First Nations leaders suggest that First Nations children may be disproportionately misdiagnosed, i.e., as having or not having language delay...
- ❖ Similar to speakers of African American English



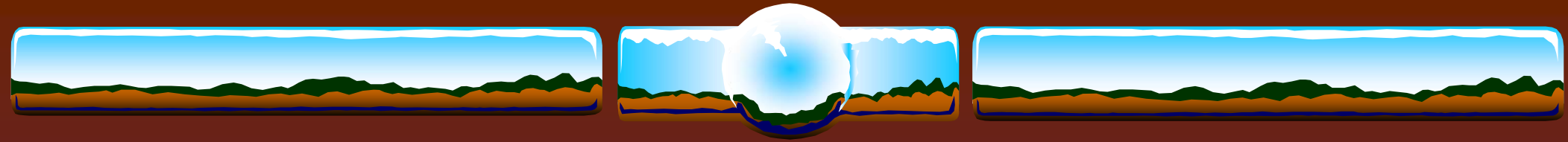
# Consequences of Diagnostic Error

1. **Mis-diagnosed children may be given unneeded remedial therapy to correct 'perceived disability'.**
  - ❖ Missing program or classroom time for therapeutic/special education support addressed to a problem they do not actually have.
  - ❖ Stigmatizing children as learning disabled, which can result in self-fulfilling lower performance expectations
  - ❖ Wasting limited speech therapy or special ed. resources
  - ❖ Contributing to a social order in which First Nations people are marginalized and devalued.
2. **Some children who have genuine language delay or disorder may go undiagnosed and un-served.**



# Why such consequences?

- ❖ **Lack of information** on dialects, including the standard...
- ❖ Language assessment and intervention **tools and procedures based on the “Standard” English dialect**
- ❖ **Lack of knowledge** of educators, child care practitioners, speech-language pathologists, communities on the nature and validity of non-standard English dialects



# Project Context 2

## First Nations Languages, Children



# First Nations Children, Canada

- ❖ Growing up in a variety of contexts: 50% urban, 10% rural off-reserve, 40% rural/remote on-reserve, within a variety of cultural ecologies and languages.
- ❖ Some children, though not all, are exposed to a non-standard colonial language dialect as the primary language of their family or community.



# Heritage languages

- ❖ **Vital to revitalize:** 150/200 N. American languages have only a few speakers left.
- ❖ **Cree elders:** English (and French) are “borrowed” languages. Cree is a gift of the Creator.
- ❖ **Dr. Anne Anderson:** Métis Cree resource books
  - ❖ way to a people’s heart is through their language.





# Language and identity:

WNCP Framework Document, 2000, p. 15

Key concepts: Human relationships and language

- ❖ kinship
- ❖ protocol
- ❖ medicine
- ❖ copyright (earning the right to knowledge)
- ❖ oral tradition (expression of knowledge, its forms and ownership).

“Learning an Aboriginal language, therefore, means absorbing the very foundations of Aboriginal identity.”



# Heritage Languages, Colonial Language Dialects

- ❖ For some of the dying (or extinct) heritage languages, the colonial language dialects may show reflect the heritage languages in form and content (e.g., American Lumbee)
- ❖ One of many reasons to value and support the colonial language dialects



# Relevance in Manitoba

	Canada	Manitoba
<b>Aboriginal population</b>	976,305	<b>150,040</b>
English	704,770	<b>106,050</b>
French	64,130	6,400
Aboriginal languages	186,835	33,315
<b>Cree (Algonquian)</b>	<b>72,680</b>	<b>18,090</b>
Inuktitut	29,005	70
<b>Ojibway (Algonquian)</b>	<b>20,890</b>	<b>8,840</b>
Michif (Cree-French)	9,655	?
Dakota (Sioux)	3,880	730
Blackfoot	2,740	25
Chipewyan (Athapascan)	575	20
<b>Other Aboriginal languages (Dene, Ojicree?)</b>	31,840	<b>5,540</b>
<b>English + Abor. Lang.</b>	14,130	<b>3,520</b>
French + Abor. Lang.	1,010	95
Eng., French + Abor.	330	30

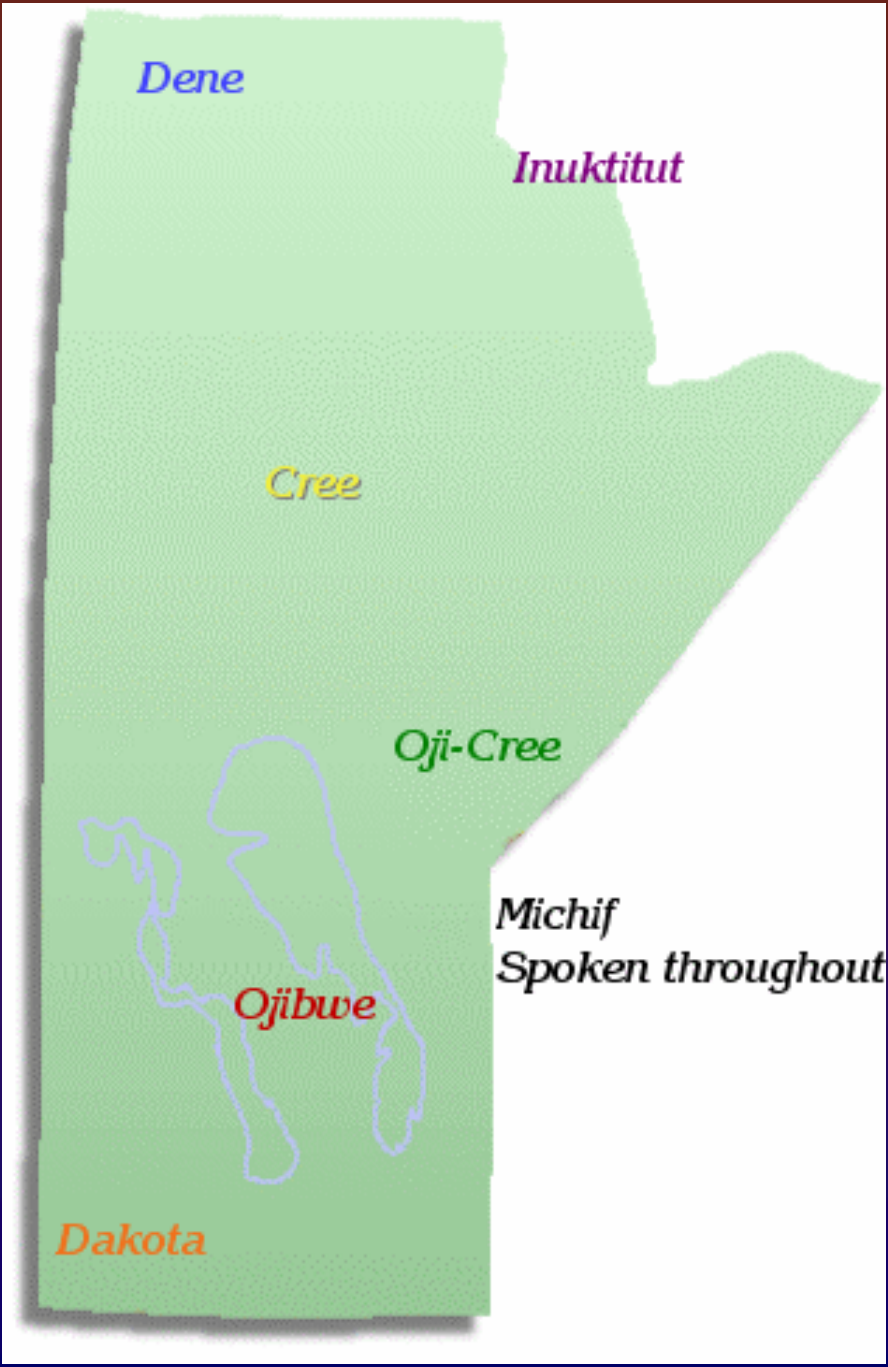
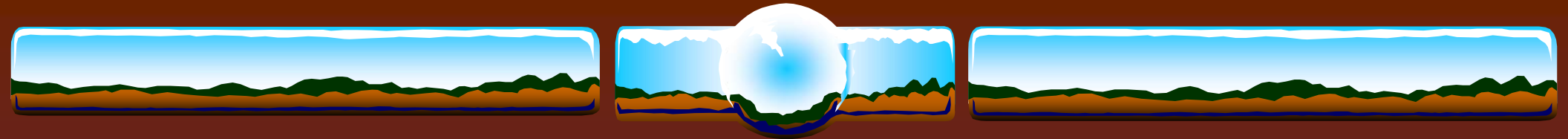
Canada:

50+ Aboriginal languages

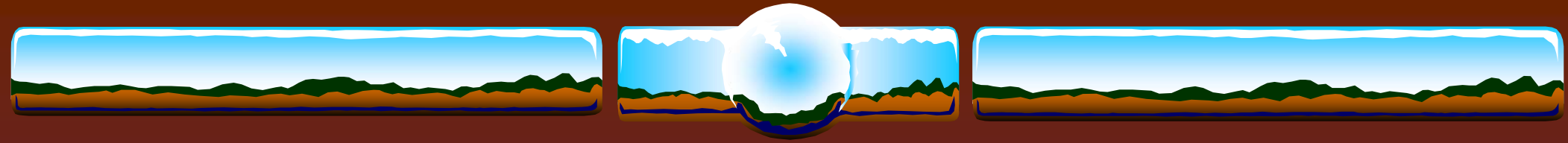
11 language families

Manitoba: **highest**  
**Aboriginal population, with**  
**a large % of English**  
**speakers**

StatsCan, 2001



[www.edu.gov.mb.ca](http://www.edu.gov.mb.ca)



# The Project: What



# The Project

- ❖ Initial goals: Data collection of actual language samples to identify dialect features
- ❖ Evolved into discussion: (forums)
  - ❖ **Perspectives on and experience with** First Nations English dialects and speech-language assessment, intervention
- ❖ Literature reviews
- ❖ Curriculum planning, speech therapy, audiology



# More on the Project Activities

## ❖ *Literature reviews*

- ❖ English dialects of Indigenous peoples: USA, Australia, NZ
- ❖ Education approaches re dialects in USA, Australia

## ❖ *Forum 1: February 2004: Defining the issues*

- ❖ Participants: FN, non-FN linguists, child dev. specialists

## ❖ *Forum 2: December 2004: Implications of FN dialect for lang. assess/intervention*

- ❖ Participants: Aboriginal and non-Aboriginal child dev. specialists, particularly speech-language pathologists



# *Forum 1: February 2004*

## **3 Topics explored in focus groups:**

1. Significance of First Nations English dialects for First Nations children's education.
2. Recommendations for First Nations English Dialect Project's research focus.
3. Recommendations for a pilot project.

**Participants:** FN and non-FN SLPs, development specialists, linguists, and Aboriginal community members.

**Transcription, thematic qualitative analysis:** Jeff Deby, Ph.D.





# *Forum 2: December 2004*

**Topic:** Implications of First Nations English dialects for understanding, assessing and supporting FN children's early language development.

**Participants:** FN and non-FN speech-language pathologists, early childhood care and development specialists, and FN community-based program leaders.

**Thematic analysis** of discussions: to identify challenges and possibilities for effective screening, diagnosis and early intervention;  
L. Speck, G. Modha under supervision of J. Ball, M. Bernhardt, J. Deby



# Forum I Proceedings:

## Examples from Previous Research

Native American Englishes in the literature (examples):

- ❖ Lakota English (Flanigan 1985)
- ❖ White Mountain Apache English (Liebe-Harkort 1983)
- ❖ Ute and Isletan Englishes (Leap 1977, 1993)
- ❖ Lumbee English (Wolfram 1984, Dannenberg 2002)
- ❖ Kotzebue Inupiaq English in Alaska (Vandergriff 1982)
- ❖ Tsimshian English (Tarpent 1982, Mulder 1982; cited in Leap 1993:56-7)

*BC: Pye (1985): some evidence for a distinct variety of English among the Chilcotin in British Columbia (cited in Leap 1993)*



# Discussion Part 1: Dialect



# Language and Dialects

- ❖ Language: **a system of communication** comprised of elements (e.g. sounds, words, signs) and ways of combining those elements, i.e. the “grammar”.
- ❖ Each language: a group of systems, i.e, dialects.  
**Associated with speakers who share geography, ethnicity, socioeconomic level, education, L1**  
e.g. “Queen’s” English (RP: Received Pronunciation), CBC English, African-American English, Newfoundland English, Teen English....



# Are dialects just 'slang'?

John Rickford, Linguist, Stanford: **No.**

“... **slang** refers just to the *vocabulary* of a language or dialect, and even so, just to the *small set of new and (usually) short-lived words* like chillin ("relaxing") or homey ("close friend") which are used primarily by young people in informal contexts.”

Suite for Ebony and Phonetics, Discovery, 1997



# Dialects: Grammar and Perspective

- ❖ Equal in grammar
- ❖ Often **perceived** as having different status

“My Fair Lady” (**Mayfair**)....’enry ‘iggins\*

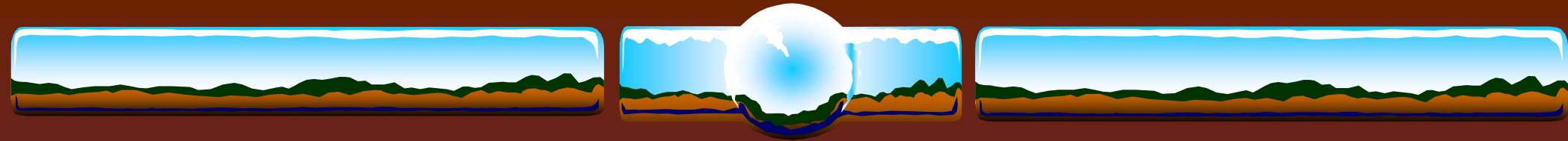
“It’s her ‘**aow**’ and ‘**go-on**’ that keep her in her place, not her ragged clothes and dirty face”

\*G.B. Shaw, *Pygmalion*, based on Henry Sweet, linguist in 19<sup>th</sup> century England: *Dialects of UK*



## ‘*High status*’

- ❖ Goes back centuries.... ‘Prescriptive grammar...’
- ❖ Example in English from 1687:  
Christopher Cooper, 1687: Spoke of features of the ‘barbarous dialect’ in his book, the *English Teacher*.
- ❖ The Académie Française: France from 1635
- ❖ Souf Lonn and Glasgow – Underground...



# How does dialect become 'status'?

- ❖ £€\$ £€\$ £€\$ £€\$ £€\$ £€\$ £€\$ £€\$ £€\$ £€\$
- ❖ Weapons: Pen and the Sword
- ❖ Literature, media, courts use the dialect
- ❖ Charismatic leaders
- ❖ “Cool” factor
- ❖ Education! Controlled by £€\$, weapons, literature, charismatic leaders, (MAYBE cool)





# Variety within varieties

- ❖ Not all speakers in a community necessarily speak the same variety of a language
- ❖ First Nations Englishes differ in language features
  - ❖ Transference from different ancestral languages
  - ❖ Different amounts of contact with other varieties of English, whether because of physical or cultural distance from the other nearby groups



# Dialects drift within and across speakers

- ❖ The Queen's own English has changed over time, becoming less 'Uppuh Crust....' dwif'in' to Sauf Lonn, innit!

1952	Now
The <u>m</u> en in the bleck het	The <u>m</u> an in the <u>bl</u> ack <u>h</u> at
citay	city
lorst	lost
hame	home

J. Harrington, J. of Phonetics, Fall, 2006



# Children and Dialects

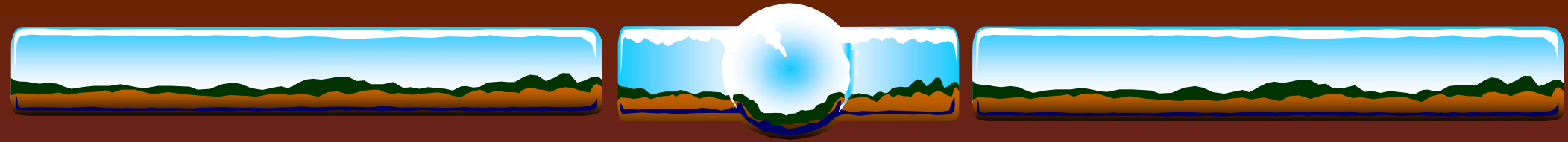
- ❖ Children who acquire the standard dialect at home are often seen as having more advanced development of language skills in early childhood and at school entry, giving them an easier transition into school.
- ❖ Children who do not acquire the standard dialect as a mother tongue can be perceived as having delayed or poor language skills, language impairments or general developmental delays.



# Teacher training and dialects?

- ❖ “when [the teachers] began the course they held negative attitudes toward their students’ language abilities. ...
- ❖ No understanding that the students spoke a dialect of English with rules that differ from those found in standard English.
- ❖ e.g. their students seldom formed plurals or past tenses as prescribed in English grammar textbooks.
- ❖ Once they realized that, perhaps, some of their students were using an Apache language model for plural and past tense formation, their attitudes toward what they had considered a serious error began to change.”

The Effects of Training in Linguistics on Teaching: K-12 Teachers in White Mountain Apache Schools F. Riegelhaupt & R. Carrasco 2006 Springer. (Abstract)



# Discussion Part 2: First Nations English Dialects



# Phonology: The Sound System

- ❖ **Speech sound differences:**
  - ❖ [d ] may be used for /ɰ/, in words like *that* or *other*.
  - ❖ /s/ and /ʰ / may interchange in certain BC FN dialect areas
  - ❖ Stops may be softened to near-fricative quality (softening)
- ❖ **Word endings:** **When a word ends in more than two consonants, the final one is often deleted** in some FN English dialects.
- ❖ Intonation patterns may differ.



# Contrasting Algonquian and English: Phonology (Sounds)

	labial	interdental	'alveolar'	'palatal'	velar	glottal
voiceless stop	p		t ts	ch	k	
voiced stop	(b) b		(d) d	j	(g) g	
vl. fricative	f	th	s	(sh) zh		h
vd. fricative	v	(th) th	z			
nasal	m		n		ng	
glide	w			y r		
lateral			(l)			



# Language transfer potential

Cree

b,d,g,j between vowels,  
p t k ch elsewhere →

h strengthens before  
consonants: e.g., th, kh, f  
sohkun > sokun

Woods Cree: th as liquid, no r

English

p-b, t-d, k-g, ch-j everywhere  
apple > ab**b**le, pop OK

← h only syllable-initial

→ rabbit > thabbit, or no l/r



# Dene Suline-Athapaskan

		Labial	interdental	Dental		Post-alveolar	Velar		Glottal
				central	lateral		plain	labial	
Stop	unaspirated	p		t			k	k <sup>w</sup>	
	voiced	b		d			g		
	aspirated	p <sup>h</sup>		t <sup>h</sup>			k <sup>h</sup>	k <sup>wh</sup>	
	ejective			t'			k'	k <sup>w'</sup>	?
Affricate	unaspirated		t-th	ts	tL	tsh			
	voiced					j			
	aspirated		t-th <sup>h</sup>	ts <sup>h</sup>	tL <sup>h</sup>	tsh <sup>h</sup>			
	ejective		t-th'	ts'	tL'	tsh'			
Nasal		m		n			ng		
Trill				rr					
Other		w			l	j, r			
Fricative	voiceless	f	th (with)	s	L	sh	x	x <sup>w</sup>	h
	voiced	v	th (the)	z	Lzh	zh	G	G <sup>w</sup>	

Red-Extra English

Green-extra Athapaskan



# Language transfer potential

## Dene

Dental, lateral sounds



Lateralized or dentalized  
s, z, th - SLP take heed

Trilled 'rr' (no w, y, l)



rabbit > rrabbit

lake > rrake; Omit w, y

No b, d, g



boy > poy

x/G > h; others??

← No laterals, ts,  
ejectives, labialized, x/G



# Grammar: Polysynthetic

- ❖ Many syllables add together to form a type of word-sentence
- ❖ Many thoughts and aspects embedded into one form

Possible transference: If one word says many things, less use of extra words in English?



# Morphology: Word Endings

Some FN English dialects may use the same form for all present tense verb forms:

Standard

- ❖ *I go, you go, he go*      *I go, he goes*
- ❖ *I goes, you goes, he goes*

Single morphemes are a feature of other major world languages: Mandarin, Indonesian etc.



# Pronouns

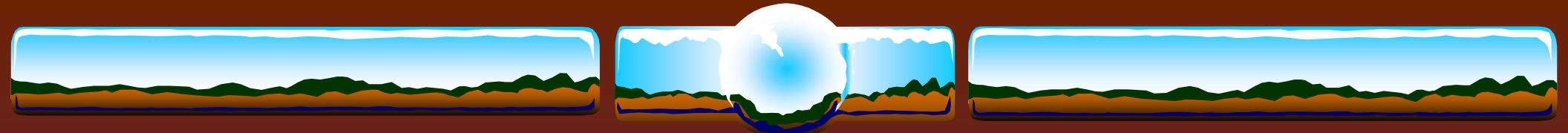
- ❖ In some First Nations and Native American dialects of English, pronouns are optional when they can be inferred from the context.
  - ❖ *You hear about Mike? .....[he drove] Drives into town yesterday....*
- ❖ Optional omission of pronouns is also found in other languages, such as Japanese.



# Semantics: Vocabulary

## Language assessments for vocabulary:

- ❖ Normed on words familiar to urban middle-class children, but not First Nations children living in rural or remote communities.
- ❖ *Cultural mismatch between assessment tools and children can result in mis-attribution of word learning impairment*
- ❖ Issue of knowledge versus learning potential!
  - ❖ Moose-skinning words versus school vocabulary....



# Extended discourse Narrative, or Stories

## Standard English narrative structure

- Chronological sequencing
- Explicit connections between ideas
- Elaboration is valued

## **Alternative narrative structures**

- Thematic sequencing
- Implicit connections between ideas
- Brevity is valued



# More on Narrative

- ❖ First Nations narratives therefore may not have:
  - ❖ a linear sequence
  - ❖ context in the introduction
  - ❖ The Story Grammar





# Peter Cole, 2002: Aboriginalizing Methodology: Considering the Canoe

*“the ideas of beginning middle end genesis exodus revelation  
testa corpus coda  
are ways of linearly encoding western vision of the world  
ways of encrypting experience so that little by litter we are all  
molded  
into believing unthinkingly that there are beginning  
middles ends  
that experience can be diagrammed graphed morphed thus”*



# Assessing Narrative

- ❖ Assessing a narrative according to the structural features of a different set of norms can result in misattribution of cognitive delay or deficit.
- ❖ **Story re-tellings may elicit less language** than play-based language samples.
- ❖ Stories may be jointly constructed as a group discussion ....Group elicitation in context?
- ❖ Elevated speakers, oral tradition: The basis?



# Extended Discourse: Conversation and Classroom

- ❖ Norms for conversations differ across cultures and within cultures for gender, age, status
- ❖ First Nations children's conversation pattern may not match situations or expectations in schools
- ❖ Responses with hesitation, or silence may be misinterpreted by staff as
  - ❖ lack of comprehension
  - ❖ inability to respond correctly
  - ❖ lack of attention
  - ❖ impolite behaviour



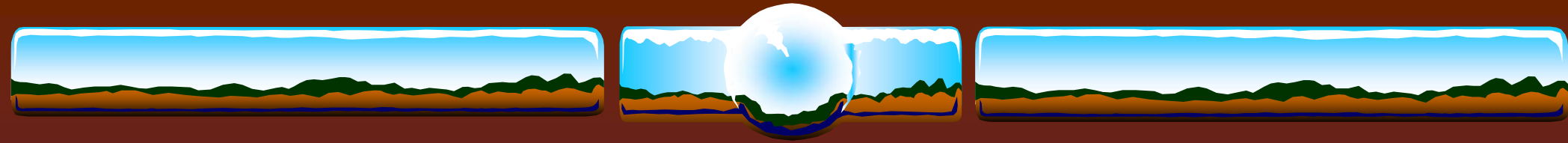
# Classroom: Oral Participation

## Uncomfortable situations

- Being called on to speak in large group
- Speaking when adults are present
- Being called on to demonstrate knowledge

## Comfortable situations

- Speaking with single person or small group
- Speaking with peers in the absence of adults
- Child deciding when ready to demonstrate knowledge



# Classroom: Attention and listening?

- ❖ Norms for listening vary across cultures.
- ❖ Mainstream Canadian conversations:
  - ❖ look the speaker in the eye
  - ❖ be close but not too close
  - ❖ provide active listening responses (mm-hm... really!).
- ❖ Such behaviours may be seen as inappropriate or interrupting in some First Nations cultures, especially when the speaker is an adult and the listener is a child.



# Classroom: Questions-Answers?

- ❖ Questioning and answering are behaviours expected of children in mainstream Canadian programs and classrooms.
- ❖ First Nations children may belong to communities in which children do not ask direct questions of adults.
- ❖ They may also hesitate to answering questions from adults, for several reasons.



# Classroom: Answers

- ❖ **Higher cultural tolerance for silence.**
  - ❖ longer gap between speaker turns and longer silences than in white middle-class speech communities.
  - ❖ expectation that one takes time to consider a question carefully before answering.
- ❖ **Unfamiliarity with display questions. “What colour is the sky?”**

May confuse First Nations students who expect people to ask questions in order to gain new information, not to test their skills.



## *Other dialect features?*

- ❖ *Intonation, style of speaking.* Some First Nations speech may be quieter and slower than mainstream Canadian speech. Stress may differ in phrases.
- ❖ *Humour.* Different styles.
- ❖ *Other factors.* Different norms of gesture and facial expression when talking and listening. Handshake issue.





# What Next?

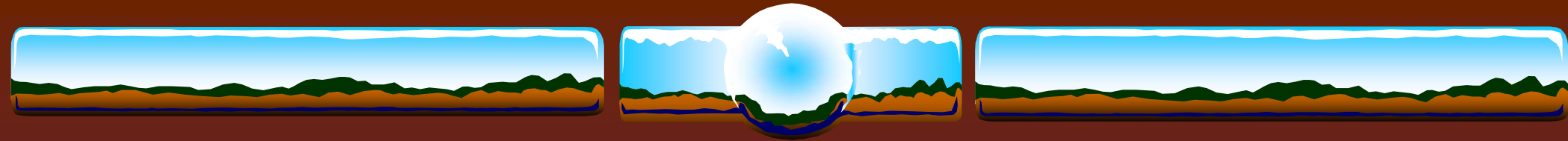
- ❖ Ask communities: Is colonial dialect an important research topic? If so we need:
- ❖ Information-gathering and analysis
- ❖ Action planning and implementation
  - ❖ Education, speech-language pathology, child care
  - ❖ Literature, media
  - ❖ Building awareness: Honouring dialects
- ❖ Follow-up of the action plan



# Information-gathering....

## Topics:

1. **First Nations' goals** for children's language learning
2. **First Nations' Englishes (Frenches)** in Canada
3. **Development of those dialects** in children
4. **Effective practices and tools for assessment and support of child language development**
5. **What can be done now** to enhance self-esteem and educational success of children who use First Nations Englishes?



# Principles for information-gathering

- ❖ **Respect and cultural sensitivity** by researchers.
- ❖ **The community** : centrally involved in defining and *doing* the research.
- ❖ **Partnerships**: community members, linguists, speech-language pathologists, educators, other developmentalists, policy makers



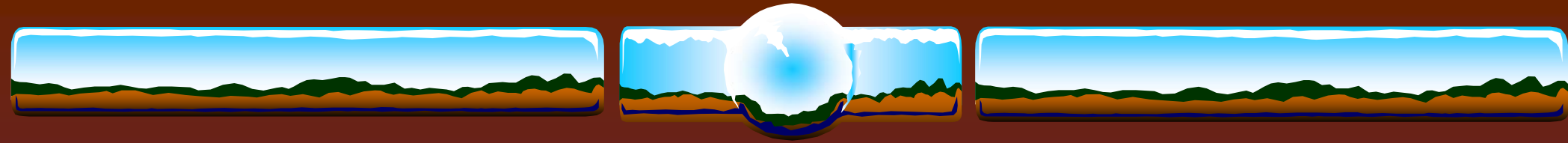
# Information-Gathering Process

- ❖ **Face-to-face contacts:** to enable relationships and reciprocal learning about language, culture, knowledge systems, and practices.
- ❖ **A practical intent:** to improve supports for children's optimal development.
- ❖ **Clear written agreements**
- ❖ **Plain language,** accessible to the community.



# General topics, methods

- ❖ **Identify community perspectives** on their heritage language and English/French dialects
- ❖ **Observe and record naturally occurring language situations** to identify distinctive features of grammar and use.
- ❖ **Employ explicit questions** about apparent distinctive aspects, and gather experimental data, to refine understandings.
- ❖ **Evaluate current EAL** programs: multiple assessment strategies



# All domains of language require attention

1. **Discourse:** conversation, narrative, expository, pragmatics: People together, talking, telling, explaining
2. **Semantics:** Contexts.....
  - ❖ Schools: The Bernstein Hypothesis (restricted/elaborated code misunderstanding)
3. **Form of language:** Morphology, syntax, phonology



## One method: Oral language samples

**Purposeful:** narrow scope samples to develop ideas

**Obtain oral language samples** from a variety of contexts, including variation in:

- ❖ speaker age, gender, knowledge of heritage language, education
- ❖ number and relationships of listeners
- ❖ physical setting
- ❖ type of event
- ❖ discourse type: narrative, conversation, expository



# Example: Video Sampling

- ❖ Who collects: **community members** with training and guidance in sampling by linguists, SLPs
- ❖ Who analyses: **community members in collaboration with** linguists, SLPs
- ❖ Who is sampled and where? Groups often best...
  - ❖ Preschoolers or school-aged children together at school or home with and without adults
  - ❖ Teen groups at youth centres (tape themselves)
  - ❖ Elders at home or community gathering places





# Sample topics

- ❖ Elders: Stories, explanations, life
- ❖ Children: Play-based, talk to an animal
- ❖ Families at home: Various
- ❖ Teens: Life...



# Purposes as told to speakers

- ❖ To learn how people communicate in the community
- ❖ To honour the way people speak
- ❖ To document for future comparisons
- ❖ To help plan better education programs



# Other information: Written samples

- ❖ Phonetic spelling – Grade 1-2....clues to dialect in the written word....
  - ❖ British vs N. American kids: *bird*
    - ❖ *first they differ, in that the British children use only a vowel and the North Americans only an “r” “bud” vs. “brd”*
    - ❖ *Then they’re told in Britain...there’s an “r” and in North America, there’s a vowel! So they converge on random vowel and r sequences....bred berd....brid .....bird*
- ❖ Conversation, narrative, expository samples with content matching the context, different age groups



# Educational approaches

How many and  
which languages, dialects?

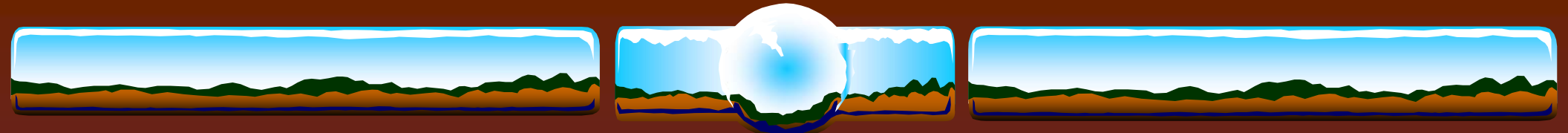


# Can people be bidialectal?

“Certainly being bidialectal... comes naturally to anyone raised with a home dialect that is different from the one they experience in mainstream social contexts like school...

Working-class parents display their bidialectalism when they talk on the phone, so much so that their kids can usually guess the ethnic or social background of who's on the other end.”

Darin Howe, Linguist, Calgary



# Can people be **bicultural**?

## What does that mean?

Korean-American study:

- ❖ “all participants were bicultural because they experienced the cultures in some blended form ... **while using more of one culture base over another when situations called for it.....**
- ❖ the study also found that Korean American culture was not simply Korean and American cultures combined, ***but a whole different culture that has evolved as a function of growing up in the U.S. as a Korean descendant with Korean parents***”

We are all bicultural: Different ways of integrating the cultures through the experience of Korean American college students

E. Ree Noh, *Boston College*, 2003 Dissertation (Qualitative interviews)<sup>70</sup>



# Bicultural?

- ❖ Two identities?      OR      One new identity?
- ❖ Avoiding assimilation?
  - What about directionality of educational purposes, methods and content? WNCPC Framework...



# From the WNCP Framework

“Most attempts at integrating Aboriginal perspectives and subject area content involve the integration of the Aboriginal content into the academic program...

*It is possible to reverse the direction of integration so that the academic skills and concepts are integrated into an Aboriginal culture and language program.*

Such a reversal provides a new way of perceiving the understandings and assumptions of the academic disciplines, and allows a more explicit and judicial adoption of their skills and concepts into Aboriginal life.” p. 117, June, 2000<sub>72</sub>





# Suggested educational strategies

- ❖ Heritage language teaching if possible
- ❖ Primary grades: Speaking, reading and writing in the dialect or language of use. *Many studies support!*
- ❖ Intermediate grades/high school:
  - ❖ Contrastive analysis between the standard and the dialect of use for speech sounds, grammar, discourse type
  - ❖ Opportunities for oral and written literacy in both dialects



# Proficiency in the EAL dialect.....

If standard English is a community goal for education

- ❖ Teaching in the dialect with contrastive analysis has better outcomes for writing than using standard English only approach J. Rickford, Stanford

African American students:

- ❖ SE and African-American English features were contrasted through explicit instruction and drills>> 59% REDUCTION in use of AAE in SE writing after 11 weeks
- ❖ Control group taught by SE only showed an 8.5% INCREASE in AAE features. H. Tayler, Aurora University



## Another perspective: Learning Potential

- ❖ Test-teach-test paradigm of assessment
- ❖ Dynamic assessment, Feuerstein, Tzuriel (Israel)
- ❖ Belief that cognition is modifiable
- ❖ Assessment: what a child can learn and how, not just what his or her scores are
- ❖ Can use their materials or just the philosophy



# Testing Dynamic Assessment with Arapahoe/Shoshone kg, Wyoming

**Test-teach-test protocol:** categorizing words

- ❖ **Child Responses:** measured in terms of an index of *modifiability* and *post-test scores in categorization*.
  - ❖ The modifiability index: child's ability to attend, plan, and self-regulate, and responses to the learning situation.
- ❖ **Modifiability and post-test scores were significantly greater for stronger than for weaker language learners.**



# Implications of the Ukrainetz study

- ❖ If a child is speaking a dialect but has reasonably good language abilities, *then she or he will do well on a modifiability index and post-test.*
- ❖ If a child has a language impairment, these scores will be considerably lower.
- ❖ Interventions will differ:
  - Group 1 – EAL training
  - Group 2 – SL intervention



# Vancouver Schools, 1990's

- ❖ Dynamic assessment, Instrumental Enrichment for First Nations children
- ❖ Lorna Williams, Canada Research Chair, Univ. of Victoria in Aboriginal Education



# Awareness Education in EAL

- ❖ “...when [the teachers of the Whiteriver Apaches] began the course they held negative attitudes toward their students’ language abilities.
- ❖ They believed that their students were unable to express themselves in English.
- ❖ training in applied linguistics that was based on the linguistic reality of the [speakers in that area] directed teachers to shift paradigms from a deficit model to an **additive one, one where their students’ dialect is respected and accepted**”

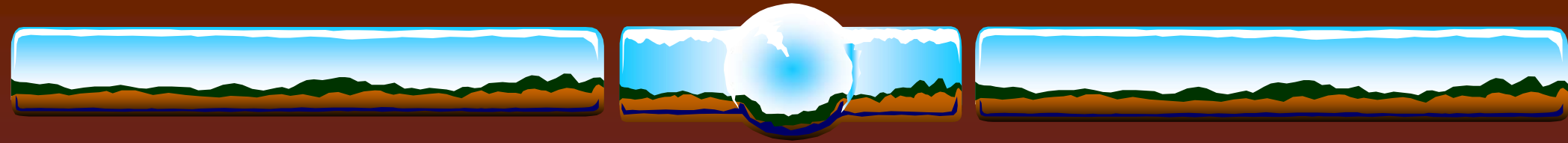
The Effects of Training in Linguistics on Teaching: K-12 Teachers in White Mountain Apache Schools F. Riegelhaupt & R. Carrasco 2006 Springer. (From abstract)



# Awareness Examples, UBC

- ❖ First Nations Languages Program
- ❖ First Nations recruitment and programming in Education and Health
- ❖ Module, Audiology and Speech Sciences
- ❖ First Nations practica – interdisciplinary teams  
– Cowichan, Mt Currie





# Summary of Suggested Needs

## Needs....

- ❖ Information about the dialects
- ❖ Awareness training: FN dialects honoured
- ❖ *Educational materials* in the dialects: stories, expository text
- ❖ *Literature and media in dialect*: within schools, within communities, national



# Summary: Language learning

Heritage languages

+

The colonial language dialects

+

Standard Canadian English/French

+

Any other language of interest