

DEPARTMENT OF EDUCATION



NT Indigenous Languages and Cultures

*Language and Cultural Awareness
(LCA)*

Introduction

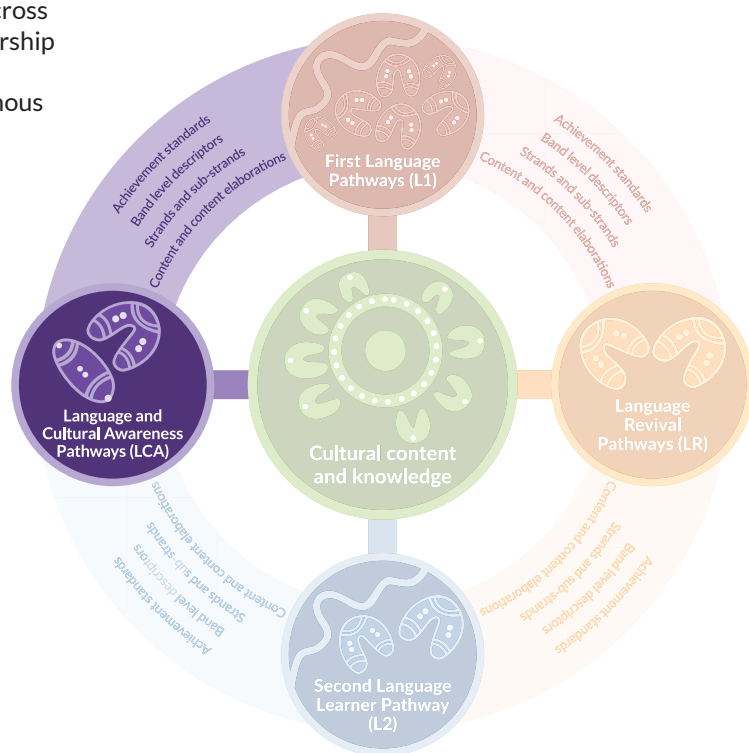
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

It has been developed as the curriculum to implement *Keeping Indigenous Languages and Cultures Strong, A plan for the teaching and learning of Indigenous Languages and Cultures in Northern Territory schools* endorsed by NTBOS as the policy for the teaching and learning of Indigenous Languages and Cultures within the Languages Learning Area of the Australian Curriculum.

The curriculum is meant to support school staff, language speakers and community Elders to develop strong programs and strong pathways for students to learn and grow their knowledge, understanding and skills in Indigenous Languages and Cultures across all levels and stages of schooling. Strong ownership by local language Custodians and speakers is fundamental to the development of an Indigenous Language and Culture program.

The Department of Education has published [Guidelines](#) for schools and communities to work together to develop language and culture programs.

The NTILC has been developed largely by experienced Aboriginal teachers of Indigenous Languages and Cultures who have worked together with Aboriginal Elders, teachers and linguists to decide on appropriate cultural knowledge that can be taught in schools and a series of learning progressions for developing knowledge, understandings and skills for using language. It builds on work that has been happening in NT schools since the 1970s and is used in the NT instead of the Framework for Aboriginal Languages and Torres Strait Islander languages developed by ACARA within the Australian Curriculum: Languages learning area.



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Pathway Description

The Language and Culture Awareness (LCA) Pathway provides opportunities for students to learn about a language and the culture of its speakers. The purpose of the program is not for the students to develop communicative competence in the target language but rather a more explicit knowledge about the language, its structures and features, and the way that culture is embedded in language.

The students

Students in the Language and Culture Awareness Pathway:

- will be learning through English across the curriculum
- might not have any previous connection with the language or culture or other Aboriginal languages and cultures.

Rationale

To provide students with opportunities to:

- learn about an identified language and culture or group of languages connected to a specific location or region
- develop some understanding of key cultural concepts of Country/land, people and kinship and the natural environment associated with the language or groups of languages being studied
- develop an understanding of how the target language expresses culture through vocabulary, grammar and the social use of the language
- develop a level of intercultural capability for communicating with speakers of the language and members of the cultural group in school, in the work place and in the wider community.

Through interaction with teachers and members of the language community students will learn:

- the cultural context of the language – the area where the language belongs, who speaks the language and the history of the language group
- key stories related to the language
- the structure of the language and the way it expresses cultural meanings and world view
- to explore and appreciate the similarities and differences between their own language and culture and the target language and culture
- to respect the right of Aboriginal peoples to speak their languages and to practise their cultures.

Structure

The language content of the NTILC Language and Culture Awareness Pathway (LCA) is organised across three Strands aligned with each of the modes:

- Listening and Speaking
- Reading and Viewing
- Representing and Writing

Within each strand there are three sub-strands:

- **Communication:** where students develop the skills to enable them to communicate in a wide range of content and contexts.
- **Language Structures and Features:** where students will develop control of linguistic structures and features in the language.
- **Learning Strategies:** where students will develop strategies that will help them to learn effectively.

The content of each Strand is further broken down as follows:

Communication	Interacting – using language to learn about new things, information and feelings and to talk about them
	Language variation – learning about differences in language and how language changes over time
Language Structures and Features	Developing strong language – learning to use more complex vocabulary and grammar
	Talking about sounds – learning how words are made up of sounds and parts
	How texts work – learning the ways that different texts are organised according to purpose and audience
Learning Strategies	Talking about language – developing understanding of how language works and a shared language for talking about it
	Learning how to learn – Learners will develop strategies to learn language effectively

Teaching using this document

At each band level you will find

- Achievement standards
- Content description
- Content (in **bold**) and Elaborations (dot points).

Achievement standards tell us what the students should know, understand and do at the end of each band level.

Content outlines what we could teach at each level.

The Elaborations provide illustrations, explanations and examples to indicate possibilities for teaching. They are intended as support material. Teaching teams and schools decide which knowledge and activities to focus on depending on their access to elders, language and culture priorities, access to resources and student progress.

Development Across Band levels

The content in the Language and Cultural Awareness Pathway has been organised in three Band levels that develop across the years of schooling. The Bands are not necessarily aligned to year levels although students who study the language through all the stages of schooling would normally study Band 1 in Transition–Year 2, Band 2 in Years 3–6 and Band 3 in Years 7–9. Where students do not study the language continuously across the years they should learn at the Band level that reflects their level of development and skill. For example, a Year 7 student who has not studied the language before should commence at Band 1 and progress to Band 2 once they have achieved competency at Band 1.

Where students have not had the opportunity to study the language continuously, teachers should select a Band level appropriate to the students' level of competence and achievement as the starting point. This should be done in collaboration with Elders, language speakers and members of the community who are supporting the program. Teaching and learning activities should be challenging for the age of the students.

Assessment and Reporting

The Band levels are developed over more than one year of learning.

Band 1	Band 2	Band 3
Early Years T-2	Primary Years 3-6	Middle years 7-9

Achievement standards describe the learning expected of students at each year or band level. They describe the extent of the knowledge, the depth of understanding and what the students should be able to do having been taught the curriculum content. The sequence of achievement standards provide a description of student learning and a framework of growth and development in the language and, therefore, provide a useful starting point or driver for the development of teaching and learning programs. The achievement standards also allow teachers to monitor students' learning, and make judgements about student progress and achievement and when they are ready to begin learning at the next Band level.

Teachers choose elements of the achievement standard to be developed in specific units of work and students are assessed against what has been taught. Teachers should provide a brief description to parents on the Band level and elements of the achievement standard being assessed until students are judged to have achieved the standard.

Connections to the Australian Curriculum and Other Stages of Schooling

The NTILC addresses the intention of the *Australian Curriculum: Languages* learning area.

It also has common content and purpose in other areas of the *Australian Curriculum*, particularly:

General Capabilities

- Intercultural Understanding
- Personal and Social Capability
- Critical and Creative thinking
- Literacy



Cross-curriculum Priorities

The NTILC provides for students to study language from Transition through to Year 9.

Other curriculum pathways are available to continue studying language through to Year 12, including:

- Stage 1 and 2 units from the SACE Board including Aboriginal and Torres Strait Islander Studies
- Certificate II and III VET qualifications.

Teaching a Language and Cultural Awareness Program

The development and teaching of the program should be led by Custodians and speakers of the language where possible. The key ideas have been selected from the Culture component of the NTILC to provide content for students and teachers to work with and is the medium through which aspects of the language are introduced and thought about.

The language chosen should have a number of resources that are publicly available for use by students of all ages and from outside the language group. These resources should include:

- spoken, visual, written and digital texts that are short and clearly structured, provide examples of tone of voice, facial expression, gesture, and include repetition and recycling of words and phrases
- print and digital texts that might include photos, stories, big books, songs, visual designs, paintings, videos, maps, wall charts, games, flashcards
- materials, tools and artefacts from the community
- members of the language group who are available for students to engage with
- opportunities for excursions out bush on Country
- communication technologies that allow virtual excursions on Country or communication with members of the language group.

The language of instruction will normally be English unless there is a shared first language such as Kriol that could also be used. If there are students from diverse language and cultural backgrounds, these could also be used as the basis for discussion and comparison.

Time Allocation

As a component of the *Australian Curriculum*, there should be at least 2 hours a week of programmed language study in Transition–Year 6 and 2 hours a week in the Middle Years 7–9.

Adapting the Curriculum for Specific Languages and Cultures

The curriculum describes what the children should learn (Content) and what they should understand, know and be able to do at the end of each Band level (Achievement Standards). The Elaborations provide examples of the learning students should access, however they are not prescriptive. Each language and culture is different. Each context is also different and the details of the content, achievement and learning will need to be adapted for the language and culture, and context of learning under the direction of speakers and Custodians of the target language.

BAND ONE OVERVIEW

Band Level Description

Students in Band 1 will identify and explore some key cultural ideas about Country/land, people and kinship and natural environment from an identified language group.

They will:

- hear and view examples of the language to hear what it sounds like
- identify some basic vocabulary and some rules for its use
- learn about the Custodians of the language and the region where it belongs and is or has been spoken
- experience and engage with a range of ways that messages can be conveyed in the language, including visual, written and multimodal texts and forms.

Students in Band 1 who study the language throughout all stages of schooling will normally be in Transition-Year 2.

However, students in other years who are commencing the study of the language may be learning at Band 1.

Cultural Understanding and Knowledge

In Band 1 students will recognise and identify the diversity of Aboriginal languages and the ways that Aboriginal people are related to Country and to each other.

They will begin to explore the deep knowledge Aboriginal people have of the natural environment and how it provides food, water and medicine at different times of the year.

Achievement Standard

By the end of Band 1 students

Listening and Speaking

- LS 1.1** Recognise when they hear the target language spoken and respond appropriately to simple greetings and classroom directions used by classmates and teachers.
- LS 1.2** Know that different forms of address and kinship terms are used to show respect when addressing others.
- LS 1.3** Hear and say some words and phrases using acceptable pronunciation and intonation.
- LS 1.4** Observe, interpret and use some common hand signs.
- LS 1.5** Recognise some words that may have been borrowed or introduced from other languages.

Reading and Viewing

- RV 1.1** Identify how messages in the language can be communicated in a number of ways, including storytelling, songs, dance and visual design.
- RV 1.2** Respond to a range of texts such as stories, songs, dances and paintings through roleplaying, drawing and movement reflecting some key messages, characters and features of the text.

Representing and Writing

- RW 1.2** Recognise some specific words in bilingual texts.
- RW 1.3** Distinguish between the sounds of the target language and link some words to written symbols and conventions.
- RW 1.4** Demonstrate their understanding of the target language communication by presenting information they have learnt about Country/Place, Family and Kinship and the Natural Environments in a range of simple oral, written, visual and multimodal texts.



BAND ONE CONTENT

Country/Land

Identify the areas of Country and the people who are connected to the language of study.

Identify some key features of the landscape and the environment, including:

- locate sites and places that are important to the members of the language community
- Identify key Dreaming stories that belong to the target language community.

Experience ways that Dreaming stories are told, including through song, dance and art.

Engage with photos and oral histories of people from the language community.

People/Kinship

Understand that people from this language group belong to an extended family and kinship system that connects them to each other, the Country and the language.

Recognise and identify:

- kinship terms for extended family and clan
- skin names and moieties or other terms that are used in the language
- people they know who are members of the language group.

Natural Environment

Identify the ways that people from this language group are able to read the land to obtain food, water and the materials they need to live their lives, including:

- common bush fruits, foods that are found in the area
- names of animals and their tracks
- how animals and plants are classified in the language
- local cultural seasons and weather patterns
- names and words for different times of day
- important sources of water
- tools and artefacts that are commonly used and what they are made of
- common bush medicines
- the importance of caring for country.



LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> • Interact in classroom routines and respond to the teacher. • Recognise that different words and language forms are used to address and communicate with people. 	<ul style="list-style-type: none"> • Locate specific words and phrases in texts such as charts, lists, photos, maps. • Recognise that languages borrow words from each other. 	<ul style="list-style-type: none"> • Create simple print or visual bilingual texts for the class room environment such as captions, labels, wall charts, kinship charts.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> • Identify some elements of the target language structure. • Notice and imitate sounds, including sounds that are not in English or their first language, intonation patterns and rhythms of the language. • Recognise that there are many ways of communicating messages in the language. • Understand that language belongs to communities and language learning requires respectful and appropriate behaviour. 	<ul style="list-style-type: none"> • Notice that people use language in ways that reflect their culture such as where and how they live and what is important to them. • Notice how the sounds of the language relate to written forms of the language. • Understand that texts have a purpose. 	<ul style="list-style-type: none"> • Make some bilingual word lists, picture dictionaries.
LEARNING HOW TO LEARN	<ul style="list-style-type: none"> • Understand the importance of listening to language more than once. 	<ul style="list-style-type: none"> • Ask for help to interpret paintings, songs, dances, maps. 	<ul style="list-style-type: none"> • Write in English and ask for translation.

BAND ONE CONTENT AND ELABORATIONS

COMMUNICATION

Listening and Speaking

Interacting

Interact in classroom routines and respond to the teacher.

- listening and responding to simple greetings:
- *Ngurrju mayinpa?* (How are you?) *Ngurrju.* [Warlpiri language]
- responding to teacher directions with simple terms such as *yuwayi/lawa* (yes/no) – [Warlpiri]
- allocating each child a kinship name and asking them to introduce selves in response to a question:
 - *Nyiya nyiyanpa nyuntyuju?* (What skin are you? Warlpiri)
 - *Nagujurna Napurrurla* (I'm Napurrurla)
- interpreting and using some simple hand signs
 - hello, what do you want
 - no

Reading and Viewing

Locate specific words and phrases in texts such as charts, lists, photos, maps.

- identifying the region and key places where the language is spoken
- identifying, naming and labelling some feature of the area from photos, maps, videos:
 - hills/mountains
 - creeks
 - rivers
 - ocean/sea
- using charts, photos, film to find out about the weather, seasons, animals, plants and fish that can be found in the language area
- identifying and labelling animals tracks
- naming and matching parts of the body
- naming, labelling and sorting bush foods, animals, plants and natural objects using culturally appropriate categories:
 - edible/non-edible
 - vegetable food/meat/sweet
 - fish/seafood
- using kinship charts to identify kinship terms for immediate family and comparing these with terms used in their own family

Representing and Writing

Create simple print or visual bilingual texts for the classroom environment such as captions, labels, wall charts, kinship charts.

- presenting information they have learned about the language regions and people in:
 - group constructed visual maps
 - labelling body part charts
 - simple family trees/kinship charts
 - classification charts
- creating new dance sequences for contemporary songs/raps
- creating simple songs or new versions of children's songs substituting names, animals, places, adding characters
- using non-verbal forms to create new forms of songs
 - clapping
 - gestures
 - hand signs
 - facial expressions

Language variation and difference

Recognise that different words and language forms are used to address and communicate with people.

- roleplaying using terms of respect, behaviour and forms of address using allocated kinship terms
- welcoming visiting members of the language group including Elders to the school using respectful behaviour and forms of address

Recognise that languages borrow words from each other.

- Identifying some words from the language that might be used in English:
 - place names
 - names of animals, plants, tools
- recognising some words in the language that are borrowed from English or another language:
 - *puluku* in Warlpiri (cow/bullock) from English bullock
 - *rupiah* (money in Yolŋu Matha) from Macassan
 - *kuurlu* in Warlpiri (school) from English school

Explain to others some culture specific words such as names of artefacts or tools, kinship, terms of address.

- making bilingual word banks, wall charts, picture dictionaries in English and the language
- making bilingual photobooks of animals, plants, features of the language region
- making short presentations at school assembly explaining features of the language and culture

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Identify some elements of the target language structure.

- identifying people, places, things and events using:
 - nouns to name family, kinship, animals
 - pronouns (I, you two; you mob; we, we two; we more than two; us)
 - some verbs for simple actions
 - terms for colours, number, size
 - terms used to classify animals, plants, birds, fish, foods

Reading and Viewing

Notice that people use language in ways that reflect their culture such as where and how they live and what is important to them.

- recognising significant symbols in sand drawings, paintings, designs, body painting:
 - digging sticks and coolamon for collecting food
 - animals
 - meeting places
- identifying and listing vocabulary and talking about the English equivalents different from English:
 - kinship terms
 - directions
 - names of animals and plants
 - ways to classify things
 - colours
 - seasons

Representing and Writing

Notice and imitate characteristic sounds, intonation patterns and rhythms of the language.

- recognise when the language is being spoken
- describing how it sounds
- identifying words (including nouns, verbs, pronouns) when they hear them by clapping or tapping
- imitating and experimenting with pronunciation of sounds in words and phrases
- practising and talking about how sounds are made
- using intonation to recognise and distinguish between statements, questions, commands, exclamations, songs

Notice how the sounds of the language relate to written forms of the language.

- noticing that the language can be written down
- recognising the letters that are used to represent sounds
- recognising the letters/symbols in the language that might be different from English.
- reading words, phrases and sentences aloud with the teacher and matching sounds and letters

Developing strong language

Talking about sounds

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Recognise that there are many ways of communicating messages in the language.

- experiencing different ways of telling a story:
 - yarning
 - painting
 - songs and dances
 - traditional stories
- identifying and using some basic hand signs
- understanding and participating in acknowledgement of country

Reading and Viewing

Understand that texts have a purpose.

- viewing a range of texts/performances including Welcome to/Acknowledgement of country, traditional stories, paintings, songs and dances, their intended audience and the messages they convey
- exploring symbols that are used to convey identity:
 - t-shirts
 - flags
 - body painting
- listening to some key narratives that belong to the language and Country of the speakers told in English identifying:
 - animals, plants, places

Representing and Writing

How texts work

Understand that language belongs to communities and reflects the area where it is spoken.

- identifying and locating where the language is spoken
- understanding that the language is recognised as identified with a community of people who are the custodians
- naming some people they know who are speakers of the language
- identifying the region where the language is spoken as desert, river, stone country, salt water and thinking of some words that reflect this
- explaining culture specific words such as names of artefacts and tools, animals

Notice that people use language in ways that reflect their culture including where and how they live and what is important to them.

- responding to teacher prompts in English to express their impressions when viewing images, singing songs, dancing or reading stories from the language region:
 - What do you see?
 - What do you notice about...?
 - Why do you think that?
 - How is this similar or different ?
- noticing similarities and differences in the target language, English and other known languages that relates to culture:
 - names of animals and food connected to the environment of the region
 - kinship names in extended families
- comparing aspects of their lives with those of children in the language community as viewed through digital images, youtube videos or through direct on-line communication

Talking about language

LEARNING STRATEGIES

Ways to learn
about language

Listening and Speaking

Understand the importance of listening to language more than once.

- listening to short examples of the language more than once using a listening post or headphones
- hearing and responding to language more than once in stories, songs, rhymes

Reading and Viewing

Ask for help to interpret paintings, songs, dances, maps.

- Interacting with teaching team and visiting Elders using appropriate protocols such as respect terms, behaviour and forms of address

Representing and Writing

Write in English and ask for translation.

- identifying key words from stories, videos about region and ask for translations
- compiling bilingual word lists
- using picture dictionaries if they are available



BAND TWO OVERVIEW

Band Level Description

Students will continue to explore key cultural knowledge and understandings about Country/Land, People and Kinship and the Natural Environment of the language community of the language being studied.

Students will:

- interact with speakers of the language, including peers as well as older people, face-to-face and using on-line technologies
- listen to, view and read a range of texts including photos, documentaries, art works, dances expanding their knowledge of the language, people and area where it is spoken
- explore the ways that oral texts are used to convey information
- continue to expand knowledge of some key words and phrases and their English equivalents where they exist
- identify similarities and differences in the way that speakers use the language, English and other languages they know
- learn more about the people and the region, including some significant events that have impacted on language use
- observe/view demonstrations of food preparation, technologies.

Students who study the target language continuously throughout school will normally be learning in Band 2 in the Primary Years 3–6.

Cultural Understanding and Knowledge

In Band 2 students will elaborate on some of the things they have learned to recognise and identify in Band 1. This includes naming and listing different things, providing detailed descriptions and explaining how things work, including:

- some songs, dances and designs that belong to the speakers of the target language
- the kinship system
- how natural environments provide food, water, tools and medicine for life
- seasons
- signs that show where water is located
- a range of bush medicines and their uses
- some ways of caring for Country
- key events that have impacted on the lives of the target language community
- the history of the community of speakers.

Achievement Standard

By the end of Band 2 students

Listening and Speaking

- LS 2.1** Listen to songs and stories from the language community identifying key messages and comparing these to messages conveyed by stories in their own culture.
- LS 2.2** Identify how ownership of the stories, dances and designs is determined by kinship and other social groupings.
- LS 2.3** Know that the target language has its own pronunciation, spelling and grammar.
- LS 2.4** Join in and perform some simple songs in the language approximating pronunciation and intonation.
- LS 2.5** Interact with speakers through scaffolded structured interactions displaying respect in appropriate ways.
- LS 2.6** Provide examples of how languages change over time by identifying words and phrases borrowed from English or other languages.

Reading and Viewing

- RV 2.1** Read and view written stories, paintings, designs, films, documentaries that are bilingual or about the language community and region and identify the ways they carry knowledge in the context of Country/place, kinship and family.
- RV 2.2** Identify equivalent words and phrases between English and the target language.
- RV 2.3** Identify where there is no direct equivalence between words in English and the target language and give some reasons why this might be the case.
- RV 2.4** Apply their knowledge of pronunciation, spelling and grammar of the language to work out new words and phrases and predict meaning.

Representing and Writing

- RW 2.1** Create some simple bilingual texts such as signs, notices, posters for use in the classroom and school.
- RW 2.2** Identify ways that languages are used and can continue to be used for a range of purposes.
- RW 2.3** Demonstrate their understanding of the language region, community and culture by labelling, organising and classifying natural objects, plants and animals from the environment, identifying and describing key features.



BAND TWO CONTENT

Country/Land

Students:

Describe some features of the Country/land where the language is spoken.

Experience traditional dancing, singing, music and storytelling.

Listen to or view oral histories, photos and stories, and describe how people lived in the past, including:

- some places where people lived in the past
- family life now and in the past
- how people came to live in the areas they are now.

People/Kinship

Students:

Describe the system of kinship within the language group, including:

- skin names/relationship terms people use to address each other
- how these relate to other groups and places.

Natural Environment

Students:

Explore how the natural environment provides food, water, tools and medicine and other resources required for life, including:

- experience and identify ways that animals, plants and foods are represented in traditional designs and paintings
- recognise more animals' tracks and signs
- recognise and use hand signs for animals, birds, and plants
- identify bird and animal calls
- are familiar with the seasonal calendar if available
- sort and list foods that are available at different times of the year
- listen to some traditional stories that talk about seasons, day/night
- describe and investigate some traditional technologies
- identify a greater range of bush medicines and what they are used for
- read or view documentaries on the use of fire.



LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATING	<ul style="list-style-type: none"> Interact with classmates, the teaching team and visiting Elders/speakers about aspects of the culture and region where the language is spoken. Notice how ways of communicating with and responding to each other shape and reflect identity. 	<ul style="list-style-type: none"> Gather, classify and compare information from a range of sources about Country/Place, Natural Environment, and People and Kinship. Recognise that languages change over time. 	<ul style="list-style-type: none"> Create some simple bilingual texts for the classroom and school community.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Extend their understanding of some vocabulary and expressions in the language, including hand signs. Discriminate sounds, morphemes and intonation patterns in words, phrases, sentences, questions, commands, request and exclamations. Understand the role of kinship in social behaviour and the relationship between place, history and society. Notice and describe some ways in which the target language is the same or different from English or other languages they know. 	<ul style="list-style-type: none"> Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular features. Understand that the use of stories and names in Indigenous languages is culturally determined. Translate simple texts from the language into English and vice versa. 	<ul style="list-style-type: none"> Explore the strength and current use of the language.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Listen to the new words, phrases, sentences language to be learned a number of times in more than one context. 	<ul style="list-style-type: none"> Recognise ways to store, keep and access language materials. 	<ul style="list-style-type: none"> Explore ways that language and culture can be maintained and strengthened.

BAND TWO CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening and Speaking

Interact with classmates, teaching team and visiting Elders/speakers about aspects of the culture and region where the language is spoken.

- listening to visiting speakers talking about the environment, the history of the community
- listening to people telling some of the key stories of the region identifying some key themes, characters
- taking short excursions/walks to habitats on-Country or similar to the region where the language is spoken
- observing the demonstration of cultural activities recording key words and phrases:
 - collecting and preparing bush foods
 - basket weaving or making artefacts
 - dancing
 - painting
- talking to speakers of the language who are the same age about their daily lives
- making short oral presentations (in English) prepared in a group about aspects of the language region and culture
- performing bilingual songs in English and the target language alternating between the two languages
- creating a profile of well-known language speakers such as community leaders, politicians, musicians, artists or sports persons
- participating in national celebrations and significant events such as NAIDOC Week, Reconciliation Week, Harmony Day

Reading and Viewing

Gather, classify and compare information from a range of sources about Country/place, people and kinship and natural environment.

- viewing, reading and interpreting posters, photos, seasonal calendars and weather charts identifying:
 - habitats and life cycles of animals and birds or insects
 - signs of bush foods
 - signs of water
 - plants used for bush medicines
- interpreting kinship charts
- reading or reading along with factual and non-factual books, discussing:
 - key characters
 - sites/places mentioned
 - key messages such as social values and rules for living
 - taking on the role of a character from a story and responding to questions about the role
- viewing/participating in traditional dancing, identifying:
 - whose dance is it – kinship group
 - key characters in the dances
 - messages/story told by the dance
 - ways that these messages were conveyed through movement, body painting and props

Writing and Representing

Create some simple bilingual texts for the classroom and school community.

- recording information they have learnt from listening to guest speakers, excursion, bush walks
- drawing parts of animals, plants and labelling with single words
- drawing and identifying animal tracks
- creating a pictorial story about life in the past with short captions, using some key words for shelter, place names
- mapping sites, landforms and other features of the Country
- creating bilingual texts using sub-titles and captions to inform the school community, eg signs for the toilets.
- creating sets of word cards for games
- creating picture and bilingual word lists for the names of places, features, animals and plants

COMMUNICATION

Listening and Speaking

Notice how ways of communicating with and responding to each other shape and reflect identity.

- developing a class wall chart or simple family tree labelled with kinship terms for their extended families:
 - words for maternal and paternal grandparents
 - the idea of having more than one mother and father
 - brothers and sisters
- discussing how their experiences and upbringing might be different from speakers of the same age:
 - at school
 - out of school
 - family responsibilities
- Noticing and behaving respectfully towards Elders
- Noticing some of the ways people communicate in the language and in English, eg:
 - hand signs
 - body language
 - intonation
 - eye contact
 - expressions used when greeting and leaving
 - facial and vocal expressions

Reading and Viewing

Recognise that languages change over time.

- making lists of words that are the same as, or similar to, words in neighbouring languages, including Kriol, Aboriginal English
- discussing loan words that have been incorporated from other languages to describe new things:
 - new technologies (computer, TV)
 - words from Aboriginal languages that are in English
- describing how language and cultures are always changing as a result of contact with other languages and cultures, eg:
 - kinds of food that people eat
 - electronic games or media

Writing and Representing

Language variation and difference

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Extend their understanding of some vocabulary and expressions in the language, including hand signs.

- extending lists of words that they hear, read or view:
 - kinship terms
 - body parts
 - names of animals
 - names of plants
 - pronouns
 - names
- identifying and analysing some idioms and colloquialisms
- investigating the purpose and use of hand signs, eg:
 - during sorry business
 - out hunting
 - communicating at a distance
- talking about the verb, describing the role words play

Reading and Viewing

Translate simple texts from the language into English and vice versa.

- using bilingual dictionaries to translate key words or interest:
 - kinship terms
 - parts of the body
 - sports terms
 - names of animals, plant, fish, foods
 - clothing
 - housing and shelter
 - artefacts and tools
- discussing what happens when the words are culturally specific and do not easily translate into English
- identifying words and phrases that have more than one literal meaning
- Interpreting visual texts such as art, design and performance

Writing and Representing

Explore the strength and current use of the language.

- talking about where the language is used and for what purposes
- exploring ways that the language is being used by community organisations and government, such as:
 - posters
 - story telling
 - writing
 - recording
 - media
 - interpreting
 - art centres
 - tourism

Developing strong language

Talking about sounds

Discriminate sounds, morphemes and intonation patterns in words, phrases, sentences, questions, commands, request and exclamations.

- listening for specific sounds and parts of words in oral language
- comparing what they hear with the written form of a word:
 - what sounds are difficult to hear
 - why are those sounds difficult to hear
- identifying different forms of a word:
 - *maliki* – dog; *malikijarra* – two dogs [Warlpiri]
- responding to commands in games such as Simon Says

Identify sounds and parts of words in written texts.

- breaking words into sounds/syllables
- breaking words into parts and discussing how the addition of a prefix or suffix changes the meaning
- thinking about the role of punctuation in place of intonation

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Understand the role of kinship in social behaviour, and how the relationship between people and place is expressed through language.

- identifying some specific ways of communicating with people, eg:
 - mother-in-law
 - poison cousins
- talking about word taboos, eg:
 - when someone dies and their name can't be used
- noticing differences in the ways in which speakers of the target language and English speakers communicate with different people, eg:
 - with young children
 - with unfamiliar adults
 - with Elders

Reading and Viewing

Understand that texts such as stories, paintings, songs and dances have a distinct purpose and particular features.

- reading/viewing creation stories/ narratives about journeys across Country explaining how features were created and why they are important
- identifying and comparing narratives with other texts about Country such as maps that convey directions only
- discussing the ways that stories, paintings, dances and designs link people to Country
- identifying the ownership of songs, stories, dances and designs
- exploring the idea of open and closed version of stories, designs, dances and songs
- exploring the ways that language speakers use reading and writing:
 - what kinds of written texts are available
 - how do speakers learn to read and write their language

Writing and Representing

Notice and describe some ways in which the language is the same or different from English, or other languages the students know.

- identifying the different categories for talking about animals and plants and some reasons for this

Understand that the use of stories and names in Indigenous languages is culturally determined.

- identifying the process and ownership of teaching materials.
- Discussing the idea of closed knowledge – who has the right to tell a story, hear a story, paint a story, participate in a dance.
- observing and discussing protocols around the retelling and sharing of stories.
- understanding the importance of safely storing materials and texts

How texts work

Talking about language

LEARNING STRATEGIES

Learning how
to learn

Listening and Speaking

Listen to language a number of times in more than one context.

- listening to and joining in songs
- reading along with the words of songs

Reading and Viewing

Recognise ways to store, keep and access language materials.

- accessing materials on digital archives and apps, such as:
 - iTalk
 - Living Archive of Aboriginal Languages (LAAL) [Charles Darwin University]
 - Centre for Australian Languages and Linguistics (CALL) Collection [Batchelor Institute]
 - community language centres and organisations

Writing and Representing

Explore ways that language and culture can be maintained and strengthened.

- taking field trips to see how language and culture is used in media, the arts and tourism industries, Caring for Country programs
- visiting the interpreter service
- visiting community organisations such as ARDS, Nungalinga, IAD and CDU to explore the ways that the language is being used outside the community



BAND THREE OVERVIEW

Band Level Description

In Band 3, students interact with members of the language group, including peers and adults to build knowledge and understanding of Country/land, people and kinship and the natural environment of the target language community. They use this knowledge to explore how cultural knowledge influences how the language works. They will develop an understanding of the relationship between language and culture and the ability to communicate across cultures.

They will:

- interact with members of the language community, including peers and older people, to exchange information about their own life experiences within structured on-line or face-to-face situations
- continue to explore the vocabulary of the language including some metaphors and colloquialisms
- explore the similarities and differences between the ways that the target language, English and other languages they know communicate ideas
- experience and respond to a range of contemporary texts, including artistic works, produced by speakers of the language.

Students who have studied the target language continuously throughout school will normally be learning in Band 3 in the Middle Years of school, Years 7–9.

Cultural Understanding and Knowledge

At Band 3 level students will:

Explain ways that members of the language community understand ownership of Country/land and land use and compare this with the ideas of non-Aboriginal people.

Describe kinship relationships and terms in the language and compare these with non-Aboriginal structures and relationships.

Take part in, and compare ways of gathering, preparing and generating food and technologies such as tools, shelters and medicine.

Represent partnerships and collaborations involved in caring for Country.

Achievement Standard

By the end of Band 3 students

Listening and Speaking

- LS 3.1** Know the sounds, stress, intonation patterns and some grammatical elements of the language.
- LS 3.2** Use some simple metalanguage, eg nouns, verbs, subject, object and plurals to explain the role of words and parts of words.
- LS 3.3** Listen to and then share responses to a range of texts such as stories, films and procedural texts, demonstrating understanding by identifying and explaining main ideas, key themes, sequences of events.
- LS 3.4** Share interests, experiences and information about life with peers in the target language community.
- LS 3.5** Use culturally appropriate norms, skills and protocols when interacting with and learning with members of the language group and other Aboriginal people.
- LS 3.6** Describe how they feel and behave when interacting with language speakers.

Reading and Viewing

- RV 3.1** Locate, analyse and summarise factual information from a range of sources on topics and issues related to the language region and community.
- RV 3.2** Explain culture-specific concepts, practices and expressions.

Representing and Writing

- RW 3.1** Apply their knowledge of the writing system to write some words and sentences.
- RW 3.2** Demonstrate understanding of the target language region by presenting information on topics such as social and environmental issues, past and present community events and lifestyles.



BAND THREE CONTENT

Country/Land

Create visual maps that record:

- place names
- features of the country
- Owners of the country
- protocols for visiting.

Overlay traditional maps of Country onto Western maps and compare and discuss the impacts of:

- the state/regional borders drawn by non-Aboriginal people
- English place names
- stations owned by non-Aboriginal people
- towns.

People/Kinship

Compare Aboriginal and non-Aboriginal family structures

- recognise specialised kinship terms
- explore issues around reciprocal relationships.

Investigate the rules for determining marriage partnerships.

Natural Environment

Find and prepare bush foods under the supervision of appropriate Elders and record:

- where it was found
- how it was caught/collected
- how it was slaughtered/prepared
- whether it was eaten – cooked or raw
- how it was shared
- who was in charge of hunting/collecting preparing
- ways of conserving and regeneration of sources of food.

Research some of the partnerships between Western science and Traditional Owners in caring for Country, eg:

- fire management practices
- management of feral animals and weeds
- site management and protection in national parks.



LANGUAGE CONTENT

	Listening and Speaking	Reading and Viewing	Representing and Writing
COMMUNICATING	<ul style="list-style-type: none"> Engage with peers, the teaching team and visiting Elders/community speakers. Understand that languages and cultures change continuously due to contact with another culture and in response to new needs and ideas, popular culture, media and new technologies. 	<ul style="list-style-type: none"> Identify, analyse and summarise information from a number of sources about the target language and the culture of its speakers. Discuss how key messages and beliefs are communicated through stories and visual texts. 	<ul style="list-style-type: none"> Create a range of spoken, written and multimodal texts to convey information and to entertain others.
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> Expand vocabulary and understanding of some grammar. Describe how and where the sounds of the target language are made. Investigate spoken, written and visual models of communication. Reflect on ways that language and language use is shaped by a community's ways of thinking, behaving and viewing the world. 	<ul style="list-style-type: none"> Analyse published bilingual texts and comment on differences between how each language represents meaning. Read aloud to show comprehension of sound-symbol correspondences and flow of ideas. 	<ul style="list-style-type: none"> Explore writing systems based on syllabic principles.
LEARNING STRATEGIES	<ul style="list-style-type: none"> Consider and discuss their own and each others experience and ways of expressing identity. 	<ul style="list-style-type: none"> Understand and apply cultural norms, skills and protocols associated with learning, using and researching Indigenous languages. 	<ul style="list-style-type: none"> Investigate programs, initiative and techniques that keep Indigenous languages strong.

BAND THREE CONTENT AND ELABORATIONS

COMMUNICATION

Interacting

Listening and Speaking

Engage with peers, the teaching team and visiting Elders/community speakers.

- engaging in face-to-face or online discussions with peers about shared interest, cultural practices and experience such as sport, food, study, music or fashion
- sharing and comparing information about teenage life, daily routines and responsibilities
- planning and preparing for a real or virtual visit to the language community
- planning and participating in a visit to an art exhibition or performance by members of the language community
- comparing information accessed through photos, Indigitube and talks by community speakers about lifestyles and events in language communities, such as:
 - sporting events
 - dance nights
 - road trips
 - going out hunting/camping
- interviewing an Elder/community speaker about topics such as life histories, community initiatives and projects
- interpreting landscape from photos or videos of the region and making an oral presentation about features of the area, comparing traditional and contemporary, Aboriginal and non-Aboriginal perspectives

Reading and Viewing

Identify, analyse and summarise information from a number of sources about the language and the culture of its speakers.

- researching a social or environmental issue from the language region, eg:
 - marriage system
 - language and culture
 - land rights
 - land management
 - caring for Country – feral animals, fish stocks
 - water supply
 - bush medicines
 - food production
 - education
- viewing a demonstration such as cooking bush tucker, preparing bush medicine, spear making, basket weaving and recording key words and phrases related to the processes of collecting and preparing food etc
- engaging with and interpreting paintings, sculptures and dances associated with the language community
- discussing key messages that are expressed in stories, songs, and dance in visual, written and performance texts and comparing those with English texts or their own languages and cultures

Representing and Writing

Create a range of spoken, written and multimodal texts to convey information.

- presenting information about the language, the culture, and the history of the language community using charts, and power-point presentations, eg:
 - using diagrams/charts to explain how the kinship system works through the generations
 - collecting and preparing bush foods
 - collecting and preparing bush medicine
 - explaining the use of fire for managing Country
 - making traditional tools
- creating timelines, presentations to describe some key influences or events that have impacted the history of the language community, eg:
 - key people
 - key policies that have impacted the community
 - events, such as cyclones, WWII and contact with non-Aboriginal people, including pre-colonisation

COMMUNICATION

Listening and Speaking

Reading and Viewing

Representing and Writing

Language variation and difference

Understand that languages and cultures change continuously due to contact with another culture, and in response to new needs and ideas, popular culture, media and new technologies.

- exploring the history of the English language and identifying the ways that words from other languages or cultures have come into the language, eg:
 - French during the Norman times
 - Hindu/Arabic influences in maths
 - words from languages around the world
- introducing the idea of mixed languages such as creoles and Aboriginal English, exploring:
 - how they formed
 - how they are used
 - the implications of language shift vs bilingualism
- reflecting on the changing uses of English including:
 - changing lifestyles
 - cultural trends such as youth culture
 - changing technologies

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Expand vocabulary and understanding of some grammar.

- making lists of words and phrases and their meanings
 - family and kinship terms
 - parts of the body including inside
 - features of the Country
 - directional terminology
 - simple directions for use in classroom
- identifying and understanding demonstratives and their role, eg:
 - this, this one here
 - that, that one there
- exploring different ways to talk about number, eg:
 - singular and plural
- identifying the subject and object of a sentence and how they are expressed in the language
 - use of suffixes and prefixes
- discussing some idioms and colloquialisms

Reading and Viewing

Analyse published bilingual texts and comment on differences between how each language represents meaning.

- analysing some simple sentences in the target language with English translations, noticing:
 - word order
 - ways that the subject and object of the sentence are marked
 - how plurals are marked
 - the meanings of individual words
- creating new sentences using the language identified in the sentences that have been analysed

Representing and Writing

Explore the syllabic principles of the writing system of most Australian Indigenous languages.

- using spelling charts for the target language and other Indigenous languages to see their spelling systems
- discussing the ways in which the spelling systems have been developed for Australian Indigenous languages, using a system of one sound, one letter
- using a dictionary to practise saying and spelling words

Developing strong language

Talking about sounds

Describe how and where the sounds of the language are made.

- using a phonetic alphabet chart to describe where and how the mouth and tongue make sounds of the language and some other languages
- learning to use the technical words for describing sounds and how they are made
- exploring the syllabic structure of words by breaking words into syllables

Reading aloud to show comprehension of sound-symbol correspondences and flow of ideas.

- have a go at reading some simple captions, sentence readers in the language

LANGUAGE STRUCTURES AND FEATURES

Listening and Speaking

Reading and Viewing

Representing and Writing

How texts work

Investigate spoken, written and visual models of communication.

- analysing a range of texts, identifying their purpose and audience by:
 - declaring identity
 - acknowledging ancestors
 - passing on knowledge and information
 - mapping resources on Country
 - managing natural phenomena such as the weather, locating water/bush foods
- discussing contemporary texts in the language including:
 - performance
 - visual texts used in public spaces in the community for health, education
 - film and media
 - music and songs

Discuss how key messages and beliefs are communicated through stories and visual texts.

- comparing the roles and representation of animals and landscapes in different type of texts
- discussing how relationships between people, the environment, animals and plants are expressed through the arts, including stories, paintings, songs dance
- symbols used for representation
- use of simile and metaphor

Talking about language

Reflect on ways that language and language use is shaped by community's ways of thinking, behaving and viewing the world.

- identifying words that are in the target language but not in English or other languages they know
- discuss some reasons for this, eg
 - the geography of the Country or area where the language is spoken
 - importance of extended family
 - relationships between people and the land

Explain the role of language in passing on knowledge.

- responding to a range of visual and written texts by:
 - recording key vocabulary and expressions
 - identifying and explaining main ideas and key themes
 - sharing personal views and reactions with others
- describing and explaining aspects of artistic expression to others, eg:
 - traditional and contemporary art works
 - roles of different groups (owners and managers; men and women; songmen) in relation to traditional elements of song and dance
 - the making of headdresses and other artefacts, including the use of contemporary materials.

LEARNING STRATEGIES

Learning how to learn

Listening and Speaking

Consider and discuss their own and each other’s experience and ways of expressing identity.

- discussing the roles that language and culture play in the identity and well-being of Aboriginal and Torres Strait Islander people identified in the:
 - Stolen Generations – Bringing them Home Report
 - Report into Deaths in Custody
 - The Royal Commission into Youth Detention
- reflecting on the experience of learning about an Indigenous language and culture

Reading and Viewing

Understand and apply cultural norms, skills and protocols associated with learning, using and researching Indigenous languages.

- using culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander people and communities
- acknowledging cultural and intellectual property rights and copyright over language work
- seeking permission and consent of the owners of language when planning to visit Country/place or gain information about sites, stories and family histories

Representing and Writing

Investigate programs, initiatives and techniques that keep Indigenous languages strong.

- identifying programs and initiatives that maintain and strengthen use of Indigenous languages, by:
 - school programs, including bilingual education
 - use of interpreters and translators
 - identifying and accessing keeping places such as the Living Archives of Aboriginal Languages (LAAL at CDU), CALL Collection (Batchelor Institute) language centres and organisations
 - use of languages on television, radio, in parliament

GLOSSARY OF TERMS

Adjective/ describing word	A word used to describe a person, place, thing, feeling, idea, eg in English, <i>big, hot, happy, difficult</i> . In some languages, adjectives and nouns are grammatically the same.
Adverb	Tells us how, when or where something happens, eg in English: quickly, yesterday, inside. In some languages adverbs are not grammatically different from nouns. (See locational words) <i>bili nhe bondi marrtjin bala djäma-lil.</i> [Djambarrpuyŋu] because you quickly went away work-to 'Because you went off quickly/in a hurry to work'
Agreement	The form of one word changes because of another word in the sentence; the words 'agree' with each other. English The cow eats grass. In this example there is an ending 's' on the verb 'eat' because 'the cow' is singular. The cows eat grass. Here there is no ending 's' on the verb because 'the cows' is plural. Burarra <i>galamang an-darrartka</i> 'The axe is sharp' axe (Masculine) Masculine-sharp Describing words must have a prefix in agreement with the class of the noun they are describing. Here the noun <i>galamang</i> 'axe' belongs to the masculine noun class , and the describing word 'sharp' must have a masculine noun class prefix .
AIATSIS	Australian Institute of Aboriginal and Torres Strait Islander Studies
Analyse	Break down and look closely at parts to understand better. Analysing a text involves going deeper into the meaning and forming an opinion about what you read or view.
Antonym	An opposite meaning, eg hot is an antonym for cold
Archiving	Keeping resources (eg books or tapes) in a safe place like a Literature Production Centre, or sending them away to be kept safe in a place like AIATSIS, LAAL at CDU. Sending valuable documents away is good archiving practice, in case a fire or flood occurs in the school.
Bound pronoun	A pronoun that is not a separate word but that has to be joined to another word as a prefix or a suffix (See free pronouns) Ndjébbana examples of bound pronouns (prefixes) <i>ngá-rakarawo</i> 'I go along' <i>njírri-rakarawo</i> 'me and him go along (He goes along with me)' <i>njárri-rakarawo-nja</i> 'me and her go along (She goes along with me)' Luritja examples of bound pronouns (suffixes) <i>ananyi-na</i> 'I am going' <i>ananyi-nu</i> 'you are going'

CALL	Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education
Case	<p>Tells us the function of a noun or pronoun in a sentence, eg who is doing something, where someone is going, who something belongs to, where someone or something is located. In most Australian languages, case is marked by suffixes. (In English, these functions are shown mainly by the position of the word in the sentence or by using prepositions.)</p> <p>Warlpiri Ngarrka-ngku wawirri panturnu. 'The man speared the kangaroo.' man-actor kangaroo speared The suffix -ngku shows who did the action. Palya kalu mani marna-jangka. 'They get wax from spinifex.' wax present-they get spinifex-from The suffix -janga tells us that the wax (palya) is from something (marna 'spinifex').</p>
Case	Upper case means capital letters, and lower case means small letters.
Case marking	The forms (usually suffixes) that tell us what case a word is. In the examples above (see case), the suffixes -ngku and -janga are the case markers.
Class	See noun class.
Chunks of text	A word, several words or several sentences together.
Cohesive	Using words and grammatical features to link ideas expressed in different sentences through the whole text.
Colloquialism	<p>Everyday, informal talk that sometimes includes common expressions that are hard to understand if you don't have a lot of experience with the language.</p> <p>English <i>She'll be right mate</i></p>
Compound sentence	<p>A sentence made up of two or more sentences, often joined by a conjunction.</p> <p>English He tried to shoot it, but he missed.</p> <p>Pitjantjatjara <i>Watingku papa pungu munu mirangu.</i> man-actor dog hit and+same-subject cried 'The man hit the dog and he cried out.' ' <i>Watingku papa pungu ka mirangu.</i> man-actor dog hit and+different-subject cried 'The man hit the dog and it cried out.'</p>

Compounding	<p>A process of forming new words by joining two words together.</p> <p>English <i>blackbird</i> = black + bird <i>landowner</i> = land + owner</p> <p>Burarra <i>an-murnabama</i> 'King Brown Snake' = <i>an-murna</i> 'Masc-big' + <i>bama</i> 'head'</p> <p>Ndjébbana <i>wiba barra-narímabba</i> 'landowners' = <i>wiba</i> 'land' <i>barra-narímabba</i> 'they owner/keeper'</p>
Conditional	<p>A sentence that tells us about something that might, could or should happen, with the result that something else happens.</p> <p>English If we go to the show, we'll have a great time.</p> <p>Burarra <i>Japalana nyi-na-ganyjarna rraka ngu-jerrjerrjingarna.</i> billycan you-here-could/should have taken and so I-could have poured You should have brought a billycan so I could have poured it in.</p> <p>Djambarrpuyŋu <i>Ŋuli nhe dhu warku'yun wuŋgan-nha, ngayiny dhu läwum.</i> if you future tease dog <i>If you tease the dog, it will bite.</i></p>
Conjunction	<p>Used to join ideas, such as and or but in English. (See linking words, linking devices, compound sentences).</p> <p>Warlpiri <i>manu</i> 'and', <i>kala</i> 'but'</p> <p>Pitjantjatjara <i>munu</i> 'and' (the one who is doing the action is the same in both sentences joined by <i>munu</i>) <i>ka</i> 'and' (when <i>ka</i> joins two sentences, the one who is doing the action is different in each sentence)</p>
Context clue	<p>Something that helps us to understand the meaning of a written or spoken text.</p>
Contextual cue	<p>Something that helps us to understand the meaning of a written or spoken text. For example, Contextual support pointing to something would be a contextual cue that I am talking about that thing; people laughing would be a contextual cue that they are talking about something funny.</p>
Contextual support	
Decode	<p>In the context of reading, this means to read unfamiliar words and parts of words by sounding out the letters, or by using knowledge of how to read some syllables or groups of letters. Decoding skills means the ability to do this.</p>
Decoding skills	
Demonstrative	<p>Words meaning 'this', 'that', 'here' and 'there'. Aboriginal languages usually have more demonstrative words than English does, eg they often have different words for 'this' (very near) and 'this' (not very near) as well as 'that' (over there).</p>
Describing word	<p>See adjective</p>

Discourse structure	The way in which spoken and written texts are organised, eg which ideas come first, how some ideas are shown to be important, how different ideas are brought together so that the text makes sense. Cultures organise their texts in different ways (See thematization).
Dual forms	Used for referring to two people or things, eg Eastern/Central Arrernte <i>Mpwele</i> school-ntyete? 'Have you two come straight from school?'
Etymology	The study of the history of words, eg the English word <i>education</i> comes from the Latin language. The Burarra word <i>japalana</i> 'billycan' comes from the Macassan language.
Expository text	Expository texts are usually factual information texts with a main topic and supporting information, that may be written in paragraphs. They are typically used in English for history, science and economic topics. Expository text structure may include description, chronology (time-line), comparison, cause/effect or problem/solution. Organisational tools can include table of contents, headings, index, glossary, pronunciation guide and extra attachments called appendices. Supporting text features might include photos, illustrations, charts, diagrams, tables, graphs and timelines.
Figurative language	A special way of saying something to catch people's attention or make them feel something. In figurative language, we use words with a different meaning from what they usually have. English Her eyes were <i>like</i> stars. In this example, we are describing someone's eyes, and we ask people to imagine stars. Stars are bright and shining, and that is what her eyes were like. Figurative language includes metaphors , similes , exaggeration and many other word types.
Free nouns	These are nouns which stand alone as separate words. Wubuy <i>Wu-yiga-wayamangi ana-ngura</i> . 'The fire kept going.' it ANA-fire-kept going nounclass ANA-fire In this example, <i>ana-ngura</i> is a free noun. It is a separate word that stands alone. <i>-yiga-</i> is a bound noun meaning 'fire'; it is incorporated into the verb .
Free pronouns	(See bound pronoun). Ndjébbana <i>Njirrabba</i> Ndjébbana njarra-ngúdjeya. 'We speak Ndjébbana.' we all(not you) language name we all (not you)-speak In this example, <i>njirrabba</i> is a free pronoun. It is a separate word. <i>Njarra</i> is a bound pronoun . It is a pronominal prefix which must be joined to the verb stem 'speak' (see bound pronouns).
Function	See word function
Gender	Masculine and feminine are the two genders. In some languages, like Tiwi, all singular nouns are either masculine or feminine. Masculine groups and feminine groups of nouns can also be called noun classes .
Grammar	The way words are put together in a language to make sentences and texts.
Head word	The word listed in the dictionary. The head word is the word you have to look up, eg in English dictionaries, <i>walk</i> appears as a head word and 'walks', 'walking', and 'walked' appear in the entry for <i>walk</i>

Idiom	An expression whose meaning cannot be worked out from the meaning of the individual words, eg Djambarrpuyŋu/Gumatj <i>buku-rrupiya</i> 'someone who is only interested in getting money' (literally 'head money')
Implied	Understood to be true although not stated directly. For example to understand the implied meanings of a text we may need to look at different parts of the text or the text as a whole. Other things we know (from culture or experience) and other texts we know can also help us to understand implied meanings.
Incorporation	The process of forming a complex verb by using a noun (or a word from another part of speech) within a verb. The same meaning can usually also be expressed by a simple verb and free nouns. Tiwi <i>ji-mini-marikuwangipi-kiri-nga</i> <i>he-me-dancing-hand-grab</i> 'He grabbed me by the hand while I was dancing.' Murrinh-Patha <i>puy-ma-rtal-nu</i> <i>he himself-hand-cut-future</i> 'He will cut his hand.'
Infer	Work out from evidence and thinking or reasoning.
Intonation	The rhythm of speech, the way the voice moves up and down and varies between loud and soft. Intonation is used to make meanings over and above the meanings that are expressed by the words by themselves, eg in English, intonation can change a statement into a question.
LAAL	Living Archive of Aboriginal Languages, a digital archive of written materials in Aboriginal languages of the NT at Charles Darwin University.
Linking words, Linking devices	Words or parts of words that are used to join sentences or clauses together. Examples in English are and, but, if, because. (See conjunctions)
Literal	Basic or original meaning stated clearly in words.
Locational words	Words that tell us where something happened, eg in English inside, nearby. (See also adverbs .) Gumatj <i>Galki ŋayi yukurra nhina</i> 'He or she is sitting close by' <i>Close-by</i> he/she continuous sit
Metaphor	Using a word or phrase to compare one thing to another, but instead of saying one thing is like the other thing (a simile), saying it is that other thing (eg calling someone who turns up after all the hard work is done Blister). We sometimes use metaphors as a way of explaining something, eg Indigenous educators have used the idea of saltwater and freshwater streams coming together as a metaphor to talk about the place of Indigenous and non-Indigenous knowledge.
Multimodal	Multimodal texts or literacy include different ways of representing knowledge and making meaning. They can include spoken, song, sign, dance, art, film, writing.

Nominalisation	<p>Making a noun from a verb or another part of speech, eg in English communication from communicate, improvement from improve, continuation from continue.</p> <p>Eastern/Central Arrernte angke 'speak' <i>angkentye</i> 'speaking, language' In this example, adding the suffix 'ntye' makes a noun from a verb 'angke'.</p> <p>Burarra lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something' In this example, the prefix -gu- goes on the verb stem lapkujama to make a noun stem. The new noun also has to have a noun class prefix, an- here. (see prefixation, suffixation)</p>
Noun	A 'naming word for people, animals, things, places, ideas
Noun class	Many Top End and Kimberley languages divide their nouns into different groups, eg in Tiwi, all nouns are either masculine or feminine or plural (see gender and number). Some languages have many more noun classes, eg Burarra has four noun classes. Murrinh Patha has 10 noun classes, which group words according to their meaning, such as Aboriginal people, non-Aboriginal people and animals, fresh water, flowers and fruits of plants, fire.
Noun phrase	<p>A noun phrase may be just one word (eg a noun, a pronoun, a demonstrative, or in some languages an adjective), or it may be a group of words all referring to the same thing. In some languages, the words in the noun phrase all have to occur next to each other in the sentence; in other languages they do not.</p> <p>Murrinh-Patha <i>ngatan wananggal ngayi</i> 'brother doctor I' 'my doctor's brother'</p> <p>Eastern/Central Arrernte <i>akngwelye urrperle akngerre atherrele ampe alwerneme</i> Dog black big two child are chasing 'Two big black dogs are chasing the child.'</p>
Number	Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are singular , dual , plural .
Paraphrase	To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.
Particle	<p>Words with a grammatical meaning and that do not have a suffix or a prefix.</p> <p>Djambarrpuyngu <i>dhu</i> future particle <i>balan</i> 'might', 'should', 'would', 'must' (any event that could have occurred but has not) <i>bili</i> something has been completed</p> <p>Wubuy <i>wulguy</i> 'it's quite true that', 'although' <i>yingga muga</i> 'thought mistakenly that ...'</p>
Parts of speech	Different types of words are different parts of speech according to what they do in a sentence, eg nouns, verbs, demonstratives are all different parts of speech.

Passive	<p>In English, a passive sentence is one where the person or thing who is the receiver of the action comes first. The doer of the action can be put at the end in a phrase starting with 'by'.</p> <p>English <i>The dog was bitten (by a snake).</i></p> <p>We could also talk about the same event using an active sentence, 'A snake bit the dog'. In the passive sentence, we are talking about the event from the point of view of the dog. Many Indigenous Australian languages do not have a passive.</p>
Person	<p>A grammatical term that refers to different types of pronouns. Pronouns can be 'first person', 'second person' or 'third person'. First person refers to 'I' and 'we', second person refers to 'you', 'you two', 'you all' and third person refers to 'he', 'she', 'it', 'those two', 'them'.</p> <p>some examples of person in Warlpiri pronouns first person <i>ngaju</i> 'I', <i>ngalijarra</i> 'you and I' second person <i>nyuntu</i> 'you', <i>nyurrula</i> 'you all' third person <i>yapa-jarra</i> 'those two', <i>yapa-patu</i> 'they all'</p>
Plural	<p>In English, this means more than one, eg houses is the plural of house, mice is the plural of mouse. In languages with a dual number, plural means 'more than two'.</p>
Prefix	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often pronouns or show noun class; sometimes they also show tense or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called prefixing languages. Some Australian prefixing languages are Burarra, Murrinh Patha, Ndjébbana, Tiwi, Wubuy.</p> <p>Wubuy <i>nga-burra</i> 'I sit' <i>ngangu-burra</i> 'I will sit' <i>Ana-marriny wu-burra ama-lhagayag-duj.</i> nounclass ANA-snake it ANA-sit nounclass MANA-sea-in 'Snakes live (sit) in the sea.'</p>
Prefixation	<p>The process of forming new words by attaching a prefix to a word. Sometimes the new word is a different part of speech from the original word.</p> <ul style="list-style-type: none"> • Burarra <i>waykin</i> 'up high' <i>an-muwaykin</i> 'belonging to up high' <p>In this example, the prefix <i>-mu-</i> goes on the locational word <i>waykin</i> to make a describing word. The new describing word also has to have a noun class prefix, here <i>an-</i>.</p> <p><i>lapkujama</i> 'open it' <i>an-gulapkujama</i> 'key; tool for opening something'</p> <p>In this example, the prefix <i>-gu-</i> goes on the verb stem <i>lapkujama</i> to make a noun stem. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>
Prefixing languages	See prefix
Pronominal prefix	A prefix which has the meaning of a pronoun (see band pronoun).
Pronouns	Words used instead of a noun. In English, the basic pronouns are I, you, he, she, it, we and they. Pronouns can be free or bound (see also bound pronouns, free pronouns, number).

Reduplication	<p>Repetition of all or part of a word to change the meaning in some way, or to show number</p> <p>Eastern/Central Arrernte <i>kwatye</i> 'water, rain' <i>kwatye-kwatye</i> 'like water: watery, runny, transparent, glossy' <i>akeme-irreme</i> 'to get up' <i>akeme-akeme-irreme</i> 'try to get up, start to get up'</p>
Simile	Something is compared to something else by using a word such as 'like' or 'as', eg in English as <i>flat as a pancake</i> .
Singular	One thing. (See also dual and plural)
Stem	<p>The main part of a word to which the suffix or prefix can be added.</p> <p>Djambarrpuyŋu <i>munathanŋur</i> 'on the ground'. '<i>munatha</i>' is the stem, '-ŋur' is the suffix.</p>
Suffix	<p>A part of a word that adds meaning at the end of a word. Suffixes on nouns can say who did an action and what they did the action to. Suffixes can also have meanings like those of English prepositions, eg 'to', 'from', 'at', 'about'. Suffixes on verbs often say when the action happened (tense). Most Australian Indigenous languages have suffixes. (See also case, stem.)</p> <p>Luritja Pupanyi-<i>la</i> 'at Papunya' Kiintuwu-<i>lakutu</i> 'to Kintore'</p>
Suffixation	<p>The process of forming new words by attaching a suffix to a word. Sometimes the new word is a different part of speech to the original word.</p> <p>Eastern/Central Arrernte atherrke 'green' atherrke+<i>lhe</i> 'look green' In this example, the suffix -lhe goes on the noun 'green' to make a verb stem 'look green'.</p> <p>Pitjantjatjara palya 'good' <i>palya-ri-ŋgu</i> 'got better, improved' In this example, the suffix -ri-ŋgu goes on the adjective palya to make a verb stem 'got better'. wangka- 'talk (verb)' <i>wangka-nytja</i> 'talking, talk (noun)' In this example, the suffix -nytja goes on the verb stem wangka- to make a noun.</p>
Synonym	A word that means the same thing or nearly the same thing, eg in English, <i>food</i> is a synonym for <i>tucker</i> .
Tense	<p>Refers to the way verbs tell us some meaning about time. In English, verbs can be in the present tense or the past tense, eg <i>walk-walked</i>, <i>swim-swam</i>.</p> <p>Eastern/Central Arrernte <i>arlkweme</i> 'is eating' (present tense) <i>arlkweke</i> 'ate' (past tense) <i>arlkwetyenhe</i> 'will eat' (future tense)</p>
Text	The idea of text is used here is as a means for communication. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, songlines, soundtrack and spoken word as in film or computer presentation media. The development of written literature in Indigenous Languages is slowly evolving in the Northern Territory and where text is used in this document it should be read as a means of communication, not purely as print text.

Thematisation	How the main meanings of a text are organised to help give the text its structure. (See discourse structure .)																									
Transcription	Transcription is the representation of language in written form. The source can be spoken or sign language or text in another writing system.																									
Verbs	<p>Most verbs are doing words such as <i>go</i>, <i>hit</i>, <i>eat</i> in English. Verbs also include words that refer to a state of being, such as <i>sit</i> or <i>stand</i> in English. They may also include words that are to do with thinking and feeling, eg <i>know</i>, <i>worry</i>, <i>like</i> in English. Verbs in Australian Indigenous languages can have suffixes and/or prefixes added on to them. These suffixes and/or prefixes can have different kinds of meanings. Many of these add-ons are to do with tense.</p> <p>In Djambarrpuyŋu, the verb <i>nyarj'thun</i> 'eat' changes its suffix in different tenses.</p> <p><i>ŋarra ga nyoka' nyarj'thun</i> 'I am eating crab now'</p> <p><i>bili ŋarra nyoka' nyarj'thurr</i> 'I already ate crab today'</p> <p>In some languages, verbs can also carry meanings about number and person.</p> <p>In Ndjébbana the verb stem <i>-béna</i> has a prefix which tells us how many men there were:</p> <p><i>Yidja ka-béna</i> 'The man went'</p> <p><i>Yidja birri-béna</i> 'The two men went'</p> <p><i>Yidja barra-béna</i> 'The men went'</p> <p>In some languages, the add-on part of a verb can mean 'not'.</p> <p>Warlpiri <i>Wati ka nyinami, wangkanjawangu</i> man present sit speaking-without 'The man is sitting without speaking'. The suffix '<i>wangu</i>' means 'not'</p>																									
Verb conjugation	<p>A group of verbs that all have the same pattern of tense suffixes, eg in Pitjantjatjara, there are four verb conjugations, represented here by the verbs <i>wangka</i>- 'talk', <i>patja</i>- 'bite', <i>pu</i>- 'hit' and <i>tju</i>- 'put'.</p> <p>Pitjantjatjara</p> <table border="1"> <thead> <tr> <th></th> <th><i>wangka</i>- talk</th> <th><i>patja</i>- bite</th> <th><i>pu</i>- hit</th> <th><i>tju</i>- put</th> </tr> </thead> <tbody> <tr> <td>present tense</td> <td><i>wangka-nyi</i></td> <td><i>patja-ni</i></td> <td><i>pu-nganyi</i></td> <td><i>tju-nanyi</i></td> </tr> <tr> <td>past tense</td> <td><i>wangka-ngu</i></td> <td><i>patja-nu</i></td> <td><i>pu-ngu</i></td> <td><i>tju-nu</i></td> </tr> <tr> <td>future tense</td> <td><i>wangka-ku</i></td> <td><i>patja-lku</i></td> <td><i>pu-ngkuku</i></td> <td><i>tju-nkuku</i></td> </tr> <tr> <td>imperative</td> <td><i>wangka</i></td> <td><i>patja-la</i></td> <td><i>pu-wa</i></td> <td><i>tju-ra</i></td> </tr> </tbody> </table> <p>Some languages have a large number of verb conjugations, eg Ndjébbana has 23, plus some verbs which do not fit any of these groups.</p>		<i>wangka</i> - talk	<i>patja</i> - bite	<i>pu</i> - hit	<i>tju</i> - put	present tense	<i>wangka-nyi</i>	<i>patja-ni</i>	<i>pu-nganyi</i>	<i>tju-nanyi</i>	past tense	<i>wangka-ngu</i>	<i>patja-nu</i>	<i>pu-ngu</i>	<i>tju-nu</i>	future tense	<i>wangka-ku</i>	<i>patja-lku</i>	<i>pu-ngkuku</i>	<i>tju-nkuku</i>	imperative	<i>wangka</i>	<i>patja-la</i>	<i>pu-wa</i>	<i>tju-ra</i>
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imperative	<i>wangka</i>	<i>patja-la</i>	<i>pu-wa</i>	<i>tju-ra</i>																						
Word function	The role of a word in a sentence, eg the word function in a sentence can be to tell us who did something, who/what they did something to, where they went, where something is located. In Australian Indigenous languages, a suffix or prefix usually shows the word function. In English, the position of a word or a preposition usually shows the word function																									



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