



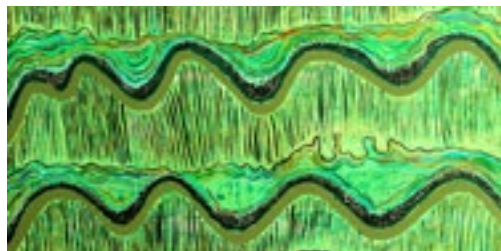
Junyirri

A framework for planning
community language projects



The title *Junyirri* was contributed by Gary Williams, from the Muurrbay Aboriginal Language and Culture Co-operative.

Junyirri has a similar meaning to ‘talking together’, ‘conversing’ or ‘in conversation’ in the Gumbaynggirr language. It is pronounced jun-yirri; with the ‘u’ as in ‘put’, ‘i’ as in ‘bit’, and emphasis on the first syllable.



Cover art

Kuukuti mukana illka
by Joanne Butcher (Umpila)
Acrylic on canvas, 2012
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The English translation of the Umpila title of the artwork is ‘Three Mountains’
kuukuti – mukana – illka
three – big – hills

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Junyirri A framework for planning community language projects

Introduction	1
How to use <i>Junyirri</i>	1
Terminology	3
What is your starting point?	4
What are your dreams for your language?	6
Community assets	8
What skills are needed?	12
First steps – how the community assets can help	13
The Project Tree	14
Project types	15
Language teaching	15
Resource production	19
Capacity building	22
Language enrichment	25
Outcomes (performance indicators)	29
Project plan	34
Examples	36
Example 1 <i>‘My grandmother used to use a few words, but I don’t know anyone else who is interested, what can I do?’</i>	36
Example 2 <i>‘We have a dictionary and flashcards but how do we get people to talk?’</i>	40
Example 3 <i>‘Our children learn our language as their first language but it is not as detailed as the language that our grandmothers speak. How do we make sure that children are learning the rich language?’</i>	44
Example 4 <i>‘Our language is the primary one used in our community but English is encroaching as we increasingly live in two worlds. All our working lives are conducted in English. What do we do to make sure that our languages continue with strength into the future?’</i>	48
Looking ahead - Building for the future	52
Helpful resources	56
Contributors	58
Project planning map	60



Introduction

Languages are living systems of knowledge shared by communities and passed down from generation to generation. They carry the shared memory of a community through all aspects of its everyday life. They are tightly tied to culture, to country, and to community identity. Language is a part of a strong culture and healthy, well-functioning communities.

In Australia, hundreds of languages were spoken. Many are still spoken today; others need help to strengthen their use.

Whether reclaiming languages that are not currently spoken, maintaining and strengthening spoken languages, or developing widely spoken languages into the future, our languages have many common needs. Without care and attention, potentially all Indigenous languages in Australia are under threat.

First Languages Australia has compiled *Junyirri* for the Department of Communications and the Arts, Indigenous Languages and Arts program, to assist the establishment and ongoing development of community language programs. Input from language centres around the country has been essential to ensure that this framework is useful in all language contexts.

How to use *Junyirri*

Junyirri is intended to guide people in thinking about their current language situation, their aspirations for the use of language in their community, what assets their community has available, and the types of language programs that might be suitable for their situation.

It draws on the shared experience of many different languages projects and programs within Aboriginal and Torres Strait Islander communities across Australia.

Junyirri will help to:

- Assess your current language situation.
- Define your community's language goals.
- List the assets the community has to help them reach their goals.
- Consider whether training will help reach those goals.
- Choose a language project based on the available community assets.
- Make an assessment of the likely outcomes of the chosen project type.
- Define where project outcomes fit in relation to the broader goals.
- Write key performance indicators for a funding submission, based on a chosen project.

Icons have been included throughout *Junyirri* to help link available community assets to projects, and chosen projects to likely outcomes. These icons are also used in the diagrams to help you consider your project options.

This framework contains information that language project teams can use to help prepare funding applications. However, it is not intended to be binding or limiting in any way. The intention is to guide community language planning toward a long-term language vision.

By using *Junyirri* to make a language plan, you are taking steps along a path that will bring benefits now and for future generations. By using this framework, you can benefit from the experience of people across Australia who have had great success in increasing the use of their languages.

Examples from established language programs have been included to showcase the diverse styles of language projects happening around the country.

A selection of additional references that can help with project planning are listed at the end of *Junyirri*. Some are also referenced by their titles throughout the document.

In an interview for *It's a hard road to hoe but you gotta start somewhere: Designing a Community Language Project*, Ken Walker, then Chair of Muurrbay Aboriginal Language and Culture Co-operative, summed up why people are working to breathe life into and to maintain the strength of their languages.

The benefit of that [research] now, all that process we went through, is shown in the children we teach and in the adults we teach, because it gives them a sense of pride, and esteem in their self and their culture and their language that never existed before. Work for language is never ending, it's always going on, there's something new happening all the time. You've got to modify and move with the times. You've got to be flexible in your language use, so it's a continuous thing ... Muurrbay or places like it will never really die out if the people don't want it to. It's a hard road to hoe, but you gotta start somewhere, and don't expect miracles first up. It doesn't work. We started in '85 and we're still going, we're still learning. Don't give up, don't lose heart because the rewards at the end are beneficial for you and your community.

Terminology

Throughout *Junyirri* the terms ‘first languages’, ‘Indigenous languages’, ‘Aboriginal and Torres Strait Islander languages’, and ‘community languages’ are used. These terms can be interpreted differently in different contexts. However, in this framework they all refer to the ‘traditional languages’ of a local Aboriginal or Torres Strait Islander community, independent of whether this is the first language that community members learn to speak as children.

Although *Junyirri* does not specifically focus on contemporary Indigenous languages, language communities may benefit from the recognition of young languages (such as Kriol, Yumplatok and Aboriginal English) in their language planning.

The term ‘community’ also means different things to different people. In *Junyirri* it refers to the group of people that have a shared connection to a particular language. These people may or may not speak this language daily, or learn the language as children. They may live in close proximity or be spread across the globe. Wherever they live and whatever language they use for daily communication, in *Junyirri* these people are referred to as the language ‘community’.



Kaye Finn collecting bark as part of Lower (Southern) Arrernte documentation work at Stewart Waterhole, Oodnadatta. Photographed by Will Fisher, courtesy of the South Australian Mobile Language Team.

What is your starting point?

Think about the overall situation of your language. To make a clear plan it is important to understand where you are starting from.

Peetyawan Weeyn: A Guide to Language Revival Planning (Paton & Eira, 2011) points out that for many language communities three useful resources may already exist: people's knowledge, historical records and an analysis of the language.

The questions below can help clarify your language situation.

To help organise your knowledge it may be helpful to use a board or large paper to list everything you know about your situation. It may help to make a spider diagram or 'mind map'. (en.wikipedia.org/wiki/Mind_map).

Speakers and speaking

- How many speakers are there: none, 1–10, 10–100, more than 100?
- How much of the language do they speak: a few words or the whole language?
- What is the age of the speakers: is there urgency about the situation?
- Are speakers in one community or spread widely?
- Where do families who would/could/do use your language live?
- How much of the language is currently used?
- Who currently uses the language?
- Are adults and children speaking the same form of the language?
- How is language used?
- Where is the language used most?

Language Resources


What language resources already exist?

- Dictionaries, grammars or word lists.
- Academic studies.
- Local signage or place names in language.
- Records in archives, libraries or other places.
- Audio or video recordings.
- Games, songs or dances that use language.

Is there a central place where language resources are kept?

Community support

- Do you need to build community awareness about language?
 - Are community members aware of their heritage language?
 - How does the community feel about their languages in general, including the first language they speak (this might be Aboriginal English or a local creole, for example)?
 - If the first language people speak is not a traditional language, what does the community know about the circumstances that brought about this change?

- 
- How many people want to help work on your language project?
 - How much enthusiasm and time do they have to help?
 - What useful skills do they have? For example, bookkeeping, co-ordinating, researching and collecting information, interviewing speakers, talking to people about the project.
 - Do you have a well-placed local champion who will be a strong voice for your language project?
 - Do you need to build public awareness around language? For example, with local teachers, council, or businesses.
 - Do people have a good understanding of all the languages used by the community, including contemporary languages such as Kriol, Yumplatok, Aboriginal English, Light Warlpiri or others?
 - Are there Elders who could form a reference group to advise and help build community support?

What previous support has your language had?

- Have any language projects received funding in the past? If so, who was involved?
- Can the local council help you?
- Have linguists been working on your language?
- Are training workshops available?
- What support is available in the wider local community? For example, from businesses, schools or health centres.

Explain the current situation of your language? *Half a page or so might be enough.*

What are your dreams for your language?

What has inspired you to think about increasing language use in your community?

How would the community like to see the language being used in one year, five years, 15 years and 50 years?

Is the dream to see language:

- Fully spoken in the future?
- Spoken at special occasions such as community gatherings and welcomes to country?
- Taught in local schools?
- Used only for daily exchanges such as greetings and farewells?
- Accessed by all through signage and greetings in your town?

Being clear about the long-term goal will help you identify language activities that will be most relevant and effective.

Seeing the results – where do you hope to be in five years from now?

Here are some suggestions.

For languages not currently spoken

Example goal: ‘I want our language to be used for greetings, ceremonies and family occasions.’

For languages at risk

Example goal: ‘I want our young people to speak rich language regularly, even if not every day.’

For stronger languages

Example goal: ‘I want our young people to speak our language on a daily basis.’

This might include:

- Increasing speaker numbers, particularly across several generations so children are speaking language.
- Parents and carers using complex language with children, without simplification.
- Language being stronger than before, including developing new words for modern uses, with the community expectation that it will continue to be used everyday across the community.
- Community members being committed to social and commercial enterprises that foster the use of language in daily life, including at work.

Explain your dreams here (think about five years, 15 years, 50 years):



Jamie Milpurr working with his grandmother Margaret Marlingarr to create oral translations of Kun-barlang stories by his grandfather, Frank Ambidjambidj. Photographed by Steven Bird, courtesy of Waruwi Language Centre.

Community assets


An asset is any useful or valuable person or thing. Each community will have many assets that could help to achieve language goals.

It is a good idea to make a detailed list of all your community assets early on, when planning your project.

Examples of assets that might be available to help you achieve your goals are listed below. Each one has been given a code for use later in this framework and in the diagrams, to help identify projects that might suit the range of community assets available.

- CM** **Community members**
This could be children, Elders, adults or anyone in the community. Community members could participate as knowledge holders, language experts, technical specialists (e.g., media, publishing, marketing, administration, project management), trainees, workers, or language learners. Community members can take on any role in a language project for which they are capable. Only list people who are available, willing to participate, and adequately skilled for the role.
- PUL** **People who can or do use language**
These are community members who use language in daily life, or would if they were asked, as well as existing language service providers. This group may include local translators or teachers, and may also include speakers of young languages, such as creoles, as they can contain traditional language words and structures.
- RFG** **Reference groups for language and culture**
Is there a local, state or regional reference group for language and culture?
- LS** **Linguistic skills**
Linguistics is the study of language. Linguists are people who have been trained to analyse the rich and complex structures of languages. This includes the way sounds in a language are made, the way words and sentences are formed, the meaning of words and sounds, and the way that language is used and transferred between people.

Depending on the project, you may or may not need a linguist. For further information about the role of linguists in a language project team refer to Part 2 of *Warra: Building teams, Building resources*, produced by First Languages Australia in 2015.



When looking for a linguist to participate in a project, ask other communities if they can recommend someone and ask them how well this person worked with the team and the community.

TS

Teaching skills

These can be formal teaching qualifications or a community member's natural ability to impart language knowledge to others.

RPS

Resource production skills

Language resources may be any tools that effectively increase language use. They can include posters, games, learner guides, dictionaries and videos.

A longer list of resources has been included in the 'Outcomes' section in this document.

Various skills are required to produce different types of resources. Think of anyone you know who makes resources or collaborates in resource production. Could their skills be used in your language project?

For detailed information about language resource production, First Languages Australia recommends reading *Warra: Building teams, Building resources*.

MS

Media skills

Is there someone who can be the spokesperson for language and for the language project? Does that person feel comfortable talking to the media, and have media contacts so they can help to share information about a project widely?

CS

Cultural skills

Are there people with cultural skills who could be involved in the project? For example: dancers, artists, or storytellers.

E

Equipment

What tools are available for the team to use for language work? For example: a photocopier, camera, paint, computer, database, pens and paper, smartphone, audio recorder, and editing equipment.

HD

Historical documentation

Historical documentation comes in many forms. Two common examples are archival recordings and manuscripts.

If others have worked on your language in the past, their materials might be available. If you know that such materials exist but you don't have copies of them, you might need to set up a project to identify and repatriate the materials. Repatriation may involve working with large institutions and can take a long time.

Check the major Australian language archives and the state and local libraries:

- *AUSTLANG*, Australian Indigenous Languages Database, austlang.aiatsis.gov.au
- Trove, trove.nla.gov.au
- *Rediscovering Indigenous Languages Project*, indigenous.sl.nsw.gov.au

Existing materials can be useful when you begin a new project. However, it is important to be aware of the legal ownership and intellectual property rights in these materials. For further information, refer to *Warra: Building teams, Building resources*, Part 6, 'Community control and ownership of resources'.

RL

Information about, or resources in, related languages

If there aren't many existing language resources, or if little or no work has been done on your language before, it is worthwhile checking with related language communities to find out if they have resources that could be useful. Check *Gambay - First languages map* (gambay.com.au) to identify languages closely related to your language, as their resources will be the most useful. As well as asking your neighbours, look in the major language archives to see what might be available.

ELT

Existing language tools

This can include anything that has been made to help increase language use in the past. Teaching kits, alphabet books, word lists, videos, radio shows, recordings and dictionaries are some examples. It might help to check these archives to see what more you can find:

- Living Archive of Indigenous Languages, cdu.edu.au/laal
- Mura, AIATSIS collections catalogue, aiatsis.gov.au/collections/using-collection/search-collection
- Your state or territory library.

LO

Local organisations

In many communities, some organisations can help to achieve language goals. For example, local businesses, schools, councils, health centres, legal centres and art centres. These organisations may be able to assist in various ways, including 'in-kind' support, such as offering venues for meetings or rooms to work in, or through loans or donations of equipment.

C&N

Contacts and Networks

Your own contacts and networks can help with reaching language goals. Think about the networks you are part of and how they might like to be involved in the process of increasing language use.



RC

Collaborations with researchers

Linguists, musicologists, anthropologists, educators, artists, software developers, designers, and health workers might all have skills and knowledge that can be helpful in reaching language goals.

For more information about research collaborations see: *Warra: Building teams, Building resources*, Parts 2 and 6.

SP

Strategic partnerships

Are there particular strategic partnerships that can be used to further your language goals. For example, if the community has a relationship with the parks and wildlife management service, or a local festival, could it be involved in increasing language use?

PM

Project management

Is there someone who has project management skills and experience, and will work well with the project team? This role can include managing staff, overseeing project budgets, and co-ordinating (including: finding, directing and supporting) the appropriate people and other assets required to make a project happen.

A

Administration

Administration is the process of running an organisation or project, including managing finances and corporate responsibilities. Some language projects partner with larger organisations to administer their projects.

Please add here any other assets that are not listed, but may be relevant to your community: e.g. time, space, money.

What skills are needed?

Training and mentoring can be the focus of a language project or they can happen alongside a project that has other goals. The most successful projects use every opportunity to share skills within the participant group, thus increasing the skills that the community has for future language projects.

Think about the type of training that would increase the community's skills for language work. It could include:

- Language teacher training.
- Resource production (including multimedia).
- Linguistics.
- Project management (including administration and staff management).
- Language documentation.

Is it important to have formal qualifications (from TAFE or university)?

Would it be useful to gain professional development, mentoring, or new skills, without the need for a qualification?

A small selection of language training options is included in the resources list at the end of *Junyirri*.


List any new skills that will help to achieve the community language goals:
It may be good add some of this information to your 'Dreams' response.



First steps – how the community assets can help

Being clear about what assets are available will help you to identify a suitable project and start the journey towards reaching your goals.


Following is a list of project types that are known to help increase the use of languages within communities.

 With each project type the likely minimal assets required (yellow icons) have been allocated.

Do not feel limited to the project types on this list. You may have an idea for a new project type that will effectively encourage language use in your community.

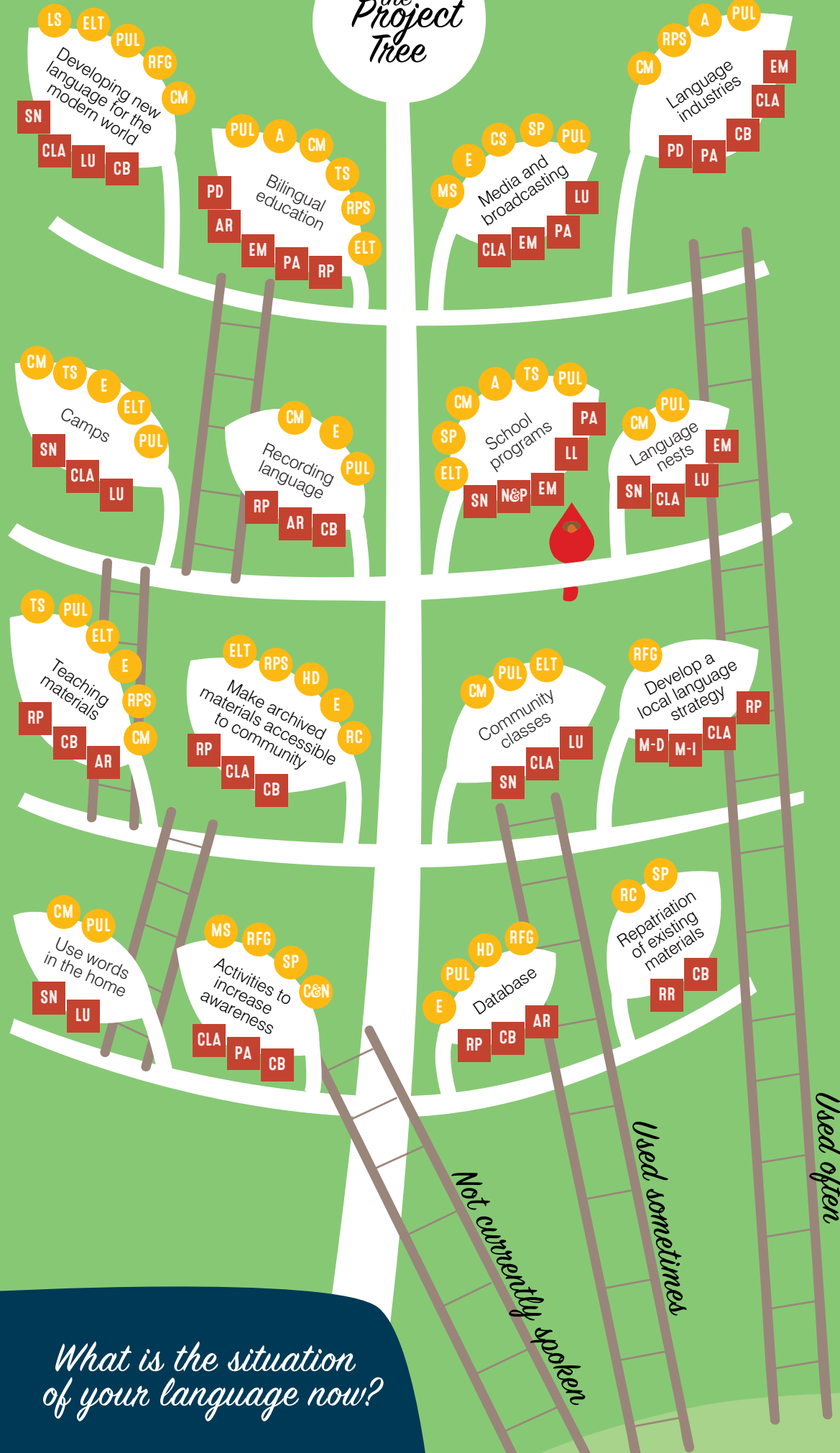
If you want to apply for funding for a new or innovative project, or anything that is not listed below, it is essential to explain to the funding body what the project is about, what it will achieve, and why it is the most appropriate way for your language community to reach their goal.

It is anticipated that all language communities will have the goal of increasing the use of their language across the community, and increasing or maintaining the level of complexity at which the language is used. Please keep this goal in mind and consider how your project will help to maximise language use.

 For each project type, red icons corresponding with likely outcomes have also been included. These outcomes can be called performance indicators and will be discussed in more detail later.

Many of the projects listed in the groups ‘Resource production’ and ‘Building community strength’ do not specify an increase in speaker numbers as a direct outcome of the project. However, projects can be designed to increase speaker numbers, while also producing resources and/or building community strength. First Languages Australia recommends designing projects that directly increase speaker numbers while also reaching other goals.

the Project Tree



Resources needed for projects

- A** Administration
- C&N** Contacts and networks
- CM** Community members
- CS** Cultural skills
- E** Equipment
- ELT** Existing language tools
- HD** Historical documentation
- LO** Local organisations
- LS** Linguistic skills
- MS** Media skills
- PM** Project management
- PUL** People using language
- RC** Research collaborations
- RFG** Reference groups
- RL** Related languages
- RPS** Resource production skills
- SP** Strategic partnerships
- TS** Teaching skills

Possible outcomes

- AR** Archiving
- CB** Capacity building
- CE** Committee established
- CLA** Community language awareness
- CLT** Community language team
- D** Dictionary
- EM** Employment
- LL** Language literacy
- LU** Language use
- M-D** Model or strategy developed
- M-I** Model or strategy implemented
- N&P** Networks and partnerships
- PA** Public awareness
- PD** Professional development
- PLD** Policy development
- RP** Resources produced
- RR** Resources repatriated
- SN** Speaker numbers
- T** Training

What is the situation of your language now?

Not currently spoken

Used sometimes

Used often

Project types

The following project types are grouped under four headings:

- Language teaching,
- Resource production,
- Building community language strength, and
- Language enrichment.

Language teaching

Indigenous researchers in Canada have worked with language communities to develop a tool that helps community members track and understand their language learning. The Indigenous language learning assessment tool is available for free use by anyone involved in language learning.

<https://uvic.ca/research/partner/home/currentprojects/language-assessment-tool/index.php>

In the home

This could involve parents teaching children or children teaching parents.

Community assets

- CM** Community members
- PUL** People using language

Possible outcomes

- SN** Speaker numbers
- LU** Language use

See: Muhlhausler, Peter, et. Al (2010) Keeping Language Strong within the Family, for some thoughts and suggestions.

Language nests

A language nest is a way of regularly bringing a group of people, usually young children, together with older speakers to speak only the target language.

Community assets

- CM** Community members
- PUL** People using language

Possible outcomes

- SN** Speaker numbers
- LU** Language use
- CLA** Community language awareness

For example: Mirima Dawang Woorlab-gerring Language and Culture Centre runs a Miriwoong Language Nest, mirima.org.au/language-nest.html

Although the term 'language nests' is used in various ways in Australia, it originated in New Zealand and Hawaii where it had a very specific meaning. The term originally referred to an older generation of fully proficient speakers immersing babies and toddlers in language through

daily routines and cultural activities, such as feeding, nappy changing, playing, making things, cooking, singing, dressing, bathing, washing, swimming, painting, going for walks and looking at things. It is natural language transition; no formal teaching is involved.

The British Columbian The First Peoples' Cultural Council has published some good resources and information about language nests.
fpcc.ca/language/Programs/Language-nest.aspx

Master/Apprentice

Creating a one-on-one immersion environment for regular language sharing between a speaker and learner

Community assets

- CM** Community members
- PUL** People using language

Possible outcomes

- SN** Speaker numbers
- LU** Language use

The Resource Network for Linguistic Diversity runs training in this method, rnld.org/MALLP

School programs

Collaboration between communities and schools to teach languages at school to Indigenous students or all students.

Community assets

- CM** Community members
- PUL** People using language
- TS** Teaching skills
- A** Administration
- ELT** Existing language tools
- SP** Strategic partnerships

Possible outcomes

- SN** Speaker numbers
- LU** Language use
- CLA** Community language awareness
- N&P** Networks and partnerships
- EM** Employment
- RP** Resources produced
- LL** Language literacy
- PA** Public awareness

Watch this film about the Wiradjuri language program for an overview of the potential of school language program: open.abc.net.au/explore/22207

Early childhood programs

This could be in the home, in a centre, at after-school care, the local library or at a community centre.

Community assets

- CM Community members
- PUL People using language
- ELT Existing language tools

Possible outcomes

- SN Speaker numbers
- LU Language use
- CLA Community language awareness
- LL Language literacy

For example, the after-school and holiday programs run by the Korrawinga Aboriginal Corporation for young Butchulla people, qilac.org.au/butchulla-students-bring-language-to-the-city

Community classes (formal and informal)

Classes can be run for any group at any level of language. Around the country, communities run their language classes in different ways using various teaching methods. Successful classes use a variety of methods to help the learner easily recall the language they have learnt so that they can use it in daily life.

Community assets

- CM Community members
- PUL People using language
- ELT Existing language tools

Possible outcomes

- SN Speaker numbers
- LU Language use
- CLA Community language awareness

Formal examples:

- *Mobile Language Team, mobilelanguageteam.com.au/information/training/*
- *Muurrabay Aboriginal Language and Culture Co-operative, muurrabay.org.au/muurrabay-resources/courses/*

Informal examples:

- *Butchulla language classes held at the Hervey Bay Library, www.frasercoast.qld.gov.au/local-history/-/journal_content/56/4362881/40365895*
- *Gija lessons at the Warmun Art Centre, warmunart.com.au/language/*

Teacher training

This could be professional development for teachers or support for community members in their efforts to become language teachers. Successful teacher training can happen both through formally registered training programs, as well as informally.

Community assets

- CM Community members
- PUL People using language
- TS Teaching skills
- A Administration
- ELT Existing language tools

Possible outcomes

- SN Speaker numbers
- LU Language use
- CB Capacity building
- PD Professional development
- EM Employment
- LL Language literacy

Informal examples:

- *Walalangga Yawuru Ngang-ga language program, yawuru.com/language-centre/*

Formal examples:

- *Master of Indigenous Languages Education, sydney.edu.au/education_social_work/future_students/postgraduate/deg_mile.shtml*
- *Certificate IV In teaching an Endangered Aboriginal Language, training.gov.au/Training/Details/10191NAT*

Camps

Creating a language immersion environment, by going away on camps and trips to Country, can be an important way of teaching language. Language camps can happen in any number of different ways.

Community assets

- CM Community members
- PUL People using language
- ELT Existing language tools
- TS Teaching skills
- E Equipment

Possible outcomes

- SN Speaker numbers
- LU Language use
- CLA Community language awareness

Here are two examples:

- *Mirawong, mirima.org.au/language-cultural-learning.html*
- *Adnyamathanha, mobilelanguageteam.com.au/about/detail/adnyamathanha_traditional_lands_association_atla_mens_camp*

Resource production

Before starting a resource production project *Warra*: Building teams, Building resources is recommended reading before starting a resource production project. *Warra* has been produced to guide language workers through the stages of resource production, and help avoid the hurdles others have experienced.

Database

A database collates language information and sometimes resources on a computer. Many language databases also have the ability to export wordlists, dictionaries and links to websites. A database may be accessed in a particular location or online (for example, on a website).

Community assets

- CM Community members
- HD Historical documentation, or People using language
- PUL
- RFG Reference groups
- E Equipment

Possible outcomes

- SN Speaker numbers
- RP Resources produced
- CB Capacity building
- AR Archiving

For example:

- *Miromaa*, miromaa.org.au/miromaa.html
- *Toolbox*, software.sil.org/toolbox/

Dictionary/Grammar

A dictionary is a document that lists every word used, heard, known or found; and their meanings and pronunciations. It may also include orthography or grammar information. Making a dictionary (or grammar) from scratch is a huge job, but with many little steps it is possible. It can be very helpful to collaborate with a linguist on a dictionary or grammar project like this.

Community assets

- HD Historical documentation
- PUL People using language
- RFG Reference groups
- E Equipment
- LS Linguistic skills

Possible outcomes

- RP Resources produced
- CB Capacity building
- AR Archiving
- D Dictionary

Muurrbay Aboriginal Language and Culture Cooperative have published dictionaries and grammars in six languages of their region, muurrbay.org.au/muurrbay-resources

IAD Press have published Picture Dictionaries in many Central Australian languages, iadpress.com/shop/category/aboriginal-languages/

Radio programs

Radio programs in or about language are a great way to access a broad audience. Many local broadcasters in regions around Australia are happy to support activities that share languages on the airwaves.

Community assets

- PUL** People using language
- MS** Media skills
- E** Equipment
- LO** Local organisations

Possible outcomes

- RP** Resources produced
- N&P** Networks and partnerships
- AR** Archiving
- CLA** Community language awareness
- PA** Public awareness

ABC Coffs Coast NSW, abc.net.au/local/stories/2010/07/02/2943206.htm

Teaching materials

It is important to have appropriate materials to support community language learning, such as, learner guides, alphabet books, class exercises, storybooks, games and multimedia.

Community assets

- CM** Community members
- PUL** People using language
- ELT** Existing language tools
- TS** Teaching skills
- E** Equipment
- RPS** Resource production skills

Possible outcomes

- RP** Resources produced
- CB** Capacity building
- AR** Archiving

Kaurna Warra Pintyanthi has produced a wide range of resources that have helped bring the Kaurna language back into daily use, adelaide.edu.au/kwp/resources

Recordings of language

Recording language speakers is an important part of language documentation. Today many communities are using recordings made in the past to bring their languages back into regular use. Other communities continue to record speakers for the production of new resources. When thinking about making recordings, find out what has already been recorded to make sure that new recordings capture new information.

Community assets

- CM Community members
- PUL People using language
- E Equipment

Possible outcomes

- RP Resources produced
- CB Capacity building
- AR Archiving

The website for Iltyem-iltyem, a Central Australian sign language project, provides access to a small selection of the recordings made as part of the project, iltyemiltyem.com/film

Public language use

Public statements in language increase public understanding of connection to Country and demonstrate language in use. Examples include public art, signage, and welcome to country ceremonies.

Community assets

- CM Community members
- HD Historical documentation, or PUL People using language
- ELT Existing language tools
- TS Teaching skills
- E Equipment
- RPS Resource production skills

Possible outcomes

- RP Resources produced
- CB Capacity building
- AR Archiving

A dual naming example from Tasmania: tacinc.com.au/category/news/dual-names/

Cultural activities and events

The practice and performance of cultural activities and events - both traditional and contemporary - can actively increase the use of language in communities. This includes such things as arts projects (e.g., dance, music, creative writing and film), land management (e.g., fire, water and botany), and tourism.

Community assets

- PUL People using language
- CS Cultural skills
- SP Strategic partnerships
- RFG Reference groups

Possible outcomes

- CB Capacity building
- CLA Community language awareness
- N&P Networks and partnerships
- PA Public awareness

- EM** Employment
- PD** Professional development
- LU** Language use

Bardi rangers, open.abc.net.au/explore/84153

Curriculum

Developing and implementing a local language curriculum will support the teaching of languages in schools for years to come. Working with an experienced teacher, linguist or foreign language teacher can be helpful through this process.

Community assets

- RFG** Reference groups
- ELT** Existing language tools
- TS** Teaching skills

Possible outcomes

- RP** Resources produced
- CB** Capacity building
- PD** Professional development

These are some guiding documents:

- *Australian Curriculum Framework for Aboriginal and Torres Strait Islander languages, australiancurriculum.edu.au/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/guiding-principles*
- *Board of Studies Teaching & Educational Standards NSW (BOSTES) – Writing a teaching and learning program, <https://ab-ed.bostes.nsw.edu.au/go/aboriginal-languages/practical-advice/writing-a-teaching-and-learning-program>*

Capacity building

Developing and implementing a local language strategy

This usually involves working with a local language committee or language team to define the current language situation, establish how the community would like their language to be used in the future and make a plan that will help the community reach its language goals.

Community assets

- RFG** Reference groups

Possible outcomes

- CB** Capacity building
- CLA** Community language awareness
- RP** Resources produced
- M-D** Model, business plan or strategy developed
- M-I** Model, business plan or strategy implemented

Working through Junyirri is one way to start the process of developing a language strategy. Further guidance for revival projects can be found from a number of sources: Peetyawan Weeyn: A Community Guide for Language Programs (vaclang.org.au/uncategorised/peetyawan-weeyn-a-community-guide-for-language-programs.html) and It's a hard road to hoe but you gotta start somewhere: Designing a Community Language Project (voced.edu.au/content/ngo%3A43932) are two useful tools.

Developing a language centre

Language centres come in many shapes and sizes, from those run out of a local school supporting a single language to those that cover an entire state. It may help to make contact with existing language centres to gain an understanding of the work they do and how they are managed.

Community assets	Possible outcomes
CM Community members	PA Public awareness
PUL People using language	CB Capacity building
SP Strategic partnerships	EM Employment
TS Teaching skills	
E Equipment	
A Administration	

There is a list of many of Australia's language centres at the end of Junyirri.

Repatriation of existing materials

When work/research has been done on a language, research materials, including recordings, are often deposited with archives or remain in the personal collections of the researchers. Communities may need to make a concerted effort to identify, locate and retrieve these materials so they can be used to support language use.

Community assets	Possible outcomes
RC Research collaborations	RR Resources repatriated
SP Strategic partnerships	CB Capacity building

The Resource Network for Linguistic Diversity (RNLD) makes some helpful suggestions, rnld.org/repatriating_materials

Making archived materials accessible to community members

When archiving language materials, it is important that highest quality copies are stored for future use. However, with regard to digital resources, for frequent use lower quality ‘access’ copies may be most appropriate for frequent resource use. Once materials have been identified, enabling access to them is a multifaceted task, which includes such things as digitising, archiving, cataloguing, building external partnerships, the creation of access versions, and ongoing management. Refer to *Warra: Building teams, Building resources*, for information about archiving and digital asset management.

Community assets

- HD** Historical documentation,
- PUL** People using language
- RFG** Reference groups
- E** Equipment
- ELT** Existing language tools

Possible outcomes

- RR** Resources repatriated
- CB** Capacity building
- CLA** Community language awareness

The Maningrida Digitisation Project is a useful example, call.batchelor.edu.au/project/call_project/call-maningrida/

Increasing awareness

Increasing awareness of language is an important part of any language project. This includes both increasing community language awareness, and raising public awareness and support for the local language.

The process of raising community awareness can begin with one person. If you are this person, contact First Languages Australia for some support materials to help you get started.

For raising public awareness the following community assets will be useful.

Community assets

- MS** Media skills
- RFG** Reference groups
- SP** Strategic partnerships
- C&N** Contacts and networks

Possible outcomes

- RP** Resources produced
- CB** Capacity building
- CLA** Community language awareness

ABC Open Mother Tongue is an example of a project which helped language workers to raise awareness about their languages, while increasing their media skills, open.abc.net.au/explore?projectId=95

Developing local, state or national language policies

To support the further use and development of language it may be important to work with others to develop a language policy.

Community assets

- PUL** People using language
- RFG** Reference groups
- SP** Strategic partnerships
- C&N** Contacts and networks

Possible outcomes

- PLD** Policy development
- CB** Capacity building
- PA** Public awareness

The NSW Aboriginal Languages Policy is an example, environment.nsw.gov.au/nswcultureheritage/aboriginallangspolicy.htm

Succession planning

Who is going to continue your language work? It is always important in language projects to make sure that new people become involved and that the knowledge of those who have been working in this area for a long time is transferred. This is relevant for individuals as it is for organisations.

Community assets

- CM** Community members
- A** Administration
- ELT** Existing language tools
- E** Equipment

Possible outcomes

- RP** Resources produced
- AR** Archiving
- CB** Capacity building

Language enrichment

Developing new language for the modern world

Often it is necessary to establish new words or phrases to facilitate interaction with English-speaking society. For example, creating or finding the words needed for communicating with/about Centrelink, medical services, legal services, or for all the modern objects in our daily lives.

Community assets

- CM** Community members
- PUL** People using language
- ELT** Existing language tools
- LS** Linguistic skills
- RFG** Reference groups

Possible outcomes

- SN** Speaker numbers
- CB** Capacity building
- CLA** Community language awareness
- LU** Language use

*Aboriginal Resource and Development Association works with Yolngu communities in this way,
<https://ards.com.au/culture-and-language-services/language-services/>
 The 'Filling gaps' section on Patyegarang: Indigenous Australian languages education website is a useful reference, [i
 ndigoz.com.au/language/gaps.html](http://ndigoz.com.au/language/gaps.html)*

Bilingual education programs

A strong bilingual program will see students become strong bilingual people by the time they leave school. In the 'Social Justice Report 2009', the Australian Human Rights Commission explains that bilingualism provides an advantage for minority language speakers. Keeping the mother tongue and then mastering English provides minority language speakers with the advantage of being able to operate in different contexts. This increases one's life chances and employment options.

Community assets

- CM** Community members
- PUL** People using language
- ELT** Existing language tools
- LS** Linguistic skills
- RFG** Reference groups

Possible outcomes

- SN** Speaker numbers
- CLA** Community language awareness
- LU** Language use
- PA** Public awareness
- RP** Resources produced
- EM** Employment
- PD** Professional development
- AR** Archiving

An example from Yirrkala, reconciliation.org.au/news/yirrkala-celebrates-40-years-of-bilingual-education

Friends of Bilingual Learning may be able to provide further information and helpful contacts, fobl.net.au

Media and broadcasting

Use of language within local media and communications is an essential service in remote Indigenous communities. These services provide access to relevant information, supporting health and wellbeing, enhancing skills and employment, and building social and economic development. The media can also be used as an important tool for recognition, empowerment and increasing language awareness within language communities and the broader public, even where languages are not strong.

Community assets

- PUL** People using language
- CS** Cultural skills
- SP** Strategic partnerships
- MS** Media skills
- E** Equipment

Possible outcomes

- LU** Language use
- CLA** Community language awareness
- PA** Public awareness
- RP** Resources produced
- EM** Employment
- AR** Archiving

*Radio Adelaide, South Australia,
radio.adelaide.edu.au/program/nganampa-wangka*
Indigenous Community Television (ICTV), ictv.net.au/about

Language industries

There are a variety of industries built around languages, such as publishing, editing, and translating. These industries provide essential services and may create employment for community members. However, it should be recognised that even the most efficiently run of these services are unlikely to be commercially sustainable if they are dealing with languages that have only limited numbers of speakers.

Community assets

- PUL** People using language
- CM** Community members
- SP** Strategic partnerships
- A** Administration
- E** Equipment

Possible outcomes

- LU** Language use
- CLA** Community language awareness
- PA** Public awareness
- RP** Resources produced
- EM** Employment
- PD** Professional development
- CB** Capacity building
- EM** Employment
- AR** Archiving

*A publishing example: IAD Press,
iadpress.com/shop/category/aboriginal-languages*

*An interpreting example: Kimberley Interpreting Service,
kimberleyinterpreting.org.au*

Local enterprise

Local enterprises, such as socio-economic projects, can work to increase the use of language. Projects that link language and culture with a positive economic outcome for community are vital for keeping languages strong. For example, commercial projects in arts and culture, health and wellness, tourism, and environment and adventure. See Example 4, for further explanation.

Community assets

PUL	People using language
CM	Community members
SP	Strategic partnerships
A	Administration
E	Equipment
RPS	Resource production skills
MS	Media skills
ELT	Existing language tools
RFG	Reference groups
CS	Cultural skills
PM	Project management

Possible outcomes

LU	Language use
CLA	Community language awareness
PA	Public awareness
RP	Resources produced
EM	Employment
PD	Professional development
CB	Capacity building
EM	Employment
SN	Speaker numbers

Two examples:

- *Karrke Aboriginal Cultural Tour, karrke.com.au*
- *Wula Guda Nyinda Eco Adventures, wulagura.com.au*



Outcomes (performance indicators)

Following is a list of likely project outcomes. Each of the following, likely outcomes has been matched to projects in the previous section to help you define the Performance Indicators for a funding application.

Do not feel bound by the suggestions. Use them only if they suit, and add your own. When writing an application, it will help to use your own words so the information you include is specific to your project.

Include as many performance indicators as you can but don't include any that you will not be able to achieve as the project proceeds. For example, if you plan to compile a database without much interaction with others do not put 'Increase speaker numbers' as one of the performance indicators. The database may help to increase speaker numbers in the future but is unlikely to be a direct outcome of the current activity.

Here are some examples of performance indicators:

SN

Speaker numbers

- Increasing the number of words known.
- Songs learned.
- Greetings learned and used.
- Increasing the complexity of language used.
- Increasing the use of grammar, or grammatical detail.
- Increase in conversational language used.
- Increasing the number of people using language on social media.

LU

Increasing language use

- Increasing the amount of language used.
- Increasing the domains/contexts in which language is used (such as ceremony, social interactions, social media, workplaces, school).

LL

Language literacy increased

CLA

Community language awareness

- Increasing the number of children who know their heritage languages.
- Increasing community knowledge of how to go about learning language.
- Increasing community knowledge about what practices encourage language use and what inhibits it.
- Increasing awareness of the value of being multilingual.
- Awareness of the circumstances that cause language loss.

PA Increased public awareness

T Training

- Language teacher training.
- Entry level training for language workers.
- Linguistics.
- Training using Indigenous methods (such as through observation and listening to stories).
- Accredited training.
- School or community classes.
- Training in resource production (including multimedia).
- Training in project management (including administration and staff management).
- Training of non-Indigenous people in Indigenous ways so that they can better support and respect the languages.

PD Professional development

RP Resources produced

- Story books
Victorian Aboriginal Corporation for Languages, vaclang.org.au/category/children-s.html
Batchelor Press, batchelorpress.com/catalog/bilingual-books
Binabar Books, binabar.com
Yawuru, yawuru.com/language-centre/resources
- Phone and tablet apps
Yawuru Ngan-ga and Jila, thoughtworks.com/insights/blog/preserving-culture-digital-age
- Dictionaries
LAD picture dictionaries, iadpress.com/shop/category/aboriginal-languages
- Recordings
Iltyem-iltyem, iltyemiltyem.com
- Translating known stories
Indigenous Literacy Foundation, indigenouslyliteracyfoundation.org.au/the-very-hungry-caterpillars-first-bite.html
- Alphabet books
Kaurna, adelaide.edu.au/adelaidean/issues/16521/news16545.html
- Games
- Websites
Maningrida Language Program, call.batchelor.edu.au/project/call_project/call-maningrida/
- Wordlists
Wangka Maya Pilbara Aboriginal Language Centre, wankamaya.org.au/pilbara-languages/thalanyji-resources

- Posters
Batchelor Press, batchelorpress.com/catalog/cards-posters
- Puzzles
- Social media campaigns
Parkes Wiradjuri Language Group, facebook.com/groups/ParkesWiradjuri
- Songs
123 Song in Pitjantjatjara, youtube.com/watch?v=DhIS-AXx0sA
- Videos
Mother Tongue, open.abc.net.au/explore?projectId=95
- Plays
Shakespeare's sonnets into Noongar, yirrayaakin.com.au/2015-what-s-on/news/yirra-yaakin-to-perform-at-shakespeare-s-globe-london/
- Naming things stickers
- Flash cards
Alphabet flash cards, kullillaart.com.au/kurrajong-aboriginal-abc-alphabet-flash-cards
- Promotional material
Injalak Arts, etsy.com/au/listing/499327916/unisex-cotton-t-shirt-barramundi-design
- Online teaching resources
Dharug dictionary, dharug.dalang.com.au/Dharug/language/dictionary
Kunwinjku, bininjgunwok.org.au/resources/kunwinjku-online-course/
- Archives
Living Archive of Aboriginal Languages, cdu.edu.au/laal
- Puppets and Toys
Ngukurr Language Centre, youtube.com/watch?v=caCLpjw84to
- Cooking lessons in language
Making Sop Sop in Kalaw Kawaw Ya, http://qilac.org.au/kalau-kawaw-ya-cooking-class/
- Dance workshops
Butchulla, qilac.org.au/butchulla-students-bring-language-to-the-city
- Language in art and photography
Mimili maku, mimilimaku.com
- Public and commercial signage
Dunghutti, interpretivedesign.com.au/portfolio/aboriginal/
- Tourism materials
Mowanjum Festival, mowanjumarts.com/festival
- Other...

- D** Dictionary produced
- RR** Resources repatriated
- AR** Archiving
- CB** Capacity building
- CE** Committee established
- CLT** Community language team established
- EM** Employment
- N&P** Networks and partnerships
- PLD** Policy development
- M-D** Model, business plan or strategy developed
- M-I** Model, business plan or strategy implemented



Central Queensland Priority Language Documentation Meeting. Courtesy Central Queensland Language Centre



Project Plan

You may like to document your language plan by summarising the information collated throughout *Junyirri* into a table like the one below.

Starting point	Your dreams for your language	Available community assets
<i>Summarise your current language situation.</i>	<i>Summarise your language dreams.</i>	<i>List your available community assets here. Use those listed above, or write your own.</i>

Project	Performance Indicators	Timeline
<p>Write about the project that you have chosen to undertake.</p> <p>Explain in detail:</p> <ul style="list-style-type: none"> - What the project is. - How it will help you take your language from your current situation along the path to your goal. - How it makes good use of your available assets. - Your expected outcomes. 	<p>List the Performance indicators/ outcomes that the success of the project should be measured against. Use outcomes listed in Junyirri, or write your own. Using your own words will ensure they relate specifically to your project.</p>	<p>Add dates for the major stages or progress points in the project.</p>



Example 1

‘My grandmother used to use a few words, but I don’t know anyone else who is interested, what can I do?’

Your **assets**

CM **Community members**

- You.
- Once you get started there may be others who are interested in learning with you.

ELT **Existing language tools**

- You can make a word list

This means you can think about **projects** such as:

- Encouraging language use in the home
- Collaborating with early childhood programs to start using language
- Increasing community awareness

Depending on the chosen project, the following **outcomes** are possible:

CLA **Increasing community awareness about language**

SN **Increasing speaker numbers**

LU **Increasing language use**

EM **Employing a community member**

LL **Increasing language literacy**

In the course of your initial projects you may wish to start entering language information into a database. This will help achieve additional **outcomes** such as:

- Producing new language resources.
- Increasing the capacity of the community to do language work in the future.
- Increasing the amount of language material in the archives. First Languages Australia strongly recommends archiving all the material you collect and the work you do, so that it can be accessed in the future. See: *Warra: Building teams, Building resources, Part 7.*

First, use what you can as much as you can.

- Start by making a list of all the words you can remember.
- Share the list with your family to find out what they remember (don’t worry if they have different memories, just write everything down).
- Make flashcards or photocopy booklets (pictures and words) for all the words on the list. Photocopy these and share with your extended family and other community members.
- Practise these words with children (and adults) whenever possible. Try to use these words instead of the English equivalent, perhaps even when talking to people outside the community.

Second, do some more research

- Ask around to see if anyone knows of community members or researchers who may have done work on your language in the past.
- Contact regional or state language committees, to ask if they know of work done on your language in the past.
- Check the AIATSIS databases (catalogue.aiatsis.gov.au and austlang.aiatsis.gov.au) to find the records of your language and whether any recordings or study have been done previously. Also check Trove for listings (trove.nla.gov.au). Try every different spelling imaginable.
- If there are materials listed, contact the archive to start the process of getting copies (there may be a long wait, so get in the queue early).
- If there isn't much available, check Gambay – Languages map (gambay.com.au) to look for related languages. Then find out whether the related languages have been researched, and if they have resources that can be adapted.
- Neighbouring language programs may also help you with learning correct pronunciation of your words.
- Let other people know what you have found as this can spark new memories and interest in your project.

Third, enter the language information collected into a database to help manage and share the growing collection of information.

- Access a copy of Miromaa, Toolbox, Excel or another language database. When looking for a suitable database, consider what sort of things it can be used to make. Some databases can export the entered language information as wordlists, flashcards or dictionaries. Refer to Warra: Building teams, Building resources (firstlanguages.org.au/projects/resources.html), for help with resource production.
- Enter the words, add an audio recording of the word (with you or someone else saying the word), and add images if relevant.
- Training can make language work easier. Regional and state language committees may be able to provide advice on training opportunities.
- It is important to export and distribute the information in the database so that your family and community can use the language as you go along. The process of collating a dictionary, for instance, can take many years, so don't wait until everything is collated before distributing the information.

Example language project plan – Encouraging language use in the home.

Starting point	Your dreams for your language	Available community assets
<p>Our country is in regional NSW. My family and I live on country but our community is spread out now. Many are still local but others are in Sydney, around NSW and in other parts of Australia.</p> <p>I don't know anyone else who is very interested, or anyone who has worked on our language in the past.</p> <p>The local council and broader community need education around working with our Aboriginal community.</p> <p>My grandmother used to use a few words.</p> <p>I have made a list of all the words I can remember and given this to family members so they can share their memories when they are ready.</p> <p>I have asked around and a few family members are expressing a mild interest.</p> <p>I have done an AIATSIS catalogue search and my language is there with a number of listings but I am not clear what these are or how to get copies.</p> <p>I am not aware of a language centre in my region.</p>	<p>I would like my family to be interested in knowing and learning their language.</p> <p>I would like to see significant words used on special occasions and when family get together.</p> <p>I would like the broader community to know about our language and display some interest in it.</p>	<p>CM Our community Me. I have decided to commit one hour a week for six months to see what I can achieve.</p> <p>LS Linguistic skills The list of 12 words that I can remember</p> <p>RPS Resource production skills My niece, Shari, is a primary school teacher who makes great teaching resources; she might be able to help me make flash cards when I have enough words.</p>

Project	Performance Indicators	Timeline
<p>Encouraging language use in the home</p> <p>Talk to family to see how they would like to be involved.</p> <p>Make flashcards and booklets (pictures and words) with the words you have.</p> <p>Photocopy the flashcards and give copies to family members, especially children, so they can learn to speak, read, and write the words.</p> <p>Use the words with children (and adults) whenever possible.</p> <p>Keep adding words to my wordlist as I expand my vocabulary.</p> <p>Research</p> <p>Continue talking to family to see what they remember</p> <p>Seek advice from AIATSIS on what materials they have related to my language and how to obtain copies of these materials.</p> <p>Contact the State library to learn what they have in their collection related to my language and how to obtain copies of these materials.</p> <p>Contact First Languages Australia to find out whether there is a language centre that might know about the languages in this region.</p> <p>Increasing community awareness</p> <p>I will keep my family informed of all the information I find.</p> <p>When I have 20 relevant words I will talk to my family about whether it is OK to share my wordlist/flash cards with the local daycare centre.</p> <p>Talk to Shari about other resources to make with the word list and find out how these could be used in schools.</p> <p>Make some games/songs that we can use in the family to help us expand our vocabulary.</p>	<p>SN Speaker numbers</p> <p>Increasing speaker numbers in the family</p> <p>LU Language usage</p> <p>Increasing language use in the family</p> <p>LL Language literacy</p> <p>Increasing language literacy in the family</p> <p>CLA Community language awareness</p> <p>Increasing community awareness about language in the family</p> <p>Increasing my own language knowledge and understanding of:</p> <ul style="list-style-type: none"> - my language - the language networks in my state - useful historical materials in the archives - the types of resources useful to local schools <p>RP Resource production</p> <p>Growing the wordlist</p> <p>Making and sharing learning resources.</p>	<p>First month</p> <p>Talk to family. Explain my six month plan.</p> <p>Work with Shari to make flash cards</p> <p>Second month</p> <p>Contact all the relevant archives</p> <p>Talk to First Languages Australia</p> <p>Make a plan to get access to any useful materials held</p> <p>Third month</p> <p>Share the flash cards or booklets with family.</p> <p>Let everyone know what historical materials are in the archives.</p> <p>Fourth month</p> <p>Work with Shari to make simple games, songs and other learning tools for use in the family.</p> <p>Fifth month</p> <p>Talk to family about how they would like to see language being used in the future.</p> <p>Talk to family about whether it is appropriate to share the resources made with the local childcare centres and schools our kids attend.</p> <p>Sixth month</p> <p>Collate a summary of everything we have done/learnt/ found.</p> <p>Make a plan for the next six months.</p>



Example 2

‘We have a dictionary and flashcards but how do we get people to talk?’

You have a significant **asset**.

ELT Existing language tools

Now you need to find or assemble a group of people who want to speak.

CM Community members

Having significant resources is one part of the equation. What is needed next is a group of community members who are interested in learning the language. It may also be necessary to create a supportive environment in which language can be used.

If there isn’t already a group of community members ready to start language classes it is time to raise awareness within the community. It may also be important to increase the respect and support for your language in the broader local community. Creating a local environment that is interested and supportive will help your language to flourish.

Your first **project** undertaking is:

Raising awareness

Your first **outcome** will be:

CLA Increasing language awareness

First, raise awareness within the language community

In some regions, finding a group of interested adults will not be easy. There are many reasons why people may have concerns about using language and/or encouraging children to use their traditional languages. Some of these are historic. Others are a result of not understanding the benefits of multilingualism. In Australia many people think that learning more than one language as a child (or adult) will be confusing and make it harder to achieve competency in either language. This is not the case. In fact around the world studies show that multilingual children gain higher levels of academic achievement across all subjects. These benefits also extend beyond school.

To overcome community misconceptions and to help people come to a greater understanding of and interest in their language/s it may be necessary to start a process of raising community awareness. Groups around Australia have developed friendly resources to help raise community language awareness. Contact state and regional language centres and committees for further information. Refer to the contributors list at the end of Junjirri for to find a support organisation near you.

Secondly, community classes or activities

There are a number of different types of classes or activities that may help to encourage community members to use their language. These include:

- informal classes
- school programs
- formal community classes
- using language at home.

The first task might be to find someone to teach the classes. Don't let this stop you as it is a problem everywhere! Depending on the region there are different options for teacher training. Many people are willing to be language teachers while learning their language. This may sound difficult but teaching the language just learnt is an effective way to embed the teacher's own learning, so it helps both the teachers and students. A selection of training options is included in the resources list at the end of *Junyirri*. Regional or state language centres and committees can provide information about language teacher options in their regions.

Thirdly, here are a few suggestions of things to do if the general public in your region is not supportive of language.

These activities can happen in parallel.

- Establish a local language committee or community language team. This doesn't have to be a formal entity – it may be a reference group or a working group, or both.
- Establish a local language plan. Determine the community's long and short-term language goals together with the committee and the team.
- Create a local language awareness presentation targeted at the general public. Again, regional and state language centres and committees can help with this.
- Talk to local organisations, such as schools, councils, health centres and Centrelink. Ask if they would be interested in having a language awareness session run as professional development for their staff.
- Identify organisations that are interested in language, and talk with them about how they can help to support language use in the region.

Example language project plan – Raising community awareness and interest in language use.

Starting point	Your dreams for your language	Available community assets
<p>Our country is in Far North Queensland.</p> <p>Some people have done significant work on our language in the past. However, we do not have any speakers.</p> <p>We have a dictionary and flashcards.</p> <p>I live in Cairns as do my immediate family and many community members, but there are lots of community members who live on country and most of us in Cairns go back and visit whenever we can, for example, on school holidays.</p> <p>Many community members know words and phrases but very few people use them.</p> <p>I think there are also a handful of people who would be interested in learning more but we are not sure how to go about learning.</p> <p>Although language use was discouraged in the past and our language fell from daily use, I don't think community members want to be held back by this. Rather, I think we are used to speaking English so we don't use language out of habit.</p>	<p>I would like to see our language spoken daily at the highest levels we can. For example: the use of common words and phrases in general conversation, and the use of conversational language between friends and family.</p> <p>I would like to see everyone in the region supportive and proud that language is being used within our language group and the broader community.</p> <p>I would like to see signage in local language and the Council and local schools to be including language in their public projects.</p> <p>I would like to see regular community classes open to all ages for people to get together and discuss language, learn more about our language (words and grammar), and practice language together. These 'classes' should be a celebration of our language with lots of activities rather than sitting at desks.</p>	<p>ELT Existing language tools</p> <ul style="list-style-type: none"> • Dictionary • Flash cards

Project	Performance Indicators	Timeline
<p>The aim of the project is to raise community awareness of, and interest in, language by finding a core group of community members who are willing and eager to speak language daily.</p> <p>Raising awareness I will start discussions with my siblings and cousins about why we don't use language and whether they would like to use it more.</p> <p>I will do this by compiling a list of words and phrases I can use easily in daily life, particularly with my children and family. This list will be shared with other community members (particularly family). For conversation with the children I will identify phrases that we can use frequently. For adults it will be language we can use when we see each other, on the phone or on social media.</p> <p>Once a small group of adults has been identified, maybe four or five people, we will work together by phone and email to make a plan. Preliminary consultations with community suggest that the language plan will include two different but related focus areas of action: 1. promoting the use of language at home; and 2. increasing language awareness in the general community.</p> <p>Focus Area 2 is especially important as a model for our language region, as this will have the effect of encouraging community members to take more of an interest in our language, and from there expanding the use of language in homes.</p> <p>As well as using language as much as possible I will identify a new phrase each week to focus practice around. I will put the 'phrase of the week' on my Facebook page each week to remind people and prompt discussion.</p> <p>Resources for use at home This will include use of the existing flash cards at home with the children. Also: Labeling plants and animals in their books; Sourcing a book of the plants and animals of our region for labeling and making more flash cards.</p> <p>Language camp During the September school holidays we will arrange a 'language camp' for anyone who is interested. The first camp will focus on language awareness and using and sharing a few words and phrases. Project leaders will teach the children to sing songs in language. Then the children will sing the songs to teach the adult participants. Also the adults will take the kids walking (with their wordlists) to identify plants and animals that we see. Depending on interest, we may also invite someone from outside the community to come along for a day and talk about grammar. Each family participating will be asked to prepare a game that we can all play together to help us learn and use language in a fun and memorable way. The camp will be held on Aunt Mary's property. Each family will cover their own costs and bring their own food and camping equipment.</p>	<p>CLA Community language awareness Increasing language awareness within the community</p> <p>LU Language usage Increasing language use within participating families.</p>	<p>First month Start discussions with family to see who is interested in participating.</p> <p>Compile list of words and phrases for my personal use, and for 'phrase of the week'</p> <p>Share the list with family.</p> <p>Start using language with my kids.</p> <p>Initiate phrase of the week.</p> <p>Month two Start email discussions with interested family members (the language team) toward a 'language plan'. Keep a record of the discussion and ideas.</p> <p>Begin using language on social media with family.</p> <p>Explore games with the kids that can help us learn and remember together, and use language more.</p> <p>Look at our reading books with the kids and label them together.</p> <p>Month three Discuss the idea of a 'language camp' in the September holidays (month 7).</p> <p>Get an idea of the number of people interested and check with Aunt Mary that she is happy to host the camp.</p> <p>If the kids are interested take some of the labeled reading books and a word list to school to share with their classroom teacher.</p> <p>Month four Compile a basic language plan based on conversations to date and distribute it to interested people for feedback and further contributions.</p> <p>Assuming the language camp is going ahead, let people know the dates and invite people to come along.</p> <p>Distribute a list of what to expect, what to bring, and how to participate.</p> <p>Apply for time off work to attend.</p> <p>Month six Work on our language game for sharing at the camp.</p> <p>Check our camping equipment.</p> <p>Month seven Camp</p> <p>Month eight Review activities to date with the language team, and make a plan for the next six months.</p>



Example 3

‘Our children learn our language as their first language but it is not as detailed as the language that our grandmothers speak. How do we make sure that children are learning the rich language?’

Encourage people to speak the richest and most detailed level of language they can with their children all the time. Languages, like communities, change over time and young people do not necessarily want to talk in the same way as their Elders. However, it is important that parents and carers use language with children in the fullest way they can. This may require finding new opportunities for storytelling or ceremony that share rich language more often, or it may involve working with parents to make sure they understand why it is important not to simplify their language for children.

The home is the most important place for language learning. Awareness raising through workshops and information sessions can support parents and carers in their understanding of language and of the parts of the language they need to focus on, but home is where children will innately learn the intricacies of their language.

The types of **projects** to focus on are:

- In the home.
- Language nests.
- Camps.

Likely **outcomes**:

SN Speaker numbers

- Increasing the level of language detail used.
- Increasing the use of grammar, or grasp of grammatical detail.

CLA Community language awareness

- Increasing community knowledge of how to go about learning language.
- Increasing community knowledge about which practices encourage language use and which inhibit it..



Lower (Southern) Arrernte elicitation with Celeste Humphris, Maria Stewart, Christobel Swan and Violet Doolan in Apatula. Photo by Will Fisher and supplied by the South Australian Mobile Language Team.

Example language project plan – Encouraging people to speak the most rich and detailed language.

Starting point	Your dreams for your language	Available community assets
<p>The community is in central Northern Territory.</p> <p>Most of the language speaking community are centred around the three largest townships though there are also many people elsewhere.</p> <p>Although the children speak it as their first language, it is not as detailed as the language that our grandmothers speak.</p> <p>Children in each township use language slightly differently. Those closest to the major town in the region speak a lot more Kriol than those who are more remote.</p> <p>Also two townships have a strong language advocate but the third one doesn't. The presence of a language advocate also seems to have an impact on the way language is viewed by the local schools and broader community.</p> <p>There is a strong feeling from Elders in all three locations that the children's language is getting 'weak'. However there seems to be little practical knowledge about strategies to address the weakening of language.</p> <p>Though there is a lot of concern about language, there is not a formal language team.</p> <p>One community has an active art centre which may be supportive of this activity.</p>	<p>There is consensus in our language community regarding the importance of language and the critical role of a strong language for the future well-being of our people.</p> <p>We would like to see broader recognition of our languages in the non language speaking community and in Australia generally.</p> <p>We would like to see language recognized in the education system and in other public services in our region.</p> <p>It is important that children learn the rich language. Our community will continue to be actively multilingual and children will grow into adults with a full comprehension of their own languages, and English, as well as being able to communicate in any modern Indigenous Language that is used across our region.</p>	<p>CM Community members</p> <p>Bruce – Primary school teacher Fred – teachers aid Patricia – teachers aid Bai Bai – Language advocate Betty – Language Advocate</p> <p>PUL People who can or do use language</p> <p>CM Our Community</p> <p>RFG Regional reference groups for language and culture</p> <p>There is no formal reference group but there are two language advocates with an excellent working relationship. The two language advocates have indicated their support for the project and their interest in providing guidance to the project team.</p> <p>SP Strategic partnerships</p> <p>The Art Centre has an appropriate and functional space and the language advocates from both towns are comfortable there. They also have a photocopier and the manager has supported similar community projects.</p> <p>The school might also be willing to host project meetings and events.</p> <p>Also available</p> <ul style="list-style-type: none"> LS Linguistic skills TS Teaching skills RPS Resource production skills MS Media skills CS Cultural skills E Equipment HD Historical documentation ELT Existing language tools LO Local organisations C&N Contacts and networks RC Collaborations with researchers

Project	Performance Indicators	Timeline
<p>This project aims to encourage people to speak the most rich and detailed level of language they can with their children all the time. Languages, like communities, change over time and young people do not necessarily want to talk in the same way as their Elders. However, it is important that parents and carers use language with children in the fullest way they can.</p> <p>A language team will be established for this project including, Bruce, Helicopter, Patricia, Bai Bai and Betty.</p> <p>Project meetings will have to be held before school in the mornings, either at the Art Centre or the school.</p> <p>Initial discussions will focus on how the project can help raise awareness of the importance of speaking detailed language with children. Together the team will discuss what language is appropriate to use with children and how to introduce 'older' language that children are no longer frequently coming into contact with.</p> <p>This may require finding new opportunities for storytelling or ceremony that employ the use of rich language more often.</p> <p>Likely actions: Community awareness campaign, including:</p> <ul style="list-style-type: none"> • Weekly radio discussions and lessons. • Posters at the health and art centre. • Selecting a song cycle that includes old language and teaching some kids to perform it in a funny way to attract attention. • Record the children's performance of the old language and broadcast it on YouTube, • Perform the old language at the Barunga Festival and end of year performance at school. <p>Community workshop Parents and grandparents will be invited to a workshop to listen to recent recordings of children and grandparents telling stories and talking about the language differences.</p> <p>This activity will be focused on stimulating discussion amongst people - particularly about why it is important not to simplify their language for children.</p> <p>Another action will be designed to collect strategies from the participants for supporting the use of language in the home. Further, the project will stimulate discussion about the 'language nest' model.</p> <p>Participants will choose a number of strategies suggested at the workshop and support these getting started.</p>	<p>LU Language use Increasing the level of language detail used</p> <p>Increasing the use of grammar, or grasp of grammatical detail.</p> <p>CLA Community Language Awareness Increasing community knowledge of how to go about learning language</p> <p>Increasing community knowledge about the practices that encourage language use and what inhibits it</p>	<p>Month one Meet with language team, weekly. Make plans for getting more people involved, and raising community awareness.</p> <p>Month two Meet with the radio station to talk about making a promotional segment or getting a regular slot to talk about language.</p> <p>Talk to the art centre and the health centre and identify someone to design a poster for those places.</p> <p>Fortnightly language team meetings.</p> <p>Talk to the school about how it can be involved.</p> <p>Identify young people for performances and recordings.</p> <p>Month three Begin awareness campaign, including:</p> <ul style="list-style-type: none"> • performance rehearsals with kids • radio program • identify people to record the performances <p>Month six Community workshop to discuss and review the strategies.</p> <p>Month seven Implement home language strategies.</p> <p>Month twelve Document any noticeable changes in the language being used by children.</p> <p>Bring people together to talk about what has worked; what hasn't; what further support is required.</p> <p>Make a plan for the next six months.</p>



Example 4

‘Our language is the primary one used in our community but English is encroaching as we increasingly live in two worlds. All our working lives are conducted in English. What do we do to make sure that our languages continue with strength into the future?’

It is likely there are broadcasting activities and possibly translation services conducted in your language.

There is an argument that languages will not continue to be used unless there is a socio-economic reason for this to happen. This does not mean they need to make money, rather it means there has to be a reason to value language that adds to the economic sustainability of the community. Building language into relevant community projects and local business can be an important step in ensuring that community members are using language at work. Existing ranger programs, land management activities, multimedia programs, tourism operations, and other cultural enterprises are important first targets. Embedding language in this work adds value for the audience as well as helping to meet the language needs of the community.

Programs to consider:

- Developing new language for the modern world.
- Local enterprise.

Possible **Outcomes** for the success of your project to be measured by:

- M-D** Model, business plan or strategy developed
- M-I** Model, business plan or strategy implemented
- LU** Increasing language use
- N&P** Networks and partnerships
- T** Training
- EM** Employment
- CB** Capacity building
- PA** Increased public awareness



Ritharru/Wägilak documentation teams.
Nicola Bell Photography, supplied by the Ngukurr Language Centre.

Starting point	Your dreams for your language	Available community assets
<p>The language community is in the north west of South Australia.</p> <p>The local language is the primary one used in our community but English is encroaching as people increasingly live in two worlds. For many people, their working lives are conducted in English.</p> <p>There are broadcasting services, some interpreting and some teacher training programs for our languages.</p> <p>The language community is dispersed. Many people have moved to Adelaide, Alice Springs and elsewhere for work and school. However, many people also live on the homelands.</p> <p>Some people from other language groups also speak our language, even if they do not speak their traditional languages. A few non-Indigenous people also speak our language.</p> <p>At this stage community enterprises do not have language embedded in them, however there is community interest in looking to the future and talking about how we can make this happen.</p>	<p>We want our languages to:</p> <ul style="list-style-type: none"> • continue with strength into the future. • be relevant in our contemporary world. • be able to be used in all aspects of life including our multi-lingual working lives. • be recognized and supported in the broader world. <p>We see a future in which all community members are able to fully participate in both the English speaking world and our cultural world and these worlds are treated with equity and with respect.</p> <p>We see a future where our language has official recognition.</p>	<p>Priority assets</p> <ul style="list-style-type: none"> CM Community members PUL People who can or do use language RFG Regional reference groups for language and culture LO Local organisations CS Cultural skills <p>Also available if necessary</p> <ul style="list-style-type: none"> LS Linguistic skills TS Teaching skills RPS Resource production skills MS Media skills HD Historical documentation RL Information about, or resources in, related languages ELT Existing language tools E Equipment C&N Contacts and networks RC Collaborations with researchers SP Strategic partnerships PM Project management A Administration

Project	Performance Indicators	Timeline
<p>Building language into relevant community projects and local business will be an important step in ensuring that community members are using language at work.</p> <p>Embedding language in the working lives of community members will add value for the users of the services as well as helping to meet the language needs of the community into the future.</p> <p>Existing ranger programs, tourism operations, and other cultural enterprises will be the important first targets.</p> <p>The first part of the project will involve a community engagement activity designed to bring local businesses, particularly cultural businesses, together to explore how language can be used more in their work, including:</p> <p>What benefits this will bring to the services they provide. For example, Billy's tours might be able to add an informal language class as part of his cultural tours. He might also be able to use more language on his Facebook page, and this could help him promote the fact that this tour is really run by local community members and has direct links with the community.</p> <p>What benefits this will bring to the service providers. For example, Billy will be able to use and encourage the use of language for at least part of his day. And when he and other tour guides speak language the tourists will more easily accept this, so the guides will not feel like they need to only use English while the foreigners are present.</p> <p>What benefits this will bring to the community. For example: No one else in the region is using language as a selling point for their cultural tours. It could be a point of difference. Use of language in this way can give our language (and community members) a higher status. Other community members will be inspired to see new ways to work with our language</p> <p>The attendees at this initial community engagement will select three priority businesses. These businesses will pilot the introduction of language into their work for the period of a year. The organisations will agree to have staff and management report back to the larger group at the end of this period on the successes and learnings from their experience.</p> <p>Each of the three organisations will be supported to develop a language plan for their organisations. Priority actions will be identified. These will be reviewed every three months in a brief meeting to look at progress and decide how to improve the use of language in the businesses.</p> <p>The organisations will be supported to document their actions and efforts to make a report to the working group.</p>	<p>LU Increasing language use Increasing the contexts in which language is used (including social media, workplaces, marketing materials)</p> <p>CLA Community language awareness Increasing community knowledge about practices that encourage language use and factors that inhibit it. Increasing awareness of the value of being multilingual. Increasing awareness of the circumstances that cause language loss</p> <p>PA Increased public awareness</p> <p>PD Professional development Participating staff and management will be given on the job training on how to include language into their work</p> <p>RP Resources produced Marketing materials</p> <p>CE Committee Established The initial meeting participants will be considered a working group who review the projects effectiveness at the end of the pilot period.</p> <p>M-D Model, business plan or strategy developed</p> <p>M-I Model, business plan or strategy implemented</p>	<p>The first month will be spent promoting the project and encouraging the relevant businesses to get involved.</p> <p>The second month Initial community engagement meeting.</p> <p>The third month will be spent working with the selected businesses to develop a language strategy for their organisation.</p> <p>The fourth month will be spent working with these organisations to train staff and begin implementing relevant actions from the strategy.</p> <p>Months seven to twelve Meet with organisations and review</p> <p>Month thirteen Meet with organisations and help them prepare reports to the working group.</p> <p>Month fourteen Organisations meet with working group to report implemented strategies, and propose further actions.</p> <p>Working group proposed three new organisations to participate based on the successes of the pilot project.</p> <p>The new organisations will each be partnered with one of the original organisations in the development of their language strategy.</p>



Looking ahead – Building for the future

There are a few additional things to consider in any language planning.

Promotion

Publicise what you are doing to build community interest and support and attract helpers – it's a long road and needs as many hands as possible.

Some projects have promotion as their primary purpose others need to consider ways of raising awareness separate to the actual activity. This may include working on stories with community radio or TV, or talking about the project at community meetings or social events. For further information about promoting language projects refer to *Warra: Building teams, Building resources, Part 8*.

Building momentum

Use whatever you can find to keep the ball rolling. Each small step is progress, and while it takes a long time the combined effect of many small steps can be surprising.

Review and revise

It is worth constantly reviewing what's working and what's not and being prepared to try different approaches until you settle on what suits your local situation. As your language situation changes new approaches will be needed.

Using it (or losing it)

Hearing their own language spoken has had a huge impact on many people. Use your language as often as possible to increase use of the language, even in small ways. Greetings and Welcome to Country are a useful to start.

A 'household language plan' can be valuable tool for regular language practice in the home and keeping high morale.

Above all, encourage wider use of language in as many situations as possible, even if it is only short phrases or single words – songs, performances, sports slogans, in anything that will help keep them current.

Using the suggestions in this framework will help you move one step or many steps along the road to realising your dreams for your language so Australia's own languages will take their place again as an important part of daily life in communities everywhere.

Key

Community assets		Possible outcomes	
A	Administration	AR	Archiving
C&N	Contacts and networks	CB	Capacity building
CM	Community members	CE	Committee established
CS	Cultural skills	CLA	Community language awareness
E	Equipment	CLT	Community language team
ELT	Existing language tools	D	Dictionary
HD	Historical documentation	EM	Employment
LO	Local organisations	LL	Language literacy
LS	Linguistic skills	LU	Language use
MS	Media skills	M-D	Model, business plan or strategy developed
PM	Project management	M-I	Model, business plan or strategy implemented
PUL	People using language	N&P	Networks and partnerships
RC	Research collaborations	PA	Public awareness
RFG	Reference groups	PD	Professional development
RL	Related languages	PLD	Policy development
RPS	Resource production skills	RP	Resources produced
SP	Strategic partnerships	RR	Resources repatriated
TS	Teaching skills	SN	Speaker numbers
		T	Training

Project type	Community assets	Possible outcomes
Language teaching		
Language nests	CM PUL	SN CLA EM LU
Master apprentice	CM PUL	SN T LU
School programs	CM TS PUL A ELT SP	SN CLA N&P EM RP PA LL LU
Early childhood programs	CM PUL ELT	SN CLA LL LU
Community classes (formal/informal)	CM PUL ELT	SN CLA LU
Teacher training	CM TS PUL A ELT	T EM CB PD LU
Camps	CM TS E PUL ELT	SN CLA LU
Resource production		
Database	E PUL HD RFG	SN RP CB AR
Dictionary / Grammar	LS E PUL HD RFG	RP CB AR D
Radio program	MS E PUL LO	CLA N&P PA AR
Teaching materials	CM TS RPS E PUL ELT	RP CB AR
Recordings of language	CM E PUL	RP CB AR
Public language use	PUL HD C&N RFG	PA T CLA LU
Cultural activities and events	RFG SP CS PUL	CLA N&P PA EM CB PD LU
Curriculum	RFG ELT TS	EM CB PD

Project type	Community assets	Possible outcomes
Capacity building		
Developing/implementing local language strategy	RFG	M-D M-I CLA CB RP
Developing language centre	CM SP RPS E PUL A	PA CB EM
Repatriation of existing materials	RC SP	RR CB
Making archived materials accessible to community members	RPS E HD ELT RC	RP CLA CB
Increasing awareness	MS RFG SP C&N	CLA PA CB
Developing local, state or national language policy	RFG PUL SP C&N	PLD PA CB
Succession planning	CM E ELT A	AR CB RP
Language enrichment		
Developing new language for the modern world	CM LS PUL ELT RFG	SN CLA CB LU
Bilingual education programs	CM TS RPS PUL A ELT	SN CLA PA RP EM PD AR LU
Media and broadcasting	MS E PUL SP CS	CLA PA AR EM LU
Language industries	CM RPS PUL A	LU CLA PA RP EM PD CB EM AR
Local enterprise	CM RPS MS E PUL ELT RFG SP CS PM	SN CLA LU EM CB PD RP

Helpful resources

This list will assist those looking for more information. If you use other resources for language planning that you would like to share, please send the details about them to First Languages Australia for inclusion on this list.

Starting a Community Language Revival Project

Paton, P. and Eira, C., 2011. *Peetyawan Weeyn: A Guide to Language Revival*

Eira, Christina and Couzens, Vicki, 2010. *Meeting point: Setting up a Typology of Revival Languages in Australia (and associated framework)*. Victorian Aboriginal Corporation for Languages/AIATSIS Grant Project. vaclang.org.au/projects/meeting-point-language-revival-typology-project.html

NSW Board of Adult and Community Education, 2006. *It's a hard road to hoe but you've gotta start somewhere: Designing a Community Language Program*. A resource for Indigenous communities. ace.nsw.gov.au/images/files/stats/Publications/Its%20a%20hard%20road%20to%20hoe%20Language%20Resource.pdf

Starting a school project

Australian Curriculum Reporting and Assessment Authority (2015). *The Australian Curriculum, Framework for Aboriginal Languages and Torres Strait Islander Languages*, <https://australiancurriculum.edu.au/f-10-curriculum/languages/framework-for-aboriginal-languages-and-torres-strait-islander-languages/>

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Purdie, Nola, et. al., 2008. *Indigenous Languages Programmes in Australian Schools: A Way Forward*, Australian Council for Educational Research. research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=indigenous_education

Queensland Department of Education and Training, 2011. *Aboriginal and Torres Strait Islander Languages in Education Queensland Schools: A Guide to Implementing the Aboriginal and Torres Strait Islander Languages Syllabuses – Information for Principals*, Queensland Government. qcaa.qld.edu.au/downloads/p_10/snr_at_si_languages_11_implement.pdf

Other resources that support the development and delivery of a local language curriculum are listed in the teachers' notes section of *Gambay – Languages map*, gambay.com.au/teachers/starting

Encouraging language use at home

Muhlhausler, Peter, et. Al., 2010. *Keeping Language Strong within the Family: Recommendations for Families and Communities*, University of Adelaide.

Hinton, L. (Ed.), 2013. *Bringing Our Languages Home: Language Revitalisation for Families*. Berkeley, California: Heyday.

A small sample of language training options

Tools and practices for language documentation,
miromaa.org.au/miromaa/training-workshops.html

Documenting and Revitalising Indigenous Languages (DRIL) program,
rnld.org/DRIL

Certificate III in Learning an endangered Aboriginal language,
training.gov.au/Training/Details/10190NAT, and Certificate IV in
Teaching an endangered Aboriginal language, training.gov.au/Training/Details/10191NAT

Master of Indigenous Languages Education, sydney.edu.au/education_social_work/future_students/postgraduate/deg_mile.shtml

Bachelor of Indigenous Languages and Linguistics, stapps.cdu.edu.au/f?p=100:31:2677077297518179:::P31_SEARCH_COURSE:BILL

Diploma of Interpreting,
courses.batchelor.edu.au/ofcourse/course/diploma-interpreting

Massive Open Online Course (MOOC) in Language Revival,
edx.org/course/language-revival-securing-future-adelaidex-lang101x

Other useful references

First Languages Australia, 2015. *Warra: Building teams, Building resources*.
firstlanguages.org.au/projects/resources.html

Henderson, John (Ed.), 2014. 'The Role of Linguists in Indigenous Community Language Programs in Australia'. In *Language Documentation and Conservation*, Vol. 8. University of Hawaii Press.
nflrc.hawaii.edu/ldc/?p=382

Hobson, J., et al., (Eds), 2010. *Re-awakening Languages: Theory and practice in the Revitalisation of Australia's Indigenous Languages*, Sydney University Press. ses.library.usyd.edu.au/handle/2123/6647

Fishman, J. A. (Ed.), 2001, *Can Threatened Languages be Saved?: Reversing Language Shift, Revisited – A 21st Century Perspective*. Multilingual Matters. multilingual-matters.com/display.asp?K=9781853594922

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McIvor, O., and Jacobs, P., 2016. *Indigenous Language Learning Assessment Tool*. University of Victoria. uvic.ca/research/partner/home/currentprojects/language-assessment-tool/index.php



Contributors

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Queensland

Central Queensland Language Centre,
gidarjil.com.au/what-we-do/language

Korrawinga Aboriginal Corporation,
slq.qld.gov.au/resources/atsi/languages/centres/korrawinga

North Queensland Regional Languages Centre, nqraclc.com.au

Queensland Indigenous Languages Advisory committee, qilac.org.au

Yugambeh Museum, Language and Heritage Research Centre,
yugambeh.com

Victoria

Victorian Aboriginal Corporation for Languages, vaclang.org.au

Tasmania

palawa kani, tacinc.com.au/category/palawa-kani-news

Northern Territory

Aboriginal Resource and Development Services (ARDS) Yolŋu,
ards.com.au

Centre for Australian Languages and Linguistics, Batchelor Institute of
Indigenous Tertiary Education, call.batchelor.edu.au/

Ngukurr Language Centre, facebook.com/pages/Ngukurr-Language-Centre/170332173098441?fref=ts

Papulu Apparr-Kari, papak.com.au/language.html

Western Australia

Goldfields Aboriginal Languages Project, wangka.com.au

Irra Wangga Language Centre,
bundiyarra.org.au/index.php?page=irra_wangga_language_centre

Kimberley Interpreting Service, kimberleyinterpreting.org.au

Kimberley Language Resource Centre, klrc.org.au

Mabu Yawuru Ngan-ga, yawuru.com/language-centre

Mirima Dawang Woorlab-gerring, mirima.org.au

Noongar Boodjar Waangkiny Language Centre, noongarboodjar.com.au

Wangka Maya Pilbara Aboriginal Language Centre,
wankamaya.org.au

Warmun Art Centre Language Program, warmunart.com.au

South Australia

Kurna Warra Pintyanthi, adelaide.edu.au/kwp

Mobile Language Team, mobilelanguageteam.com.au

New South Wales/ACT

Miromaa Aboriginal Language & Technology Centre, miromaa.org.au

Murrumbidgee Aboriginal Language and Culture Cooperative,
murrumbidgee.org.au

Parkes Wiradjuri Language Group,
facebook.com/groups/ParkesWiradjuri



Janet Mardbinda working on transcriptions of Kunbarlang, Mawng and Kunwinjku in ELAN. Photographed by Steven Bird and supplied by the Waruwi Language Centre.

Use this game to help your project planning. Collect your community asset tokens and use them to choose projects. Add hard work, then collect your prizes. Play again and again, exchanging your prizes for new tokens, and choose new projects to suit your changing language situation. Refer to *Junyirri* for further information to help your project planning.



START HERE

What is your starting point?

What support is available for the community?
Have language projects been funded in the past?
Is there a central place to keep resources?
Is there a need for public awareness raising?
What has inspired you?
How much language is currently used?
Who currently uses language?
Are adults and children speaking the same form of your language?
In what contexts is language used most?
Where is language used most?
Where do families who would use language live?

What are your dreams for your language?

What community assets are available?

see page 8

Do you need training?

- | | |
|--------------------------------------|---------------------------------------|
| A Administration | PM Project management |
| C&N Contacts and networks | PUL People using language |
| CM Community members | RC Research collaborations |
| CS Cultural skills | RFG Reference groups |
| E Equipment | RL Related languages |
| ELT Existing language tools | RPS Resource production skills |
| HD Historical documentation | SP Strategic partnerships |
| LO Local organisations | TS Teaching skills |
| LS Linguistic skills | |
| MS Media skills | |

What can you do now?

Language teaching

In the home

CM PUL
SN LU

Language nests

CM PUL
SN CLA EM LU

Master apprentice

CM PUL
SN T LU

School programs

CM TS PUL A ELT SP
RP PA N&P LU CLA EM

Early childhood programs

CM PUL ELT
SN CLA LL LU

Community classes

CM PUL ELT
SN CLA LU

Teacher training

CM TS PUL A ELT
T EM CB PD LU

Camps

CM TS PUL E ELT
SN CLA LU

Resource production

Database

E PUL HD RFG
RP CB AR

Dictionary/Grammar

LS E PUL HD RFG
RP D CB AR

Radio program

MS E PUL LO
CLA N&P PA AR

Teaching materials

CM TS RPS E PUL ELT
RP CB AR

Recordings of language

CM E PUL
RP AR CB

Public language use

PUL HD C&N RFG
PA T CLA LU

Cultural activities & events

RFG SP CS PUL
CLA N&P PA EM CB PD

Curriculum

RFG ELT TS
EM CB PD

Building strength

Developing/implementing a local language strategy

RFG
M-D M-I CLA CB RP

Set up a language centre

CM SP RPS E PUL A
PA CB EM

Repatriation of existing materials

RC SP
RR CB

Make archived materials accessible to community

RPS E HD ELT RC
RP CLA CB

Increasing awareness

MS RFG SP C&N
CB CLA PA

Developing local, state or national language policy

RFG PUL SP C&N
PLD PA CB

Succession planning

CM E ELT A
AR CB RP

Language enrichment

Developing new language for the modern world

CM LS PUL ELT RFG
SN CLA CB LU

Bilingual education

CM TS RPS PUL A ELT
SN CLA RP EM PD AR

Media and broadcasting

MS E PUL SP CS
CLA PA AR EM LU

Language industries

CM RPS PUL A
PA RP CLA AR PD
CB EM LU

Local enterprise

CM RPS MS E PUL
ELT RFG SP CS PM
SN CLA LU EM CB
PD RP

Possible outcomes

see page 29

AR Archiving

CB Capacity building

CE Committee established

CLA Community language awareness

CLT Community language team

D Dictionary

EM Employment

LL Language literacy

LU Language use

M-D Model or strategy developed

M-I Model or strategy implemented

N&P Networks and partnerships

PA Public awareness

PD Professional development

PLD Policy development

RP Resources produced

RR Resources repatriated

SN Speaker numbers

T Training



**FIRST
LANGUAGES
AUSTRALIA**

First Languages Australia works to ensure that the wishes of Aboriginal and Torres Strait Islander community members are included in key decision-making processes that impact on the current and future management of their languages. This work supports the survival of Australia's traditional languages into the future.

The organisation facilitates discussions between communities, the government and key non-government partners whose work affects, or could affect, Australia's Indigenous languages.

By supporting communication within the language network, First Languages Australia works to help colleagues share their experiences, resources and expertise and to encourage sustainable partnerships that support the broad spectrum of language endeavours.

