

Teaching Immersion:

Reflections from Patricia Ningewance

Video Transcript and Notes



SPEAKER	TRANSCRIPT
VOICE OVER	In this video, reknowned educator Patricia Ningewance reflects on her experiences teaching Anishinaabemowin in immersion settings. She recounts her first experiences teaching immersion with three other teachers, the challenges that she faced, what the experience taught her and her motivation. Throughout her reflections, Pat focuses on her personal teaching style - what she brings to her own work.
PATRICIA NINGEWANCE	<p>Gaawiin dash awiya ji-zhaagaanashimod, No one is supposed to speak English,</p> <p>aanawi michi-bezhigowaang, michi-niiwiyaang, even when we were by ourselves, even the four of us (teachers),</p> <p>gaawiin imaa ayaasii ekino'amaaged, when there was no teacher present,</p> <p>giiyaabi ngii-michi-anishinaabemomin. still we only spoke the Anishinaabe language.</p>
PATRICIA NINGEWANCE	<p>Ngii-minwendaan iwe gii-izhichigeyaan. I enjoyed doing that.</p>
PATRICIA NINGEWANCE	<p>Nitam, ngii-zanagendaan, aaniish ko, um, ayi'ii... At first, I thought it was difficult, you see, um, um...</p> <p>onzaam zhaaganaashiimowin ndapendaan. I depended too much on English.</p>
PATRICIA NINGEWANCE	<p>Ngoding aaniish gaawn ngikendanziin aaniin Sometimes I did not know what</p> <p>ge-ezhinikaadaman gegoo. you call something.</p>
PATRICIA NINGEWANCE	<p>Mii dash ko gaa-onji... gaa-gii-onji-zanagendamaan, That is why I thought it was difficult,</p> <p>gii-gwenawi ezhinikaadaman, ay'ii, ngoding gegoon. to be able to name, um, some things sometimes.</p>

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<p>PATRICIA NINGEWANCE</p>	<p>Mii dash gii-akino'amaageyaan ako, When I used to teach, mii ako gaa-izhichigeyaan bizhishig, that is what I always did, ayi'ii, giishpin nisidotanzig awiya, Um, if someone did not understand, gaawiin zhaaganaashiimowin ngii-aabajitoosiin. Gaawiin. I did not use English. No.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Mii eta i'i, ayi'ii, anishinaabemowin. I only spoke, um, the anishinaabe language.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giishpin maajii-zhaaganaashiimowin, If you start speaking English, bezhig eta ikidowinens aabajitooyin, (even if it is) just one word you use, mii apane ezhi-zhaagoji'igowin, ayi'ii, zhaaganaashiimowin, inevitably you are defeated by, um, the English language.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Mii biinish, niizh gidaa-aabajitoonan, Eventually, you will use two (words), mii biinish, nawach niibiwa gidaa-ani-aabajitoonan eventually, you will begin to use a lot more zhaaganaashii-ikidowinan, english words, mii apane, mii apane, ezhi-zhaagoji'igowin. inevitably, inevitably, it will defeat you.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Mii dash ge-izhi-gagwe-izhichigeyamban So this is what you should try to do ji-michi-anishinaabemoyin. to just speak the Anishinaabe language. Ayi'ii gaye, gaawiin ji-gizhaatabowesivan, Um also, not to speak rapidly, weweni ji-gaaggiidoyin ji-nisidotamowaad, you must speak carefully so they will understand,</p>

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<p>PATRICIA NINGEWANCE</p>	<p>(CONTINUED) gikino'amawaaganag. the students.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giishpin gaawiin nisidotanziwag inendaman, If you do not think they understand, bakaan inake gid-i... gid-ikid iwe gaa-gii-ikidoyin, you say something differently gid-i... than what you had said, maagizhaa bangii bakaan ji-izhigiizhweyin, maybe you can rephrase a little, bakaan ikidowinan ji-aabajitooyan biinish nisidotamowaad, you must use different words until they understand, mii i'i, biinish nisidotamowaad, mii ezhi-onizhishing. that's it, until they understand, this is the ideal goal/the purpose.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giga-waabandaan giishpin nisidotamowaad, You will see if they understand, oshkiinzhigowaang giga-waabandaan e-nisidotamowaad. You can see it in their eyes, if they understand.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giishpin nisidotanzig, If s/he doesn't/they (sg.) don't understand, gi-waabamaa e-nisidotanzig awiya, you see if s/he doesn't/they (sg.) don't understand someone, bakaan ezhinaagozi. s/he has/they (sg.) have a different look.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Ayi'ing, bakaan izhiingwetaa giishpin nisidotanzig awiya. Um, s/he has/they (sg.) have a different facial expression if s/he doesn't/they (sg.) don't understand someone.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Nasine gaye gidaa-zhawiingwetawaa, You should always smile to them, ayi'ii, mii ezhi-onizhishing, um, that is the ideal goal/the purpose, ayi'ii, ji-minwendaman iwe gaa... gaa... gaa-izhichigeyin, that you should enjoy what gaa-... gaa-... you are doing,</p>

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<p>PATRICIA NINGEWANCE</p>	<p>(CONTINUED) gaa-inanokiiyin ji-minwendam, that you should enjoy the work you are doing, ji-waabandamowaad e-zaagitooyin gidanokiiwin, they should see for themselves that you love your work, onizhishin iwe. that is ideal.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giishpin um, maanzhiingweniyin, If um, you make a frown, giishpin um, wii-ganawaabamisiwadwaa if um, you are not going to watch gikino'amawaaganag, da-gikendamoo. the students, they will know.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Gaawiin dash giga-gashkitoosiin You won't be able ji-... weweni ji-gikino'amawadwaa ji-... to teach them well giishpin um, giishpin um, ayi'ii... minwendanziwan if um, if um, um... you don't enjoy gaa-izhichigeyin. what you are doing.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Gagwe-ganwiiken odizhinikaazowiniwaan, Try remember their names, gaa-izhinikaazowaad, wiinzowinan. what they are called, their names.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Gagwe-ganwiiken aandi wenjiiwaad, Try remember where they are from, awenenan odoodemiwaan. who are their clans.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Mii go nitam gii-maajitaayaang, When first we start, ni-wiindamawaag, "Pat indizhinikaaz." I tell them, "Pat is my name.",</p>

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<p>PATRICIA NINGEWANCE</p>	<p>(CONTINUED) “Obizhigokaang indoonjii.” “Makwa indoodem.” “I am from Obizhigokaang (Lac Seul First Nation). Bear is my clan.” “Giin dash wiin?”. “How about you?”.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Ayi’ii, ndinoo’waa akawe awe, gaaw’n wiinigo ndinoo’waasii, Umm, I point at someone first, no I don’t really point at someone, ayi’ii, ndizhinike taa imaa um, I gesture my arm there ayi’ii, gaa-izhi-namadabid bezhig, um, to where one is sitting, mii dash wiinitam, ji-ikidod aaniin ezhinikaazod. that it is his/her/their (sg.) turn, for them (sg.) to say what their name is.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Gaawiin ji-ikidowaan ji-zhaaganaashiimowaan, I am not to say this in English, bizhishig igo ji-... ji-anishinaabemowaan. I always ji-... have to speak in the Anishinaabe language.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Um, ngoding ko ngii-minwendaan gii-maajitaayaan Um, sometimes I used to enjoy starting off by ngii-maajii-dibaajim ako. beginning to tell a story.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Giishpin gaaw’n nisidotanzigwaa weweni, If they don’t understand very well, imaa gii-namadabiwaad, um, those that are sitting there (the students), um, ayi’ii, ako ingii-aabajitooon, ayi’ii, mazinibii’igan gemaa um, I would resort to using, um, a drawing or maybe g... mazinaakizon. g... a picture.</p>
<p>PATRICIA NINGEWANCE</p>	<p>Mii akawe, iwe waabanda’iweyaan, Initially, that is what I would show, mii-sh iwe debaadodamaan iwe gaa-mazinaakideg. what I discussed was what was pictured.</p>

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PATRICIA NINGEWANCE	<p>Mii dash ako ngagwejimaag, “Aaniin ezhichiged awe ikwe?”, Then I would ask them, “What is this woman doing?”, gema, “Aan ezhichiged awe inini?”, “Aaniindi eyaawaad?”. or, “What is this man doing?”, “Where are they?”.</p>
PATRICIA NINGEWANCE	<p>Ngagwejimaag ge-izhi-nisidotamowaad. I would ask them what they could understand.</p>
PATRICIA NINGEWANCE	<p>Gaawiin... gaaw’n wiin gaa-zanagak ngii-izhi-gagwejimaasiig, Gaawiin... I wouldn’t ask them difficult questions, daabishkoo “Wegonen gaa-dakonang?”, maagizhaa like “What are they (sg.) holding”, they might gaawiin ogikendanziinaawaa’ iwe ikidowin “ndakonaan”. not know that word “he/she is/they (sg.) are holding”.</p>
PATRICIA NINGEWANCE	<p>Ngii-michi-gagwejimaag “Aan ezhichiged?”, I would just ask them “What is s/he/are they (sg.) doing?”, “Aaniindi ezhaad?”, “Aaniindi eyaad?”, “Where is s/he/are they (sg.) going?”, “Where is s/he/are they (sg.) at?”, aaaniish ogikendaanaawaan ini ikidowinan. because they would know those words. Ayi’ii, gikendaman aaniin ako ge... ge-izhi-nisidotamowaad, onizhishin. Um, I know this way ge... they will understand, ideally.</p>
PATRICIA NINGEWANCE	<p>Ngikenimaag aaniish aaniin epiichi... ayi’ii, epiichi-zanagak... I know then epiichi... um, the difficulty... ge-izhi-inadwaa onzaam zanagak (when) what you could say to them is too difficult giga-gikendaan zhemaag - e-nisidotanzigwaa. you will know right away - they do not understand.</p>
PATRICIA NINGEWANCE	<p>Michi-miizh ge-gashkitoowaad ji-nakwetamowaad. Just give them (questions) they can answer.</p>
PATRICIA NINGEWANCE	<p>Mii i’i ge-izhi-minoseg. That is how it will work well.</p>
PATRICIA NINGEWANCE	<p>Giga-nisidawinawaag aaniish, giishpin nisidotamowaad. You will recognize then, if they understand.</p>

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PATRICIA NINGEWANCE	<p>Mii dash ezhichigeyin iwe gii-gikino'amaageyin. That is what you do when you teach.</p>
PATRICIA NINGEWANCE	<p>Giwaabanda'iwe gaye giwiji'iwe. By showing them you are helping them.</p>
PATRICIA NINGEWANCE	<p>Giwiji'aag ji-gaganoonidiwaad, mii enwaazoyin iwe You help them to talk with each other, that is your intention gii-kino'amaageyin. as you teach.</p>
PATRICIA NINGEWANCE	<p>Giwaabanda'iwe gaye giwiji'iwe. By showing them you are helping them.</p>
PATRICIA NINGEWANCE	<p>Giishpin nawach, uh, ayi'ii, nitaa-anishinaabemowaad, If they are more, uh, um, advanced at speaking the anishinaabemowin language, Maawach da-wendan, ayi'ii, odaminowinan ji-aabajitooyin, It will be much easier, um, for you to use games, um, ayi'ii, bizaanigo, giishpin iwe, ay'ii, um, andawendaman, um, go ahead, if that, um, um, is what you want, ayi'ii, ji-gaganoonidiwaad, wiinawaa igo, um, so that they must talk to one another, they themselves, ayi'ii, ji-ozhitoowaad dibaajimon, um, so that they must make their own stories, ayi'ii, wiinawaa igo, ji-gaganoonidiwaad. um, they themselves, they must talk with each other.</p>