



## **Northern Canadian Indigenous Children's Use of Language and Construction of Indigenous Cultural Meanings in Play**

**Giiwedining Canadian Anishinaabeg Binoojiiyag Nakaazowaad Nowewin miiniwaa Naakmichiganane-zhi-anishinaabewing Naadiziwin ediming wiidookidaading**

### **What you need to know**

#### **Aabideg waa-kendiman**

Language contributes to literacy and learning. Research shows that teachers typical classroom interactions following Eurocentric pedagogies involve children responding to teachers' questions. They offer limited opportunities for children's talk. There are persistent disparities between Indigenous and non-Indigenous children's achievement on large-scale literacy tests and in their overall academic success

Nowewin aabideg jiteg wii-gindaasong miiniwaa ji-kendaasong. Ndikenjigewin zhinoomaagemgwad nji-sa ekinoomaagejig ezhinaagok kinoomaagewin-aajkingan ezhiwebak nji-sa Gchi-gaaming zhichigewinan yaawaad binoojiiyag ekowetawaa'aad doo-kinoomaagemowaan kwedwewinan. Miigwenaa'aan bebingii zhisewinan binoojiiyag ji-giigidowaad. Tenoon pane bekaandagin nji-sa Anishinaabeg miiniwaa e-anishinaabesigwaa binoojiiyag ezhi-gishkiweziwaad mooshkin minik gindaasowin miiniwaa mooshkin ezhi-gishkiweziwaad kinoomoowindawaa

### **Why this research is important**

#### **Enji-gchi-piitendaagok maanda ndi-kenjigewin**

Our research in northern Canadian Indigenous offers alternatives to Eurocentric pedagogies and discourses of disadvantage and exclusion that have contributed to Indigenous communities' linguistic and cultural loss and the destruction of Indigenous peoples' self-esteem and cultural pride.

Maanda ndoo-ndikenjigewinaa odi Giiwedining Canadian Anishinaabeg miigwenaa'aan nooj gegoo nikeyaa odi gchi-gaaming zhichigewinan miiniwaa gegoo nikeyaa enishisinok miiniwaa ebigidnigaadesinok gaa-zhi-miigweng nji-sa Anishinaabeg ezhi-ngodoodenaawziwaad nowewin miiniwaa naadiziwin ezhi-naajchigaadek miiniwaa ezhi-binaajchigaadeg maanda Anishinaabeg ezhi-kendizowaad miiniwaa jiteg Mina-naadiziwin.



## **How this research was conducted**

### **Wenesh maanda ndi-kenjigewin gaa-zhi-zhowebak**

Three kindergarten teachers in two northern Canadian First Nations communities video-recorded their students' construction and dramatic play. They and university researchers analyzed children's use of language and their construction of Indigenous cultural meanings in the two play contexts.

Nswi eyaajig enji-shki-kinoomaading ekinoomaagejig odi niizh giuwedinong Canadian Ntam Anishinaabeg ezhi-ngodoodenaawziwaad gii-mzinaazowaa'aa ekinoomaagozinjin doo-naabkingewinwaa miiniwaa ezhi-wiidookidaadiwaad. Wiiniwaa miiniwaa Gchi-kinoomaagegamigoong e-ndikenjigejig gii-gnowaabndaanaa'aa binoojiiyag ezhi-nakaazowaad nowewin miiniwaa ezhi-naabkinmoowaad Anishinaabe naadiziwin ediming zhiwe ne-niizhing wiidookidaadiwining.

## **What the researcher found**

### **Gaa-mkang maaba endikenjiged**

Participating Indigenous children most frequently used language for learning to give information, explain, or elaborate on certain topics. Girls used language to express disagreement more often than boys, while boys used language for directing more than girls. Moreover, children showed a sense of agency in exploring different relationships and roles that have potential to contribute to positive change, if they could use language in these ways outside their Indigenous communities, as well.

E-wiijiwejig Anishinaabe-binoojiiyag memdigen go pane enkaazowaad nowewin pii kendaasowaad miigwewaad wiindimaagewin, ezhi-dibaateg, maage ooshme ji-teg wiindimaagewinan gegoo debaachigaadeg. Kwezensag gii-nakaaznaa'aa nowewin ji-kidwaad aagonetaagewinan ooshme piichin wiiniwaa dash gwiiwzensag, begish dash gwiiwzensag gii-nakaazonaa'aa nowewin gegoo nikeyaa zhinoomaagewin ooshme dash gwezensag. Ooshme dash, binoojiiyag gii-zhinoomaagewag gegoo ezhi-bepkaanag kendimoowin miiniwaa naakonigewinan gegoo teg zhichigewin ji-waamgok gwek gegoo egweksek, giishpin ji-nakaazowaad nowewinan maanda nikeyaa zaagijeying wiiniwaa e-anishinaabe ngodoodenaawziwinwaa, miiniwaa dash go bekish.



## How this research can be used

### Wenesh maanda ndikenjigewin gezhi-nokaazong

Teachers can gather information about students' play interactions to gain a more complex picture of children's language use. Play contexts open up space for children to construct powerful cultural identities and meanings and to use Indigenous and other non-dominant languages, alongside English, in authentic social contexts.

E-kinoomaagejig da-maamowisidoonaa'aa wiindimaagewin nji-sa ekinoomaagizijig ezhi-wiidookidaadiwaad ji-teg ooshme binoojiiyag di-nowewinwaa ji-nakaazowaad. Wiidookidaadiwin ji-nsaaksing zhisewin nji-sa binoojiiyag ji-naakinamoowaad mshkooziwin naadiziwin kendowin miiniwaa ediming miiniwaa ji-nakaazong Anishinaabe miiniwaa e-biisaak nowewinan, zhiwe-ying zhaagonaashiimowin, zhiwe zhiyaawin nikeyaa.

Keywords: oral language and play, Indigenous children, Indigenous cultural construction

Gchi-kidowinan: Nowewin miiniwaa wiidookaagewin, Anishinaabe-binoojiiyag, Anishinaabe naadiziwin naakinigaadeg

## Publications based on the research

### Mziniganan etegin nji-sa maanda ndi-kenjigewin

Eisazadeh, N., Rajendram, S., Portier, C., & Peterson, S.S. (2017). Indigenous children's use of language during play in rural northern Canadian kindergarten classrooms. *Literacy Research: Theory, Method, and Practice*, 66, 293-308.

Eisazadeh, N., Rajendram, S., Porter, C., & Peterson, S.S. (2017). Anishinaabe Cinoojiiyag nakaazowaad nowewin pii wiidookidaadiwaad waasa giiwedonong Canadian Ntam Kinoomaadiwin-aajkinganing. *Gindaasowin Ndikenjigewin: Wenesh nikeyaa, eshchigeng, miiniwaa gwejtong*, 66, 292-308.