

Presenters Amery, Rob & Emilie Kudnato O'Brien

Affiliation University of Adelaide, Flinders University and Kurna Warra Pintyandi

Title Strategies for re-introducing 'sleeping' languages

Type Paper **Length** 45

Day Wednesday **Time** 3:30-4:15 **Room** Lecture Theatre LT351 A35

Bio **Rob Amery**, Lecturer, Linguistics, School of Humanities, University of Adelaide. Rob completed a PhD at Adelaide University in 1998 (published in August 2000) on Kurna language reclamation. He serves as consultant linguist to the Kurna language programs in schools and various community projects which incorporate the Kurna language and has been consulted about numerous placenaming initiatives and other Kurna naming activity. He works closely with members of the Kurna community to reclaim the language from historical materials and to develop the language for use in a range of contemporary contexts. In 2002, together with Kurna Elders Kauwanu Lewis Yerloburka O'Brien and Ngarpadla Alitya Wallara Rigney, he founded Kurna Warra Pintyandi, the Kurna language group currently based at the University of Adelaide.

Emilie (Kudnato) O'Brien is identified as one of the Kurna people. Completing a Bachelor of Arts at Flinders University- majoring in French and Linguistics. Very interested in Applied Linguistics. Completed a Diploma of Language in Japanese at Flinders University. Spent 2006 and 2007 in Japan teaching English. As an active member of the Kurna Warra Pintyandi group, would like to contribute as much as possible in order to revive and preserve the language.

Summary Kurna, the language of the Adelaide Plains in South Australia is undergoing a renaissance, primarily in the public domain through speeches of welcome, naming activity, public art and performance, and through language programs in schools.

It is time for the Kurna language to make inroads into less public areas of people's lives. Several situations and activities are suggested where the language might be re-introduced with relative ease, given the right kinds of materials and support. Specifically, fishing, football and talking with babies and small children are suggested as suitable areas. These domains have been included within Kulluru Marni Ngattaitya! Sounds Good to Me! A Kurna Learner's Guide. The possible use of Kurna within these domains and possible adoption of this approach by other language groups will be discussed in detail within this presentation.

Presenters Ash, Anna with Ray Kelly, Amanda Lissarrague & Gary Williams

Affiliation Many Rivers Aboriginal Language Centre

Title Ngiyambandi Ganggurrinyja: 'Our Dreams' in Gumbaynggirr

Type Panel **Length** 45

Day Wednesday **Time** 3:30-4:15 **Room** Tutorial Room MR331 OTC

Bio **Anna Ash** co-ordinates several language projects that focus on working with community groups to publish research in an accessible format, and offer workshops and language lessons.

Ray Kelly is completing a Dhanggati project called *Languages Alive* or *Wirinykurr Murungan*, which aims to support Aboriginal families to learn their language at home. Ray is also a playwright and performer, and is increasingly using Aboriginal languages in his work.

Amanda Lissarrague has worked with a number of communities and languages including Dhanggati, Gamilaraay Yuwaalaraay Yuwaalayaay, the language from the Hunter River and Lake Macquarie and the Gadhang language of the Birrbay and Warrimay peoples. In another life, Amanda was a LOTE and primary school teacher in state schools.

Gary Williams is involved in Gumbaynggirr language research and teaching, as well as working with MRALC to support the revival of Bundjalung, Darkinyung, Dhanggati, Gadhang and Yaygirr.

Summary We will examine the role of Many Rivers Aboriginal Language Centre in Northern NSW. We will look at what has been achieved including: language research and training of language researchers, the development of Muurrbay's publishing wing, community based workshops, and the formation of language groups in several communities. Many Rivers supports Aboriginal language researchers and artists to access language, provides a useful base for linguists and liaises between government organisations and Aboriginal community members on language matters.

Presenters Barwick, Linda

Affiliation University of Sydney

Title Indigenous genres of songs from the northwest Top End

Type Course **Length** 90

Day Tuesday **Time** 11:00-12:30 **Room** Ivan Turner Room 219 OTC

Bio Linda Barwick is director of the PARADISEC digital archive at the University of Sydney and is a musicologist currently working on a number of indigenous song documentation projects in the Top End. "I have undertaken field research in Central and Northern Australia, Italy and the Philippines. I am a great believer in collaborative research, and enjoy working with communities and linguists to produce well-documented published recordings of sung traditions. On the academic side I am particularly interested in song language, musical analysis and aesthetics of non-Western song traditions, and the implications of emerging digital and networking technologies for establishing community access points to research results."

Summary In this presentation I will be introducing some of the variety of songs currently being composed and performed for public audiences in Indigenous genres like wangga, lirrga, djanba and kunborrk. I will talk about the musical conventions, how singers/composers create songs and their interaction with dancers and audiences. This presentation comes from collaborative work I have been doing with performers and other researchers in various communities in the Top End including Belyuen, Wadeye, Minjilang, Waruwi and Kabulwarnamyo. I will discuss some of the ways that song performances have been used in community development projects including CD production, literacy materials, local cultural centres and community events.

Presenters Bedford, Patsy Ngalu & Siobhan K Casson

Affiliation Kimberley Languages Resources Centre

Title The Language Continuation Continuum: The role of an Aboriginal language centre in the survival of the Aboriginal languages

Type Paper **Length** 45

Day Wednesday **Time** 1:30-2:15 **Room** Tutorial Room MR331 OTC

Bio Patsy Bedford is a Bunuba woman from the Fitzroy Valley area of the Kimberley. She has been involved with the KLRC for many years - first as an Executive Committee member, and for the last nine years as a staff member. Patsy was most recently involved in producing the Bunuba language script for *Jandamarra* which premiered at the Perth International Arts Festival in February 2008. Siobhan Casson is an applied linguist who has worked for the KLRC for six and a half years. Both Patsy and Siobhan work with a range of language groups from across the Kimberley region.

Summary The presenters will explain the Language Continuation Continuum (LCC) which has been developed through the 'on ground' practices of the Kimberley Language Resource Centre, a regional Aboriginal languages organisation. The continuum accounts for the full range of activities that can contribute to the continuation of languages in the Kimberley. They will then identify where on the continuum, and why, the KLRC needs to place its focus. Finally they discuss the role of academic documentation and school programs in language continuation activities at the community level.

This paper forms a series with Rhydwen, *Bringing it all together: The vital role of language centres in Indigenous languages education*; Kelly & Lissarague, *What can we do with dry linguistic data?*; and Rhydwen et al, *How can we best help school-age children to keep their languages alive?*

Presenters Carr, Therese with Leonie Murrungun & Hilda Ngalmi

Affiliation Numbulwar Community Education Centre

Title Wubuy songs and art stories in a language revitalization program.

Type Paper **Length** 45

Day Wednesday **Time** 11:45-12:30 **Room** Ivan Turner Room 219 OTC

Bio **Therese Carr** became interested in Indigenous language and culture maintenance after working on a Pilbara cattle station and travelling overseas. On her return to Perth in the late 1980's she studied anthropology and linguistics at UWA. She worked for many years in the Kimberley region as a community language centre based linguist and then as an itinerant teacher linguist. In the late 90's she did more in-depth work on Wunambal grammar through UNE's master research programme and then worked for Batchelor Institute. Therese went to work as the teacher-linguist at Numbulwar in 2003 and has grown to love the land, the language, the work and the community people who work so hard to promote the languages at Numbulwar and in forums like this.

Leonie Murrungun grew up at Numbulwar community speaking her first language, Wubuy, and learning English at school. Later she lived at Groote Eylandt with her husband's family and learnt to speak some Anindilyakwa there. Today she works as a community linguist preparing teaching resources, including working on the art stories project. She also teaches Wubuy in Year 2 and Year 3/4 and works with the older ladies in the linguist room checking the language to make sure it is right.

Hilda Ngalmi also grew up in Numbulwar speaking Wubuy. She has studied a lot in Batchelor College as a teacher and a teacher-linguist for her own community school in Numbulwar. Now she works as a teacher-linguist preparing resources, planning the cultural knowledge and correcting the words in Wubuy with other community members in our school.

Summary Concerns were raised at Numbulwar in the 80's at the rapid growth of Kriol as a first language amongst children and their young parents. The community looked to the school for assistance to promote Wubuy language use through the education system. Through the efforts of those community people who sought training and worked through the school: elders, community linguists, teachers and assistant teachers have been collaborating with the support of NTDEET linguists, teacher-linguists and literacy workers over the past decade to develop and implement a school-based community language revitalization programme. The programme became the basis for the development of the Language Revitalization section of the NT Curriculum Framework (Indigenous Language and Culture). The school programme has always included song and dance. In recent years there has been a renewed focus on arts-based teaching and learning strategies through involvement in the CDU and NTDEET (amongst other) sponsored Art-stories project lead by Darwin based musician Anja Tait. At Numbulwar this involves community partnerships with families, musicians and teachers. With the help of community consultant Tony Gray we have made DVDs and CDs for families to share the language songs, chants, games and activities at home as well as to use at school. Hilda Ngalmi and Tony will talk about the production process. We will show DVD clips of Wubuy activities with music. We will tell how we made the new songs, chants and dances for the children to learn strong Wubuy and to make it fun for them. We make it fun for them so they are happy and confident to say Wubuy words and phrases and are more actively engaged in language learning activities. This gives the teachers and elders a lot of happiness also.

Presenters Eira, Christina

Affiliation Victorian Aboriginal Corporation for Languages

Title Language development on the ground: Three practical sessions

Type Course **Length** 45 x 3

Day Thursday **Time** 11:00-2:15 **Room** Tutorial Room MR331 OTC

Bio **Dr Christina Eira** is the Community Linguist for VACL. Working with communities reviving their languages, Christina aims to support people's reclamation of not only their language but also their authority in language. This involves working alongside community people as they develop skills and confidence in language work, and working within academic linguistics to foreground Aboriginal knowledges and perspectives. Before working in Aboriginal language revival, Christina worked with immigrant communities on language maintenance. For her PhD, she explored social and political aspects of developing writing systems. She has co-produced dictionaries in four languages, and a contemporary grammar of Narungga (South Australia).

Summary Three practical sessions:

- (1) More Than Words: Sentence templates as an easy introduction to grammar. Using sentences recorded in the old sources as a base to make new sentences using the grammar of your language.
- (2) New Words in Old Languages: Loss of words in the last 200 years; principles of language change and its relationship to language change in revival contexts; issues and choices for creating new words.
- (3) Issues in Spelling: From Understanding Nineteenth Century Spellings to Making Your Own. Problems of spelling as applied to (a) using historical sources, and (b) deciding how to spell your language today.

Presenters Gale, Mary-Anne with Dorothy French & Louisa Schapel

Affiliation University of Adelaide, Murray Bridge Ngarrindjeri community & schools

Title Where to now with the revival of the Ngarrindjeri language?

Type Paper **Length** 45

Day Wednesday **Time** 4:15-5:00 **Room** Lecture Theatre LT351 A35

Bio **Mary-Anne Gale** is a linguist and teacher who has been working with the Ngarrindjeri community and schools, mainly in Murray Bridge, for the last five years. Together they have been reviving the Ngarrindjeri language of the Lower Murray region of South Australia. They have produced a number of Ngarrindjeri language resources, including a school language curriculum, a picture dictionary, an alphabet book, plus a dictionary and a learners' guide for adults.

Dorothy French is a Ngarrindjeri mi:mini, and an Aboriginal Community Education Officer (ACEO) for Murray Bridge North Primary School and Murray Bridge South Primary School. She has been working closely with Mary-Anne Gale for nearly five years now to revive the Ngarrindjeri language, particularly recording any Ngarrindjeri language remembered by the Elders.

Louisa Schapel is a Ngarrindjeri mi:mini, and a teacher at Murray Bridge South Primary School. Louisa is relearning her mother's language and is now enjoying teaching Ngarrindjeri to her Year 1/2 class, much to the envy of other children in the school.

Summary The revival of the Ngarrindjeri language of the Lower Murray and Coorong region of South Australia is now coming to a cross roads. Various community groups, schools and organisations have worked hard in developing materials and resources over the last decade to assist in the revival of the language, and in an effort to teach the language to the younger generation. But what version of the language are we really able to teach? This presentation will be a show and tell of the various Ngarrindjeri language resources that are now available in the community and schools. We will also discuss efforts that are underway, in the form of a series of intensive language learning courses for Ngarrindjeri adults, to bring back the language in a form that resembles the Ngarrindjeri language probably last spoken in the early 1960s.

Presenters Grant, Uncle Stan

Affiliation Wiradjuri

Title The revival of Aboriginal language

Type Plenary **Length** 30

Day Tuesday **Time** 9:30-10:00 **Room** Lecture Theatre LT351 A35

Bio **Stan Grant, Sr** is an elder of the Wiradjuri tribe of Indigenous Australians from what is now the south-west inland region of the state of New South Wales, Australia. Grant is one of the few people still living to have heard native speakers of his tribe's Wiradjuri language, having been brought up as a child around native speakers of his grandfather's generation, notably his grandfather. Grant has been crucial to the reconstruction of the Wiradjuri language along with Dr John Rudder, with whom he travels among the Wiradjuri people and teaching their language. From a small base of anthropological records, they have rebuilt the spoken and sung language among the urban and rural tribal members.

Summary I will be speaking on the invasion of European settlers in our country. The intrusion of such settlers onto Wiradjuri Country. The destruction of our cultures, hence the destruction of Wiradjuri and other Indigenous Languages in Australia. The removal of Indigenous children, and the part this played on the non speaking of our languages by our people. The fact that our elders were not allowed to speak their language with the threat of children being removed. What we can, and should do, now, to restore and make our language live again.

Presenters **Hobson, John**

Affiliation Koori Centre, University of Sydney

Title **Issues of fluency in Indigenous languages revitalisation**

Type Paper **Length** 45

Day **Thursday** **Time** **2:15-3:00** **Room** **Tutorial Room MR331 OTC**

Bio **John Hobson** is a lecturer at the Koori Centre, University of Sydney where he teaches in the Bachelor of Arts and Bachelor of Education (Aboriginal) and coordinates the Centre's graduate programs in Indigenous languages education. His background is in linguistics with particular emphasis on the languages of Central Australia where he lived for ten years, working in bilingual education. For more information see his webpage at <http://www.koori.usyd.edu.au/staff/jhobson.shtml>

Summary Fluency is a concept that can be interpreted in different ways, from the simple capacity to produce speech clearly to a measure of someone's overall ability to speak a specific language. It is also often used impressionistically based on very little evidence, and the description of someone as 'fluent' sometimes seems to just mean 'speaks it better than me'. How relevant and useful are ideas of fluency to revitalising languages which may only be spoken partially by a few speakers? How fluent does a language educator need to be? How can or should fluency in these languages be measured, and who should do the measuring? Is it a task for government, schools, universities or community agencies? This presentation will ask some of these questions and look to the audience for answers. It will also review some examples of how other decolonising peoples are choosing to address these issues to see if their experience can help us deal with questions of fluency.

Presenters **Hobson, John**

Affiliation Koori Centre, University of Sydney

Title **Training teachers for Indigenous languages education: What's happening overseas?**

Type Paper **Length** 45

Day **Wednesday** **Time** **4:15-5:00** **Room** **Tutorial Room MR332 OTC**

Bio **John Hobson** is a lecturer at the Koori Centre, University of Sydney where he teaches in the Bachelor of Arts and Bachelor of Education (Aboriginal) and coordinates the Centre's graduate programs in Indigenous languages education. His background is in linguistics with particular emphasis on the languages of Central Australia where he lived for ten years, working in bilingual education. For more information see his webpage at <http://www.koori.usyd.edu.au/staff/jhobson.shtml>

Summary As education for Indigenous languages revitalisation undergoes growth across Australia there is an increasing need for high quality and effective training to equip Indigenous educators to teach their languages. While TAFE and higher education institutions in various parts of the country are moving to respond to this demand, it is timely to consider how those in other post-colonial English-dominant societies are addressing the task. This paper presents some findings from a recent study tour of western Canada, the United States and New Zealand examining teacher training and accreditation for Indigenous languages education in those countries to consider if there are any lessons we can learn.

Presenters Ignace, Chief Ron

Affiliation Secwepemc Nation

Title Teaching language using oral stories

Type Paper **Length** 45

Day Tuesday **Time** 4:15-5:00 **Room** Lecture Theatre LT351 A35

Bio Ron Ignace is a member of the Secwepemc (Shuswap) Nation. He was the elected Chief of the Skeetchestn Band from 1982 to 2003, and again since early 2007. He served as Chairman of the Shuswap Nation Tribal Council for several years, and was also a founding member and Chair of the Assembly of First Nations Chiefs' Committee on Aboriginal Languages from 1997 to 2003. He was a founding member of the Secwepemc Cultural Education Society (SCES) in 1984 as well president from 1987 to 2002, and co-chair of the Aboriginal university partnership between SCES and Simon Fraser University in Kamloops, B. C., where he continues to teach courses in Secwepemc Language and First Nations Studies, now under the auspices of SFU Kamloops. In 2003-2005, he was the Chair of the Task Force on Aboriginal Languages and Cultures appointed by the Canadian Minister of Heritage. He holds B.A. and M. A. Degrees in Sociology from the University of British Columbia, and is completing a PhD in Anthropology at Simon Fraser University. Often in co-authorship with his wife, Marianne Ignace, Ron has published several book chapters and articles on Secwepemc culture, language and history, Canadian Aboriginal language policy and intellectual property rights, and Aboriginal language in a context of multiculturalism public policy.

Summary In teaching language through oral stories language learners become exposed to Traditional Ecological Knowledge and Wisdom (TEK-W) and manners of speech, as opposed to simply rote memorization of a list of words.

Presenters Ignace, Chief Ron

Affiliation Secwepemc Nation

Title Our communities are the cradles of our languages

Type Plenary **Length** 60

Day Wednesday **Time** 9:30-10:30 **Room** Lecture Theatre LT351 A35

Bio Ron Ignace is a member of the Secwepemc (Shuswap) Nation. He was the elected Chief of the Skeetchestn Band from 1982 to 2003, and again since early 2007. He served as Chairman of the Shuswap Nation Tribal Council for several years, and was also a founding member and Chair of the Assembly of First Nations Chiefs' Committee on Aboriginal Languages from 1997 to 2003. He was a founding member of the Secwepemc Cultural Education Society (SCES) in 1984 as well president from 1987 to 2002, and co-chair of the Aboriginal university partnership between SCES and Simon Fraser University in Kamloops, B. C., where he continues to teach courses in Secwepemc Language and First Nations Studies, now under the auspices of SFU Kamloops. In 2003-2005, he was the Chair of the Task Force on Aboriginal Languages and Cultures appointed by the Canadian Minister of Heritage. He holds B.A. and M. A. Degrees in Sociology from the University of British Columbia, and is completing a PhD in Anthropology at Simon Fraser University. Often in co-authorship with his wife, Marianne Ignace, Ron has published several book chapters and articles on Secwepemc culture, language and history, Canadian Aboriginal language policy and intellectual property rights, and Aboriginal language in a context of multiculturalism public policy.

Summary It has been suggested to me that there maybe an interest in learning more about the Task Force on Aboriginal Languages and Cultures' activities in language planning and leadership in Canada. I have been told that indigenous language planning is an area in Australia that has often been left to government with predictable outcomes. I can honestly say that our experiences in Canada when we rely on government(s) have suffered a similar fate and to a certain extent at the hands of our own national organizations especially the Assembly of First Nations which I am most familiar.

The relationship between the Task Force and the Federal government and between the Task Force and the Indigenous Political Associations will be explored, as well as the structuring of the membership of the Task Force between diverse groups representing approximately 65 languages. The role and importance of consultation with all language groups and with the Elders and Indigenous experts in language revitalization from across Canada will be explored as the foundation for informing the recommendations of the Task Force. Finally, I will speak to the 25 recommendations of the Task Force.

The Task Force Foundational Report was an historic document that brought diverse groups together on a common strategy for the protection and revitalization of our languages. While it may not have been enacted by the Conservative government it has reinvigorated many local people and organizations, once demoralized, to take up the cause of preservation and revitalization of their languages across the country. Task Force Report Website: http://www.aboriginallanguagetestaskforce.ca/foundreport_e.html

Presenters Kelly, Alex & Melanie Gillbank

Affiliation Ngapartji Ngapartji

Title Language Policy

Type Workshop **Length** 90

Day Thursday **Time** 11:00-12:30 **Room** Ivan Turner Room 219 OTC

Bio Alex Kelly is a media/arts practitioner and producer who has worked on magazines, film installations, documentaries and community media as well as facilitating arts spaces and large-scale collectively run projects. Alex has worked extensively in facilitation and project management in South America, Morocco, Europe, Asia and the Central Desert of Australia. She is currently Creative Producer of Ngapartji Ngapartji, Chairperson of Red Hot Arts board, Artistic Consultation to art at the heart Regional Arts Conference and the 2007 recipient of the Australia Council for the Arts Kirk Robson award. For more information go to <http://bighart.org>, <http://ngaparjti.org>, <http://www.redhotarts.com.au>.

Melanie Gillbank graduated with a Bachelor of Arts in 2001. She has worked for the last ten years in a range of different community advocacy organisations including AID/WATCH, GetUp!, The Womens Refuge Resource Centre. She has also spent many years working on social movement building in a voluntary capacity. *Ngapartji Ngapartji* is the first project that she has worked with BIG hART.

Summary A change of government offers Indigenous language speakers, teachers, workers and academics an opportunity to press for renewed national political support for Indigenous languages. In the last 12 years progress in developing a supportive policy framework for languages has come only come from a few states such as NSW.

The Ngapartji Ngapartji project and 2007 ILC delegates have both written documents which outline possible policy priorities for the federal government. LingFest 2008 presents us with an opportunity to discuss these policy recommendations and for the broader IL movement to enter into a dialogue with the new government.

Using these documents as a starting point we invite conference delegates to participate in a facilitated discussion - What do you think the priorities are? Should the focus be on developing a National Indigenous Languages Policy? How should the government go about developing their policy priorities? What future opportunities exist for the Indigenous languages movement to work together on shaping positive policy outcomes at a federal level?

Ngapartji Ngapartji is a long-term intergenerational arts project based in Alice Springs. The group has been creating nationally acclaimed theatre and an world first online Pitjantjatjara language and culture site developed in Pitjantjatjara communities through an arts and film process. The project team does not claim to be expert in the field of Indigenous languages but has been able to use their profile to highlight the situation facing all Indigenous Australian languages.

Presenters Kelly, Ray & Amanda Lissarrague

Affiliation Many Rivers Aboriginal Language Centre/ Muurrbay

Title What can we do with dry linguistic data? Really good things, that we can't do without it!

Type **Length** 45

Day Tuesday **Time** 2:15-3:00 **Room** Tutorial Room MR331 OTC

Bio Ray Kelly is completing a Dhanggati project called *Languages Alive* or *Wirinykurr Murungan*, which aims to support Aboriginal families to learn their language at home. Ray is also a playwright and performer, and is increasingly using Aboriginal languages in his work.

Amanda Lissarrague has worked with a number of communities and languages including Dhanggati, Gamilaraay Yuwaalaraay Yuwaalayaay, the language from the Hunter River and Lake Macquarie and the Gadhag language of the Birrbay and Warrimay peoples. In another life, Amanda was a LOTE and primary school teacher in state schools.

Summary In the early 1960s Nils Holmer, a linguist from Norway, recorded Dhanggati Elder Len Duckett telling the Story About the Carpet Snake.* In 1969 Holmer published his transcription of this story, followed by the translation.** In 2007 the written version of the story was represented in a format which is easier to get into, with a word and their building blocks breakdown.** Now this Story is presented to you in song, by Ray Kelly, whose father first told him about the events, at what is known today as Harrigan's Gap, when he was a young boy.

* (following consultation, it may be possible to play this at the session).

** (Photocopies of the story can be handed out and/or it can be viewed from the computer screen).

This paper forms a series with Rhydwen, *Bringing it all together: The vital role of language centres in Indigenous languages education*; Bedford & Casson, *The Language Continuation Continuum*; and Rhydwen et al, *How can we best help school-age children to keep their languages alive?*

Presenters Kirkbright, Christopher

Affiliation Biambul Indigenous Language Business Institute

Title Extracting Wiradjuri grammar from archival sources

Type Paper **Length** 90

Day Tuesday **Time** 1:30-3:00 **Room** Tutorial Room MR332 OTC

Bio Christopher Kirkbright is currently an indigenous governance trainer and assessor and Aboriginal language worker. Christopher is descended from speakers of the Wiradjuri, Nyimpaa and Gamilaroi languages. He has developed a number of Wiradjuri Language programs for school students and adult learners and worked as an indigenous language tutor at Darlington Public and Alexandria Park Community Schools and as an indigenous language worker with the oBoS. He has written a handbook for the Board of Adult and Community Education on indigenous language programs. Recently he has established the BILBI Indigenous Language Institute in Sydney to oversee Aboriginal Language Programs in Sydney.

Summary Covers the difficulty analysing grammar from the fragmentary resources available in Australia and also the negotiations to access archives. Will present work so far on the Wiradjuri Grammar as being prepared for LOTE level 4 courses in school. Paper will relate work with Wiradjuri Grammar to other languages and experiences.

Presenters Koch, Harold & Patrick McConvell

Affiliation Australian National University, Australian Institute for Aboriginal and Torres Strait Islander Studies

Title Family relation words in Indigenous languages

Type Course **Length** 90 x 3

Day Tuesday-Thursday **Time** 1:30-3:00 **Room** Tutorial Room 303 OTC & Computer Room

Bio Harold Koch is a Senior Lecturer in Linguistics at The Australian National University (ANU). Harold has worked on the Kaytetye language of Central Australia. His research interests include comparing the Aboriginal languages and trying to work out how they have changed. He is one of the Chief Investigators of the AUSTKIN research project—whose full name is “Tracing change in family and social organization in Indigenous Australia, using evidence from language” and which is described on the web at <http://austkin.pacific-credo.fr/>.

Patrick McConvell has been a Research Fellow in Linguistics at AIATSIS for the last few years. From July 2008 he will be based at ANU working as the Research Associate on the AUSTKIN project. He has worked on describing several languages in the Northern Territory and Western Australia, and has taught at Batchelor and Darwin. His research interests include Indigenous language maintenance, the relation of language to culture (including kinship), and studying what can be known about prehistoric changes in Indigenous languages and societies.

Summary This course will look at words used to refer to members of the family, called kin terms. We will explore what these words mean. We will talk about how the meanings of kin terms are organized differently in different Indigenous languages (including Aboriginal English, Kriol, Yumpla Tok, etc.) and how these differ from Standard English (what is an “auntie” or “granny”, for example?). We will demonstrate how you can describe your own family relation terms in your language.

We will explore the way some of the same kin terms are found in different parts of the Australia, sometimes with the same meaning (gami ‘grandmother’), and sometimes with different meaning (mama ‘father’ or ‘mother’).

We will introduce the AUSTKIN research project, which is trying to put all this information into a single database, which will allow people to look up all the kin terms that are known from their language.

Presenters Kutay, Dr Cat with George Fisher & Louise Hamilton

Affiliation Biambul Indigenous Language Business Institute

Title Software for developing interactive language worksheets

Type Computer workshop **Length** 90

Day Wednesday **Time** 1:30-3:00 **Room** Computer Room 216 OTC

Bio **Dr Cat Kutay** has been working in technology training for Indigenous people in Australia and the Pacific, and in developing appropriate technology for these cultures since mid 1980's. She is now based in Sydney and works to promote the recognition and respect of the strong Aboriginal culture in the city through IT resources.

George Fisher has recently learnt his language, Wiradjuri which was forbidden to his parents and began using it in public explaining the meaning of Aboriginal protocol. George brings to IT a wealth of experience in the entertainment industry.

Louise Hamilton is an Aboriginal trainee teacher specialising in teaching languages in Sydney schools.

Summary This will be a very practical workshop where people will be shown how they can use the language learning software developed by BILBI, for their own language teaching. The software has been developed to assist people to create worksheets in the classroom which supports their teaching. These worksheets are interactive and can link to multimedia resources to support the learning. Also the web based version of the language teaching software will be demonstrated so people can set up teaching resources in their own language for sharing. The use of IT in language teaching aims to provide easy access to language resources for tutors and encourage teachers and students to use IT in their language work. The workshop will include time for participants to offer suggested improvement to the systems so that the product can be made more suitable for use in classrooms by all teachers and tutors. Copies of the software will be available at the end of the workshop, or after improvements have been added if people want.

Presenters Matters, Dr Emily

Affiliation Pymble Ladies College

Title Australian heritage: A proposed language and culture course for Stage 4

Type Paper **Length** 45

Day Wednesday **Time** 3:30-4:15 **Room** Tutorial Room MR332 OTC

Bio **Dr Emily Matters** has been teaching Classical (Latin and Greek) languages and culture since 1970 in both state and independent schools. She is currently Head of Classics at Pymble Ladies' College. In 1974 she developed Classical Studies, an introductory course in mythology, culture and language for Year 7, which was widely promoted in the 1970s and 1980s in Sydney and regional schools. Since then, Emily has initiated several enrichment programs for students, in storytelling, drama, and activities for primary schools. She has contributed to the writing of syllabuses and examinations, and has served three terms as President of the Classical Languages Teachers' Association Inc.

Summary An outline of the proposed course, in which children are introduced to two ancient languages and cultures which continue to influence their lives as Australians: Graeco-Roman culture (language focus: Latin) and indigenous Australian traditional culture (language focus Gamilaraay). The course will be structured to serve as the mandatory 100 hours language study in either one of the focus languages, with the other used for comparison. Both Latin and Gamilaraay are highly inflected languages. Many grammatical aspects can be paralleled for teaching purposes. The composing of the course will require one or more indigenous collaborators and it is hoped that interest in participation will be aroused at this conference.

Presenters **Mundine, Warren**

Affiliation NTSCorp

Title **Indigenous languages: The key to building Indigenous economic development.**

Type Plenary **Length** 45

Day **Tuesday** **Time** **10:00-10:30** **Room** **Lecture Theatre LT351 A35**

Bio **Warren Mundine**, AIMM, MAICD, CEO & Company Secretary of NTSCORP Ltd is a strong advocate for lifting Indigenous people out of poverty by building a strong Indigenous economy. He believes every Indigenous person should learn to speak, read and write in their own Indigenous language as well as English. Warren is a Bundjalung man and a member of: Australian Institute of Management, Australian Institute of Company Directors, IAG's Expert Community Advisors Committee, Executive Member of the National Native Title Council, St. Joseph's College Indigenous Fund, Southern Cross University Foundation, Convenor of the National Indigenous Labor Network, Chairperson of the NSW Labor's Indigenous Policy Committee; Board member of NAISDA. He was also the Past National President of the Australian Labor Party.

Summary For economic development to happen and to be sustainable Indigenous people need to be proud of themselves, have self-esteem about oneself and culture, and a sound education. The teaching of an Indigenous person's own Indigenous language plays a strong role in that pride, self-esteem and education. To develop the entrepreneurs, the leaders, the skills and the educated people within our communities who are job ready and business operators we need a strong education system. We need to learn standard English, the maths, the sciences and the technology of the modern world, and we need to learn our own Indigenous language and culture. This should be compulsory.

Presenters **Munro, Dr Jennifer with Dr Nick Reid, Murray Butcher, Stan Grant Snr & Gary Williams**

Affiliation NSW Board of Studies, University of New England, Many Rivers Aboriginal Language Centre, schools & communities

Title **The sounds and writing systems of NSW Aboriginal languages**

Type Course **Length** 90 x 3

Day **Tuesday-Thursday** **Time** **11:00-12:30** **Room** **Tutorial Room MR332 OTC**

Bio **Jennifer Munro** (BA Hons, Grad Cert TESOL, PhD) is a Senior Education Officer in the Aboriginal Curriculum Unit at the NSW Office of the Board of Studies.
Nick Reid lectures in linguistics at the University of New England in Armidale and is the coordinator of their Master of Arts (Applied Linguistics).
Murray Butcher became involved in the Language Program at Wilcannia in 1997 after the death of his grandmother, Mrs Elsie Jones OAM, who was instrumental in preserving and teaching the language up until her death. He is continuing to develop and re-develop the language program to suit the needs of the children and community.
Stan Grant Snr, is a Wiradjuri Elder, and has worked in education for many years in Canberra, as a team leader of an Indigenous Section, working with Koorie students of all ages.
Gary Williams has worked as a teacher/researcher for Muurrbay Language Centre since graduating from their 1996-7 course with a Certificate IV (AQF) in Teaching Gumbaynggirr Language & Culture Maintenance.

Summary This course will compare and contrast the sounds and writing systems of NSW Aboriginal languages. The sound, or phonetic, content will include an understanding of how sounds are made, the International Phonetic Alphabet (IPA) used to represent them and the Place and Manner of Articulation chart used to describe them. Phonemic and allophonic patterns will also be described. In terms of the writing system, or orthographic, content the writing systems for specific Aboriginal languages will be presented highlighting the letters chosen to represent each sound. The phonemic nature of Aboriginal languages, whereby there is generally only one sound represented by one letter, will be discussed. Aboriginal linguists will also present the sounds and writing systems of their particular language, one each for the three days. The content and language in focus for each day follows:

- 1 - Making informed decisions on a writing system and describing sounds, Paakantji.
- 2 - Endorsing the system by community authorities and how sounds are made, Wiradjuri.
- 3 - Writing sounds or phonemic writing systems, Gumbaynggirr.

Presenters Obata, Kazuko with Patrick McConvell & Jason Lee

Affiliation Australian Institute of Aboriginal and Torres Strait Islander Studies

Title Online tools for Indigenous language studies & programs

Type Computer Workshop **Length** 45

Day Wednesday **Time** 11:00-11:45 **Room** Computer Room 216 OTC

Bio **Kazuko Obata** is a Language Officer at AIATSIS. She has worked as a community linguist in Warburton, WA, and currently at AIATSIS, she is developing AUSTLANG and is responsible for ASED (Aboriginal Studies Electronic Data Archive).

Patrick McConvell is a Research Fellow in Language and Society at AIATSIS. He is also involved with an ARC project on Australian kinship terms. He is one of founders of the Kimberly Languages Resource Centre and has worked on Australian Indigenous languages for many years, especially in the west of the Northern Territory, and the Kimberleys and Pilbara of Western Australia.

Jason Lee is a research assistant for the Online Language Community Access Pilot (OLCAP) project at AIATSIS. He has worked as a community linguist for the Katherine Regional Language Centre.

Summary In this presentation, I will give a demonstration of online tools currently under development.

AUSTLANG is a web-based database (catalogue) of Australian Indigenous languages and functions as a language identification tool. Its extensive coverage of alternative names and spellings of each Indigenous language and GIS interface help users to identify an Indigenous language and find basic information of the language (documentation, locations, speaker numbers, language programs, researchers, etc.). Further, its links to MURA (AIATSIS library and AV archive catalogue) and OZBIB (a linguistic bibliography of Aboriginal Australian and the Torres Strait Islands) allow users to find resources on the language.

AUSTKIN is an online database developed for research on kinship terms. Users can enter kinship terms of any number of languages and compare them. It also maps languages which share certain properties. Although the database currently contains data on kinship terms only, it can take any types of words, and thus it has a potential to function as a multi-lingual dictionary.

The Online Language Community Access Pilot (OLCAP) is a trial community-focused approach to accessing language documentation online, and it adopts software packages developed by the Max Planck Institute for the management of audio-visual and text materials online.

Presenters Ober, Dana

Affiliation Kalaw Kawaw Ya

Title Younger generations losing fluency in Kalaw Kawaw Ya

Type Plenary **Length** 60

Day Thursday **Time** 9:30-10:30 **Room** Lecture Theatre LT351 A35

Bio **Mr Dana Ober** hails from Saibai Island in the western Torres Strait. Dana is a linguist and is fluent in three languages: Kalaw Kawaw Ya (a regional dialect of Kala Lagaw Ya, spoken in the top western Torres Strait islands of Saibai, Dauan and Boigu), Yumplatok (a Torres Strait creole) and English. He is an elder of Saibai Island and is passionate about maintaining and documenting the Torres Strait Island languages, culture and history. He has graduated from the Australian National University with a Bachelor of Arts degree, majoring in Linguistics and sub-majoring in Anthropology. Dana has taught linguistics to Indigenous Australians for the past ten years. He is currently undertaking studies in the Master of Applied Linguistics course through Open Universities, Australia. He is a past secretary of the Federation of Aboriginal and Torres Strait Islander Languages, and a past head of the Centre for Australian Languages and Linguistics, Batchelor Institute of Indigenous Tertiary Education. Dana has published linguistic and anthropological articles relating to the Torres Strait including co-authoring a grammar of his own language, Kalaw Kawaw Ya.

Summary Over the last forty years Saibai community has gradually transformed from being largely monolingual to being a multilingual community. This talk will focus on the multilingual situation amongst the younger generations on Saibai Island today, in particular the language mixing or language switching between Kalaw Kawaw Ya, English and Yumplatok; which is leading inevitably to the decline in the fluency in Kalaw Kawaw Ya and a shift towards Yumplatok. I will outline some of the efforts that are underway to reverse this situation so the fluency amongst the younger generations can be restored and Kalaw Kawaw Ya maintained for the future generations.

Presenters Ober, Dana

Affiliation Kalaw Kawaw Ya

Title Masculinity and femininity in location and situational words in Kalaw Kawaw Ya

Type Paper **Length** 45

Day Tuesday **Time** 3:30-4:15 **Room** Lecture Theatre LT351 A35

Bio Mr Dana Ober hails from Saibai Island in the western Torres Strait. Dana is a linguist and is fluent in three languages: Kalaw Kawaw Ya (a regional dialect of Kala Lagaw Ya, spoken in the top western Torres Strait islands of Saibai, Dauan and Boigu), Yumplatok (a Torres Strait creole) and English. He is an elder of Saibai Island and is passionate about maintaining and documenting the Torres Strait Island languages, culture and history. He has graduated from the Australian National University with a Bachelor of Arts degree, majoring in Linguistics and sub-majoring in Anthropology. Dana has taught linguistics to Indigenous Australians for the past ten years. He is currently undertaking studies in the Master of Applied Linguistics course through Open Universities, Australia. He is a past secretary of the Federation of Aboriginal and Torres Strait Islander Languages, and a past head of the Centre for Australian Languages and Linguistics, Batchelor Institute of Indigenous Tertiary Education. Dana has published linguistic and anthropological articles relating to the Torres Strait including co-authoring a grammar of his own language, Kalaw Kawaw Ya.

Summary Kalaw Kawaw Ya makes masculine and feminine distinctions in the location and situational or pointing words. Kalaw Lagaw Ya, being a language of a seafaring culture, every direction is determined in the context of the direction of the wind and KKY vocabulary accounts for the words associated with the wind direction. I will provide examples of a number of situational and location words for distance and one's position in relation to the direction of the wind, which mark for masculinity and femininity. Some of the location words have dual meaning for time and distance. I will provide examples in symmetrical sets of such words.

Presenters Paton, Paul & Christina Eira

Affiliation Victorian Aboriginal Corporation for Languages

Title Peetyawan Weeyn: A guide for community language revival programs

Type Workshop **Length** 90

Day Wednesday **Time** 11:00-12:30 **Room** Tutorial Room MR331 OTC

Bio Paul Paton is the Manager of the Victorian Aboriginal Corporation for Languages. Paul is a Gonnai person born in Bairnsdale and has lived in Melbourne previously working in the public sector for over 7 years. Paul is responsible for the management of the VACL, the monitoring of the Community Language Programs in Victoria and the coordination of language projects undertaken by VACL. Paul believes that language is the heart of our culture; it is used to pass on knowledge, to communicate and to identify ourselves.

Dr Christina Eira is the Community Linguist for VACL. Working with communities reviving their languages, Christina aims to support people's reclamation of not only their language but also their authority in language. This involves working alongside community people as they develop skills and confidence in language work, and working within academic linguistics to foreground Aboriginal knowledges and perspectives. Before working in Aboriginal language revival, Christina worked with immigrant communities on language maintenance. For her PhD, she explored social and political aspects of developing writing systems. She has co-produced dictionaries in four languages, and a contemporary grammar of Narungga (South Australia).

Summary Peetyawan Weeyn ('we are kindling fire' in Keeraywoorroong) is a guide for Aboriginal communities undertaking language revival in Victoria. It outlines possible paths and aspects that should be considered when reviving a language. The guide fills a gap in training and offers ways of tracking how all aspects of their projects are developing over years. Currently, projects tend to focus on specific areas without taking into consideration the range and time of what is actually involved. The guide addresses the following crucial aspects over a period of 7-10 years: People & Planning, Resources & Analyses, Training & Support, Educational Materials & Opportunities, and Community Language Opportunities. Participants will be introduced to the model, and have the opportunity to join in a number of activities to facilitate them in thinking about where their own language revival is up to, what else might be needed in the near future, what their immediate and long-term goals are, and how to go about getting there.

Presenters Paton, Paul with Christina Eira & community representatives

Affiliation Victorian Aboriginal Corporation for Languages

Title Victorian languages: A contemporary survey from community and linguistics perspectives

Type Panel discussion **Length** 90

Day Tuesday **Time** 11:00-12:30 **Room** Tutorial Room MR331 OTC

Bio Paul Paton is the Manager of the Victorian Aboriginal Corporation for Languages. Paul is a Gunaikurnai person born in Bairnsdale and has lived in Melbourne previously working in the public sector for over 7 years. Paul is responsible for the management of the VACL, the monitoring of the Community Language Programs in Victoria and the coordination of language projects undertaken by VACL. Paul believes that language is the heart of our culture; it is used to pass on knowledge, to communicate and to identify ourselves.

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Summary A panel comprising language workers, community Elders, linguists and VACL staff will present various perspectives on the languages of Victoria. Following a brief background history, the focus will be on the living, revitalised languages in the present. Recent achievements, the current status of languages and programs, and the hopes and dreams of community members will be presented, together with technical considerations including the availability of sources and the current status of linguistic analysis. Prospects for moving ahead will be discussed in terms of both what is needed from a linguistics point of view and the priorities and processes of communities.

Presenters Rhydwen, Mari

Affiliation NSW Dept of Education and Training

Title Bringing it all together: The vital role of language centres in Indigenous languages education

Type Paper **Length** 45

Day Tuesday **Time** 1:30-2:15 **Room** Tutorial Room MR331 OTC

Bio Mari Rhydwen is currently the Aboriginal Languages Consultant at the Languages Unit in the NSW Department of Education and Training. Since completing her PhD on Kriol Literacy at the University of Sydney, she has worked as a linguist, educator and researcher across Australia, focussing on language maintenance and change.

Summary Unlike the situation teachers of other languages in schools, there is not an established corpus of literature and other resources for teachers of Aboriginal languages in NSW to draw on and, even more crucially, there are often gaps in the knowledge of and understanding about some NSW languages. In order to address these gaps, it is necessary to work with a diverse range of experts, particularly community members with language knowledge and linguists who work with community retrieving language knowledge. Language centres can provide a focus for concentrating the kind of expertise so essential to underpin language programs in schools and other educational institutions.

This paper forms a series with Kelly & Lissarague, *What can we do with dry linguistic data?*; Bedford & Casson, *The Language Continuation Continuum*; and Rhydwen et al, *How can we best help school-age children to keep their languages alive?*

Presenters Rhydwen, Mari with Patsy Bedford, Jenni Tillett, Gary Williams & Anna Ash

Affiliation NSW Dept of Education & Training, KLRC, Shoalhaven High School, Many Rivers Aboriginal Language Centre

Title How can we best help school-age children to keep their languages alive?

Type Panel **Length** 45

Day Wednesday **Time** 2:15-3:00 **Room** Tutorial Room MR331 OTC

Bio **Mari Rhydwen** is currently the Aboriginal Languages Consultant at the Languages Unit in the NSW Department of Education and Training. Since completing her PhD on Kriol Literacy at the University of Sydney, she has worked as a linguist, educator and researcher across Australia, focussing on language maintenance and change.

Patsy Bedford is a Bunuba woman from the Fitzroy Valley area of the Kimberley. She has been involved with the Kimberley Language Resource Centre for many years - first as an Executive Committee member, and for the last nine years as a staff member.

Jenni Tillett (BEd Aboriginal Studies, MIndigLangEd) is a Bundjalung woman who has worked in Aboriginal education for well over 12 years, currently as a teacher at Shoalhaven High.

Gary Williams is involved in Gumbaynggirr language research and teaching, as well as working with MRALC to support the revival of Bundjalung, Darkinyung, Dhanggati, Gadhang and Yaygirr.

Anna Ash co-ordinates several language projects that focus on working with community groups to publish research in an accessible format, and offer workshops and language lessons.

Summary The panel will discuss the different ways different agencies work to foster, directly or indirectly, the childhood learning of Indigenous languages. This will follow on from the paper *Bringing it all together: the vital role of language centres in Indigenous languages education* and subsequent papers outlining some of the activities carried out by particular languages centres. The panel will address such issues as: What encourages children/adolescents to learn their ancestral language? What is the role of the education system in supporting language maintenance/reclamation? What is the role of the community in supporting language maintenance/reclamation? **This paper forms a series with Rhydwen, *Bringing it all together: The vital role of language centres in Indigenous languages education*; Kelly & Lissarague, *What can we do with dry linguistic data?*; and Bedford & Casson, *The Language Continuum*.**

Presenters Siever, Anthony & John Hobson

Affiliation NSW Department of Aboriginal Affairs, University of Sydney

Title Aboriginal language policy and planning

Type Workshop **Length** 90

Day Wednesday **Time** 1:30-3:00 **Room** Tutorial Room MR332 OTC

Bio **Anthony Siever** (BSc, LLB) is the Principal Policy Officer (Culture and Heritage) and the acting Manager of the NSW Aboriginal Language Research and Resource Centre. He has worked for NSW Department of Aboriginal Affairs for almost 10 years in the area of cultural heritage, natural resource management and cultural expression.

John Hobson is a lecturer at the Koori Centre, University of Sydney where he teaches in the Bachelor of Arts and Bachelor of Education (Aboriginal) and coordinates the Centre's graduate programs in Indigenous languages education. His background is in linguistics with particular emphasis on the languages of Central Australia where he lived for ten years, working in bilingual education. For more information see his webpage at <http://www.koori.usyd.edu.au/staff/jhobson.shtml>

Summary If you don't plan ahead you won't know where you're heading. This workshop will introduce the basic concepts of language planning in the context of Indigenous languages policies operating in Australia today. It will give some suggestions for language project planning to enhance the long term sustainability of projects and to better attract funding for projects. It will explore the domains of status, corpus and acquisition planning for revitalising languages providing participants with an opportunity to begin scoping a plan for their languages of interest using a community centred planning approach and a course developed by the NSW Board of Adult and Community Education as guiding tools.

Presenters Sulter, Auntie Maureen with Suellyn Tighe & John Giacon

Affiliation Coonabarabran Gamilaraay community, Australian National University, University of Sydney

Title Stories and issues in Gamilaraay language work

Type Paper **Length** 45

Day Wednesday **Time** 4:15-5:00 **Room** Tutorial Room MR331 OTC

Bio Auntie Maureen and Suellyn Tighe are Gamilaraay people who have been long term residents of Coonabarabran. They have been involved in Gamilaraay language work for many years. They have taught Gamilaraay at a community level, at TAFE and in schools, and have been part of the wider Gamilaraay and Yuwaalaraay (GY) revival. Both are qualified teachers, have attended a 6 week SIL linguistics course and are currently enrolled in the Masters of Indigenous Language Education.

John Giacon, after 22 years in high schools, moved to Walgett where, after a year, he began working on Yuwaalaraay with Uncle Ted Fields. He coordinated the Yuwaalaraay program at St Joseph's Walgett, and was teacher-linguist with a number of schools. He has been involved in the production of a number of GY resources including a dictionary, picture dictionary, CD and teacher's handbook. He is currently a PhD candidate at ANU and teaches Gamilaraay at the University of Sydney and at TAFE.

Summary Each of the speakers will give a short account of their involvement in Gamilaraay 'revival' and then point out what they see as the major factors which have assisted or held back the revival. Some of these factors include cooperation across the Gamilaraay-Yuwaalaraay area, the creation of permanent employment and a career path for language workers, quality analysis of the GY sources, a team approach which includes language teachers, others in the community, linguists, administrators, Board of Studies, Education bodies and funding bodies. They will also consider the quality of GY being taught and used and the associated question of accreditation. There is further information on Gamilaraay - Yuwaalaraay resources at www.yuwaalaraay.org

Presenters Templeman, Heather & Murray Butcher

Affiliation Wilcannia Central School

Title Paakantji language program

Type Paper **Length** 45

Day Thursday **Time** 1:30-2:15 **Room** Tutorial Room MR332 OTC

Bio Heather Templeman has twenty five years teaching experience in schools, TAFE and in Corrective Services and from kindergarten through to year twelve and on into adult education. She trained originally at Mitchell College of Advanced Education in Bathurst and then did post graduate study at the University of Technology, Sydney, for a Grad Dip in Adult Education and Master in Education-Language & Literacy. This is her third year at Wilcannia Central School working with primary and secondary students.

Murray Butcher's ancestors on his mother's side belong to the Paakantji nation, situated on the Paaka now known as the Darling River. His country runs from about Louth near Bourke, the whole length of the river to its junction with the Murray River at Wentworth. There were originally twelve dialectal groups within the Paakantji language group but the only one to survive to modern times is Paakantji, of which he is a partial speaker. He became involved in the Language Program at Wilcannia in 1997 after the death of his grandmother, Mrs Elsie Jones OAM, who was instrumental in preserving and teaching the language up until her death. He is continuing to develop and re-develop the language program to suit the needs of the children and community. He believes you cannot teach language without country as both are at the heart of who the people are as a group.

Summary The Paakantji Language is the traditional Aboriginal Language of the Wilcannia area, on the Darling River in Far West NSW. It is the language of the Paaka people or people of the Paaka (river). Due to the language being suppressed over a large part of last century, there are only a few people remaining who have an in-depth knowledge of the language and local culture. Murray Butcher is one of these people and is currently running a Language and Culture program at Wilcannia Central School in conjunction with one of the teachers, Heather Templeman. The aim is to provide the students and community with a means of opening a pathway of knowledge to keep the language and valuable culture alive. The students from kindergarten to year eight are involved in the Language and Culture program once a week, in both the classroom and out in the bush. Murray was recently instrumental in creating and developing an interactive CD on the Paakantji Language and Culture which contributes to the revival and continuing maintenance of this indigenous language.

Presenters Tillett, Jenni & Susan Poetsch

Affiliation Shoalhaven High School, Board of Studies NSW

Title Reviving languages in a school setting

Type Paper **Length** 45

Day Thursday **Time** 2:15-3:00 **Room** Tutorial Room MR332 OTC

Bio **Jenni Tillett** (BEd Aboriginal Studies, MIndigLangEd) is a Bundjalung woman from northern NSW who has lived on the south coast of NSW for 17 years and worked in Aboriginal education for well over 12 years, currently as a teacher at Shoalhaven High. She has served on numerous Aboriginal Education Consultative Groups and committees, and taught Aboriginal studies, Aboriginal language, history, English and geography in secondary schools. She has also taught a broad range of subjects in her fields of interest at TAFE and, more recently, the University of Wollongong.

Susan Poetsch (BA Dip Ed, Grad Dip TEFL, MA App Ling) is currently a Curriculum Officer in the Aboriginal Curriculum Unit at the Office of the Board of Studies NSW. Her role involves working with communities, linguists and schools to implement the *NSW Aboriginal Languages K-10 Syllabus*. In previous positions she has worked as a teacher-linguist with Diwurrurru-jaru Katherine Region Aboriginal Languages Centre in the Northern Territory, a research assistant on the Australian National Placenames Survey at Macquarie University and an English language teacher in Sydney, Korea, China and the Torres Strait.

Summary Aboriginal languages programs in schools depend on a strong foundation of effective community consultation. A program co-ordinator needs not only to be knowledgeable about language teaching and learning and aware of available language materials, but also be able to navigate community uncertainties, agreement and involvement, and other sources of support. This presentation outlines preparations for a Dharawal language program at Shoalhaven High School on the NSW south coast, and helps to explain why some language programs in schools are short-lived while others can be sustained long-term. The presentation will focus on the local school and community situation in Shoalhaven, and will also look more broadly at support available to schools from the Board of Studies NSW in collaboration with other departments and agencies.

Presenters Wilson, Greg with Audrey Brumby, Syd Strangways & Marika Zellmer

Affiliation Department of Children's Services SA

Title Grammatical categories in Australian languages, with particular reference to Arabana of the Eyre Basin, South Australia.

Type Computer Workshop **Length** 90

Day Tuesday **Time** 1:30-3:00 **Room** Computer Room 216 OTC

Bio **Greg Wilson** has worked in Aboriginal languages in education for over 30 years, as a teacher in the 1970s bilingual program at Pukatja (Ernabella), developer of an interpreter training program in Alice Springs, Pitjantjatjara second-language program teacher between several urban Adelaide schools and, since 1991, developer of Aboriginal languages specific (Pitjantjatjara, Yankunytjatjara, Arabana, and currently Dieri) and generic print and ICT resources.

Audrey Brumby was born at Pukatja. She attended school there and subsequently became a trained teacher through the University of South Australia's Anangu Teacher Education Program (AnTEP). She taught at the school for five years, then moved to Adelaide, where she now lives and works as an artist and a casual employee of the Anangu Education Services (AES), the Adelaide and Pukatja based policy, admin and curriculum centres for education on the Pitjantjatjara-Yankunytjatjara Lands.

Syd Strangways, Apatantyanha, was born at Finnis Springs Station west of Lake Eyre South. After some years at the Finnis Springs mission school he started work as a stockman, moving between Queensland and South Australian stations working cattle and sheep. He is passionate about Arabana heritage, language and land issues.

Marika Zellmer is a graphic design artist who has worked with Audrey Brumby at AES in Adelaide for the last five years, developing Pitjantjatjara teaching-learning resources for use in first-language maintenance and second language programs.

Summary Participants will visit grammatical aspects of Australian languages, with reference specifically to Arabana of the south western Eyre Basin, and also to Pitjantjatjara of the Western Desert to enable comparisons across these neighbouring linguistic regions. Digitally recorded utterances will illustrate all grammatical aspects addressed including, eg, the range of case markers used with Arabana nominals (nouns/ adjectives), verb suffixes, verbless sentences, and such like. Aspects of grammatical shift and loss will be touched upon in relation to Arabana. School programs are end-users of the digital recordings, and the presentation will close with a sharing of e-books that have been developed for use in Arabana and Pitjantjatjara programs.

Presenters Zuckermann, Assoc Prof Ghil'ad

Affiliation The University of Queensland

Title Stop, revive, survive!: Lessons from the Hebrew language revival

Type Course **Length** 90 x 3

Day Tuesday-Thursday **Time** 11:00-12:30 **Room** Tutorial Room 303 OTC

Bio Ghil'ad Zuckermann, D.Phil. (Oxford), Ph.D. (Cambridge) (titular), M.A. (Tel Aviv) (summa cum laude), is Associate Professor and ARC Discovery Fellow in linguistics at The University of Queensland, Brisbane. He has been Gulbenkian Research Fellow at Churchill College, University of Cambridge, has taught in Israel, Singapore, UK and USA; and has held research posts in Melbourne, Austin (Texas), Bellagio (Italy) and Tokyo. His publications - in English, Israeli, Italian, Yiddish, Spanish, German and Russian - include the books *Language Contact and Lexical Enrichment in Israeli Hebrew* (Palgrave Macmillan 2003) and *Israelit Safa Yafa* (Israeli a Beautiful Language, Am Oved, 2008). He is currently working on two further books: (1) *Language Genesis and Multiple Causation*, and (2) *Language, Religion and Identity*. His website: <http://www.zuckermann.org/> and email: gz@uq.edu.au

Summary "Language is an archaeological vehicle, full of the remnants of dead and living pasts, lost and buried civilizations and technologies. The language we speak is a whole palimpsest of human effort and history." (Russell Hoban, children's writer, born 1925, in an interview, c.f. Haffenden, 1985: 138)

Through the analysis of the Hebrew revival, this workshop will conclude that:

A. If your language is endangered, do not allow it to die!

B. If your language died, revive it!

C. If you revive your language, embrace the hybridity of the emerging language!