



CALR Core Course Overview

LING 180A: Dynamics of Indigenous Language Shift

Effective approaches to language revitalization begin with an understanding of the context of language shift and loss. This course provides an introduction to the human dynamics associated with Aboriginal language shift and language loss, including the profound psychological, intellectual, and spiritual effects on individuals, families, communities, and cultures.

Topics covered include:

- issues of language endangerment
- an exploration of the cultural wealth held by language
- language and culture – are they distinct?
- the effects of politics and economic factors on language survival
- effects of language loss on identity
- roles of elders, speakers and leaders in maintaining languages

Learning Outcomes

Through participation in this course you will gain an understanding of:

- the cultural dynamics surrounding language loss in British Columbia and beyond
- the state of Indigenous languages and minority languages of the world and the cultural and linguistic wealth they represent.
- the links between healthy languages, healthy communities, and healthy individuals.
- the social, political and psychological dynamics that influence language revival in Aboriginal communities.
- language revitalization as potentially life-changing and community-changing work.

LING 180B: Issues, Principles and Practices in Language Revitalization

This course introduces contemporary issues, principles, and practices in the revival, maintenance and revitalization of Indigenous languages in Canada and around the world. Participants identify community assets supporting individual, family, and community language revitalization.

Students will look at their own language contexts, and consider which approaches would work for them, their families, their communities and their schools. A focus will be placed on strengths of different programs and approaches, and successful planning for rebuilding languages.

Topics include:

- What is language revitalization?



- What is language planning?
- What is being done in Canada and is it working?
- The integrated approaches of community, family and schools
- Producing speakers

LING 181: Introductory Linguistics for Language Revitalization

A foundation in the study of language and linguistics is critical in understanding and undertaking successful language revitalization. The course will help develop your understanding of the languages you are dedicated to revitalizing, and will provide exposure to linguistic concepts and reference materials. Through this course, you build your capacity and understanding of:

- the nature of sound systems and how they relate to orthographies
- word structures and dictionaries
- sentence structures and understanding texts
- meaning and vocabulary
- linguistic aspects of language acquisition
- historical change

LING 182: Learning, Language Revitalization and Social Action

This course provides an analysis of principles of language learning and language acquisition in situations of language loss, and an examination of appropriate ways in which a range of formal and informal approaches to language teaching can be utilized in Inuit community settings. Course topics include:

- forms of language acquisition
- teaching and learning strategies
- relating and integrating strategies with community needs and goals
- the role of community and community members in teaching and learning

Learning Outcomes

This course will build your capacity to:

- Offer a unique program specific to language loss
- Strategize in promoting a healthy language base
- Realize how language can assist with social change
- Develop personally as a role model and researcher
- Understand the critical need for community involvement



- Understand the factors leading to connectedness in a world of change.
- Plan language curricula for situations of language loss.
- Understand how collaborative efforts with all agencies and stakeholders are critical in situations of language loss.
- Be visibly active as an advocate through respectful use of the culture.
- Offer the most resourceful and modern means for language sustainability both within the community as well as outside the community.

LING 183A: Field Methods for Language Preservation and Revitalization: Documentation and Recording

This practical course explores the planning strategies, protocols, and methods of data collection, analysis, and organization that are appropriate for field activities associated with language preservation and revitalization.

Through online learning and interactions, hands-on activities, participants focus on:

- elicitation methodologies
- audio recording
- digital file management
- strategies for community involvement
- protocols
- ethical and intellectual property issues

LING 183B: Field Methods for Language Preservation and Revitalization: Project Development

Build your capacity with planning strategies, protocols, and methods of data collection, analysis, and organization appropriate for field activities associated with language preservation and revitalization. You will focus on strategies for community involvement, project planning, protocols, ethical and intellectual property issues, use of technology in language documentation, techniques for language study with elders, interview and data recording methods, documentation and database management, and approaches to sharing information.

Topics include:

- interview and language-data recording methods
- language documentation and database development
- building an archive
- approaches to sharing information
- media production, publishing and media production models

CALR Elective Course Overview



LING 159 Indigenous Language I

Provides instruction in an Inuit I language at the introductory level. CALR students will focus on the spoken use of the selected language including basic and advanced conversation, sentence formation, storytelling and fluency development, along with the relationship of the language to cultural expression and revitalization.

Learning Objectives

By the end of the course period, you should have the ability to carry on simple conversations in a limited variety of contexts. You should have achieved:

Basic politeness in conversation (listening, paying attention, taking turns, giving precedence to Elders).

(Note: LING 159, 259, and/or 359 will be delivered in a community context to both CALR students and other non-credit participants, with a focus on the language of the community; if a local language course exists at a community college, transfer credit may be considered).

LING 259 Indigenous Language II

Provides instruction in an Inuit language at the second-year level. CALR students who have LING 159 as a prerequisite will focus on the development of listening, speaking, reading and writing skills of the selected language.

Topics:

- Greetings, identification of objects and actions, weather conditions
- Identifying and introducing people
- Meals and food
- Ceremony and protocol: welcoming, thanking, prayer
- Understanding commands and requests, and making them
- Asking and answering questions
- Talking to children
- The speech sounds and the official writing system
- The basic sentence patterns

What you will accomplish in this course:

- An improved ability to understand the spoken language
- An improved ability to express yourself in the spoken language
- An understanding of the sentence patterns of the language
- An understanding of how the speech sounds are produced
- Ability to use the writing system



- An understanding of the four key principles for language acquisition, and how to apply them in your own journey towards language fluency

LING 187 Special Topics in Aboriginal Language Revitalization: Methods for Immersion Language Teaching and Learning

Immersion formats create highly effective environments in which endangered aboriginal languages can be taught and learned. This course provides an introduction to immersion teaching and learning principles and techniques, and explores three practical immersion methods in order to create a foundation for practical applications in a variety of situations and programs. Topics include the nature of full immersion in real-world learning, and the modifications required for delivery within structured delivery environments.

Immersion models explored include:

- Elementary school immersion model utilizing total physical response (TPR) methods
- A modified adult classroom immersion model, utilizing associative/cognitive method
- A small group master/apprentice model in which fluent speakers converse with apprentices through full immersion