

Language to Live In: Content-Integrated Language Instruction for Endangered Languages

Dr. Anke al-Bataineh, Virtual Office, Office hours : Mondays 5pm-6pm

Spring 2023: Tues & Thurs 6pm-8pm CST

January 24-May 5, no class March 21-30 (56 hours of class)

Contact: anke@multilingualfutures.com

This course is about specializing language pedagogy for the challenges of language revitalization. Students in this course will learn how to create highly interactive, student-centered materials and units in endangered languages, where published resources are few or nonexistent. They will learn how to understand student interests and concerns and develop pedagogically-sound learning materials and activities based on these in order for their students to achieve high levels of oral proficiency in the target endangered language. The course will focus on languages without a widely-used writing system and where the target culture is highly distinct from the dominant culture. Students will create assessments that combine the application of cultural competence and communicative competence in authentic tasks that bridge the dominant and target cultures, and focus on language used within the family/domestic domain.

All required readings and media in this course will be provided free of charge and electronically.

Students are expected to attend 80% of live sessions, and to watch the recordings of all missed sessions before the following class session. All work must be submitted by the dates given below. The consequence for late work is that you may not receive and integrate feedback for your idea, depending on the availability of your professor and peers. Students may sign up for the professor's office hours to discuss ideas, get help, or get feedback.

It is the student's responsibility to notify the instructor of any delays in submission or missing out on live class in advance.

Assignments in the course - all are graded on a rubric that will be distributed at the beginning of class, with space for self-evaluation, peer evaluation, and instructor evaluation:

- ☐ 3 PBLL outlines with language skills & content skills
- ☐ 3 PBLL outlines with cross-cultural content & language targets
- ☐ 3 Video scenarios for error correction
- ☐ 2 PBLL units with full learning materials and detailed lesson plans

- ❑ 1 PBLL unit taught, with daily and overall reflections on what worked and what you will change (due 20 days after course end)
- ❑ 3 PBLL units in endangered language
----- This is worth 80% of your grade.
- ❑ Participation in class sessions is worth 20% of your grade.

Anticipated Schedule of the Course:

Students are expected to dedicate two hours of independent work for every hour in class. Some class time will usually be dedicated to independently reviewing some materials, which we will then discuss together. If you must miss class time, please be sure to review the materials the day before so that you can still join the discussion.

Week of	Topics Covered	Assignments	Assessments
January 24	Communicative Competence and Construction Grammar	Script actional competences in your language	
January 31	Usage-based Linguistics (UBL) & Language Socialization	Script discourse competences in your language	3 PBLL outlines with language skills & content skills
February 7	Communicative Competence in Indigenous Languages	Script linguistic competences in your language	
February 14	Natural Language Acquisition in Contexts of Colonization	Demonstrate communicative competence lesson based on UBL acquisition elements	3 PBLL outlines with language skills & content skills
February 21	Identity & Linguistic Domains in Language Endangerment	Initial Outlines of 2 PBLL units	
February 28	Connecting Content Learning to Language in Endangered Languages	Selection of high-leverage constructions in oral languages	2 PBLL outlines with language skills & content skills
March 7	Using Construction Grammar in Oral Languages	Language-specific version of Competences Inventory	
March 14	Creation of Authentic, Leveled Materials in Languages without Published Resources	Authentic Content Materials on 3 levels	
April 4	Designing Authentic Applications Across Drastic Cultural Gaps		2 PBLL outlines with cross-cultural content & language targets
April 11	Gamifying Lessons in Oral Languages	Model Lesson in Culturally-Informed Oral Interaction	
April 18	Error Correction & Identity Issues in	Formative Assessment Based on	3 Video scenarios for error

	Heritage Language	Competences Inventory	correction
April 25	Activities Based on Original Content Materials in Oral Languages	Model Lesson & Feedback	
May 2	Unit Development Workshop		2 PBLL units in endangered language
May 4	Peer Assessment		1 taught PBLL with daily and overall reflections 3 completed PBLL plans, two with full materials and detailed lesson plans

Expectations:

As this is a course of a language quite new to you, we will be dealing with a great deal of new ideas and habits. Any absence can be detrimental to your success. So please, embrace the spirit of being punctual, attending class on a regular basis, showing respect to one another, being active and productive, and asking questions when you do not understand.

For every hour of instruction in the course, plan on spending 2 hours working independently. Since we meet 4 hours weekly, you should expect to do 8 hours of independent work reading and developing curriculum.

Required Readings:

- Baquedano-López, P., & Kattan, S. (2008). 3. Growing up in a multilingual community: Insights from language socialization. In *Handbook of multilingualism and multilingual communication* (pp. 69-100). De Gruyter Mouton.
- Bagarić, V., & Djigunović, J. M. (2007). Defining communicative competence. *Metodika*, 8,(1), 94-103.
- Ch. 4 & 7 in Beckett, G. & Miller, P.. (2006). *Project-Based Second and Foreign Language Education: Past, Present, and Future*. Bogum Yoon, State University of New York at Binghamton.
- Canagarajah, A. S. (1999). Interrogating the “native speaker fallacy”: Non-linguistic roots, non-pedagogical results. *Non-native educators in English language teaching*, 77-92.
- . (2007). Lingua franca English, multilingual communities, and language acquisition. *The modern language journal*, 91, 923-939.
- Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied linguistics*, 6(2), 5-35.
- Cenoz, J. & Genesee, F. (1998). Multilingual education in the Basque Country. *Multilingual matters*, 175-191.
- Clementi, D. L. (2012). *Program evaluation: Outcomes of participation in Lac du Bois, the French Language Village of Concordia Language Villages*. Cardinal Stritch University.
- Ellis, N. C., & Ogden, D. C. (2017). Thinking about multiword constructions: Usage-based approaches to acquisition and processing. *Topics in Cognitive Science*, 9(3), 604-620.

- Hamilton, H. E., Crane, C., & Bartoshesky, A. (2005). *Doing foreign language: Bringing Concordia Language Villages into language classrooms*. Pearson/Merrill/Prentice Hall.
- Hinton, L. (2003). How to teach when the teacher isn't fluent. In *Nurturing Native Languages*, eds. John Reyhner et al., 79-92. Flagstaff, Arizona: Northern Arizona University.
- Ochs, E. (2002). Becoming a speaker of culture. *Language acquisition and language socialization: Ecological perspectives*, 99-120.
- Penfield, S. D., & Tucker, B. V. (2011). From documenting to revitalizing an endangered language: where do applied linguists fit?. *Language and Education*, 25(4), 291-305.
- Tomasello, M. (2000b). First steps toward a usage-based theory of language acquisition. *Cognitive linguistics*, 11(1/2), 61-82.
- Wulff, S., & Ellis, N. C. (2018). *Usage-based approaches to second language acquisition* (Vol. 54, pp. 37-56). Amsterdam: John Benjamins
- Van Valin JR, R. (1991). Functionalist linguistic theory and language acquisition. *First Language*, 11(31), 7-40.

Videos:

[An introduction to our Unknown Language class](#)
[An Explanation of Communicative Language Teaching](#)
[What Is the Zone of Proximal Development? by McLeod, S.](#)
[What is Construction Grammar?](#)

The Communicative Language Teaching Toolkit:

[A self-guided mini-course on Communicative Language Teaching](#)
[Communicative Skills Inventory](#)
[Tutorial on the Skills Inventory](#)

Academic honesty:

No criterion is more important in the lifelong learning process. In all of your work, you are responsible for dignifying the thoughts and work of others and for exercising and demonstrating original thought and work. The difference between the two should be clearly and appropriately identified and documented. Plagiarism, or any other form of cheating, will result in a zero for the work in question, the possibility of an F in the course, and any other disciplinary measures deemed necessary. At the bottom of cover sheets for all polished writing in this course, you should type and sign the statement on academic integrity. If you have any questions about what is appropriate, please come talk to me.

Students enrolling at Concordia College assume the obligation to maintain standards of academic integrity. Violation of academic obligations include: unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts.

Cheating includes the actual giving or receiving of aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work.

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Plagiarism is the use of another's ideas or words, or both, as if they were one's own.

However, ideas or direct quotations from others are acceptable with appropriate citation of sources. This is especially important as we work in an online environment where it is easy to "cut and paste" ideas found on the web. Keep track of resources you find. Cite them in your journals (even informal assignments). Be careful to give credit to other people's work.

In general, it is expected that the work you do be your own. All instances of plagiarism are reported to the Academic Affairs.

For more information, please consult the following sites:

- <https://concordia-www.s3.amazonaws.com/files/resources/catalog20-21.pdf>
(pages 37 - 40)
- <https://cobbernet.cord.edu/handbooks/student-handbook/academic-policies/>

Accommodations for Students with Disabilities:

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Old Main 109A, phone 218-299-3514; <https://cobbernet.cord.edu/directories/offices-services/counseling-center-disability-services/disability-services/>

Statement on Mental Health.

Learning an indigenous language is a highly emotional endeavor for everyone involved, both those who are descended from settlers and those who are descended from people who have been subjected to colonization and genocide. Concordia College urges you to make yourself—your own health and well-being—your priority throughout this semester. It is important to recognize stressors you may be facing, which might be personal, emotional, physical, financial, mental, or academic. Sleep, exercise, balanced nutrition and connecting with others are great strategies to help you flourish at Concordia. If you are having difficulties maintaining your well-being, feel free to contact me and/or pursue other campus resources, such as Counseling Center. Contact the Counseling Center to learn more, at counseling@cord.edu,

(218) 299-3514, or stop in Lower Level, Old Main, room 109A. All appointments are free and confidential.

Diversity Statement:

Concordia College aspires to be a diverse community that affirms an abundance of identities, experiences, and perspectives in order to imagine, examine, and implement possibilities for individual and communal thriving. Critical thinking grounded in the liberal arts compels us to participate in intentional dialogue, careful self-reflection, and honest interactions about difference, power, and inequity. As responsible engagement in the world calls us to recognize worlds that are familiar or unfamiliar, visible or less visible, Concordia will act to increase and support diversity in all areas of community life.

Class Recording Policy:

1. Recordings of class sessions that include student participation are considered educational records by FERPA, requiring the college and instructors to protect students' privacy.
2. Instructors may make recordings of class sessions that include student participation if:
 - a) students are given advance notice of the intent to record,
 - b) the recording is accessible only to students in the class,
 - c) the recording is accessible for viewing only (no copying, downloading, or printing),
 - d) the recording is destroyed at the end of the semester.
3. The policy requires that class recordings be posted on the college's Google drive, which has the functionality to restrict access to viewing only.
4. Instructors must seek permission in advance from students if they intend to retain recordings of class sessions for use in subsequent semesters or for other educational purposes.
5. Students may not record class sessions without the advance permission of the instructor, and without the consent of the other students in the class. These recordings are for personal, educational use and may not be distributed to others. These recordings must be destroyed at the end of the semester.

Title IX:

1 in 5 women and 1 and 16 men report experiencing a sexual assault or attempted sexual assault while in college. Concordia is dedicated to preventing and responding to sexual assault and has made most responsible employees mandated reporters.

Any Concordia student who experiences sex discrimination, sexual harassment, or sexual misconduct (including sexual assault, stalking, and domestic/relationship violence) can make choices about to whom to disclose and how to report. The options are summarized and links are available at

<https://www.concordiacollege.edu/directories/offices-departments-directory/human-resources/title-ix/report-to-the-college/>. So that students who experience such trauma get support and these incidents are not overlooked, employees of the college (whether staff, faculty, or student workers) who are told about an incident (including direct disclosure by the victim) are required to report the incident to Ms Peggy Torrance, who is Concordia's Title IX coordinator. Victims may wish to contact Ms Torrance directly (218-299-3339).

If you are a victim seeking confidential support, please consider these resources:

Rape and Abuse Crisis Center (not college affiliated – 317 8th St. N. in Fargo, ph. 701-293-7273) Counseling Center (Academy 106, ph. 299-3514)
Campus clergy (Office of Ministry, Campus Center, ph. 299-4161) Health Services Office (ph. 299-3662)

To report sexual assault, please contact one of the following:

Public Safety (Campus Center, ph. 299-3123)

Title IX Coordinator (Lorentzen 150, ph. 299-3339)

Student Development and Campus Life (Academy 101, ph. 299-3455)

Special Requests:

Please let me know if there is a special request or situation that might require some modifications for this course. I'm happy to make arrangements with you! Iyúškian unspeunkič'iyapi kte!