

## **PROMOTING AN INDIGENOUS COUNTERNARRATIVE IN AN UNDERGRADUATE INTRODUCTORY LINGUISTICS CLASS AS A MEANS OF DECOLONIZING THE SYLLABUS**

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The introductory linguistics course usually focuses on studying the language of instruction. Other languages generally appear as “exotic” problem sets in textbooks, which is not accidental, as “[c]oloniality... is deeply embedded in linguistic disciplinary practice” (Deumert & Storch 2020). At Faculty College 2022, Brock emphasized teaching counternarratives as a response to powerful master narratives in our classrooms. The centering of English is, by far, the most powerful master narrative in the U.S. linguistics classroom. This project suggests one way for instructors to de-center English and increase awareness of threatened indigenous languages, to address power dynamics that exist between colonial and indigenous languages. A semester-long “Indigenous Language Project” comprising scaffolded assignments structured the course. Effects of the intervention were studied qualitatively through the comparison of a pre-test and post-test. Evidence indicates a favorable response from students and, importantly, an increase in awareness of indigenous languages and the significance of preserving them.

