

Implementing the TRC Calls to Action in EAP Classrooms



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Presentation Outline:

- 1) Introduction with theoretical background
- 2) Four Considerations when responding to the Calls to Action in EAP classrooms
- 3) Three Considerations for writing materials that respond to the Calls to Action in EAP classrooms
- 4) Questions

Introduction: A Critical Approach to Language Teaching

"Critical applied linguistics can be understood as an approach to questions of language education, language policy, language learning, workplace communication and so on that refuses to avoid questions of inequality."

"Central to the version of criticality argued by Kubota and Miller (2017), following Freire (1970), is praxis, transforming the world through reflection and action, a refusal to deal with theory and practice as separate."

(Pennycook, 2022)

Introduction The TRC Calls to Action

- The TRC was born of the resilience and courage of Indian Residential School survivors. It provided a safe space for survivor and inter-generational survivor truth-telling and to memorialize the many children who did not survive. It also asked the nation to listen and bear witness to these truths.
- The TRC forced this nation to cease ignoring the history of the Indian Residential School system and the continued impacts that this system has ingrained into the daily lives of all Canadians. The TRC also offers a vision of Reconciliation based on hope – a vision which is held alike by many survivors and intergenerational survivors, Indigenous peoples, and nonIndigenous populations, that we can address the resulting systemic colonialism together. The TRC's 94 Calls to Action provide a framework to transform this hope into reality through the concrete actions of Reconciliation, which is a responsibility of all Canadians.

TRC Calls to Action and newcomers

Son. Senator Murray Sinclair: " When asked the question "what is the role of adult newcomers to Canada in the ongoing work of reconciliation if they are not connected to this history?" the Hon. Senator responded "if you feel connected to the future of this country, and if you feel responsible for the future, then you need to care about reconciliation for the sake of the future of this country."

Some institutions apply Call to Action 93 in their response. It states

We call on the federal government, in collaboration with the national aboriginal organizations, to revise the information kit for newcomers to Canada and its citizenship test to reflect a more inclusive history of the diverse Aboriginal peoples of Canada, including information about the Treaties and the history of residential schools. TRC, 2015.

2) Four Considerations for responding to the Calls to Action in EAP classrooms

- Consider descriptive pedagogies.
- Students often have knowledge and experiences of colonialism.
- A response to the Calls to Action evolves over time through a variety of learning experiences.
- Personal history plays a role in pedagogical approaches.

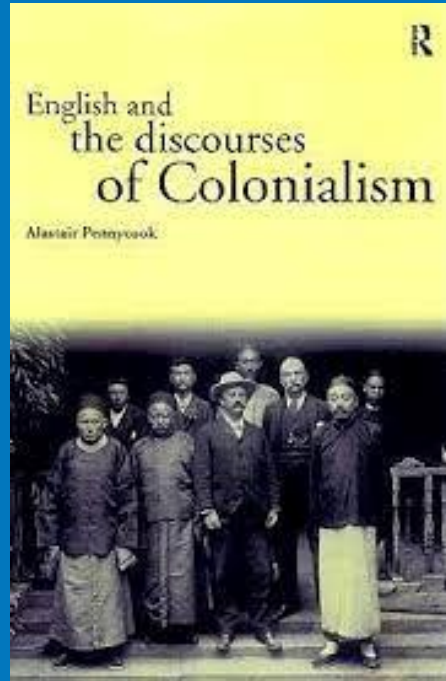
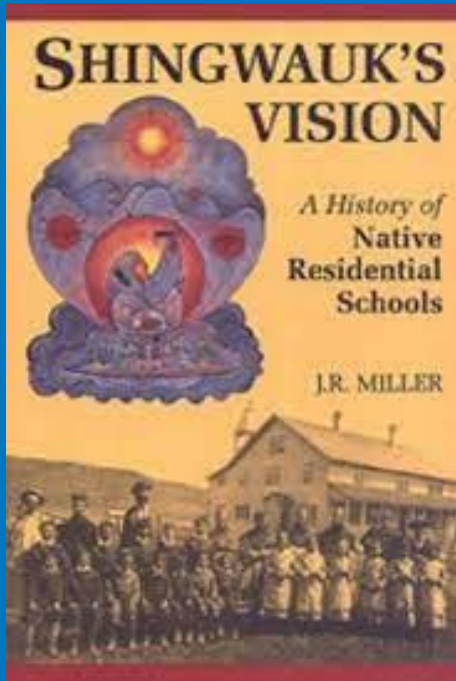
Consider descriptive pedagogies.

In a descriptive approach, a teacher might

- explain that language use evolves differently in different communities and that students are learning language structures of their local community
- encourage students to use their own words,
- offer students multiple ways to say the same thing
- approach language learning as an opportunity to share ideas.

(<https://ontesol.com/blog/how-to-teach-english/error-correction-in-esl/prescriptive-vs-descriptive-language-teaching/>)

Consider descriptive pedagogies



Elder Alma Poitras

Students often have knowledge and experiences of colonialism.

2013 Research into ESL Students Experiences with First Nations Culture

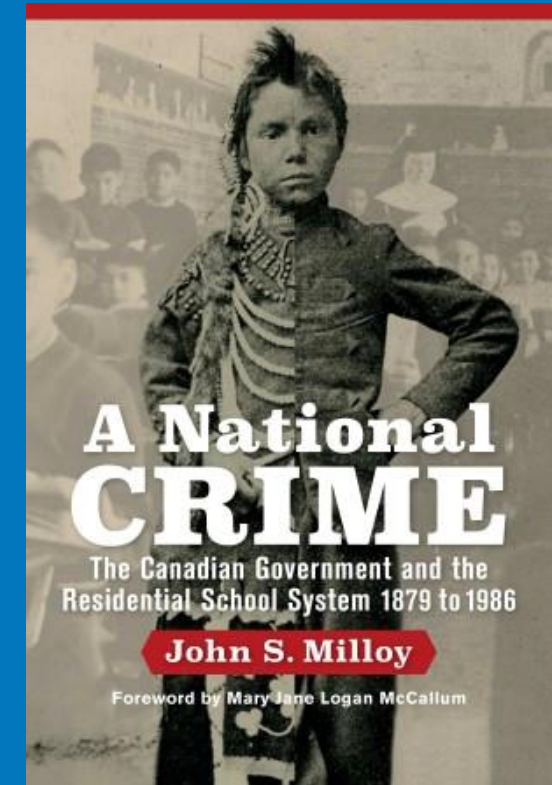
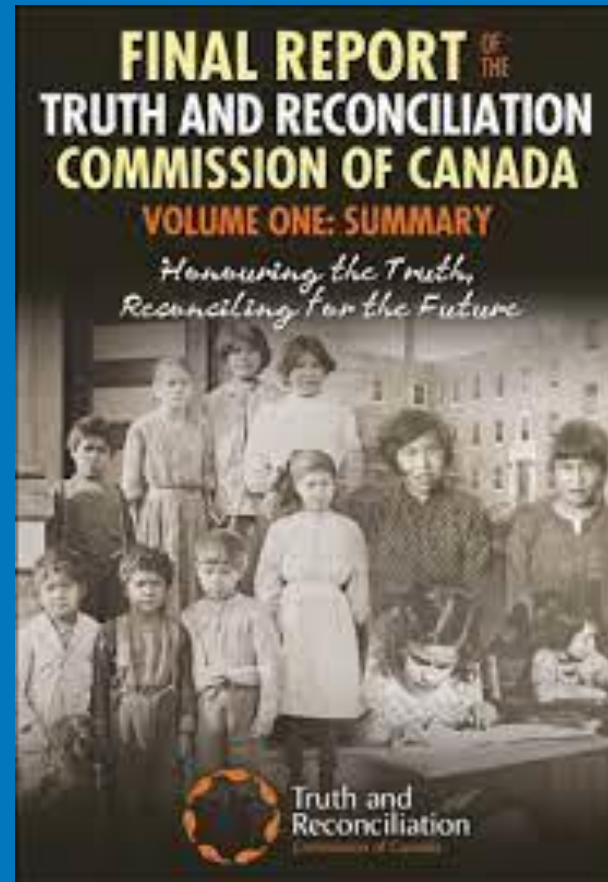
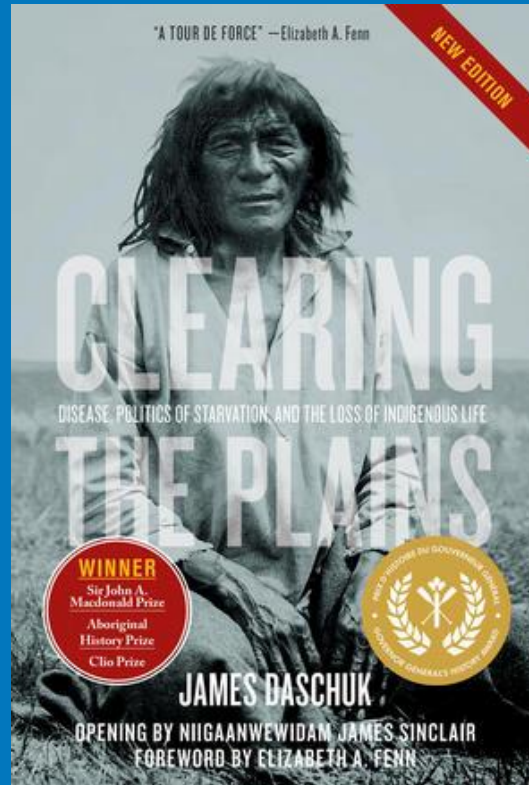
Bassel: There's something fake in that relationship between the Canadians who immigrate to Canada and the Native.

SH: How do you identify that fakeness?

Bassel: I am not really sure, but I feel it.

David (after ESL): At least they should have taught me the truth... Because if I was introduced to the culture as I was learning the language, it would help me to understand whatever is going on outside.

Teaching about the history of treaties and residential schools can take many forms



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In order to take on responsibility for creating materials, and not place tasks in front of busy Indigenous academics, I worked on some materials:

A High Intermediate speaking presentation on Louis Riel with

- 3 pages of teachers' guide,
- 3 page of important vocabulary including legal terms for Indigenous peoples
- 6 pages of background to Métis people and Canada at the time Riel lived
- 1 page about Louis Riel with the research task to research one aspect of his life and links to follow
- 1 page of deeper discussion questions

Teaching about the history of treaties and residential schools can take many forms

A High Intermediate 3-hour module on the Regina Leader Post article "Indian Names" by Doug Cuthand.

- 3 pages with 3 different pre-reading question and vocabulary activities
- 1 page of legal terms for Indigenous peoples
- 2 pages including the article and a skimming for main ideas activity
- 3 pages of comprehension questions and discussion questions
- 2 pages of activities with Passive Voice
- 4 pages of summarizing information using a colon

Teaching about the history of treaties and residential schools can take many forms

- **Two Blanket Exercises**

- With World University Service of Canada (WUSC) sponsored students
- With Advanced EAP students preparing for credit studies

Blanket Exercise Event

On Saturday, January 28, our WUSC students, friends, and family attended a Blanket Exercise hosted by “oski-pimohtahtamwak otayisīniwiwaw” (Nehiyawak) or “They are into their new journey to knowledge” (English).



In their own words, "We are a leadership team at Bert Fox Community High School promoting and facilitating Truth and Reconciliation. We were given our name by Kete-ayah (Elder) Alma Poitras". [1]

From Abdullahi's Reflection:

Born in Somalia, I fled to Kenya where I lived as a refugee. I was fortunate to receive a scholarship opportunity with WUSC. I came to Regina in September 2015 where I started Industrial Engineering degree at University of Regina. The Blanket Exercise was a great experience and I gained a lot of knowledge about how Canada started and then from where people came together... It's not that the life of aboriginal people here is comparable to my life as a refugee, but it may be a little bit close in terms of how we were not accepted in the community there. Because as a refugee, new to Kenya, we were not accepted to integrate into the community. We were confined into some places... Canada is doing good now, they changed the rules and law that were oppressing those people, but we still have more to do to change. As a new immigrant, it's my obligation to contribute to the community, to do good and to show kindness and unity together to strengthen the life of people.



From Amir's Reflection:

I have been living in Regina for the last two years as an international student. I am originally from Pakistan where I spent almost 25 years of my life and came to Canada

Personal history plays a role in pedagogical approaches

- **Dr. Angelina Weenie**, Cree Education Professor, First Nations University of Canada
- **Clifford Sifton**, Federal Minister of the Interior and Superintendent General of Indian Affairs, 1896-1905
 - from "The Immigrants Canada Wants" (1922) *Macleans*, 16, 32-34
- **Lost Harvests** by settler historian Sarah Carter (1990)

3) 3 Considerations for writing materials that respond to the Calls to Action in EAP classrooms

- Teaching about the history of treaties and residential schools can take many forms.
 - The central mechanism of colonization is dehumanization; materials that give space for reflection, empathy, and unique individual responses lay the groundwork for more learning.
- Experiential learning, inquiry methods, jigsaw are useful in materials development
- Foster a learning community that co-constructs knowledge.

Examples that apply these two considerations

Radical Stitch

Location: The Mackenzie Art Gallery

The Mackenzie Art Gallery is in the T. C. Douglas Building. We're going to visit the gallery to see Radical Stitch <https://mackenzie.art/exhibition/radical-stitch/>. It's a memorable exhibition of Indigenous beading artists. The importance of beading in First Nations culture is explained in the following adapted quotations from "About the Exhibition" on the Radical Stitch webpage.

Adapted Quotation #1: "Beading materials and techniques are rooted in both culturally informed traditions and cultural adaptation, and create as a place for people to meet, exchange knowledge, and resist colonialism."

Adapted Quotation #2: Gathering together top artists from across North America/Turtle Island, the selected pieces show current and future directions of some of the most exciting and impressive practices.

Descriptive paragraph assignment

Write two descriptive paragraphs. These paragraphs should include a Method 1 topic sentence, the description, a concluding sentence, and a personal statement. (You do not need two supporting ideas.) Each response should describe one art piece from the exhibition. Use your own words and please do not copy from the descriptions on the gallery walls. This assignment is not included in the grades for this class. It is for practice.

Grammar: We studied articles, quantifiers and descriptive words. Keep these in mind and do your best to add new language to your writing.

Writing: Descriptive paragraphs are simpler than what we have been studying. Include the following:

Writing: Descriptive paragraphs are simpler than what we have been studying. Include the following:

1.Method 1 Topic sentence for your descriptive paragraph:

Your **Method 1** topic sentence should introduce the art piece that you are going to write about, what it is, what its title is, who the author is and what nation the author is from.

*A note about Indigenous nations: there are many Indigenous nations, or peoples, on Turtle Island. These nations are as different from one another as Koreans, Japanese, Vietnamese, and Chinese are. It is important to acknowledge where the artists are from – as it is important to acknowledge where we are from.

- **Topic sentence examples:**

- Continuing the Legacy is a beautiful beaded cradle board made by Carla and Donald “Babe” Hemlock from the Kahnawá:ke Mohawk nation.
- Métis artist Jennine Krauchi created a colourful beaded coat, muff and hat.

1. Description:

Your supporting sentences should describe the art piece. Include sentences that express your opinion, the size, shape, colour, origin, material and purpose. (Note that you do not need two reasons why in this descriptive paragraph.)

2. Concluding sentence:

Write a Method 1 concluding sentence.

Concluding sentence examples:

- The work that went into this cradleboard by Mohawk artists Carla and Donald “Babe” Hemlock is impressive.
- The coat, muff and hat are very impressive examples of Métis beadwork.

3. Additional sentence for this assignment:

Add a sentence or two about what the artwork makes you think of

Additional sentence examples:

- This cradleboard shows hopes and dreams for a baby. Now I have questions about how a cradleboard is used.
- I wonder how the artist learned how to bead, and who taught her.

FROST Regina.

<https://frostregina.com/>

What is it? A winter festival developed by the community

Which days is it held? Friday February 3rd to Sunday February 12th

Where is it? Many places in the city.

Frequently asked questions - faqs: <https://frostregina.com/faq/>

- Who designed the logo?
- What is a hub? You may have to look at your dictionary to find out.
- How many Frost Hubs are there?
- What kind of merchandise can people buy?
- What is the most important question in the FAQ for you?
- Scroll to the bottom of the webpage and find the Land Acknowledgement. Have you seen a Land Acknowledgement before. What might this mean?

Potential topics for creating materials

The Papal Apology for the role of the Catholic Church in residential schools

- <https://www.youtube.com/watch?v=qEgS1J1IILA>
- <https://www.cbc.ca/news/politics/indigenous-delegations-set-to-meet-pope-francis-vatican-1.6394450>
- <https://caedm.ca/interview-with-metis-papal-delegate-angie-crerar/>
- <https://www.cbc.ca/news/canada/saskatoon/residential-school-survivors-pope-catholic-church-more-than-apology-1.6396471>
- *<https://www.cbc.ca/news/politics/vatican-museums-indigenous-repatriation-1.6402182>

The Land Back Movement

- <https://www.landbackcamp.com/history>
- <https://www.cbc.ca/radio/unreserved/indigenous-land-back-movement-1.6704611>
- <https://davidsuzuki.org/what-you-can-do/what-is-land-back/>

Potential topics for creating materials

The Pass and Permit System

- <http://thepasssystem.ca/>
- <https://www.thecanadianencyclopedia.ca/en/article/pass-system-in-canada>

First Nations Caring Society,

- <https://www.fncaringsociety.com/>
 - Cindy Blackstock
 - Jordan's Principle
 - Shannen's Dream

Funding for post-secondary education as a Treaty right.

- Education is the new Buffalo Blair Stonechild 2006

Thank you!

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Links to images

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<https://www.ubcpres.ca/unsettling-the-settler-within>

<https://www.routledge.com/English-and-the-Discourses-of-Colonialism/Pennycook/p/book/9780415178488>

<https://www.bloomsbury.com/ca/decolonizing-methodologies-9781848139527/>

<https://archive.org/details/decolonizingmeth0000smit>

https://www.thriftbooks.com/w/decolonizing-methodologies-research-and-indigenous-peoples_linda-tuhiwai-smith/267261/item/6443612/?gclid=CjwKCAiA9NGfBhBvEiwAq5vSy97bxfYTbwoq5msQSXr3KfZuEN5CdAk6XUVpwVloL08flUb6BKS_VRoCWrQQAuD_BwE#idiq=6443612&edition=8215104