

PROPOSED GRADUATE CERTIFICATE IN REVITALIZATION OF ENDANGERED LANGUAGES AND CULTURES (CRELC)

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SECTION I: THE REQUEST

Proposal and Title: The Department of Linguistics proposes to establish and offer, in collaboration with other participating departments and programs, a “Graduate Certificate in Revitalization of Endangered Languages and Cultures.”

Background: Predictions are that if nothing is done to stem the alarmingly accelerated current rate of language extinction, 90% of the world’s languages will not survive to the end of this century; in the best case scenario, 35% to 50% will die. Most American Indian languages and cultures are under threat. Of the 155 American Indian languages still spoken in the US, only 20 are still being learned by children. Unless the situation changes, all the other languages which have no children learning them are doomed and will be extinct with this generation. Language revitalization programs are their only hope. Addressing endangered languages is widely acknowledged as an extremely serious problem currently facing humanity. The intent of this certificate program is to prepare students to address the plight of endangered languages and to be able to work with communities in educational and other community-based programs towards reversing the trend towards language loss. Speakers of endangered languages, persons concerned with the heritage language of their communities, and anyone with interest in working with and on behalf of endangered languages are especially encouraged to apply for this certificate program.

Most American Indian tribes and communities and speakers of indigenous languages around the world today struggle with loss of both language and culture, and for them both are typically so closely aligned that programs aimed at arresting the loss of one must deal with both simultaneously. For many, what is at stake is their sense of identity in the face of threats to their linguistic and cultural heritage. The CRELC certificate, then, is not about “culture” broadly, but it is about endangered languages and those aspects of endangered cultures that are inextricably connected with the teaching and revitalization of threatened languages and about the goals many Native American communities and tribes, as well as speakers of minority languages in other regions of the world, have of revitalizing the language through strengthening knowledge of native traditional practices and of preserving oral traditions. As is well known, the teaching of modern European and other languages relies heavily on teaching the cultural component or in the cultural context; we could hardly expect less if the revitalization programs for Endangered American Indian languages or other indigenous languages are to be successful.

The Department of Linguistics already offers a TESOL Certificate that attracts students from the community and across campus. Interdepartmentally, the CRELC will function in much the same way as

the TESOL Certificate with students specifically applying to the certificate program and advising being handled through existing structures within the Department of Linguistics.

SECTION II: CRITERIA FOR PROGRAM ADMINISTRATION

1. Need

The area of endangered languages and language revitalization is given very high priority in contemporary linguistics (see the Linguistic Society of America's statement, www.lsadc.org) and is a serious concern of allied areas. The certificate prepares students for research and teaching in this crucially important area. There is demand nationally and internationally for training in this area, and the certificate addresses this need. In particular, Utah and neighboring states have many active and planned programs involving revitalization of American Indian languages and cultures in various communities, but people involved in these programs have not had easy access to training in the structure of language, sociocultural contexts that enhance maintenance and revitalization, and the best practices in language teaching and development of pedagogical materials. This program will serve well the needs of Indian educators and administrators and community-based organizations. Language endangerment and the demand for training in language revitalization are, however, not limited to Native Americans, but rather are worldwide concerns, and this certificate also meets the demands of other students and educators who want training in this area. Specifically, the CRELC graduate certificate will provide training for the following kinds of graduate students: (1) Linguistics majors with special interest in language revitalization; (2) students with language revitalization interests in several other departments (Education, Culture and Society, Anthropology, Ethnic Studies, etc.); (3) Native American educators; (4) teachers concerned with minority education; (5) international students (including scholars, educators, administrators and community developers) from various countries faced with the educational and social problems of language endangerment and the needs for language revitalization programs; (6) members of minority and indigenous communities who want training in language revitalization to be used for the benefit of programs in their home communities.

It is anticipated that initially the program will have 5-10 students per year and that within two to three years, it should be able to sustain an average of 10-12 students per year.

2. Educational Objectives/Outcomes

- a. Students will be well-prepared to work with educational programs and community organizations to protect languages and cultures from further attrition.
- b. Students will understand the causes of language shift and loss and factors that contribute to its maintenance.
- c. Students will learn about preparation of materials for both child and adult programs aimed at language learning and language and culture maintenance.
- d. Students will understand the fundamentals of second language acquisition and language teaching methodology.
- e. Students will learn about the needs and interests of communities whose languages and cultures are endangered and what programs and strategies have proven effective in different situations.

3. Impact on Existing Programs/Institutional Impact

The Graduate Certificate in Revitalization of Endangered Languages and Cultures will have no adverse impact whatsoever. It requires no additional cost, no new facilities, no new faculty, no extra equipment, and no new library acquisitions. It will be taught and administered with existing resources and within existing structures. Nearly all the courses are already being taught. Two new courses are to be added: Ling 6043, Language Maintenance & Revitalization, which has been taught as a special topics course for two years; the other, Ling 6044, Language Revitalization in Practice, is completely new. Because the Department of Linguistics has two new faculty members this year, we would add these courses in any case, even if there were no certificate. The library holdings in this area are already excellent, due to the long tradition in Linguistics and the participating departments of strength in the areas of endangered languages, Native American and other minority languages, and language and culture education. (Please see the attached letter from the Marriott Library.) The new Center for American Indian Languages (dedicated to research and teaching in the area of endangered Native American languages) brings with it a very considerable library in this area.

4. Courses: Course of study, Details of certificate

Course of study: The Graduate CRELC requirements can be completed in one year of full-time study (though many students will probably distribute the course work over two years or more to accommodate employment, family, and other obligations, and students who enter without an introduction to linguistics [Ling 1200, Ling 6000, or Ling 3200, or an equivalent course] may require an extra semester). Completion of the Graduate CRELC program requires a minimum of 15 semester hours of course work as designated below. (If the entering student has had no introduction to linguistics, then 18 credit hours will be required.) The graduate CRELC can be undertaken in conjunction with other degree study, or obtaining the certificate can be the sole object of study.

Course requirements:

a. Prerequisite to entering the Certificate program:

Ling 6000 Graduate survey of linguistics (3) A survey of Linguistics for first-year graduate students. (An equivalent course may be substituted.)

b. ONE of the following (endangered languages, language revitalization core):

Ling 6043 Language Maintenance & Revitalization (3) Prerequisite ENGL/LING 1200.

Issues surrounding the accelerating pace of language endangerment and extinction around the world, including root causes of and responses to language shift, and an introduction to the techniques used to reverse language shift. Special emphasis is given to language revitalization and maintenance in tribal or traditional societies.

Or

Education, Culture and Society (ECS) 6950/7950 Special topics (Heritage Language Shift, Maintenance and Revitalization) [submitted as permanent course, new number expected]

This course focuses on the influences and factors that contribute to language shift among speakers and communities of indigenous and immigrant languages worldwide; the language learning and identity issues that are implicated in these processes, and the complicated (and sometimes controversial) aspects of language maintenance and

language revitalization efforts at the local level. We discuss cases of language planning internationally and domestically while interrogating the assumptions that often accompany outsiders' attempts to revitalize a dying language. We evaluate the effectiveness of both "top-down" and "bottom-up" language planning initiatives, critically assessing the role of schools, family, social institutions, and linguists. Students will gain a strong foundation in the area of language policy and language planning and will be able to apply these theoretical concepts to an analysis of specific language planning efforts. Students are expected to conduct research on a specific case of language loss, language shift, or language revitalization — drawing on course content and conducting additional research on a topic of their choice.

c. ONE of the following (language, society, and culture category):

Ling 6040 Sociolinguistics (3) Cross listed as ENGL 6040. Prerequisite: LING 6000 and (LING 6170 or LANG 6430.)

Theoretical principles governing social and linguistic variation, and the methodology used to study it. Focus on rural and urban speech communities, particularly in the United States and the United Kingdom.

Ling 6041 Bilingualism (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Bilingualism in its social, psychological, and cultural context; its effect on language structure and change, and language acquisition.

Ling 6042 Minority Language Issues in Education (3) Prerequisite: ED ST 4150 or ED ST 6632 or ETHNC 4150.

Meets with LING 6042. An investigation into the education of minority-language children in situations of diversity worldwide. Discussed are minority- versus majority-language issues in education, bi/multilingualism, psycho-educational theory, language and power, and implications for Utah classrooms.

ECS 6634 Bilingual/Bicultural Education (3)

A critical examination of bilingual/bicultural education and language issues in schools and communities, including legislation, court action, research in language learning, and different program types, i.e. ESL, transitional, bilingual/bicultural maintenance. Students enrolled in 6634 will be expected to meet a higher standard of performance and may be assigned additional work.

ECS 6637 Critical Issues in English Language Teaching (3)

This course focuses on the social, cultural, economic and political consequences of English teaching. Examining issues of power and inequity among different languages and speakers of those languages. The goal is to understand the rights of language minority students in the U.S., the role of pedagogical choices in fostering or inhibiting language learning and ideological influences on language policy and decisions.

d. Required (language revitalization practicum):

Ling 6044 Language Revitalization in Practice (3) Prerequisite: ENGL/LING 1200, LING 5810 or 6810. Prerequisite or co-requisite: Ling 5043/6043.

Focus on pedagogical training specifically for language revitalization programs. Course provides an overview of important concepts in second language acquisition and pedagogy, sequencing instruction (including the place of literacy), and designing curriculum and materials. Also addressed are issues in developing language revitalization programs, models for implementation, and strategies for educating native speakers to become language teachers.

e. One of the following (language, community, and education):

ECS 6638 Language Diversity in Education (3)

Meets with ECS 7638. This course will cover historical, theoretical and methodological issues relating to language diversity and education.

Or

ECS 6639 Language and Community (3) Cross listed as ECS 7639.

Language use in home, community, and classroom contexts will be examined, with a particular focus on the ways that language policies, language ideologies, and power issues permeate communities as well as school structures and teaching practices. A special emphasis of this course will be the conducting of ethnographic fieldwork on language processes within a community context. Students enrolled in 7939 will be expected to meet a higher standard of performance and may be assigned additional work.

f. One of the following (hands-on experience with language and language learning category):

Ling 6210 Field Methods (3) Prerequisite: either LING 4010 and 4020, or LING 6010 and 6020.

Course meets with LING 5210. Discovery and analysis of an unfamiliar variety of Language assisted by a native speaker.

(The main goal of the class is to learn to apply field method techniques in Linguistics.

Usually the target language phonetic transcription, glossing and translation and phonological and morphosyntactic analysis leading to text analysis. Training also includes practical discussion and advice on field ethics and etiquette, especially germane to Native American sociopolitical and cultural settings.)

Or

5810 L2 Methodology: Adult (3) Prerequisite: ENGL or LING 1200 or Co-requisite ENGL or LING 1200.

Meets with LING 6810. An examination of approaches and methods in second-language teaching, as well as the theories of language and language acquisition on which they are based. Discussion of current assessment procedures. Open only to the following: current graduate teaching assistants and teaching fellows in the Department of Languages and Literature, TESOL Certificate candidates in good standing, and MA Linguistics candidates.

Or

6810 L2 Methodology: Adult (3) Prerequisite ENGL or LING 1200 or Co-requisite ENGL or LING 1200.

An examination of approaches and methods in second-language teaching, as well as theories of language and language acquisition on which they are based. Discussion of current assessment procedures.

Or

Ling 6200 Linguistic Structure of a Selected Language (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Meets with LING 5200. Investigation of the linguistic structure of a selected language. Phonology, morphology, syntax, and/or lexicon. No prior knowledge of the selected language is required. Graduate students are expected to perform at a superior level.

It is anticipated that students will have hands-on opportunity to work with some of the on-going research projects at the University, in particular those of the Center for American Indian Languages (CAIL), or with particular community projects, and indeed students are encouraged to receive this kind of practical experience. This naturally can change from year to year, depending on the nature and kind of projects being undertaken on campus and elsewhere at any given time. Additional courses in Applied Linguistics, TESOL, Theoretical Linguistics, Cultural Anthropology, and Education will prove valuable to the student.

Students with primary interest in working with Native American language and culture revitalization, are highly recommended to take either **Ethnic Studies 2570 American Indian Experiences** or **Ethnic Studies 5870 Special Topics: American Indian**.

NOTE ALSO: some linguistics courses have as a prerequisite

Ling 6010 Introduction to Phonetics and Phonology (3) Prerequisite: ENGL/LING 1200 or its equivalent.

OR

Ling 6020 Introduction to Syntax (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Therefore, it is also recommended that students consider taking one or both of these courses before or in conjunction with the certificate.

5. Assessment

Sequencing: As stated, **Ling 6000 Graduate Survey of Linguistics** or equivalent is to be taken before enrollment in most other courses of the certificate program and before being admitted to the program. Also, **Ling 6043 Language Maintenance & Revitalization** or **ECS 6950/7950 Special topics (Heritage Language Shift, Maintenance and Revitalization)** must be completed before enrollment in **Ling 6044 Language Revitalization in Practice**. Many of the other courses applicable to the CRELC graduate certificate can be taken at any time and do not presuppose prior completion of other courses of the certificate.

Since each of the CRELC courses is also a free-standing course relevant to other curricular needs of the participating departments, student performance in each course will be evaluated in the usual way for each course, just as the other students in each course are

evaluated. Successful completion of the Certificate requires a passing grade in all courses applied to the Certificate.

6. Faculty

Participating faculty will constitute those who teach the courses relevant to the Certificate. Faculty who are currently involved and have taken part in framing the CRELC certificate include: Lyle Campbell, MaryAnne Christison, Marianna Di Paolo, Rachel Hayes-Harb, Mauricio Mixco, Bryan Brayboy, Norma González, Nola Lodge, Doris Warriner.

7. Coordinator

The initial coordinator is Lyle Campbell (CV appended). The coordinator will change from time to time, normally after a two-year term of office. (No advisory committee is anticipated at present; rather, the interdisciplinary group of participating faculty will perform this function, with meetings from time to time as the program requires.)

8. Budget/Finances

This certificate has no budgetary implications or impact at all (save the potential increased revenue from anticipated increased enrollments). This certificate program is entirely financially self-sufficient, and its courses are offered in any case.