

DEPARTMENT OF **EDUCATION**



# NT Indigenous Languages and Cultures

*Language Revival: Renewal  
(LRN)*

## Introduction

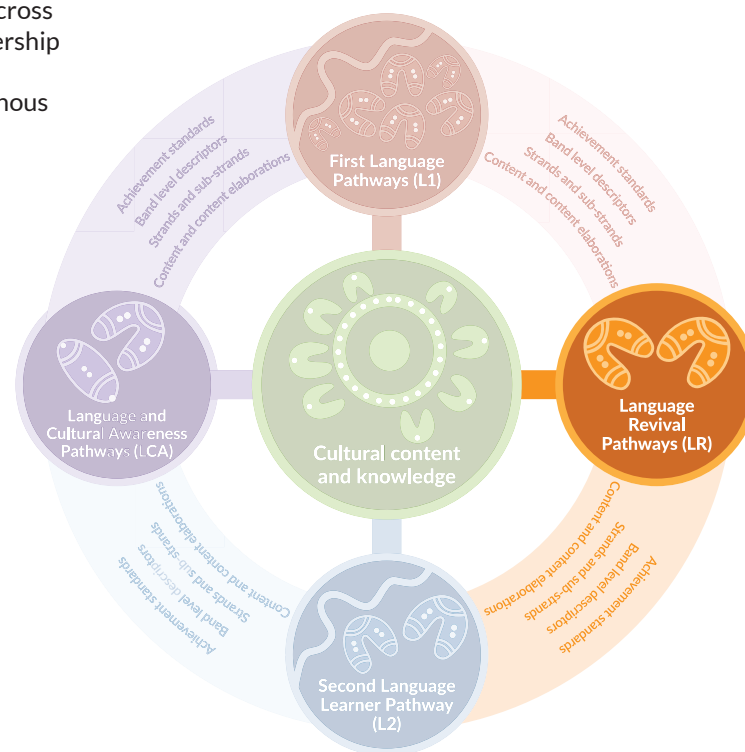
The Northern Territory Indigenous Languages and Cultures (NTILC) curriculum provides a framework for the teaching and learning of Indigenous Languages and Cultures in NT schools.

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 Renewal Pathway (LRN) provides opportunities for students to learn a language and culture that is no longer heard and used everyday. Languages in the Language Renewal Pathway may be used by some adult speakers, mainly older people, for some purposes, often connected with culture and ceremony, but are no longer spoken for all daily language functions. As a result, vocabulary, language structures and many registers of the language have been lost and the language is no longer spoken 'right through'. This is partly because other languages, including creoles, English or another Indigenous Language are used as the main language/s of communication.

Examples of languages that could be taught in the Language Renewal Pathway might be: Jawoyn in Katherine, Alawa at Minyerri, Warumungu at Tennant Creek, Ngalakgan at Urapunga, Galpa at Galiwin'ku.

## The students

Students in the Language Renewal Pathway (LRN):

- may identify as belonging to the target language community
- have limited understanding of the language
- speak English and/or another Indigenous language that is used in the community, such as Kriol or dialects of Aboriginal English, as the main medium of communication.

## Rationale

To provide students with opportunities to:

- develop communication skills in the language being learnt
- explore how this language might be used as a language and cultural resource in their lives
- learn the structure of the language and the way it expresses cultural meanings and world view
- develop an intercultural capability in the language.

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

- some aspects of the target language and its current situation based on the resources available
- about the language community associated with the target language
- some issues associated with renewal and revival of the target language.

## Structure

The language content of the NTILC Language Renewal Pathway (LRN) is organised across four Strands aligned with each of the modes:

- Listening
- 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 help them to learn effectively.

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

<b>Communication</b>	<b>Interacting</b> – using language to learn about new things, information and feelings, and to talk about them.
	<b>Language variation</b> – where students will develop control of linguistic structures and features in the language.
	<b>Learning Strategies:</b> – where students will develop strategies that will help them to learn effectively.
<b>Language Structures and Features</b>	<b>Developing strong language</b> – learning to use more complex vocabulary and grammar
	<b>Talking about sounds</b> – learning how words are made up of sounds and parts
	<b>How texts work</b> – learning the ways that different texts are organised according to purpose and audience
<b>Learning Strategies</b>	<b>Learning how to learn</b> – Learners will develop strategies to learn language effectively

## Planning and 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 language and culture priorities, access to elders or speakers, access to resources and student progress.

## Development Across Band Levels

The content in the Language Renewal Pathway (LRN) has been organised in three Band levels that develop across the years of schooling. The Bands are not necessarily aligned to year levels. 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.

## 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.

Elements of the achievement standards are selected for units and 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
- Information and Communication Technology (ICT) capabilities

### Cross Curriculum Priorities

- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

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 Renewal Program*

Key ideas from the Culture component of the NTILC provide content for students and teachers to work with and are the medium through which aspects of the language are introduced and thought about. A two-way teaching team, including a registered teacher and community members who may speak some or a little of the target language, and are learning the language themselves, will typically be required. The actual content of the program will be led by the language custodians and will depend on the availability of resources, including fluent speakers.

There may be materials that have been stored and collected from the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS), the Living Archive of Aboriginal Languages (LAAL), CALL Collection, regional language centres and libraries. These materials could include dictionaries, films, audio-visual materials, and examples of different spelling systems.

Teaching activities will include opportunities for teachers and students to learn vocabulary, sounds, grammar and social use of the language.

Where possible, teachers and students should have opportunities to go onto Country with Elders to learn about key sites, stories, names of bush foods, plants and animals.

There is provision in the curriculum for students to study the language from the Early Years, through the Primary and Middle Years of school. There are opportunities for students to continue to study the language into the Senior Years through VET programs and Stage 1 and Stage 2 units in Australian languages.

Students will be learning English and through English in other areas of the curriculum. It is expected that the students' first language, which could be another Indigenous language, including Kriol, Aboriginal English or another Aboriginal language, will be the language of instruction and used to support the learning of the target language. The Culture content may be taught and assessed in the first language.

## *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. However, for students to achieve fluency in the language, additional time to learn and use the language will normally be required.

## *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 kind of learning students should access, however, they are not prescriptive. Each language and culture is different and in the Language Renewal Pathway the situation and resources available for each language is different. Thus the details of the content, achievement and learning will need to be adapted for each language, culture and context of learning.

# BAND ONE OVERVIEW

## Band Level Description

Students in Band 1 will be introduced to the language sometimes for the first time.

They will have the opportunity to explore some key cultural ideas about Country/Land, People and kinship and Natural Environment associated with the language community. Where the program is on Country, links can be to local places of significant, local families and local histories.

They will:

- develop some oral language through listening to the sounds, shapes and patterns of the language through rhyme and rhythm using songs, chants, clapping and action games
- imitate and repeat sounds modelled by the teaching team, visiting Elders and community speakers
- experiment with some learned words, some formulaic expressions and responses to prompts and cue
- begin to engage in some interactions with the teaching team and classmates
- learn to recognise letters that represent the sounds of the language
- begin to understand the place of the target language in the community and in the broader region.

Students who study the language throughout all stages of schooling will begin Band 1 in the early years, Transition to Year 2. However, students in other years who are commencing the study of the language for the first time may also be learning in Band 1. Students may also be learning at different Band levels in different strand, sub-Strands or elements.

## Culture Content

In Band 1 students will recognise through storytelling and experience, ways that people are related to Country and to each other. They identify and participate in activities that show them ways to grow up healthy, happy and strong. They will begin to explore how the natural environment provides food, water and medicine at different times of the year.

## Achievement Standards

### By the end of Band 1 students:

#### Listening

- L1.1** Use actions to show understanding of common words and phrases, eg children can point to the correct pictures in a game or activity.
- L1.2** Recognise syllable patterns in words (eg. they can clap the right number of syllables) and match their actions to language (in chants, songs and games).
- L1.3** Follow simple instructions that they have heard many times, in class and out bush.
- L1.4** Pick out and do the actions for key words or phrases heard in videos of community events, songs and dances.
- L1.5** Recognise beginning or closing phrases in stories and class routines.
- L1.6** Learn to speak more language by carefully listening and repeating.

#### Speaking

- S1.1** Ask questions in first language about the things they are learning about.
- S1.2** Produce familiar phrases in the target language with accurate pronunciation most of the time.
- S1.3** Reproduce correct intonation patterns in words and simple phrases when repeating after the teacher, singing, reciting or chanting.
- S1.4** Say the expected word/s for when they are finished speaking, at the end of a lesson, or say goodbye to the teacher.

#### Reading and Viewing

- RV1.1** Listen hard and look closely when they hear a book read, watch a DVD or look at pictures and photos, responding in a variety of ways including talking in their first language about what they see and hear.

#### Representing and Writing

- RW1.2** Draw pictures/make models of things they know or are learning about at school.
- RW1.3** Match pictures/models to a written word or phrase.
- RW1.4** Select or match teacher prepared labels to attach to murals, posters, powerpoint presentations or drawings or copy to label own drawings.
- RW1.5** Represent songs, stories and messages by learnt actions, dance-moves, or by using simple sign language.

# BAND ONE CONTENT DESCRIPTION

## Country/Land

- Know that it is interesting to visit and learn on traditional country.
- Identify their own clan totems, Dreamings, songs, stories, body designs and dances.
- Listen to and retell stories and view photos of the old days.

## People/Kinship

- Understand that everyone belongs to a family and extended kinship system that connects them to each other and to Country.
- Identify happy and healthy experiences that help them to grow up strong.

## Natural Environment

- Identify signs and features that indicate where common bush foods are found.
- Notice and identify signs that show the passing of time.
- Observe the weather and record changes on class-made picture charts throughout the year.
- Explore different kinds of water – what it feels like, smells like, tastes like.
- Study, engage with and explore examples of traditional tools and artefacts; describe what they are used for and how they are made.
- Know and identify plants that can be prepared and used as bush medicine.
- Identify ways to care for Country.

## LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> <li>Recognise when the target language is being spoken.</li> </ul>	<ul style="list-style-type: none"> <li>Join in simple interactions about everyday activities such as family, community and hunting, using words they have practised and some simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Read along and view, with understanding, some simple written and visual texts that include words they have learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple visual and written texts about bush trips, life at home and the community, and things they have learnt about in school.</li> </ul>
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> <li>Show understanding of some words and basic sentence structures in the target language, naming objects, people or places they know.</li> <li>Tell the difference between many sounds and intonation patterns.</li> <li>Recognise some basic features of different kinds of spoken texts.</li> <li>Identify the language and its custodians.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the language words for some things they already know about, such as themselves and their families, and things they see on walks around the community and out bush.</li> <li>Notice and use some hand signs in the right way.</li> <li>Say sounds and copy intonation correctly most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and understand the basic elements of language structures.</li> <li>Learn the different sounds of the language and link them to written symbols.</li> </ul>	
LEARNING STRATEGIES	<ul style="list-style-type: none"> <li>Listen actively for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Listen, repeat and sometimes ask for words in the language.</li> </ul>	<ul style="list-style-type: none"> <li>Use some ways to deal with print and to make meaning from written and visual texts.</li> </ul>	<ul style="list-style-type: none"> <li>Think about some ways to reflect on, and record their ideas and learning.</li> </ul>

# BAND ONE CONTENT AND ELABORATIONS

## COMMUNICATION

### Listening

**Begin to understand some words and sentences their teachers use often.**

- recognising when they hear the language spoken.
- talking in first language about what they have heard.
- listening for words that the teacher gives them before listening, eg:
  - names of bush foods and animals
  - place names and key features such as hills, creeks, sea, river, waterhole
  - names of people or kinship terms
- responding appropriately when listening to language and participating in language activities:
  - laughing in the right place
  - using body language
  - responding to instructions, eg jump, run
- matching familiar words and pictures with help or using their first language for support
- joining in games, tasks and activities; taking turns and responding to simple instructions, eg
  - Put the card here.
  - Stand here.
  - Run to the \_\_\_\_.
  - Find the kangaroo.

### Speaking

**Join in simple interactions about everyday activities such as family, community and hunting, using words they have practised and some simple sentences.**

- greeting and farewelling classmates in ways that are appropriate in the language
- listening and answering who, what, where questions about self, family, friends, pets, eg
  - My name is ---- . My skin name is ---- .
  - My mother is ---- ; Her skin name is ---- .
  - My father is ---- .
  - This is my dog. His name is ---- .
  - ---- is my brother.
  - I live in ---- .
  - I dance broлга/horse/crocodile.
  - My totem is ---- .
- introducing and talking about self, family friends, objects and pets, using learned language, photos and pictures as support, eg:
  - We went to ---- . We found bush bananas.
  - This track is a kangaroo/lizard/dog/person.
- grouping and sorting objects or pictures, eg:
  - vegetable foods
  - edible foods
  - foods found in sea water

### Reading and Viewing

**Read along and view with understanding some simple written and visual texts with words they have learned in class.**

- joining in and 'reading along' words from a story when reading with the teacher and classmates
- looking at the book when teaching is reading a story;
  - match word cards to words in a book or chart
  - point to the right word card when the teacher says the word
- talking in their first language about pictures in a book
- reading and interpreting simple charts, eg:
  - family trees
  - simple maps showing features around the community – billabong, tree, hills
  - charts with body parts
- pointing to the right word or sentence on a chart when the teacher asks a question (using first language to understand when necessary)

### Representing and Writing

**Create simple visual (picture) and written texts.**

- making models, pictures, paintings, murals about:
  - life at home or in the community
  - things that happen out bush
  - a culture theme
  - a story
  - animal tracks
- suggest words for the teacher to use to label pictures and diagrams

Interacting

Language variation

## LANGUAGE STRUCTURES AND FEATURES

Developing strong language

### Listening

Show understanding of some words and basic sentence structures in the target language, naming things they know.

- responding to basic statements, questions and instructions:
  - What's this?
  - Stand up!
  - Sit down!
  - Listen!
  - Look this way!
- recognise words from culture topics and themes, such as:
  - terms for family members
  - skin names
  - names of country
  - names of common animals and plants
  - body parts
  - features of the environment, eg hill, creek, river, sea, sky, clouds
  - names of common tools, eg spears, digging sticks, musical instruments
  - locational terms, eg here, there, over there, this, that, close, far
  - action/doing words such as standing, sitting, running, jumping
- point to the right object or picture when the teacher says the name
- put counters on the right picture when teachers says the word
- do the actions for songs and games, eg:
  - *Simon says:*
  - *Put your fingers on your head*
  - *Everybody jumping, jumping, jumping*
  - *Heads, shoulders, knees and toes*
  - *Where is....?*

### Speaking

Learn the language words for objects, places or people, eg body parts, families, things they see on walks around the community and out bush.

- using kinship words for people in their family
- using pronoun forms like he/she, we, they
- naming places in and around the community
- naming features of the environment, eg rivers, waterholes, trees, hills
- naming common animals
- naming some common bush tuckers
- building simple sentences and substituting different words, eg:
  - This is a goanna. This is a fish.
  - That's a \_\_\_\_.
  - I like dancing. I like swimming.
  - Where is?
  - Here is \_\_\_\_; There is \_\_\_\_.
  - \_\_\_\_ is over there.
- playing games, and doing tasks and activities where students take turns, guess, match and choose objects, using language that the teacher has shown them, eg:
  - My turn
  - What's this? It's a \_\_\_\_; No, it's not; Yes, it is.
  - Show me the big one; Here it is
  - This is the same as \_\_\_\_.
  - say the words for the rest of the class in bingo games
- noticing and using some hand signs in the right way for:
  - common animals
  - relationship terms
  - bush foods

### Reading and Viewing

Recognise and understand the basic elements of language structures.

- following some written texts that are read
- pointing to the word

### Representing and Writing

# LANGUAGE STRUCTURES AND FEATURES

## Listening

Tell the difference between many sounds and intonation patterns.

- recognising when the language is being spoken
- hearing the difference between the sounds of the language and their first language
- listening to and responding to sounds in words, eg:
  - by clapping when they hear an identified sound
- recognising words that sound similar and have only one different sound, eg: bat/bad; bird/bed; the/they

## Speaking

Say sounds and copy intonation correctly most of the time.

- saying words and phrases correctly after the teacher
- saying words by themselves, and getting more of the sounds right
- copying, practising and trying to tell stories, singing songs and saying rhymes so that they sound right
- breaking words into syllables and putting them into different songs and rhythms

## Reading and Viewing

Learn the different sounds of the language and link them to written symbols.

- noticing and hearing sounds of the language and matching these with written symbols (letters)
- practising singing songs and rhymes, noticing how words and expressions can be separated into syllables to fit different tunes and rhymes
- repeating words aloud to hear, say and practise the sounds

## Representing and Writing

Match sounds to the letter that are used to represent them.

- finding letters using a sound chart
- writing some letters

Talking about sounds

How texts work

Recognise some basic features of different kinds of spoken texts.

- knowing and joining in the chorus of songs
- recognising the beginning and end of stories
- recognising the start and finish of conversations and when they can or need to respond or to answer

Talking about language

Identifying the language and its custodians.

- talking about who identifies with the language
- locating the area where this language belongs



## LEARNING STRATEGIES

Learning how to learn

### Listening

**Listening actively for meaning.**

- checking for meaning by asking questions in first language, eg Kriol
- listening to stories and recordings in target language more than once

### Speaking

**Listen, repeat and sometimes ask for words in the language.**

- singing or saying words and phrases from familiar songs and stories over and over when playing or doing activities
- memorising new words by repetition, matching the words with pictures, practising words everyday
- asking older people in the family for words they want to know

### Reading and Viewing

**Use some ways to engage with print and to make meaning from written and visual texts.**

- expecting and asking for help
- brainstorming ideas in first language

### Representing and Writing

**Think about some ways to reflect on and record their ideas and learning, discussing in first language.**

- what they have done and learnt
- what they want to record
- how they will record/represent this

# BAND TWO OVERVIEW

## Band Level Description

Students in Band 2 will be able to recognise some words, sounds and intonation patterns of the language. They will interact with classmates, and the teaching team in a variety of learning activities, hearing as much language as possible, including hand signs.

They will have further opportunity to explore some key cultural ideas about Country/land, people and kinship and natural environment associated with the language community. Where the program is on Country, links can be to local places of significant, local families and local histories. Students may also have access to community centres such as museums, interpretative centres, art and language centres.

Students will:

- experience a range of oral language input
- engage in listening/viewing activities that develop active listening and comprehension skills by using a range of contextual, grammatical, phonic, visual and non-verbal cues
- extend their oral fluency by introducing and focusing on phrase and sentence level intonation, including elements of sign language
- learn to apply their knowledge of sounds and key words to predict the meaning of new language when they are reading written texts along with the teacher
- have opportunities to extend their language use, depending on the resources available in the language.

Students who study the language throughout all stages of schooling will typically be learning in Band 2 in Years 3–4 of primary school.

However, students in other years may also be learning in Band 2, depending on their achievement and their previous opportunities for learning.

## Culture content

In Band 2 the content and teaching should work to support students to expand on what they have observed, recognised and identified in Band 1 about key ideas the language community hold about Country/land, people and kinship and the natural environment. This can include naming or listing different things and providing more details to explain how things work.

## Achievement Standards

**By the end of Band 2 students:**

### Listening

**L2.1** Understand and respond to simple interactions in the target language, making use of written and visual supports and hand signs.

### Speaking

**S2.1** Perform short captions, speaking information or role-play prompts related to a cultural content theme or topic of interest.

**S2.2** Use class-produced posters, murals, PowerPoint presentations in the target language to present what they know or have learned, providing additional explanation in first language as required.

### Reading and Viewing

**RV2.1** Indicate the place or words on a song chart for others.

### Representing and Writing

**RW2.1** Create new book illustrations and write labels or captions for drawings, posters and or PowerPoint presentations, using common sounds, syllables, parts of words and simple punctuation.

# BAND TWO CONTENT DESCRIPTION

## Country/Land

- Describe how they relate to the Country they are on and other areas of Country they visit.
- Name owners of Country from some different areas and link these areas to skin groups, clans and managers.
- Start to feel their connection to Country.
- Participate in traditional dancing, singing, music and storytelling.
- Listen and view oral histories, photos and stories, and describe family life in the past and family life now.

## People/Kinship

- Understand kinship and Country and begin to feel their connections over time to their ancestors.
- Learn ways to look after themselves and each other.

## Natural Environment

- Describe how natural environments provide food, water, tools and medicine for life
- Explore different ways of measuring the passing of time by continuing to observe and record more detailed signs/indicators of weather changes.
- Explore the life cycles of animals.
- Listen to and explain how traditional stories talk about the seasons, day/night, moon/stars and teach people how to live on Country.
- Listen to stories and describe the impact of non-Aboriginal settlers and the establishment of larger settlements/communities on water sources. Students will explain how to find and collect water.
- Investigate and describe traditional technologies.
- Investigate and describe traditional technologies.
- Describe ways to care for Country.

# LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> <li>Listen to and respond to short simple interactions, and activities in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Join in short, simple interactions and activities using the language and some hand signs in the right way.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view, with understanding, some written and visual texts about a cultural theme or topic they know.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple, visual and written themes about a cultural theme or topic they know about.</li> </ul>
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> <li>Hear and understand some more words.</li> <li>Understand and use more hand signs where appropriate.</li> <li>Tell the difference between many sounds and intonation patterns.</li> <li>Begin to talk about the role that words play in a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Increasingly use different kinds of words and sentences patterns.</li> <li>Increasingly use correct rhythm, intonation and pronunciation.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about how the target language can be written down.</li> </ul>
LEARNING STRATEGIES	<ul style="list-style-type: none"> <li>Use first language to help understand the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help and have a go at talking in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Use understanding of the target language and some first language to learn some new words in the target language.</li> </ul>	<ul style="list-style-type: none"> <li>Use bush trips, classroom activities and personal experience as stimulus for recording and representing their own learning.</li> </ul>

# BAND TWO CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening

Listen to and respond to short, simple interactions, and activities in the target language.

- following 2 or 3 instructions for classroom activities, eg:
  - Stand up and go to the door; Sit down and look at me.
  - Get your book, sit down and glue in your sheet.
  - Get your lunch and sit and eat it.
  - Draw a house. Draw a brown dog with three legs outside the house. Put a tree behind the house.
- responding in the right way to simple messages that use words and sentences they know, eg:
  - It's lunchtime.
  - Tomorrow we are going swimming.
- listening to a short spoken story or recount and putting pictures in order to show that they understand
- listening to a story told by an older person and retelling some of it in their first language
- listening to a story about a culture theme and doing a drawing
- completing activities for a culture theme based on information from the teachers and stories told in the target language
- using the target language and first language to plan and complete activities, eg:
  - make murals — which animals live in the billabong?
  - classify bush foods, eg:
    - foods we eat
    - foods we don't eat
    - meat or vegetable foods
  - make family trees — me, mother, father, brother, sister

#### Speaking

Join in short simple interactions and activities, using the language and some hand signs in the right way.

- participating in discussions with teachers and others, using some of the target language and first language (eg Kriol) about themselves, their family or something they have done
- describing and naming people, places and things, using simple words and sentences to talk about size, shape, place and time, eg:
  - The dog is big/small, long/short, brown/black
  - Mum is standing outside the house
  - Dad is inside the house
  - I am going to play football in the afternoon
  - We come to school in the morning
- using language when working in groups in the classroom to finish a class activity such as a puzzle, a game, a mural
- giving simple messages and instructions in the classroom:
  - songs and games like *Simon Says; Heads, Shoulders, Knees and Toes*
  - tell others what to draw, eg: Draw a house. Draw a tree with three legs outside the house. Put a tree behind the house.
  - How do I get to \_\_\_? Give directions to a place in the school, school group or local community
  - Barrier games — two people sit back to back. One person has a picture and tells the other person how to draw what's in the picture. The second person listens and draws it without looking.
  - Telephone game — a person whispers a message to the person next to them. The last person tells the message they have heard to the whole class

#### Reading and Viewing

Read and view with understanding some written and visual texts about a cultural theme or topic they know.

- reading and interpreting information from simple visual texts
  - photos
  - family trees
  - simple maps
  - classification charts
  - hand signs
  - tracks
  - facial expressions
- predicting what a story or DVD might be about from the pictures or title; reading the story using the target language and first language.
- reading along with teachers pointing to the words; matching word cards to words in the book
- matching pictures to word cards in games such as:
  - *Bingo*
  - *Matching pairs*
  - *Crossing the river*
  - *Snap*
  - *Go fish*

#### Representing and Writing

Create simple visual and written themes about a culture theme or topic.

- telling stories using visual symbols, eg:
  - paintings
  - sand stories
- using visual texts such as photos, drawings, maps, family trees, murals to record information and learning
- recognising and drawing animal tracks

# COMMUNICATION

Interacting

Language variation

## Listening

- learning language to use on a bush trip, eg:
  - What will we see at the billabong?
  - Look, there's a barra!
  - Kangaroo tracks?
- responding to language that they have practised in other class situations:
  - What do you want?
  - Where are you going?

## Speaking

- tell a short story about something that has happened to them, using the target language, first language (eg Kriol) and sign language
- use memorised dialogues, approximate pronunciation, intonation and fluency in the target language to join in simple plays about real-life things:
  - at the shop,

## Reading and Viewing

## Representing and Writing


## LANGUAGE STRUCTURES AND FEATURES

### Listening

#### Hear and understand more words.

- listening to new words with pictures or other support to provide meaning, eg:
  - naming words (nouns) for people, places, animals and things
  - doing words (verbs) such as eat, drink, go, walk, run, jump, crawl, swim, come, listen, talk, find, put, place,
  - pronouns such as me, I, he/she, they (two), they (more than two), you two, you mob, we two, we all
  - question words such as where, what, who, why
  - words for this and that
  - location words such as here, there, over there, up, down, in, on, under
- watching and understanding hand signs

### Speaking

#### Increasingly use different kinds of words and sentences patterns.

- asking simple questions, eg:
  - Where?
  - What?
  - Who?
- using some negative forms, eg:
  - There's nothing.
  - He isn't here.
- joining some sentences together using simple linking words, eg:
  - and
  - then
- knowing different words for movement: run, jump, swim, roll, hop, walk
- saying the names for different animals, birds, fish that they know/see; and using hand signs for these words
- saying a large number of family relationship words; and using hand signs for these
- using words like 'nowadays' and 'long time' when they are telling a story or talking about culture themes, eg:
  - how people live now and how people lived in the past
- learn some short dialogues in the target language based on activities they know, eg
  - going hunting
  - at the billabong
  - playing with friends

### Reading and Viewing

### Representing and Writing

# LANGUAGE STRUCTURES AND FEATURES

## Listening

**Tell the difference between many sounds and intonation patterns.**

- listening to the difference between words that have only one different sound in them, eg walu (head) and warlu (fire) [Warlpiri]
- hearing the difference in how the speaker’s voice rises and falls and what it means when someone is:
  - asking a question
  - telling a story
  - giving information
  - angry
- hearing how rhyme, chant or song sounds

## Speaking

**Increasingly use correct rhythm, intonation and pronunciation more of the time.**

- saying words, phrases and sentences after the teacher, so that the words sound right
- practising saying new words so they can be understood; talking about how sounds are made in the target language, compared to the student’s, first language
- memorising short sentences and dialogues in the target language, using correct pronunciation and intonation

## Reading and Viewing

**Talk about how the language can be written down.**

- identifying a word and a sentence
- noticing letters that stand for the sounds in words
- picking out parts of words
- talking about hyphens – when they are used

## Representing and Writing

Talking about sounds

How texts work

Talking about language

**Recognise the basic structures of different texts.**

- hearing when they are expected to:
  - answer a question
  - respond to a greeting – Where are you going? What do you want?
- listening to the start of a Dreamtime story, eg Long ago in the Dreamtime...
- listening to a hunting story and noticing the parts of the story, eg: We went to the billabong to catch some fish. We threw in our lines and caught four barra.

**Begin to talk about the role that words play in a sentence.**

- answering who or what is doing the action from word beginnings and endings
- making links between naming words (nouns) and doing words (verbs)

## LEARNING STRATEGIES

Learning how to learn

### Listening

Use first language to help understand the target language.

- taking time to work out the meaning of new language using:
  - language they know
  - pictures
  - sign language
- letting the teacher know when they don't understand
- asking the speaker to say it again or replaying the audio or video
- trying to work out the meaning of new words in a spoken text
- explaining to others in first language what someone has said in the target language
- using familiar patterns from stories and songs

### Speaking

Ask for help and have a go at talking in the target language.

- asking the speaker to say a word again or to say it slowly
- asking in the first language (eg Kriol) how to say something in the target language
- practising using the language in free - play time or in the playground
- trying to use the language to say what they mean even when they are not sure if they have it right

### Reading and Viewing

Use understanding of the target language and some first language to learn some new words in the target language.

- making class lists of words in the target language and first language
- have-a-go at working out what they hear and see in story books, sentences and captions

### Representing and Writing

Use bush trips, classroom activities and personal experiences as stimulus for recording and representing their own learning, eg:

- recording their learning and understanding by making pictures, posters, class books, charts or drawings
- planning and discussing ideas/information before and during the recording activity by brainstorming, using their first language, listing key words, making story maps, timelines
- retelling what they have learnt in the target language, using their picture, map, model, and first language for support

# BAND THREE OVERVIEW

## Band Level Description

Students in Band 3 will bring to their learning a range of language learning strategies, and some knowledge and experience with the target language. They are increasingly aware of the world beyond their own, and engaging with the broader issues of youth and society. They are considering their future pathways and choices, including how the language they are learning could be part of those.

They will have further opportunity to explore some key cultural ideas about Country/land, people and kinship and the natural environment associated with the target language community. Where the program is on Country, links can be to local places of significance, local families and local histories. Students may also have access to community centres, such as museums, interpretative centres, art and language centres.

Students will:

- have opportunities to interact with a teaching team, including Elders and community members
- give presentations with some preparation and support, such as the use of cue cards and rehearsals, drawing on their increasing vocabulary and grammar, depending on the process of revival and renewal
- experience skills in accessing and analysing historical documents and recordings
- learn about some of the techniques for building language, including accessing historical sources, interviewing and recording existing speakers
- discuss the spelling system that is being used for the target language
- begin to think about a possible role for themselves as documenters of the language by analysing historical sources, listening and transcribing spoken texts, and storing language resources for future use.

The target language is used whenever and to the extent it is possible for classroom interaction, language learning tasks and experiences. The more students use the language, the more proficient they will become and the better the chances of language renewal.

The students' first language and English will provide a basis for linguistic and cultural comparison, supporting the development of understanding of intercultural learning and the ways in which ways of knowing, seeing and being are expressed through language.

The first language may also be used to complement the target language, filling in for missing words or expressions.

Students who study the language throughout all stages of schooling will typically be learning Band 3 in Years 7–9, the Middle Years of schooling.

## Culture Content

In Band 3 students continue to extend their descriptions to identify similarities and differences between traditional and modern ways of life, and Aboriginal and non-Aboriginal ways. They recognise when there are structures in both systems, eg families or understandings about land ownership, and identify aspects that are the same and those that are different.

They will note the similarities in how people find and prepare food, water and medicine, and how they understand the seasons and the passing of time.

## Achievement Standards

### By the end of Band 3 students:

#### Listening

**L3.1** Understand and respond to some longer interactions of more complexity in the target language, making some use of support cues and hand signs.

#### Speaking

**S3.1** Use a range of vocabulary sets and some grammatical structures depending on the language revival process.

#### Reading and Viewing

**RV3.1** Continue to build knowledge of the target language from a variety of sources including historical sources, and some older people with some knowledge of the language.

#### Representing and Writing

**RW3.1** Create some simple texts in the target language, eg written texts, songs, word lists, photobooks, T-shirts, graffiti walls – and share these with others.

**RW3.2** Store resources in ways that they are accessible to others, using processes such as digitisation and local, regional and national archives.

**RW3.3** Share with the wider community some texts they have developed about the target language and culture.

# BAND THREE CONTENT DESCRIPTION

## Country/Land

- Visit their own and others' country and create and use visual maps.
- Continue to detail different features of the Country
- Compare the ways that Aboriginal and non-Aboriginal people view land ownership.
- Explore their Dreamings, stories, songs and dances as a way to express their relationships to Country.
- Compare how people lived on Country in the past and how they live on Country now.

## People/Kinship

- Compare Aboriginal and non-Aboriginal family structures.
- Compare some traditional ways with modern medicine or ways of preventing sickness and staying healthy.
- Talk about and identify rules for guiding relationships and ways of resolving conflict.

## Natural Environment

- Compare traditional ways with modern ways of obtaining and preparing the things people need for living.
- Are able to describe how weather and seasons influence people's lives.
- Consider and explain understandings about finding and protecting water.
- Compare traditional technologies with contemporary equivalents.
- Continue to extend their knowledge of traditional bush medicines.
- Compare ways to care for Country.

## LANGUAGE CONTENT

	Listening	Speaking	Reading and Viewing	Representing and Writing
COMMUNICATION	<ul style="list-style-type: none"> <li>Show that they understand meanings for known and new language.</li> </ul>	<ul style="list-style-type: none"> <li>Use the target language with more confidence at school, in the community, and in some new places, with support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Read and view, with understanding, some longer simple, visual and written texts, using content and language they know.</li> <li>Explore the place of reading and writing in language in their life.</li> </ul>	<ul style="list-style-type: none"> <li>Create short, written, visual and multi-modal texts using language they know.</li> </ul>
LANGUAGE STRUCTURES AND FEATURES	<ul style="list-style-type: none"> <li>Understand more difficult words and sentence patterns.</li> <li>Identify the structure of longer spoken texts used by older people.</li> </ul>	<ul style="list-style-type: none"> <li>Talk, using mostly simple words and sentence structures, but begin to use some more difficult words and sentences</li> <li>Pronounce the words correctly using the right intonation and stress.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some ways that texts are put together.</li> <li>Explore some of the language revival processes.</li> </ul>	<ul style="list-style-type: none"> <li>Use some harder language to create texts.</li> </ul>
LEARNING STRATEGIES	<ul style="list-style-type: none"> <li>Listen carefully and take time to think about what the speaker means.</li> </ul>	<ul style="list-style-type: none"> <li>Use language they hear and read to make their speaking better.</li> </ul>	<ul style="list-style-type: none"> <li>Have some strategies for getting meaning from texts, so they can identify, remember and reflect on information and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Plan, make up, review, correct and edit their own work.</li> </ul>

# BAND THREE CONTENT AND ELABORATIONS

## COMMUNICATION

### Interacting

#### Listening

Show that they understand known and new language.

- listening to people speaking or recordings of longer texts and identifying important ideas, with help from the teacher
- participating in group discussions about a culture theme or topic, using words and phrases in the target language and some first language
- following and joining in some short social conversations, including some more difficult kinds of questions, eg:
  - Where are you going? What for?
  - Did you see .....last night?
  - Have you seen .....? It was great.
  - What did you do on the weekend?  
Whose place did you stay at?
  - Did you go hunting/fishing? What did you get?  
How many?
  - explaining what and how something happened
- listening to news, messages about community events and stories, and responding in the right way, eg:
  - laugh, show surprise, sadness
  - ask questions for more information
  - volunteer a response or opinion
- responding to the teacher giving instructions and directions in the target language

#### Speaking

Use the target language with more confidence at school, in the camp, and in some new contexts with support from the teacher.

- joining in group activities in class and in culture activities, using the target language
- taking parts in role-plays, using the target language:
  - at the shop
  - at the swimming hole
  - with family in the camp
  - out hunting
- remembering and talking about what they have learned from listening to someone or reading/viewing a book or DVD
- asking and answering questions, eg:
  - Who am I thinking of? A boy with short hair. A tall girl. A woman with long hair.
  - What animal am I thinking of? It has four legs. Two ears. A long tail. It is brown. It barks.
  - What plant am I am thinking of?
  - Where I am going? It is up the hill from the school.
- practising and then giving instructions in the target language, eg:
  - how to get to a place
  - how to draw an animal, plant or an object
  - how to find bush tucker
  - how to prepare bush tucker
- putting pictures in order to record a story or activity, and then using the target language to recount/retell, eg:
  - how to make bush tucker or bush medicine
  - a traditional story

#### Reading and Viewing

Read and view, with understanding, some longer, simple, visual and written texts using content and language they know.

- identifying some simply written texts available to read in their language, such as Dreamtime stories, life histories, information texts that they would like to read for enjoyment, for interest and for information
- listening to and viewing some of these stories and talking in their first language about:
  - ownership of stories
  - the main ideas in texts
  - questions about texts
  - retelling stories
- reading some simple caption and sentence readers to younger children from another class
- finding information from written and visual texts, including books, maps, diagrams, family trees, painting, designs and discussing it in their first language

#### Representing and Writing

Create short, written, visual and multi-modal texts using language they know.

- making photobooks, diagrams, PowerPoint presentations, posters with captions and labels
- writing labels for t-shirts and printing the t-shirts
- having a go at writing rock songs, country and western songs, raps, scripts for movies
- making a music dvd, film about a visit to Country
- sending email/facebook messages to family members, other schools
- making a graffiti wall at the school

# COMMUNICATION

Listening

Speaking

Reading and Viewing

Representing and Writing

Interacting

- recounting/retelling an activity they have done, using picture cues, eg:
  - going to the show
  - going hunting
- having a go at using the target language to create:
  - songs
  - raps
  - dialogues for a video

Language variation

**Explore the place of reading and writing in the target language in their life, by:**

- talking in their first language to older people in their family about how they use reading and writing in language; reporting back to class
- talking about how reading and writing is used in school
- trying out some new ways of reading and writing the language, eg:
  - on Facebook
  - texting
  - posters for sporting and community events
  - health posters
  - signs for place names.

# LANGUAGE STRUCTURES AND FEATURES

Developing strong language

## Listening

Understand more difficult words and sentence patterns.

- understanding when something happened from the doing words, eg:
  - present tense – *dei wok wok bat* (I am walking) [Kriol]
  - past tense – *dei bin wok* (I walked) [Kriol]
  - future – *dei garra wok* (I will walk) [Kriol]
- listening to old people’s language when they are talking about a culture theme
  - specialised words for kinship terms
  - parts of animals
  - descriptions of flowers, plants, animals and the way they change
- understanding some common words and phrases that can’t be understood by just knowing the meaning of the words inside the phrase (idioms and colloquialisms):
  - *Main hat im opin* (I’m very happy) [Kriol]
  - *Imbin beilap* (he got angry) [Kriol]
  - *Imbin heya gidap* (he’s very frightened) [Kriol]
  - *Goraum la tri* (to go to the toilet) [Kriol]
- understanding all basic pronouns
- building vocabulary by listing words that can be used to talk about similar topics:
  - words that talk about temperature: hot, steaming, boiling, sizzling, warm, burning; cool, cold, freezing, icy
  - words to talk about scary: scary, creepy, terrifying, horrifying
  - words to talk about speaking: talk, say, shout, yell, scream

## Speaking

Talk using mostly simple words and sentence structures, but begin to use some more difficult words and sentences.

- continuing to learn new words for culture activities/themes, eg:
  - words for owners and managers of Country
  - more words for kinship in the extended family
  - words to talk about the Country – rocky, muddy, mangroves, creeks, spring
  - words for bush medicines
  - preparing bush foods
  - parts of plants, flowers, leaves
  - animals, fish
  - names of different hunting tools and the materials they are made of
- using words that tell how or when something was done, eg straight away, quickly, slowly, by night
- using linking words such as: because of, when, after that, then
- using and practising these kinds of words (above) in sentences, eg:
  - .....is owner for this Country. ....is manager.
  - The green shoots of grass grow after the rain
- learning and increasing use of hand signs

## Reading and Viewing

Learn some more words and their meanings.

- using visual or print dictionaries, word lists and pictures to translate labels, signs, captions, charts from first language or English into the target language
- identifying words or phrases that might have more than one meaning.

## Representing and Writing

Use some harder language to create texts.

- learning words to talk about a range of topics from the Culture component.
- using a range of symbols and designs to tell a story

# LANGUAGE STRUCTURES AND FEATURES

Talking about sounds

How texts work

Talking about language

Listening	Speaking	Reading and Viewing	Representing and Writing
	<p><b>Pronounce words correctly, using the right intonation and stress.</b></p> <ul style="list-style-type: none"> <li>repeating, remembering and then saying all sounds correctly in words</li> <li>saying words and sentences so they sound right (using correct stress and intonation)</li> </ul>	<p><b>Match sounds with the letters that represent them.</b></p> <ul style="list-style-type: none"> <li>decoding some unknown words, using knowledge of letters and the sounds they make</li> </ul>	<p><b>Learn how the language is written down.</b></p> <ul style="list-style-type: none"> <li>having a go at writing known words, using common spelling patterns</li> <li>having a go at transcribing a short amount of text from a recording</li> </ul>
	<p><b>Use correct language for different purposes.</b></p> <ul style="list-style-type: none"> <li>giving instructions and procedures</li> <li>using past tense for telling stories</li> </ul>	<p><b>Recognise some ways that texts are put together.</b></p> <ul style="list-style-type: none"> <li>putting ideas in order – what happened first, second, then, last</li> <li>identifying and explaining the different parts of visual and written texts, eg who, what happened, when and where</li> <li>explaining how words in a dictionary are organised, eg:                             <ul style="list-style-type: none"> <li>in alphabetical order</li> <li>by topic</li> </ul> </li> <li>recognising the main parts of dictionary entries, eg:                             <ul style="list-style-type: none"> <li>word</li> <li>definition</li> <li>examples of how the word is used</li> </ul> </li> </ul>	
<p><b>Hearing the differences between the target language and their first language.</b></p> <ul style="list-style-type: none"> <li>making lists of words that they have learned in the target language that are not in their first language</li> <li>identifying some reasons for this, eg:                             <ul style="list-style-type: none"> <li>life has changed and these words are no longer needed</li> <li>words have been borrowed from other languages</li> </ul> </li> </ul>	<p><b>Talk about some of the words that are in the target language but not in their first language.</b></p> <ul style="list-style-type: none"> <li>making bilingual lists</li> <li>explaining some of the differences in meaning</li> </ul>	<p><b>Explore some of the language revival processes.</b></p> <ul style="list-style-type: none"> <li>Accessing some older texts from safe keeping places, such as a language centre, Living Archive of Aboriginal Languages (LAAL) at CDU and AIATSIS</li> <li>Investigating all the things that have been done to revive and revitalise the language, eg:                             <ul style="list-style-type: none"> <li>who has been working on this</li> <li>what has been successful</li> <li>who are the speakers</li> <li>some ways of working with speakers</li> </ul> </li> <li>talking about the different ways of spelling that have been used over the years and how and why these have changed</li> <li>understanding what transcription is and why it is important</li> </ul>	

# LEARNING STRATEGIES

Learning how to learn

## Listening

Listen carefully and take time to think about what has been said and what it means.

- listening for the important words that give the message
- listening for words and sentences in stories and songs that form patterns, to help understand what is being heard
- showing by their facial expressions if they don't understand
- waiting or asking adults to say it in an easier way if they don't understand

## Speaking

Use language they hear and read to make their speaking better.

- using language from stories, songs and games in free speech
- memorising new words and groups of words by:
  - repeating words to self, to others
  - using picture clues
  - practising saying the words on their own, in phrases and in sentences
  - listening to and practising saying words on an app such as iTalk
- using the language to talk to others in the playground, in the community

## Reading and Viewing

Know some ways to get meaning from texts, in order to identify, remember and reflect on information and ideas.

- working out meanings of unknown words and phrases by:
  - predicting meaning based on background knowledge of the topic
  - using knowledge of grammar, sentence structure and how the text is organised
  - knowing the letters and sounds
  - knowing how words are formed
- recognising an increasing number of words they see written
- using diagrams such as family trees, classification tables, maps, and brainstormers to summarise information for future use
- using a dictionary to help understand new words

## Representing and Writing

Plan, make up, review, correct and edit their own work.

- selecting and organising ideas using lists of headings, flow charts, diagrams
- revising and editing work, adding and taking out words, pictures, ideas, information, adding or changing punctuation
- having a go at writing words they have not practised before
- using resources such as class charts, dictionaries, spelling journals to check spelling

# GLOSSARY OF TERMS

<b>Adjective/ describing word</b>	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.
<b>Adverb</b>	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'
<b>Agreement</b>	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 <b>noun class</b> , and the <b>describing word</b> 'sharp' must have a masculine <b>noun class prefix</b> .
<b>AIATSIS</b>	Australian Institute of Aboriginal and Torres Strait Islander Studies
<b>Analyse</b>	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.
<b>Antonym</b>	An opposite meaning, eg hot is an antonym for cold
<b>Archiving</b>	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.
<b>Bound pronoun</b>	A <b>pronoun</b> that is not a separate word but that has to be joined to another word as a <b>prefix</b> or a <b>suffix</b> (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>njárra-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'

<b>CALL</b>	Centre for Australian Languages and Linguistics at Batchelor Institute of Indigenous Tertiary Education
<b>Case</b>	<p>Tells us the <b>function</b> of a <b>noun</b> or <b>pronoun</b> 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 <b>suffixes</b>. (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>
<b>Case</b>	Upper case means capital letters, and lower case means small letters.
<b>Case marking</b>	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.
<b>Class</b>	See noun class.
<b>Chunks of text</b>	A word, several words or several sentences together.
<b>Cohesive</b>	Using words and grammatical features to link ideas expressed in different sentences through the whole text.
<b>Colloquialism</b>	<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>
<b>Compound sentence</b>	<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>

<b>Compounding</b>	<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>wíba barra-narímabba</i> ‘landowners’ = <i>wíba</i> ‘land’ <i>barra-narímabba</i> ‘they owner/keeper’</p>
<b>Conditional</b>	<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 láwum.</i>  if you future tease dog  <i>If you tease the dog, it will bite.</i></p>
<b>Conjunction</b>	<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>
<b>Context clue</b>	<p>Something that helps us to understand the meaning of a written or spoken text.</p>
<b>Contextual cue</b>	<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>
<b>Contextual support</b>	
<b>Decode</b>	<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>
<b>Decoding skills</b>	
<b>Demonstrative</b>	<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>
<b>Describing word</b>	<p>See adjective</p>

<b>Discourse structure</b>	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 <b>thematization</b> ).
<b>Dual forms</b>	Used for referring to two people or things, eg Eastern/Central Arrernte <i>Mpwelē</i> school-ntyelē? 'Have you two come straight from school?'
<b>Etymology</b>	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.
<b>Expository text</b>	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.
<b>Figurative language</b>	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 <b>metaphors</b> , <b>similes</b> , exaggeration and many other word types.
<b>Free nouns</b>	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 <b>bound</b> noun meaning 'fire'; it is <b>incorporated</b> into the <b>verb</b> .
<b>Free pronouns</b>	(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 <b>bound pronoun</b> . It is a <b>pronominal prefix</b> which must be joined to the <b>verb stem</b> 'speak' (see bound pronouns).
<b>Function</b>	See word function
<b>Gender</b>	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 <b>nouns</b> can also be called <b>noun classes</b> .
<b>Grammar</b>	The way words are put together in a language to make sentences and texts.
<b>Head word</b>	The word listed in the dictionary. The head word is the word you have to look up, eg in English dictionaries, walk appears as a head word and 'walks', 'walking', and 'walked' appear in the entry for walk

<b>Idiom</b>	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')
<b>Implied</b>	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.
<b>Incorporation</b>	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.'
<b>Infer</b>	Work out from evidence and thinking or reasoning.
<b>Intonation</b>	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.
<b>LAAL</b>	Living Archive of Aboriginal Languages, a digital archive of written materials in Aboriginal languages of the NT at Charles Darwin University.
<b>Linking words, Linking devices</b>	Words or parts of words that are used to join sentences or clauses together. Examples in English are and, but, if, because. (See conjunctions)
<b>Literal</b>	Basic or original meaning stated clearly in words.
<b>Locational words</b>	Words that tell us where something happened, eg in English inside, nearby. (See also <b>adverbs</b> .) Gumatj <i>Galki ŋayi yukurra nhina</i> 'He or she is sitting close by' <i>Close-by</i> he/she continuous sit
<b>Metaphor</b>	Using a word or phrase to compare one thing to another, but instead of saying one thing is like the other thing (a <b>simile</b> ), 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.
<b>Multimodal</b>	Multimodal texts or literacy include different ways of representing knowledge and making meaning. They can include spoken, song, sign, dance, art, film, writing.

<b>Nominalisation</b>	<p>Making a noun from a <b>verb</b> or another <b>part of speech</b>, 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 'ntyē' makes a <b>noun</b> from a <b>verb</b> 'angke'.</p> <p>Burarra lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something' In this example, the <b>prefix</b> -gu- goes on the <b>verb stem</b> lapkujama to make a <b>noun stem</b>. The new noun also has to have a noun class prefix, an- here. (see <b>prefixation, suffixation</b>)</p>
<b>Noun</b>	A 'naming word for people, animals, things, places, ideas
<b>Noun class</b>	Many Top End and Kimberley languages divide their <b>nouns</b> into different groups, eg in Tiwi, all nouns are either <b>masculine</b> or <b>feminine</b> or <b>plural</b> (see <b>gender</b> and <b>number</b> ). 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.
<b>Noun phrase</b>	<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>
<b>Number</b>	Refers to how many people or things we are talking about. Some of the special terms that people use to talk about number are <b>singular, dual, plural</b> .
<b>Paraphrase</b>	To use different words to make the same meaning. Sometimes, paraphrasing a difficult sentence can help us to understand it better.
<b>Particle</b>	<p>Words with a grammatical meaning and that do not have a suffix or a prefix.</p> <p>Djambarrpuyŋu <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>
<b>Parts of speech</b>	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.

<b>Passive</b>	<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>
<b>Person</b>	<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 <b>pronouns</b>  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>
<b>Plural</b>	<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 <b>dual</b> number, plural means 'more than two'.</p>
<b>Prefix</b>	<p>A part of a word at the beginning of a word and which has a meaning. Prefixes are often <b>pronouns</b> or show <b>noun class</b>; sometimes they also show <b>tense</b> or location or other meanings. Not all languages use prefixes. Languages which use prefixes are called <b>prefixing languages</b>. 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>
<b>Prefixation</b>	<p>The process of forming new words by attaching a <b>prefix</b> to a word. Sometimes the new word is a different part of speech from the original word.</p> <p>Burarra waykin 'up high' <i>an-muwaykin</i> 'belonging to up high'</p> <p>In this example, the <b>prefix</b> <i>-mu-</i> goes on the <b>locational word</b> waykin to make a <b>describing word</b>. The new <b>describing word</b> also has to have a noun class prefix, here <i>an-</i>.</p> <p>lapkujama 'open it' <i>an-gulapkujama</i> 'key; tool for opening something'</p> <p>In this example, the <b>prefix</b> <i>-gu-</i> goes on the <b>verb stem</b> lapkujama to make a <b>noun stem</b>. The new noun also has to have a noun class prefix, <i>an-</i> here.</p>
<b>Prefixing languages</b>	See <b>prefix</b>
<b>Pronominal prefix</b>	A prefix which has the meaning of a pronoun (see <b>band pronoun</b> ).
<b>Pronouns</b>	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 <b>also bound pronouns, free pronouns, number</b> ).

<b>Reduplication</b>	<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>
<b>Simile</b>	<p>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>.</p>
<b>Singular</b>	<p>One thing. (See also <b>dual</b> and <b>plural</b>)</p>
<b>Stem</b>	<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>
<b>Suffix</b>	<p>A part of a word that adds meaning at the end of a word. Suffixes on <b>nouns</b> 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 <b>case</b>, <b>stem</b>.)</p> <p>Luritja  Pupanyi-<i>la</i> 'at Papunya'  Kiintuwu-<i>lakutu</i> 'to Kintore'</p>
<b>Suffixation</b>	<p>The process of forming new words by attaching a suffix to a word. Sometimes the new word is a different <b>part of speech</b> to the original word.</p> <p>Eastern/Central Arrernte  <i>atherrke</i> 'green' <i>atherrke+lhe</i> 'look green'  In this example, the <b>suffix -lhe</b> goes on the noun 'green' to make a <b>verb stem</b> 'look green'.</p> <p>Pitjantjatjara  <i>palya</i> 'good' <i>palya-ri-ŋgu</i> 'got better, improved' In this example, the <b>suffix -ri-ŋgu</b> goes on the adjective <i>palya</i> to make a <b>verb stem</b> 'got better'.  <i>wangka-</i> 'talk (verb)' <i>wangka-nytja</i> 'talking, talk (noun)'  In this example, the <b>suffix -nytja</b> goes on the verb stem <i>wangka-</i> to make a noun.</p>
<b>Synonym</b>	<p>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>.</p>
<b>Tense</b>	<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>
<b>Text</b>	<p>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.</p>

<b>Thematisation</b>	How the main meanings of a text are organised to help give the text its structure. (See <b>discourse structure</b> .)																									
<b>Transcription</b>	Transcription is the representation of language in written form. The source can be spoken or sign language or text in another writing system.																									
<b>Verbs</b>	<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 <b>suffixes</b> and/or <b>prefixes</b> added on to them. These <b>suffixes</b> and/or <b>prefixes</b> can have different kinds of meanings. Many of these add-ons are to do with <b>tense</b>.</p> <p>In Djambarrpuyŋu, the verb <i>nyarj'thun</i> 'eat' changes its suffix in different tenses.</p> <p>ŋarra ga nyoka' nyarj'thun 'I am eating crab now'</p> <p>bili ŋarra nyoka' nyarj'thurr '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 -béna has a prefix which tells us how many men there were:</p> <p>Yídja <i>ka</i>-béna 'The man went'</p> <p>Yídja <i>birri</i>-béna 'The two men went'</p> <p>Yídja <i>barra</i>-béna '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</i>, <i>wangkanjawangu</i> man present sit speaking-without 'The man is sitting without speaking'. The suffix '-wangu' means 'not'</p>																									
<b>Verb conjugation</b>	<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>wangka- talk</th> <th>patja- bite</th> <th>pu- hit</th> <th>tju- put</th> </tr> </thead> <tbody> <tr> <td>present tense</td> <td>wangka-<i>nyi</i></td> <td>patja-<i>ni</i></td> <td>pu-<i>nganyi</i></td> <td>tju-<i>nanyi</i></td> </tr> <tr> <td>past tense</td> <td>wangka-<i>ngu</i></td> <td>patja-<i>nu</i></td> <td>pu-<i>ngu</i></td> <td>tju-<i>nu</i></td> </tr> <tr> <td>future tense</td> <td>wangka-<i>ku</i></td> <td>patja-<i>lku</i></td> <td>pu-<i>ngkuku</i></td> <td>tju-<i>nkuku</i></td> </tr> <tr> <td>imperative</td> <td>wangka</td> <td>patja-<i>la</i></td> <td>pu-<i>wa</i></td> <td>tju-<i>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>		wangka- talk	patja- bite	pu- hit	tju- put	present tense	wangka- <i>nyi</i>	patja- <i>ni</i>	pu- <i>nganyi</i>	tju- <i>nanyi</i>	past tense	wangka- <i>ngu</i>	patja- <i>nu</i>	pu- <i>ngu</i>	tju- <i>nu</i>	future tense	wangka- <i>ku</i>	patja- <i>lku</i>	pu- <i>ngkuku</i>	tju- <i>nkuku</i>	imperative	wangka	patja- <i>la</i>	pu- <i>wa</i>	tju- <i>ra</i>
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imperative	wangka	patja- <i>la</i>	pu- <i>wa</i>	tju- <i>ra</i>																						
<b>Word function</b>	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 <b>suffix</b> or <b>prefix</b> usually shows the word function. In English, the position of a word or a preposition usually shows the word function																									



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