



**REEAL  
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# **A journey to decolonization ESL/EAL practice**

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# LAND ACKNOWLEDGEMENT

I would like to recognize that I am currently located in unceded indigenous lands. The Kanien'kehá:ka (Mohawk) Nation is recognized as the custodian of the lands and waters of Tiohtià:ke (Montreal), which has long served as a place for many First Nations to live, meet and exchange. We also wish to recognize the strong ties that unite the Anishinaabe Nation to this territory, which is known by these people as Mooniyang (in Anishinaabemowin). Today, the Tiohtià:ke/Mooniyang lands are home to a diverse population of Indigenous and other people. I respect the continued connections to the past, present and future in my ongoing relationships with Indigenous and other peoples within the Montreal community and beyond

source: updated version of International Conference Art as an Agent for Change

<https://semobiliserparlart.uqam.ca/en/land-acknowledgement/>






# **INTRODUCTION**

Illustration of a current journey of TESL/TEAL  
decolonization



# WHO AM I?

- Black woman PhD student
  - ESL/EAL Teacher
  - Perpetual learner
- 
- 
- 

# WHAT ABOUT MY PhD RESEARCH?



**Centering on  
TESL/TEAL**



**Centering on  
minoritized  
languages**



**Centering on  
linguistic repertoire  
inclusion &  
plurilingual  
approaches**

The slide features decorative floral and leaf patterns in the top-left, right, and bottom-left corners. The top-left has small colorful flowers. The right side is dominated by a large, abstract floral design with blue, green, orange, and red elements. The bottom-left corner shows a red, jagged shape resembling a flower or leaf.

# PLURILINGUAL APPROACHES

- Plurilingual approaches (Lau & Van Viegen, 2020), but also translanguaging (Vogel & García, 2017), crosslinguistic comparisons (Galante et al., 2022), etc.
- What about Indigenization pedagogies for language learning?
  - E.g., from land and land-based pedagogy (Wildcat et al., 2014) to *landguing* (Chung & Chung Arsenault, 2023)



# INDIGENOUS PEDAGOGIES

Acknowledgement and Inclusion of  
Indigenous pedagogies and practices within  
the TESL/TEAL context :

- Land
- Oral traditions and storytelling
- Spirituality
- 4Rs Responsibility, Relationship,  
Respect and Reciprocity (Kirkness, &  
Barnhardt, 2001)

# A TRANSFORMED TESL/TEAL PLURILINGUAL FRAMEWORK

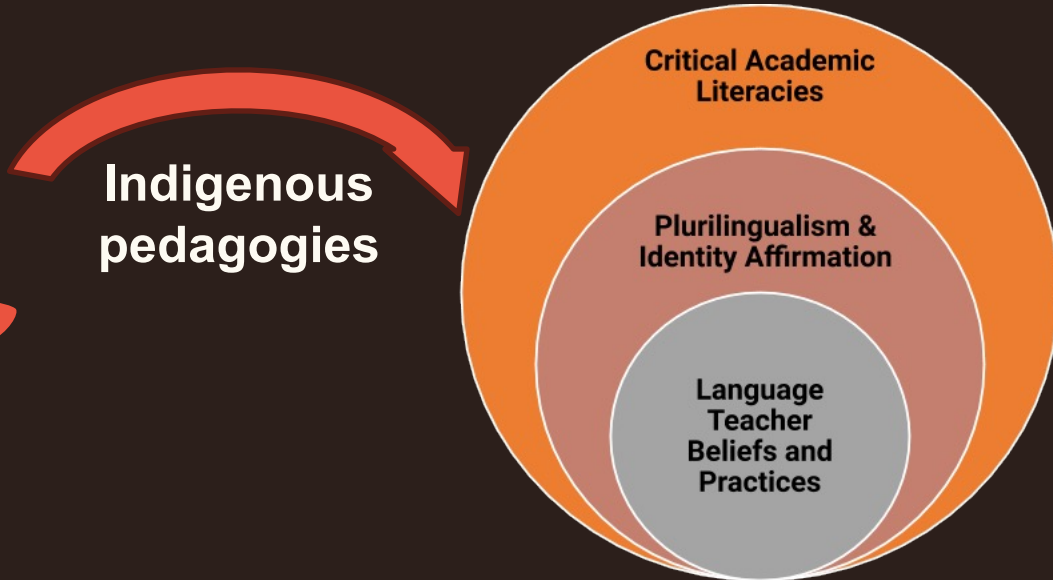


Figure 1: A critical plurilingual conceptual lens (adapted from Corcoran, 2019)





# **DISCUSSION/ CONCLUSION**

Connecting to my past, my present and future self



# THANKS!

**DO YOU HAVE ANY QUESTIONS?** |  
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