



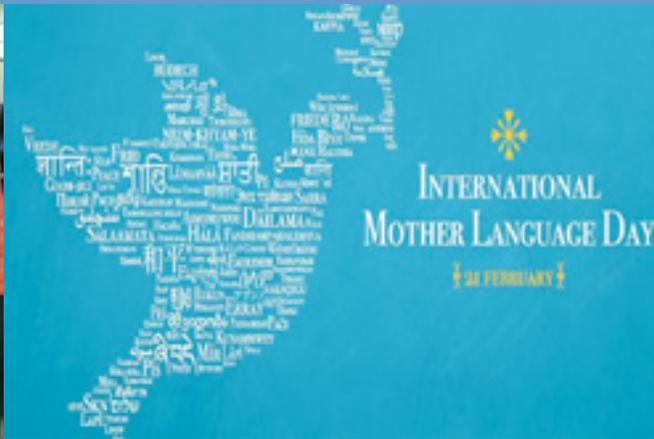
# rnld

Resource Network for Linguistic Diversity

Issue 13 Summer 2015



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## International Mother Language Day

Each year, the 21st of February marks UNESCO's International Mother Language Day, a celebration of linguistic and cultural diversity of heritage languages, spoken or silent, all around the world. This year's theme was based on language education, and RNLd was so inspired that we turned Mother Language Day into Mother Language 'week'!

Using the hashtag #IMLD, we posted achievements from DRIL workshops from over the past five years. We highlighted the multigenerational work that's happening throughout the country to pass language down from Elders to children and keep language strong.

You can take a look at our #IMLD efforts through our Facebook page: <https://www.facebook.com/groups/RNLdorg/>



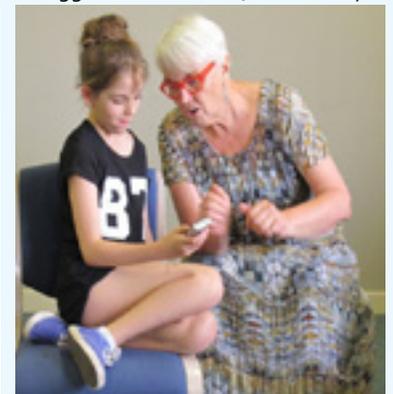
Hand-drawn resources, Swan Hill, Wadi-Wadi



Aunty Colleen McGrady, Boggabilla-Toomelah, Gamilaraay



Jade Brennan, Mt Gambier, Boandik



Latoia Mercieca with Margaret Florey, Port Augusta, Dieri

## Module in Motion

### Making a wordless book

What makes humans different to other mammals is not just our ability to speak a language, but our ability to create and share stories.

In our module, **'Create Master-Apprentice resources'** we help people create wordless books. Wordless books are good because the storyteller can bend the story or words to fit their own language level. For example, the storyteller could just point to objects in the book and say the words, or they could explain in basic language the actions in the book based on the plan to teach the learner verbs.

In Broome, one group used a camera to create a wordless book, with photos first of the objects, and then of different locations (rock in the shade, grass in the sun) and then brought them together with the action: she is sitting on a rock in the sun; she is standing on grass in the shade. The other group used a camera to create a wordless book of people in the language centre to develop the theme of family. They included verbs for eating, drinking, sitting and standing.

In Kununurra, the team made three wordless books! They now have resources based around certain word sets and activities. One book has actions of sitting and standing based around different places such as the grass, shade or rock. Another book is about the people working in the MDWg language centre and the things they are doing. The third resource is about making a cup of tea, with photos of the steps involved.

*What would you make a wordless book about?*

# DRIL training activities

## *Broome, WA 3 – 5 December 2014*

From 3 – 5 December 2014, trainer Margaret Florey, trainer Emma Murphy and intern Karen Mezentsef travelled to Broome to deliver a workshop based around creating resources and using technologies. Using a Zoom H1 recorder, one team first refreshed their skills recording and editing using Audacity.

One of the participants, Rose, had created graphics of family members using Adobe Illustrator and used them to create a wordless book based on what people are doing in the language centre. The other team created a wordless book based on sitting and standing in various locations. They used a ZoomQ3 video recorder and Zoom H1 audio recorder, and edited through Windows Moviemaker and Audacity to create individual files and clips to accompany the wordless book.



Rose Coffin using Audacity to edit a recording



Coco Yu and Judy Edgar film a word set

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# DRIL training activities

## *Kununurra, WA 8 – 10 December 2014*

Following the Broome workshop, Margaret Florey and Emma Murphy headed to Kununurra to work with the team from Mirima Dawang Woortlab-gerring (MDWg) Language Centre over 3 days. The group focused on making resources and using technology. First, they split in to three groups to make wordless books based on different themes. Each wordless book was created with a small set of words in mind, and the teams then used cameras, catalogued the photos taken, created a wordless Powerpoint presentation, and printed and laminated the books.

Using the wordless books as inspiration, the teams then hunted for language that they would use to teach with, with the Masters checking the sentences constructed. To end, each group presented their work.



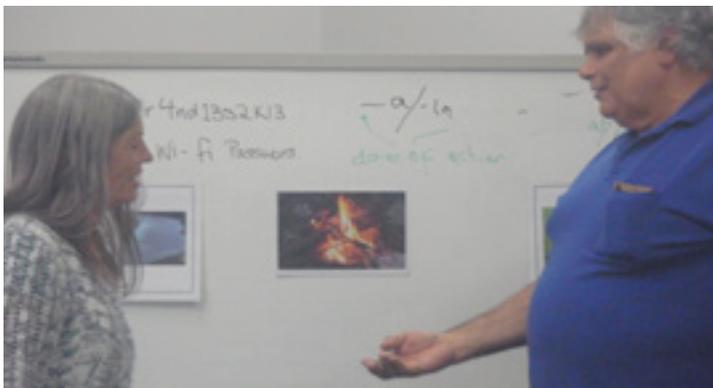
Glennis Galbat-Newry and Ingrid Ningarmara say the words of the items printed on the sheets for the wordless books



Rita Boombi, Ingrid Ningarmara, Glennis Galbat-Newry, Paulina Galbat, Sylvia Simon, Julie Bilminga and Jimmy Paddy show their wordless books

## *Mount Gambier, SA 2 – 3 February 2015*

DRIL Trainer Emma Murphy returned to Mount Gambier for the fifth workshop at Burrandies. This workshop with the Bunganditj language group had a big linguistics focus. Participants were very excited to revisit phonetics, learn about the International Phonetics Alphabet (IPA) and some of the ways linguists identify sound systems in different languages. They also learnt about Australian language families, Pama Nyungan and non-Pama Nyungan languages, and looked at some online databases where they could find out more information about local languages. Finally, they put some of their morphology study into practice by using the Master-Apprentice method to teach useful suffixes.



Janine Williams and Des Hartman practise locative affixes with photos



Ken Jones, Janine Williams and David Moon practise locative affixing by using objects going to and from locations

# DRIL training activities

*Port Augusta, SA 3 – 5 February 2015*

DRIL Trainer Margaret Florey and Training Support Officer Katerina Forrester ran the third Dieri workshop from February 3-5 in Port Augusta, with the help of Dieri Language Corp coordinator Michelle Warren. The group was as enthusiastic and productive as ever!

They now have seven Master-Apprentice teams in different parts of Australia: Port Augusta, Broken Hill, Mildura/Whyalla and Paraburdoo. Focusing on Master-Apprentice methods, the group worked in their paired teams to practise a range of oral techniques while leaving English behind and strengthening their knowledge and use of Dieri. The group also discussed their goals and aspirations for language revival, planned a six week curriculum to be implemented by each Master-Apprentice team, and mapped out ways of communicating to stay in touch with each other and share resources.



The Port Augustan feed



Non-verbal activity - Michelle Warren gets Nana Rene to do the twist!



Reg Warren and grand-daughter Jaima Warren practise the word set for 'make a cup of tea', under the guidance of Michelle Warren

## Upcoming Workshops

### April -

14–16: Ngukurr, Ngukurr Language Centre, Northern Territory (trainer Emma Murphy and Operations Manager Tamsin Wagner)

15–17: Port Hedland, Wangka Maya Language Centre, Western Australia (trainers Margaret Florey and Jessica Solla)

20–22: Broome, Mabu Yawuru Ngan-ga Language Centre, Western Australia (trainer Margaret Florey, trainer Jessica Solla)

### May -

9–10: Swan Hill, Wadi-Wadi language group, Victoria (trainer Margaret Florey)

11–13: Kununurra, Mirima Dawang Woorlab-gerring Language Centre, Western Australia (trainers Emma Murphy and Jessica Solla)

You can always find information of where we are through the link: <http://www.rnld.org/DRILworkshops2015>

## DRIL Participant Drop-ins

In late February we had a visit from one of our DRIL participants, David Moon, a Boandik man currently residing in Melbourne.

David has recently been made Burrendies Aboriginal Corporation's *Bunganditj Language Consultant and Coordinator* for the language team in Mount Gambier where the group are doing great work to bring life back to the language.

David shared the story of his language journey. Among other projects, he has been assembling Bunganditj words and creating resources such as a dictionary through various software applications including the Miromaa language storage program.



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# RUIL Internships

In 2014, RNLD and the Research Unit for Indigenous Language (RUIL) in the School of Languages and Linguistics at the University of Melbourne continued a student internship community program to link up students in linguistics at the University with Indigenous communities through RNLD's DRIL training program.

Second-year linguistics student Chloe Dallas took part in a workshop in Port Hedland, WA. Third-year linguistics student Katerina Forrester attended workshops back-to-back in South Australia, and third-year linguistics student Karen Mezentsef, took part in a workshop in Broome, WA.

Just like the languages, each experience was different for all the interns. Here are some brief extracts from their reports.

**Karen Mezentsef**



In early December I participated in my first community-based training workshop led by DRIL trainers Margaret Florey and Emma Murphy at Mabu Yawuru Ngan-ga, Broome. There I met a group of passionate people focused on revitalising the Yawuru language, aiming to ensure the younger generation, and critically children, continue to speak Yawuru.

RNLD's DRIL training model helps to build participants' autonomy as the tasks are at all times in the hands of the participants. Utilising a tactile learning approach, trainers facilitate learning through guidance whilst allowing participants to take charge of their own learning.

It was such a positive experience for me, solidifying my belief that I wish to focus on similar such endeavours in my future linguistic career.

**Katerina Forrester**

I had the exciting opportunity to accompany Margaret Florey to two DRIL training sites: Adelaide and Port Augusta. It was a great pleasure to be able to take part in two very different sites, and to get a proper insight into the diversity of Australian Aboriginal languages. The two language groups are neighbouring languages, Adnyamathanha Ngawarla and Dieri although the groups are now spread across different towns.

What I appreciate about the DRIL program is that it offers a flexible schedule and program. This way, the trainers are able to manipulate the modules to suit the needs of the community, and produce the best results in a short amount of time. The DRIL program enables community members to step-up to leadership/ mentoring roles and enables the community to work closer together.



**Chloe Dallas**



In late September 2014 I accompanied DRIL trainers Margaret Florey and Emma Murphy on their visit to Wangka Maya Pilbara Aboriginal Language Centre in Port Hedland, Western Australia.

Running through the (DRIL) sessions was a shared understanding of the cultural and personal significance of the participants' languages. During a group discussion about Aboriginal languages more broadly there was a real focus on celebrating the variety and diversity of Australian languages, and of appreciating their interconnectedness.

Participants spoke of their concern at the decline in speakers, but also of their optimism for the future and of the joy they feel in connecting with and strengthening their languages and cultures.

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## 2015 Conferences

### Call for exhibitors

*Puliima National Indigenous Language and Technology Forum 2015  
Melbourne, Australia*

Puliima 2015, the fifth Indigenous Language and Technology conference, will be held this October 12th–16th in Melbourne, Victoria. *Puliima* is a biennial event aimed at bringing people together from all over Australia to explore pioneering project ideas, exciting products and equipment that can be used in community based Indigenous languages projects.  
<http://www.puliima.com/>

### Call for papers

*AustraLex 2015  
Auckland, New Zealand*

AustraLex 2015 will be held from 19–21 November 2015 on varied topics based on the development of lexicography in all languages of the Australasian region. Topics include dictionaries, theory and history of lexicography, dictionary-making, and dictionary use.  
<http://www.adelaide.edu.au/australlex/>

### April 2015

*16–17 April – Symposium on American Indian Languages  
New York, USA*  
<http://www.rit.edu/cla/linguistics/>

*24 April - Senelanguages 2015 West African Languages  
Dakar, Senegal*  
<http://senelanguages2015.ucad.sn/>

### May 2015

*20–21 May – Protecting Language Rights: Promoting Linguistic Pluralism (IALC)  
Ottawa, Canada*  
The IALC assists the language commissioners role throughout the world by promoting best practices and standards of excellence and by advancing language equality and diversity, including the preservation and revitalisation of Indigenous and minority languages.  
<http://languagecommissioners.org/welcome.php?lang=1>

## RNLD staff

RNLD volunteer, Kate Charlwood, sat down with our latest additions to the RNLD staff to ask some detailed questions.



### Tamsin Wagner Operations Manager

*How long have you been working at RNLD and what brought you here?*

I started working at RNLD in October 2014. I had worked as a community linguist in the Kimberley in the early stages of my career and then diverted to book publishing.

After 10 years in publishing I was curious about the possibilities of working with Indigenous languages again and keen to join the not-for-profit sector. RNLD provided the perfect opportunity to do both.

*What is your favourite part about working with RNLD?*

There are two things I love about working with RNLD: the first is learning about the vital work people are doing to strengthen and revive their languages. The other is the pleasure of working as part of a small, highly motivated team that is committed to working in partnership with Indigenous people and supporting them to achieve their aims.

*If you could speak one other language what would it be?*

I would like to be able to sign in Auslan because it is a fascinating language and it would allow me to better communicate with the Deaf members of my extended family.

### Barbara Barna Accountant

*How long have you been working at RNLD and what brought you here?*

I've been working here since September 2014. My background is in accounting within the construction industry. After doing some research, I decided working for a not-for-profit community based organisation would be a worthwhile role to have.

*Have you learnt any other other languages?*

I grew up speaking Hungarian with my family. I was lucky enough to have grandparents as well as parents who spoke the language and I think that gave me a better chance of learning it; I had more exposure to Hungarian and therefore more people to communicate and practice with.

*If you could speak any other language, what would it be?*

Probably Serbian or German - my parents are from a Hungarian part of Serbia so all my relatives speak in Serbian as well as Hungarian at family functions. A little Serbian would mean I could understand my family if they were to speak behind my back!

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# LIP trivia night

In December 2014, Jill Vaughan and Rosey Billington, of the University of Melbourne Linguistics and Applied Linguistics Postgraduate Club, hosted the Linguists in the Pub (LIP) trivia night. Our team, RNLD (The Really Nerdy Linguistic Dags) didn't claim first prize... but all donations from the event were used to purchase a Zoom H1 recording device. Participants from RNLD's November 2014 Professional Development workshop were invited to submit an application to receive the recorder for language work.

Cody Millard was selected as the recipient of the Zoom H1. She will be using the recorder to visit Elders in her community and record them speaking stories of the dreamtime to strengthen and build a great sense of belonging to the land. She would like to then further use the recordings in an educational setting, to practise pronunciation, and create children's books.

Please join us in congratulating Cody. We look forward to the great work that she will achieve with the recorder. Thanks to MLALP for a wonderfully trivial evening!



The 'Really Nerdy Linguistic Dags' - (from back-left) Tamsin Wagner, Katerina Forrester, Salome Harris, Karen Mezentsef, Margaret Florey and Barbara Barna

Zoom H1 recipient Cody Millard (left) making a recording with Melinda Solomon

## Executive Committee Member Focus – Julie Warren

RNLD executive committee member Julie Warren completed a Bachelor of Arts at Melbourne University, majoring in politics. Working with Reconciliation Victoria, she continued her interest in education, working in partnership with Worawa Aboriginal College, an Aboriginal owned and run boarding school. In 2008 Julie joined the AFL to establish the industry's Indigenous employment program, later broadening her role to grow the representation of all diverse peoples on and off the field.

Recently Julie has worked with the Australian Sports Commission in several countries in the Pacific to support sport for development programs and she is about to commence work with the Department of Health and Human Services to support the Royal Commission into Family Violence.

Julie was attracted to join the RNLD executive committee because of her interest in education and her awareness of the importance of first languages in ensuring children's success within education. Julie believes that as language is an important part of culture, the preservation of the hundreds of Aboriginal languages is a critical project for an inclusive nation that adequately recognises its First Peoples.

Above all, Julie says working cross culturally enables amazing innovation and creativity and furthermore, although often unrecognised, the Indigenous sector is regularly a leader in best practice.

RNLD is funded under the Indigenous Languages Support program.



Join our online communities on Facebook and Twitter



Australian Government  
Indigenous Languages Support

RNLD would personally like to thank you for your continued support.

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