

Documenting and Revitalising Indigenous Languages

Training modules

Resource Network for Linguistic Diversity

www.rnld.org

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Australian Government
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INDEX

| Topic | Code | Modules | Page |
|---|------|---|------|
| Introduction to the program | | | 3 |
| Contact us | | | 4 |
| Developing a language project | D01 | <i>Developing and managing a language project</i> | 5 |
| | D02 | <i>Funding and grant-writing</i> | |
| | D03 | <i>Finding language materials</i> | |
| | D04 | <i>Linking up</i> | |
| | D05 | <i>Policy development</i> | |
| Recording and archiving | R01 | <i>Equipment</i> | 6 |
| | R02 | <i>Recording methods</i> | |
| | R03 | <i>Working with audio and video recordings</i> | |
| | R04 | <i>Transcribing</i> | |
| | R05 | <i>Archiving audio and video recordings</i> | |
| Strategies for language revival and maintenance | S01 | <i>Identifying language needs</i> | 7 |
| | S02 | <i>Language maintenance</i> | |
| | S03 | <i>Language revitalisation</i> | |
| | S04 | <i>Language reclamation</i> | |
| | S05 | <i>Language awareness</i> | |
| | S06 | <i>Language and youth</i> | |
| Creating language resources | C01 | <i>Storybooks</i> | 8 |
| | C02 | <i>Audio resources</i> | |
| | C03 | <i>TV, film and video</i> | |
| | C04 | <i>Dictionaries</i> | |
| | C05 | <i>Online resources</i> | |
| | C06 | <i>Photography and illustration</i> | |
| Literacy and linguistics | L01 | <i>Linguistics</i> | 9 |
| | L02 | <i>Literacy and Orthographies</i> | |
| Publishing and presenting | P01 | <i>Writing about your language</i> | 9 |
| | P02 | <i>Making presentations</i> | |
| Training and curriculum development | TO1 | <i>Curriculum development</i> | 10 |
| | T02 | <i>Sharing your skills</i> | |
| | T03 | <i>Where to from here?</i> | |

What is the Documenting and Revitalising Indigenous Languages program?

The Documenting and Revitalising Indigenous Languages (DRIL) Program has been created to support the long-term maintenance of Australia's Indigenous languages. DRIL offers a new training method to Aboriginal and Islander people in communities and Indigenous organisations who want to develop, run and manage their own language projects.

The people who take part in this program also learn to share their skills with other people in their own communities and organisations. In this way, more and more people will have the skills to develop and run their own language projects.

Who can take part in this program?

The program is designed for Aboriginal and Islander people who want to do their own language work to strengthen their language. You can take part in the training just by yourself, or with other people in your family, a small group in your community, or in your workplace.

What will I learn in this program?

There are currently 29 different modules (or lessons) in the program, grouped into seven topics. The modules are described in this booklet. You can choose any of the modules as a starting point, depending on your current interests. We will talk about your experience and interests with you before you start and we will work together to map out the initial modules to suit your projects.

Do I have to take all the modules?

No, you don't have to take all of the modules in the program or even all of the modules in any topic. Everyone who joins this program starts with Module D01 Developing and Managing a Language Project. That helps us understand your current skills and interests. A program is then designed specifically for you. Trainees can start at any point depending on your interests and the project you want to develop. You can choose modules as your skills build and your interests change.

What background skills or education do I need?

You don't need any previous experience or any special skills to take part in this program. We'll design a program with you based around your interests and experience.

Where does the program take place?

When you contact us to let us know you are interested in the program, we will talk with you about your interests and training needs. We will discuss where and when the training can take place. Usually, the training program will start with a short, intensive on-site workshop in your community or organisation. After the workshop, you will be given supporting resources so that you can continue your learning and do the practical project-based exercises at home or at work. Follow-up on-site workshops can be held to talk about how your project is going and to get you started on the next steps.

What qualification will I get?

This program does not offer a formal qualification and it is therefore very flexible in the way that you learn. You will be given recognition for each module that you complete.

If and when you feel ready to continue your learning at a higher level and to study towards a formal qualification, we will work with you to look at the alternatives, find a place that meets your needs, and connect you with the people who can assist in the enrolment process.

How long does the program take?

It will vary from person to person. You decide when you start and there is no fixed time frame. You can fit the training around the other parts of your home and work life.

What support will I get?

The worksheets and supporting audio and video resources will soon be available in an online learning room linked from the Resource Network for Linguistic Diversity's web site <www.rnld.org>. This means that the materials can be updated regularly to take into account new developments in the field.

You will become part of a network of people who are doing this program. Our learning room will have an online chat facility and you will be able to ask questions and share ideas with others in the network.

When you register for this program, we will also try to identify a local or regional organisation or person who can give you occasional support with your language work. If you don't have access to a computer, we will work with you and your support organisation to make sure that you have access to the resources and materials.

CONTACT US

If you would like to take part in the program, or would like us to send you further information, please contact:

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The modules in this topic cover all stages of planning and developing a language project, from choosing the topic and goals of the project, to considering ethical and cultural issues and setting up protocols, writing a grant application for funding, finding existing information and resources about the language, developing partnerships and networks, exploring how existing policies can support your language work, and creating a language policy for your own community or organisation.

Developing and managing a language project D01

- choosing the project topic
- setting goals and priorities
- considering the target audience for the project
- building a project team and partnerships
- finding support for your language work
- ethics, cultural practices and protocols
- developing a time line
- managing the project budget and accounts
- reporting back to the community and/or your organisation

Funding and grant-writing D02

- learning about funding agencies
- choosing the right agency for this project
- understanding the grant requirements
- identifying the key objectives and outcomes of the project
- prioritising the stages of the project and preparing a time line
- linking project goals to team members' skills and qualifications
- writing a project summary
- developing a budget that meets the funding agency's guidelines
- preparing the background to the project and a literature review
- reporting to the funding agency

Finding language materials D03

- searching for resources in language centres, libraries and online
- working with archives to find and retrieve language resources
- contacting researchers to obtain copies of recordings and publications

Linking up D04

- identifying local language and Indigenous knowledge centres
- learning about national peak bodies
- contacting linguists and other researchers who have worked on your language
- finding relevant government departments, education departments and schools
- networking on the web

Policy development D05

- Australia's National Indigenous Languages Policy
- state policies
- international policies
- creating a language policy for your community or organisation

The modules in this topic focus on recording your language with audio and video equipment. The exercises assist in choosing the right recording equipment and accessories for your project and budget, practical issues in audio and video recording, software to edit your recordings, transcribing as an important step in making your recordings useful to you now and for other people in the future, and methods to make sure your recordings remain safe and secure and can be easily accessed.

Equipment R01

- suiting the equipment to the location and facilities
- choosing audio and video equipment
- reviews of equipment
- accessories: headphones, microphones, speakers, sound cards, tripods

Recording methods R02

- becoming familiar with the recording equipment
- working with light and sound
- recording everyday events in different settings
- recording special events
- learning about elicitation
- working with different age groups
- practical issues: considering avoidance relationships, health problems, and so on

Working with audio and video recordings R03

- editing sound files
- editing video files
- transferring the recordings to computer
- naming audio and video files
- backing up the recordings

Transcribing R04

- choosing software for transcribing recordings
- learning transcription methods
- practical outcomes from transcribed data

Archiving audio and video recordings R05

- digitising heritage recordings
- preserving recordings in older formats
- preparing metadata
- choosing an archive
- deciding on access rights and intellectual property

The modules in this topic introduce you to tools for working out how strong your language is and different models for language maintenance and revival. The practical exercises assist in planning appropriate strategies for your language situation, using the media, internet and community forums to raise awareness about your language and the state of Aboriginal languages more widely, and including young people in language work.

Identifying language needs S01

- developing and using a tool to work out how strong the language is in your community
- planning realistic actions to support the language
- identifying the skills and strengths for language work that exist in the community
- thinking about how to build new skills

Language maintenance S02

- immersion programs
- bilingual education

Language revitalisation S03

- second language lessons
- adult classes
- revitalising language in the family

Language reclamation S04

- working with archival materials

Language awareness S05

- language awareness in the community
- language awareness and the wider public
- the media and language awareness
- language advocacy on the internet

Language and youth S06

- including young people in language work
- children's voices and visions
- intergenerational partnerships

The modules in this topic cover the skills needed to produce language resources ranging from print to audio, video and film, and online materials. The practical exercises introduce self-publishing, photography and illustrations for resources, and blogs and social networking sites to create and share resources. The dictionary module helps you choose the kind of dictionary you want to create, and the best software program for the project.

Storybooks C01

- creating storybooks in your language
- software for self-publishing
- Indigenous publishing houses

Audio resources C02

- making resources from your audio recordings
- music in language revitalisation
- Indigenous radio programs

TV, film and video C03

- Indigenous languages on film and television
- making resources from your video recordings
- software for animations and claymations

Dictionaries C04

- choosing software for dictionary making
- picture dictionaries
- online dictionaries
- building a thesaurus
- creating new words

Online resources C05

- the web and endangered languages
- blogs and social networking

Photography and illustration C06

- photography for language resources
- illustrating language resources

LITERACY and LINGUISTICS

The modules in this topic introduce you to the core areas in linguistics, give an understanding of the kind of work that linguists do, and build skills in reading and writing your language.

Linguistics L01

- what is linguistics?
- what do linguists do?
- working with a linguist
- sounds in Aboriginal languages
- the structure and functions of words
- meanings
- building sentences

Literacy and Orthographies L02

- spelling systems
- reading the language
- writing the language
- using a dictionary
- understanding texts

PUBLISHING and PRESENTING

The modules in this topic develop writing abilities for use in the workplace and to publicise your language activities in the wider world, strengthen your ability to talk about your language to other people, and prepare you to make a presentation to your community, in your workplace, or for a conference or workshop.

Writing about your language P01

- writing reports
- writing for the media
- writing journal articles
- editing your work
- places to publish

Making presentations P02

- creating posters
- using PowerPoint
- delivering a presentation
- making handouts
- writing a conference abstract

The modules in this topic focus on educational issues, including methods for developing curriculum for school and online language programs, tools to use in the classroom, sharing your skills more widely in your community and workplace, and considering your options for further study.

Curriculum development TO1

- curriculum development
- school language programs
- online language lessons
- language games

Sharing your skills TO2

- becoming a trainer
- working with an apprentice
- community partnerships
- leadership roles in your organisation

Where to from here? T03

- Batchelor Institute of Indigenous Tertiary Education
- intensive institutes
- short courses
- degree programs