

**PROPOSED UNDERGRADUATE CERTIFICATE PROGRAM 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 a “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 one of the highest priorities 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 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 of Native American communities and tribes 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 are to be successful.

The Department 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: NEED

The area of endangered languages and language revitalization is given the highest priority in contemporary linguistics and is a serious concern of allied areas and indeed of humanity generally. The certificate prepares students for research and teaching in this crucially important area. There is very high demand nationally and internationally for training in this area, and the certificate helps to meet this. In particular, Utah and neighboring states have many active and planned programs involving revitalization of American Indian languages and cultures in various communities, but the people in charge of the 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. It also meets the demands of other students and educators who want to work in this area.

Outcome:

1. Students will be well-prepared to work with educational programs and community organizations to protect languages and cultures from further attrition.
2. Students will understand the causes of language shift and loss and factors that contribute to its maintenance.
3. Students will learn about preparation of materials for both child and adult programs aimed at language learning and language and culture maintenance.
4. Students will understand the fundamentals of second language acquisition and language teaching methodology.
5. 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.

SECTION III: INSTITUTIONAL IMPACT

The 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 5043/6043 Language Maintenance & Revitalization, which has been taught as a special topics course for two years, the other, Ling 5044/6044 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. 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.

SECTION IV: 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.

SECTION V: COURSE OF STUDY, DETAILS OF CERTIFICATE

Course of study: The CRELC can be completed in one year of full-time study (though most students will probably distribute the course work over two years to accommodate employment, family, and other obligations, and students who enter without an introduction to linguistics [Ling 1200, Ling 6000, or Ling 3200] may require an extra semester). Completion of the CRELC program requires seven courses (21 semester hours of work). The CRELC can be undertaken in conjunction with other degree study or obtaining the certificate can be the sole object of study.

Course requirements:

1. ONE of the following (basic linguistics category):

Ling 1200 Intro to the study of language (3)

A basic survey introduction to linguistics

Or

Ling 6000 Graduate survey of linguistics (3)

A survey of Linguistics for first-year graduate students

Or

Ling 3200 Linguistics and Education (3)

An introduction to the nature of human language primarily for education majors. Focus on the organization of sounds, words, and sentences through analysis of data from English and various other languages. Topics include English spelling, social and geographical variation (linguistic diversity in the U.S.), language and culture, first- and second-language acquisition.

NOTE: An introduction to linguistics is a prerequisite for several of the other courses applicable to the Certificate, and therefore one of the courses of this group is required either as first in the sequence for the certificate or as a previously taken prerequisite before the student can proceed to the other courses of the Certificate.

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

Ling 3460 Language in Society (3) Cross listed as ENGL 3360. Prerequisite:

ENGL/LING 1200 or its equivalent. Fulfills Diversity & Humanities Exploration.

How speech is affected by age, sex, socioeconomic class, and ethnic, racial, and regional backgrounds. Related learning problems and political/educational implications.

Or

Ling 3470 Language and Culture (3) Prerequisite: ENGL/LING 1200 or its equivalent. Fulfills Humanities Exploration.

Ways a human language reflects the ways of life and beliefs of its speakers, contrasted with extent of language's influence on culture. Wide variety of cultures and languages examined.

Or

Ling 3450 Language and Culture in Education (3) Prerequisite: ENGL/LING 1200 or LING 3200.

Ways linguistic and cultural diversity get taken up in educational settings. Sociocultural theory is presented and linked to racial, gender, and class differences in language and culture.

Or

Ling 3600 Cross-Cultural Communication (3) Departmental consent. Cross listed as ESL 3600. Fulfills Diversity & Humanities Exploration.

Brings together native and non-native speakers of English to explore the theory and practice of communication across languages and cultures. Meets with LING 1600.

Or

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.

Or

Ling 5042 (or 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.

Or one of the following:

Anthr 3111 The First Nations of Eastern North America (3) Recommended Prerequisite: ANTHR 1201 or 1301 or equivalent. Fulfills Diversity.

Meets with ANTHR 6111. This course studies change and continuity in the cultures and histories of North America's First Nations in regions east of the Rocky Mountains from the fifteenth century until modern times.

Anthr 3112 The First Nations of Western North America (3) Fulfills Diversity.

Meets with ANTHR 6112. This course studies change and continuity in the cultures and histories of North America's First Nations in regions west of the Rocky Mountains from the fifteenth century until modern times.

Anthr 4139 Native American Religions (3) Prerequisite: Junior or Senior Standing.

Meets with ANTHR 6139. This course will examine the diverse beliefs and practices of Native American religions of North America. The dynamics of Native American religious change will be emphasized.

Ethnic Studies 2570 American Indian Experiences (3) Fulfills Diversity & Humanities Exploration.

Background and in-depth information on American Indian issues. Insight into forces and events that have led to the present situation of American Indians.

Ethnic Studies 3740 American Indian Literature (3) Cross listed as ENGL 3740. Fulfills Diversity.

Fiction and poetry of contemporary American Indian authors.

Ethnic Studies 4670 History of Native American Peoples (3) Cross listed as HIST 4670. Recommended Prerequisite: ETHNC 2570 or 2500. Fulfills Diversity.

U.S. Native American policy from 1871 to present: Dawes General Allotment Act of 1887, forced acculturation, Citizenship Act, Meriam report, Indian Reorganization Act, and termination, along with Native American claims and American-Indian Policy Review Commission and their impact on future policies.

Ethnic Studies 5870 Special Topics: American Indian (3)

Special reading selected by professor to broaden students' background in area where no course is taught.

3. One of the following for CREL C (core linguistics/language structure area):

Ling 4010 Introduction to Phonetics and Phonology (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Meets with LING 6010. Analysis of speech sounds of the world's languages, with a focus on both their articulatory and acoustic properties. An introduction to phonetic alphabets, including practice in transcribing a variety of language samples. Analysis of the systematic organization of speech sounds, with reference to features and suprasegmentals.

Or

Ling 4020 Introduction to Syntax (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Meets with LING 6020. Introduction to the structure and organization of phrases and clauses in natural language. A scientific approach to an empirically motivated theory of syntax. Students learn terminology, problem-solving, logical argumentation, and its presentation.

4. Required (endangered languages, language revitalization core):

Ling 5043/6043 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.

5. Required (language revitalization, teaching):

Ling 5810 L2 Methodology (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.

AND

6. Required (language revitalization practicum):

Ling 5044/6044 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.

7. Required (hands-on experience with language category):

Ling 5210 Field Methods (3) Prerequisite: Either LING 3010 and 3020 or LING 5010 and 5020. 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 & 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

Ling 5200 Linguistic Structure of a Selected Language (3) Prerequisite: ENGL/LING 1200 or its equivalent.

Investigation of the linguistic structure of a selected language. Phonology, morphology, syntax, and/or lexicon. No prior knowledge of the selected language is required.

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), 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 (or off) at any given time. Additional courses in Applied Linguistics, TESOL, Theoretical Linguistics, and Cultural Anthropology will prove valuable to the student.

Resources:

Faculty: all faculty members in the Department of Linguistics; some additional faculty in the departments of Anthropology, History, and English such as Anne Keary and Margaret Brady.

Financial aid: Wick Miller Scholarship; grants and on-going research projects as they become available. Check with the Department of Linguistics office or the Department Web site www.hum.utah.edu/linguistics for further information.

Student Advisement. The Department of Linguistics (College of Humanities) will coordinate the certificate program, advise students, and communicate with administrative offices.