

## **CILR Course Descriptions**

### **Certificate in Indigenous Language Revitalization**

The Certificate in Indigenous Language Revitalization (CILR) is a part-time program that is normally completed in one to two years and individual courses or a series of courses can be delivered in partnership with Indigenous communities and organizations.

For the full Certificate in Indigenous Language Revitalization there are five core courses (7.5 units) and three elective courses (4.5 units) chosen based on the community's interest. One of the electives is required to be a language course.

### **Core Courses**

#### **LING 180A Dynamics of Indigenous Language Shift (1.5 units)**

Introduces the human dynamics and political and social factors associated with Indigenous language shift and language loss, including the profound psychological, intellectual, and spiritual effects on individuals, families, communities, and cultures. Language revitalization may be explored as a source of healing and empowerment.

#### **LING 180B Issues, Principles, and Best Practices in Language Revitalization (1.5 units)**

Introduces contemporary issues, principles, and practice models 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.

#### **LING 181 Introductory Linguistics for Language Revitalization (1.5 Units)**

Introduces topics in the study of language and linguistics, providing a foundation for understanding language revitalization. Topics include the nature of sound systems and how they relate to orthographies, literacy, word structures and dictionaries, sentence structures and understanding texts, meaning and vocabulary, linguistic aspects of language acquisition and historical change. Develops understanding of the languages targeted for revitalization and provides exposure to linguistic concepts and reference materials.

**LING 182 Language Learning, Language Revitalization and Social Action (1.5 Units)**

Examination of formal and informal approaches to language teaching and learning in Indigenous community settings. Topics include forms of language acquisition, Indigenous teaching and learning strategies, how strategies are related to community needs and goals and the role of community and community members in teaching and learning. Emphasis on strategies for mobilizing social and political forces for language maintenance and revival.

**LING 183A Documentation and Recording for Indigenous Language Reclamation (1.5 Units)**

An examination of planning strategies, protocols and methods of data collection, analysis and organization appropriate for field activities associated with language preservation and revitalization. Focus on: elicitation methodologies; audio recording; digital file management; strategies for community involvement, protocols, ethical and intellectual property issues

OR

**LING 183B Advanced Methods for Indigenous Language Documentation (1.5 Units)**

An examination of project planning and development appropriate for field activities associated with language preservation and revitalization. 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. Strategies for community involvement, project planning, protocols and ethical and intellectual property issues are implemented through projects.

**Elective Courses & Language Courses**

**LING 159 Indigenous Language I (1.5 Units)**

Learning an Indigenous language at the first-year level.

**LING 259 Indigenous Language II (1.5 Units)**

Learning an Indigenous language at the second-year level.

**LING 359 Indigenous Language III (1.5 Units)**

Learning an Indigenous language at the third year level.

**LING 184 Indigenous Language Materials Development (1.5 units)**

Preparation and evaluation of curriculum and classroom materials for teaching Indigenous languages. Theory and application of curriculum development to immersion/language programs: designs, organizational patterns, materials, and media, change strategies and evaluation. Micro-teaching will provide practice in the teaching methods under study.

**LING 185 Indigenous Language Revitalization Practicum (1.5 units)**

A 70 or 140 hour work-study under the mentorship of an Elder or fluent speaker to develop understanding of local language preservation and revitalization issues and strategies. Focus on local language revitalization planning and collaboration with local language workers.

**LING 186 Language in Indigenous Culture (1.5 units)**

An intensive examination of the ways in which language is embedded in the cultural heritage and social context of a selected community, with a focus on oral history, including legends, song, dance and cultural practices, methods and protocols, along with the impacts and implications of social change on language.

**LING 187 Special Topics in Language Revitalization (1.5 Units; topics vary)**

An intensive study of some aspect of language preservation and/or revitalization.

**Sample Topic: Immersion Methods in Language Revitalization.**

Immersion formats create highly effective environments in which endangered Indigenous 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.

**Sample Topic: Language and Land**

This course explores the connections of language to land and cultural relations to plants, animals, foods and medicines as well as natural cycles including lunar and solar cycles, tidal movements and seasonal patterns and weather. This course

would be taught by a local instructor from a local perspective with options to deliver some or all of the course outside of the formal classroom environment.

**Sample Topic (community-specific co-created based on community priorities):  
Tłıchq Literacy and Phonetics**

This course focuses on literacy in language revitalization, the sounds of Tłıchq, and how the sounds in Tłıchq relate to spelling. Topics to be discussed include: background on community language revitalization and literacy; sounds and writing; consonants and vowels; vowels in Tłıchq; community literacy projects.

## Course Delivery Options

Each course has 39 contact hours. Communities have organized their classes in various different formats to be sure to have the 39 hours.

Most communities have preferred to have week-long intensives, and this works well if there isn't a local instructor, as they only need to fly in to the community once.

Mon - Friday            8:30 – 12:00    1:00 -5:30, ending an hour early on the final day

Mon – Saturday        8:30 – 12:00    1:00 – 4:00    [this is exactly 39 hours]

Another option is to have the course over three week-ends:

Sat – Sunday            8:30 – 12:00    1:00 – 4:00