

NTFSL Showcase meeting 3

Revitalization and Re-Energizing of Indigenous Languages and Teaching of FSL

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Abénakis Territories (Estrie, Québec)

Unceded territories of the Coast Salish Nations

ʷməθkwəy̓əm (Musqueam), Skwxwú7mesh (Squamish),
and Səlil̓wətaɬ (Tsleil-Waututh) et Kwikwitlem. (Burnaby, BC)



Image : Mathieu Dupuis, Sépaq



SFU Images

Focuses for this short presentation

1) Provide a framework for reflecting on the colonial linguistic ideologies that still exist and influence language teaching in our schools

2) Explore questions related to the importance of integrating Indigenous perspectives in the context of teaching French as a second language

Linguistic Ideologies

“What are the different linguistic ideologies and what are their effects in schools?”
(Armand, 2016, p.182).

Importance of understanding that the choice of languages taught/accepted/excluded/marginalized in school systems is always highly political.

- **Active linguicism** – dominant language replaces local languages (ie.: settler colonialism in Canada, USA, N-Zealand)
- **Passive linguicism** – emphasis on the importance of a common language within the school. Students' home languages are not valued in schools

BACK TO THE FUTURE II

PART II



Creation of the nation state

The Imagined Communities by Anderson (1983)

- The advent of the press: creation of a more horizontal sense of community
- Modern times in Europe (+ 200 years): Separation of state and religion, although religion remains a very important aspect of the nation state

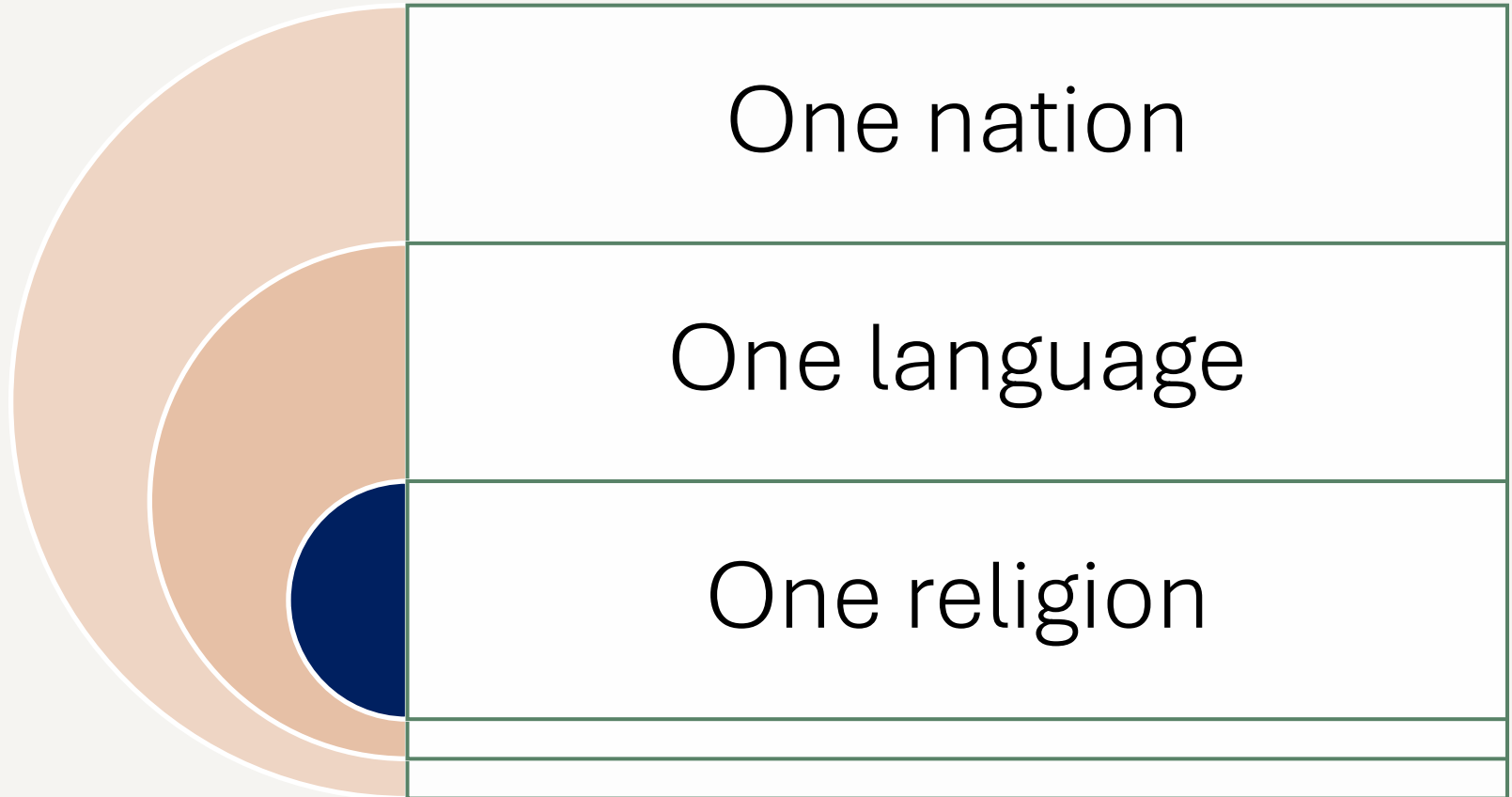
Creation of the nation state

The Imagined Communities by Anderson (1983).

Nationalism: « *It is an imagined political community – and imagined as both inherently limited and sovereign.* » (p.49)

- **Imagined** (creation of coherent national narrative)
- **Limited** (specific geographical territories)
- **Sovereign** (government is no longer chosen by a divine power as it as the case with the monarchy)

Nation State's Ideologies



France



The French language was imposed by the central government as the national language at the expense of other languages spoken within the national territory.

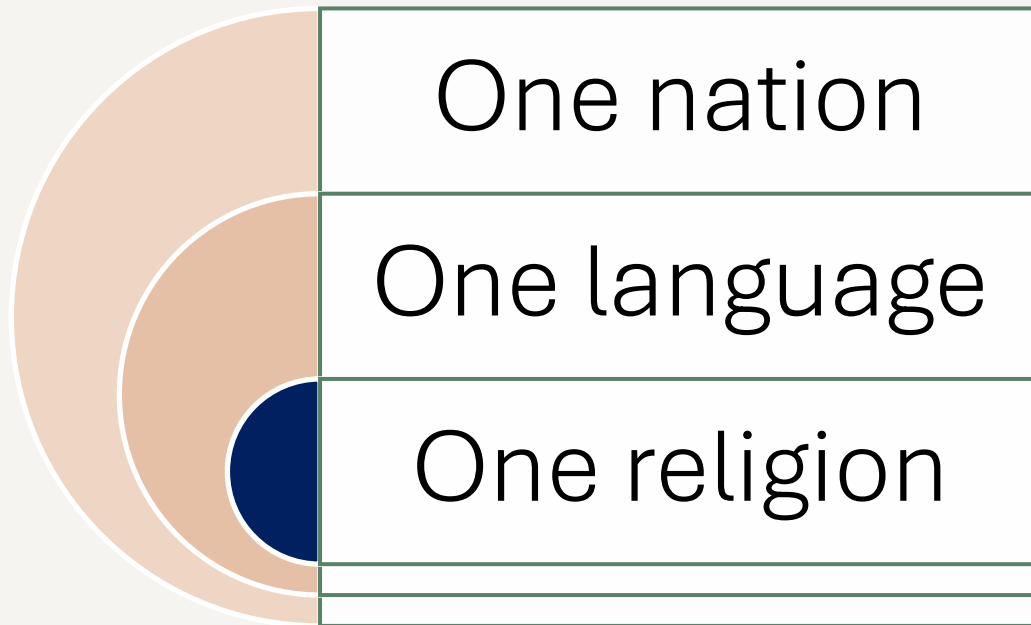
*le basque, le breton, le catalan,
l'occitan
le corse, le gallo, le francique,
l'alsacien*

This situation was also observed in many countries (ie: Spain, Italy, Sweden)

Carte de France des langues régionales

<http://www.cartesfrance.fr/geographie/cartes-france-sociales/carte-langue-regionale.html>

Nation State's Ideologies and the Impact on Colonization



Giroux, 2007, p.4



How the nation-state building with its focus on one language one nation was transformed into a monolingual myth. There is this idea that a person speaking more than one language would get “confused”.

Professor at Cambridge University (1890)

«If it were possible for a child to live in two languages at once equally well, so much the worse. His intellectual and spiritual growth would not thereby be doubled, but halved. Unity of mind and character would have great difficulty in asserting itself in such circumstances.» (Laurie 1890, as quoted in Lüdi, 1998).

MONOLINGUAL MYTH

Consequences of monolingual myths in education:

"Only English in English class". "Only French in French class"

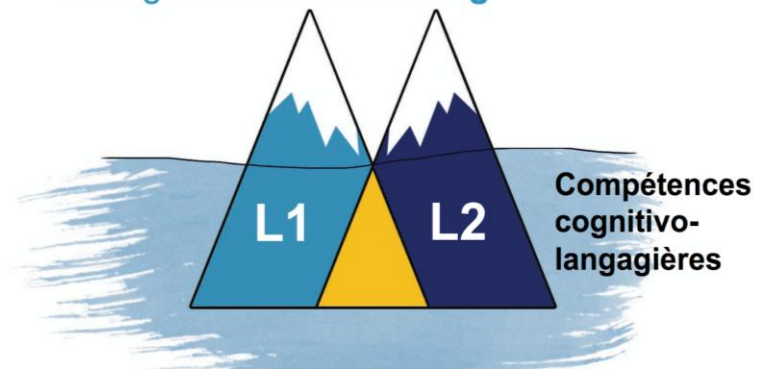
In Canadian schools, we observe a very monolingual approach to teaching languages programs based on political history of the nation-state building but not on research on how students learn languages.

The monolingual myth is still VERY much alive today even if the research does not support it. Students can learn many languages.

- We know that the brain can deal with complex ideas in more than one language
- Languages are not separated in the brain

Concept clé : l'interdépendance entre les langues (Cummins, 2000)

L'image du **double iceberg**



Cummins, J. (2007). *Rethinking monolingual instructional strategies in multilingual classrooms*.

Teaching Core French must be relevant to students' lives while integrating Indigenous perspectives

Place-based pedagogy & Indigenous pedagogy (Campeau, 2021) “hyrid pedagogy”

1. **Stephanie Odegard** (*student-teacher Simon Fraser University*)
2. **Nancy Griffith-Zahner** (*teacher Core French in Prince Rupert*)
3. **Eva Lemaire** (*Associate professor, University of Alberta*)

Plurilingual dictionary – Indigenous language, French and English

Ex.: *halq'eméylem* & French

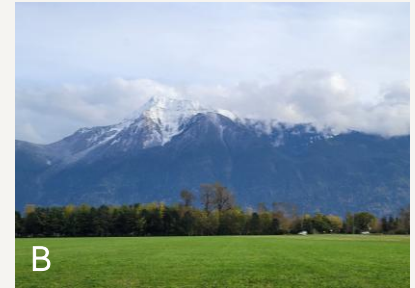
A Sthxá:lem (shla-wol) — Polystic à épées: une fougère aussi vieille que les dinosaures et l'esturgeon blanc. Utilisé comme teinture noire. (Sword Fern)

B Lhíheqey (heh-la-kwey) — la montagne Cheam: une femme transformée avec ses filles et son chien pour devenir la chaîne de montagnes. Gardienne du peuple Stó:lō et du fleuve. (Mount Cheam)

- **Óyewat, Séyewòt, Xomó:thíya** les trois filles et **Sqwemá:y** le chien. (Cheam Range and Lady Peak)

C Selý-elp — Mahonia faux houx: les baies, racines et feuilles peuvent être mangées ou utilisées dans des toniques et confitures. (Oregon Grapes)

D Slálem Álhqey — Tortue Peinte de l'Ouest: traduction littéral un serpent avec une maison. (Western Painted Turtle)



By [Stephanie Odegard](#)

Côté, I., Francombe, D., Odegard, S., & Toptchiian, M. (2023). Apprentissage de et par le territoire: réflexion de trois étudiantes allochtones à la formation initiale en Colombie-Britannique. *Comparative and International Education*, 52(2), 16-38.

Griffith-Zahner, N. (2023). *A Stranger on Indigenous Land : Examining the Ecology of Teaching French on Indigenous Territory / by Nancy Griffith-Zahner*. Simon Fraser University.

Ts'msyen Nation territory: Sm'algyax language (also taught at the high school where Nancy G-Z taught).

Learning the principles of the Ts'msyen Nation and Sm'algyax words while learning French (Core French).

Lemaire, E. (2020). Former les enseignants du primaire à l'intégration des langues et cultures des Métis: enjeux et perspectives en contexte francophone minoritaire. *Convergences Francophones*, 6(2), 83-94.

<https://doi.org/10.29173/cf567>

Lemaire, E., Beuparlant, R. et Howse, C. (2020). Pourquoi, quoi, comment... et après? Regards de chercheure et d'enseignant sur un projet collaboratif en éducation autochtone. *Recherches en didactique des langues et des cultures*, 17(2).

<https://doi.org/10.4000/rdlc.7537>

Eva Lemaire's research currently focuses on promoting awareness of Michif (the official language of the Métis, which is endangered) in French-language schools and immersion programs in Alberta.

She is interested to explore with Elders, teachers and students the relations between Michif and French.

Reflecting on
language
programs,
particularly
French as a
second language
(L2+) in relation to
research

Urgent need to deconstruct the monolingual myth in language education (students can learn many languages, including Indigenous languages **and** French)

Urgent need to contextualize Core French teaching to reflect the Indigenous perspectives and knowledge

Need to reflect on language programs, particularly French as a second language (L2+) in relation to research

Moving forward with research-informed practice:

- *Approches plurielles* (Danièle Moore, Diane Dagenais, Cécile Bullock, Françoise Armand, Carole Fleuret, Eva Lemaire)
- Culturally sustaining pedagogies (Django Paris)
- Inclusion in language programs (Katy Arnett and Renée Bourgoin)
- Decolonization of education (Marie Battiste, Dwayne Donald)

Références

Anderson, B. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.

Armand, F (2016). L'enseignement du français en contexte de diversité linguistique au Québec: idéologies linguistiques et exemples de pratique en salle de classe. Dans M. Potvin, M.-O. Magnan, J. Larochelle-Audet et J.-L. Ratel (dir.), *La diversité ethnoculturelle, religieuse et linguistique en éducation. Théorie et pratique* (p. 172-182). Fides Éducation.

Arnett K. et Bourgoin, R. (2017). *Accès au succès*. Pearson.

Campeau, D. (2021). Pédagogie autochtone et pédagogie du lieu : proposition d'un modèle d'enseignement autochtonisé. *Éducation et francophonie*, 49(1), 52–70.

<https://doi.org/10.7202/1077001ar>

Cummins J. (2007). *Rethinking monolingual instructional strategies in multilingual classrooms*.

Lüdi, G. (1998). L'enfant bilingue: chance ou surcharge. *Acta Romanica Basiliensia*, 8, 13-30.

Merci beaucoup !

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